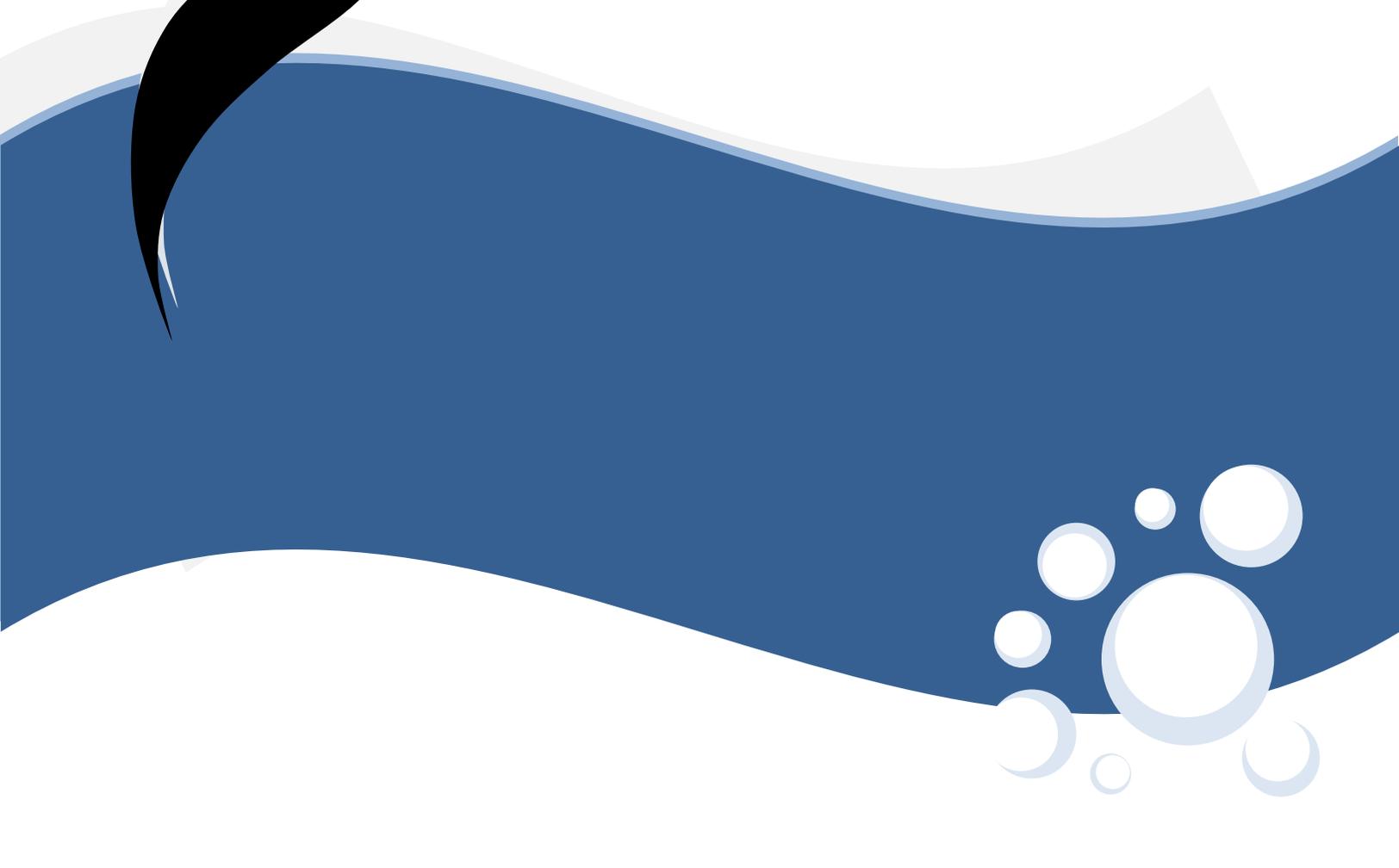




# **UEA ONLINE TRAINING SERIES FOR PGRs (2019/20)**



## Introduction: Student Guide

The '**University of East Anglia (UEA) Online Training Series**' offers research and professional skills training for postgraduate research students (PGRs) in a 'live-taught' online format. Training sessions are delivered via a virtual classroom on Tuesday and Wednesday evenings between 7pm-9pm. The series is organised and administered by Dr Simon Watts ([simon.d.watts@uea.ac.uk](mailto:simon.d.watts@uea.ac.uk)), PGR Training Coordinator for the Faculty of Social Sciences at UEA, who also teaches Modules 1 to 4. Module 5 is taught by Dr Kimberley Bartholomew from the School of Education at UEA.

