The trainer, Prof. Dr. Leonie Ringrose

I am a scientist who loves to teach. I am a British professor in molecular biology at Humboldt University, Berlin, Germany. I am convinced that effective communication is essential to unlock the full potential of all scientists. I firmly believe that everyone can learn excellent scientific writing and presentation, and that it can be fun. My experiences over 25 years of teaching scientific communication at all levels confirm this belief.

Expertise in research and teaching

- Native English speaker
- 30 years research experience in UK, Austria, France and Germany
- 25 years teaching science communication www.science-kitchen.net
- > 36 publications, > 4500 citations
- 8 years full professor (W3) at Humboldt University, Berlin www.ringroselab.com
- Winner of HU Berlin Life Sciences teaching prize for Scientific English

Expertise in grant writing, grant reviewing and grant training

- Coordinator of EU funded Innovative Training Network, uniting 16 labs and industry partners to train 12 PhD students, funded with 4 million Euros www.itn-pep.net
- > 5.7 Million EUR in grants
- Grant writing trainer and coach since 2019
- ERC starting grant panel member (LS1, 2013-2019)

Methodology

I believe in logic, rules, play and fun. My teaching is grounded on these principles. I use the concept of **constructive alignment in outcomes-based teaching/learning** (https://en.wikipedia.org/wiki/Constructive_alignment). In this student – centered teaching model, participants construct their skills and knowledge through learning activities that are aligned with the intended learning outcomes. In other words, my training is hands-on, highly interactive and relevant to the topic. In a course on writing a paper, participants will write a paper. In a course on giving a presentation, they will give presentations. In all of my courses, participants receive detailed feedback. They gain a deep functioning knowledge of the concepts of the topic and use this to produce work that they can build on. My courses are effective, transformative and fun.

Tools

I use **moderation tools** to draw out group experience and expertise. Within a clear framework of **structured feedback,** participants critically analyse their own and others' work. I provide a **comprehensive handbook** of course materials (structure guidelines, good and bad examples of papers, CVs, reviewer responses or grant proposals and further reading, depending on the course). In both online and presence workshops I use **digital tools** for document sharing, which enable a commonly accessible record of group work (e.g., Google docs, Google sheets, Moodle).

Writing a scientific paper: From structure to manuscript

In science, publications are a crucial element of success. Being able to write your own papers independently, rapidly and to a high professional standard as a PhD student or post doc is a key skill that will be invaluable to you throughout your career.

Structural and linguistic challenges. How do I find the best structure for each section of a paper? What is the correct grammatical form for citing literature or describing experiments? What is the right level of language and how does that vary in different parts of the paper? How do I manipulate the English language to be clear, to be persuasive or to be careful?

Learning objectives. This intensive workshop about writing a scientific paper involves analysis of good and bad examples from the literature and detailed feedback on writing tasks performed both individually and as teamwork. At the end of the course participants will have written and received feedback on each section of a paper. They will have a "reference toolbox" of structure, syntax and vocabulary for each part of the paper. Participants will also gain skills in speed-reading, fast and effective planning, and writing scientific English to a fully professional standard.

After the course, participants can:

- Identify the structures and vocabulary in scientific articles that are appropriate for the different parts of the document (results, introduction, discussion and abstract).
- Use the correct structure and vocabulary to write the results, introduction, discussion and abstract of a scientific document.
- Give constructive feedback on structure and language in written texts of others in the group.
- Explain the concepts of register, packaging language and structure for different parts of a scientific document.

Course contents:

Day 1 The Results Section

- General introduction to the course. Writing challenges, elements of good writing.
- Results section: Structure, grammar and vocabulary
- Analysis of examples from the literature
- Results: Writing exercises and feedback

Day 2 The Introduction

- Structure, grammar and vocabulary
- Analysis of examples from the literature
- Correct form for citing literature
- Introduction: Writing exercises and feedback

Day 3 The Discussion

- Structure, grammar and vocabulary
- Analysis of examples from the literature
- Discussion: Writing exercise and feedback

The Abstract

- Structure, grammar and vocabulary
- Analysis of examples from the literature
- Abstract: Writing exercise and feedback