

**Student guidelines YIP PhD course 2009****Student research presentation:**

- You are asked to present your research project in a journal club like format.
- A Young Investigator supervises the sessions.
- Your project will be presented in a pre-assigned Student Research Presentation session. You will have a total of 30 minutes. 5 minutes are reserved for questions from the student audience, another 5 - 10 minutes for feedback by the Young Investigator.
- For your presentation, please keep in mind:
  - You will be talking to an audience of non-experts in the field, therefore give a good introduction. i.e. why is this important? What is/are the question(s) that you want to address?
  - Explain the reasoning for the experiments.
  - Explain the data.
  - What are the next questions to be answered?
- Presentations are supervised by YIPs who are speaking during the course.
  - YIPs are asked to give feedback on the project and the presentation.
  - Students are strongly encouraged to participate in the discussion and feedback.

**Poster session:**

This is not your usual poster session. The aim of the session is to spark discussion and exchange of ideas and experiences between PhD students, maximizing the benefit that you can get out of this course. You are asked to present one or several techniques that you have become expert in during your thesis work. At the poster sessions you will have the opportunity to share your experiences with the other students and gain new insights by discussing with students and young investigators.

- Indicate your expertise in your application. If you are accepted we will let you know what to present (we would like to prevent too much overlap this way).
- Prepare a poster explaining the relevant techniques.
- Prepare a 2-3 minute presentation to give to the people who come and visit your poster. Let them know what kind of difficulties you experienced and how you overcame them.
- You will be assigned a time when you should be at your poster and present to students and YIPs.

**Student paper review:**

You are asked to review a paper submitted to a scientific journal. You will receive the paper one - two weeks before the course starts in order to familiarize yourself with the paper and the field, i.e. read background literature and related papers. Please prepare a one-page review (i.e. list of relevant points) for the course. You may want to give some constructive criticism and suggest appropriate experiments where necessary. A guideline for paper reviewing will be sent to you together with the paper.

During the course you will be assigned in groups of 6. You will be working together, discuss the paper and your individual reviews and jointly prepare a one-page review that will be discussed with a Young Investigator and an EMBO Journal editor.

As an introduction there will be two lectures, one on the dos and don'ts of paper reviewing and one by an EMBO Journal editor on the editorial process.

**Student Proposal/grant writing exercise:**

You will be assigned a topic (i.e. pertinent biological questions) for which you are asked to prepare a fellowship proposal during the course that is to be presented orally within 20 minutes on the last day of the course. The presentation will be followed by 10 min discussion time with critical feedback from a jury of Young Investigators.

The topics are proposed by the Young Investigators. The topic will be sent to you two weeks prior to the start of the course together with some relevant literature in order to allow you to familiarize yourself with the topic.

Students will be assigned to six groups with six students by the organizers. These groups are expected to work together during the course on the proposal. The composition of the group will be heterogeneous with respect to scientific expertise in order to be able to design an interdisciplinary approach. Each group will be assigned a tutor. This tutor (normally the person who suggested the topic) will be working with the group at the start in order to set the frame and scope of the proposal. Then the group is expected to work on their own.

Students should bring, where possible, a laptop. EMBL has wireless LAN and via its library access to most life science journals.

It is expected that each student takes appr. 5 minutes of the presentation time to present their approach/experiments to solving the question. The presentation is nevertheless expected to be coherent with an introduction to the question and a summary of the approaches/experiments presented. One of you is asked to volunteer to explain the project in laymen's terms.

**Tutorials:**

The tutorials are intended to explain and give an overview of different techniques, such as Imaging, RNA silencing, Massive Sequencing, Computational Modeling and Protein Modification.

Questions and interaction are particularly encouraged during these sessions.

Expert users give the tutorials.

**Skills training sessions:**

These sessions are supposed to give you an introduction of some of the skills you need to develop. The short sessions can only give you an overview of what is needed and may give you an indication as to where you might need or want additional training.

How to give a presentation?

A 2.5h short course on do's and don'ts of presenting. In this interactive presentation skills workshop, you will learn how to effectively attract the interest of an audience during scientific presentations and small talk.

Project management for PhD students

Are you getting lost in between the different parts of your thesis projects? Learn how to organize yourself and your work more efficiently.

Scientific writing

You will have to write your thesis, research papers and grants in the future. Hear about the basics of scientific writing.

Make Science Make Sense: How to talk about your science to the non-scientist

Your parent, grandma and friends ever looked at you puzzled when you tried to explain the research that you are doing? No one understands why it is so important what you are doing? Learn how to make your science make sense to the non-scientist. Test out your newly won skills at the fellowship proposal presentation session. One of each group of students will be asked to present the project in laymen's terms.

**Round Table discussion:**

Careers in academic science

A group of young investigators will answer your questions about their experiences in the academic career track. After a short introduction it is your turn to ask.