For your convenience, the training has been organised into five modules, each focused on a specific area/topic. You don't have to attend a whole module, however, and are free to sign up to individual sessions. The modules and individual sessions for 2019/20 are as follows:

<p style="text-align: center;"><b>Module 1:</b> <b><u>Academic Writing</u></b></p> <p>(1) What Should a Literature Review Do? (2) Writing Effectively (3) Academic Publishing (4) Writing &amp; Structuring an Effective Thesis</p>	<p style="text-align: center;"><b>Module 2:</b> <b><u>Qualitative Research Skills</u></b></p> <p>(1) A Comparison of Qualitative Methods (2) Qualitative Interviewing (3) Analysing Qualitative Data</p>
<p style="text-align: center;"><b>Module 3:</b> <b><u>Finishing your PhD</u></b></p> <p>(1) Preparing for your Viva (2) On the Job: Securing a First Academic Post (3) Preparing Impactful Research Proposals &amp; Grant Applications</p>	<p style="text-align: center;"><b>Module 4:</b> <b><u>Teaching Skills</u></b></p> <p>(1) Preparing &amp; Delivering Seminars (2) Preparing &amp; Delivering Lectures (3) Assessment, Feedback, &amp; Module Design</p>
<p style="text-align: center;"><b>Module 5:</b> <b><u>Quantitative Research Skills</u></b></p> <p>(1) Quantitative Research: A Basic Guide (2) An Introduction to Scale Development (3) An Introduction to Structural Equation Modelling</p>	

A full list of the 42 scheduled sessions for 2019-20 appears on page 2/3 below. Individual session summaries and indicative student feedback can then be found on the pages that follow. **BOOKING INFORMATION FOR ALL SESSIONS APPEARS ON PAGE 22. PLEASE READ THIS CAREFULLY.**

## Schedule of Sessions for 2019/20 (all 7-9pm)

Date	Module	Name	Leader	Page
Tues 8 <sup>th</sup> Oct	1. Writing	What Should a Literature Review Do?	S. Watts	6
Wed 9 <sup>th</sup> Oct	1. Writing	What Should a Literature Review Do?	S. Watts	6
Tues 15 <sup>th</sup> Oct	1. Writing	Writing Effectively	S. Watts	7
Wed 16 <sup>th</sup> Oct	1. Writing	Writing Effectively	S. Watts	7
Tues 22 <sup>nd</sup> Oct	1. Writing	Academic Publishing	S. Watts	8
Wed 23 <sup>rd</sup> Oct	1. Writing	Writing & Structuring an Effective Thesis	S. Watts	9
Tues 29 <sup>th</sup> Oct	1. Writing	Writing & Structuring an Effective Thesis	S. Watts	9
Tues 5 <sup>th</sup> Nov	2. Qual.	A Comparison of Qualitative Methods	S. Watts	10
Tues 12 <sup>th</sup> Nov	2. Qual.	Qualitative Interviewing	S. Watts	11
Tues 19 <sup>th</sup> Nov	2. Qual.	Analysing Qualitative Data	S. Watts	12
Tues 26 <sup>th</sup> Nov	3. Finishing	Preparing for your Viva	S. Watts	13
Wed 27 <sup>th</sup> Nov	2. Qual.	A Comparison of Qualitative Methods	S. Watts	10
Tues 3 <sup>rd</sup> Dec	3. Finishing	On the Job: Securing a First Academic Post	S. Watts	14
Wed 4 <sup>th</sup> Dec	2. Qual.	Qualitative Interviewing	S. Watts	11
Tues 10 <sup>th</sup> Dec	3. Finishing	Preparing Impactful Research Proposals & Grant Applications	S. Watts	15
Wed 11 <sup>th</sup> Dec	2. Qual.	Analysing Qualitative Data	S. Watts	12
<b>XMAS BREAK</b>				
Tues 7 <sup>th</sup> Jan	4. Teaching	Preparing & Delivering Seminars	S. Watts	16
Tues 14 <sup>th</sup> Jan	4. Teaching	Preparing & Delivering Lectures	S. Watts	17
Tues 21 <sup>st</sup> Jan	4. Teaching	Assessment, Feedback, & Module Design	S. Watts	18
Tues 28 <sup>th</sup> Jan	1. Writing	What Should a Literature Review Do?	S. Watts	6
Tues 4 <sup>th</sup> Feb	1. Writing	Writing Effectively	S. Watts	7

## Schedule of Sessions for 2019/20 (Cont.) (all 7-9pm)

Date	Module	Name	Leader	Page
Wed 5 <sup>th</sup> Feb	1. Writing	What Should a Literature Review Do?	S. Watts	6
Tues 11 <sup>th</sup> Feb	1. Writing	Academic Publishing	S. Watts	8
Wed 12 <sup>th</sup> Feb	1. Writing	Writing Effectively	S. Watts	7
Tues 18 <sup>th</sup> Feb	1. Writing	Writing & Structuring an Effective Thesis	S. Watts	9
Wed 19 <sup>th</sup> Feb	1. Writing	Academic Publishing	S. Watts	8
Tues 25 <sup>th</sup> Feb	2. Qual.	A Comparison of Qualitative Methods	S. Watts	10
Wed 26 <sup>th</sup> Feb	1. Writing	Writing & Structuring an Effective Thesis	S. Watts	9
Tues 3 <sup>rd</sup> Mar	2. Qual.	Qualitative Interviewing	S. Watts	11
Tues 10 <sup>th</sup> Mar	2. Qual.	Analysing Qualitative Data	S. Watts	12
Tues 17 <sup>th</sup> Mar	3. Finishing	Preparing for your Viva	S. Watts	13
Tues 24 <sup>th</sup> Mar	3. Finishing	On the Job: Securing a First Academic Post	S. Watts	14
Tues 31 <sup>st</sup> Mar	3. Finishing	Preparing Impactful Research Proposals & Grant Applications	S. Watts	15
<b>EASTER BREAK</b>				
Tues 21 <sup>st</sup> Apr	4. Teaching	Preparing & Delivering Seminars	S. Watts	16
Wed 22 <sup>nd</sup> Apr	1. Writing	What Should a Literature Review Do?	S. Watts	6
Tues 28 <sup>th</sup> Apr	4. Teaching	Preparing & Delivering Lectures	S. Watts	17
Wed 29 <sup>th</sup> Apr	1. Writing	Writing & Structuring an Effective Thesis	S. Watts	9
Tues 5 <sup>th</sup> May	4. Teaching	Assessment, Feedback, & Module Design	S. Watts	18
Wed 6 <sup>th</sup> May	2. Qual.	Analysing Qualitative Data	S. Watts	12
Tues 12 <sup>th</sup> May	5. Quant	Quantitative Research: A Basic Guide	K. Bartholomew	19
Tues 19 <sup>th</sup> May	5. Quant	Introduction to Scale Development	K. Bartholomew	20
Tues 26 <sup>th</sup> May	5. Quant	Intro. to Structural Equation Modelling	K. Bartholomew	21

## Indicative Student Feedback for the Online Training Series 2018-19

Before the first session I was thinking 'oh, it will be another boring session about the thesis and how to write', but I have to say you made the session so interesting. I was buzzing after the first one and spent the whole of next few days restructuring my literature review, and the effective writing one was even better. So happy I managed to get a space on these courses (**Greenwich**).

Thank you for your training last night. You are absolutely brilliant. I love your style and you make so much sense, clear and simple....just brilliant (**Canterbury Christchurch**).

Thank you for your sessions. They are inspirational. Thank you for all that you do for so many of us (**Bath Spa**).

Thank you for your hard work...the sessions are very interesting and I think that is down to your style of teaching... I love your humour in the sessions...My links to the online training finish in May, are there any more after that please or am I being too premature in asking? (**Ulster**).

I feel your teaching over the last couple of months has been incredibly informative and has helped me understand several important aspects of the research process. It has also helped me understand where I need to focus my attention and particularly the areas I need to further develop. I have recommended these sessions to other students and my supervisor (**Portsmouth**).

I've recently begun my PhD journey and was recommended to the training series by the Associate Professor who runs our department's PhD cohort. I've been feeling a little overwhelmed by the process, so your breakdowns for approaching areas like the literature review have been enormously insightful. You mentioned...that, if we missed previous sessions, you would be able to supply a link to download these. I was hoping I might be able to take advantage...so I can soak up as much of your knowledge as possible (**Staffordshire**).

I really enjoyed how you simplified aspects of the PhD that can be quite daunting. You also clarified a lot of the issues I've been having and I now feel more confident and better-equipped to complete my PhD. Thank you (**Cardiff**).

Your sessions have been a total revelation to me. At the beginning I didn't know how I was ever going to get this PhD done, let alone think about publishing anything. You have made me believe that this is not just possible but [that it] will happen, as I now have a strategy and plans in place. I cannot thank you enough (**Huddersfield**).

I got more out of those three lectures with you last week than I did in two years of my Masters. The online format is brilliant and you make it work. I've always maintained you can teach or you can't...You clearly can and your students know it (**St Mary's**).

Your anecdotes bring the PhD journey to life when, as a student, you feel like it might be dying (**UCLAN**).

Supervisors can be so focused on getting the thesis written that they're not always...interested in preparing students for the realities of the academic world...I...really appreciate the time you take and your frankness about the non-cerebral, unglamorous necessities I need to be aware of in order to be a successful academic (**Chichester**).

Simply put, you are remarkable at communicating, and have that certain emotive quality that many lecturers do not possess. You are highly knowledgeable and quick-witted and I bet you are very well thought of by your peers and students at your university. Thank you so much for being so inspiring to me (**Queen's Belfast**).

Just wanted to thank you for all your help and support - firstly with the thesis literature review chapter. I successfully defended my thesis and was awarded my PhD in 2018. I...formally acknowledged your support in the thesis. Secondly, thank you so much for your...help with shaping my academic CV, which...was an important part of landing a research fellowship...Many thanks once again and please do keep up the good work (**Bournemouth**).

I wanted to thank you for the online training series you have been delivering each week. I especially value that it is recorded so one can go back to sessions as and when needed. Your guidance has been invaluable and the ease with which you deliver the session makes listening to a two hour session enjoyable (**Bucks New Univ.**).

[These] sessions are very rich in content and practical application compared to other training sessions...Simon is also hilarious which takes the pain out of a two hour evening course after a day at work (**Cardiff**).

Your sessions have actually made me believe I could get the PhD done - practical, humorous and devoid of BS. Cannot recommend you more highly and have communicated the same to my university (**Canterbury Christchurch**).

These sessions have allowed me to understand and assess where I can apply the knowledge and techniques in an effective manner. Not only is the two hour online training presented very well (capturing the student's attention at all times), but the interaction and quality of the sessions make it feel like the training was conducted on-site in a classroom. These excellent knowledge-building sessions have been of great help to me. Thank you (**UCLAN**).

I just wanted to say how much I've gained both in terms of knowledge, understanding, and confidence from your sessions. I actually feel (for the very first time) that I have the ability...and growing knowledge to do this!! You have an incredible ability to deconstruct abstract concepts and methods into everyday language that students can access. I've sat in so many lectures where I've felt utterly thick because I can't make sense of what is being said...Thanks so much (**Essex**).

I just wanted to extend my thanks for putting on the online training sessions. Having started my PhD in September, after some time away from university, I found it...difficult adjusting, [but]...your sessions have really helped me to settle back into higher education and have better prepared me for doctoral study. Dare I say it - I think I'm even looking forward to my PhD now (**Kent**).

This is awesome! Thank you! Your sessions have really made a difference to my studies. I have a pretty hectic travel schedule and good, online stuff is hard to come across, so this has made a massive difference that I am able to participate...It's useful, well-taught, important content. Previously I was a bit dubious about webinars, but yours have been great. It must be hard to maintain enthusiasm and focus when talking into your computer [but]...you make it look very easy and manage to keep us engaged and focused (**Sussex**).

Simon's sessions have clarified much of what has...been unclear in my own PhD journey over several years. Supervisors have done their best, but Simon's explanations have cut through in a dramatic and transformative way...In return, I am recommending them to others in the hope that they can avoid wasting...time trying to 'work things out as best they can' with well-meaning, but often unfocused, advice from senior people who, while trying to help, often fail to do so in a systematic and rigorous way (**Kent**).

Thank you. This session, like your others, has been engaging and packed with very helpful practical advice [and]...pearls of wisdom. Each session has shown me how to (re)tackle elements of my thesis in the most effective way and has left me with the sense that I CAN do it. This has been some of the best training I have received throughout the three plus years of my PhD (**Essex**).

## Individual Session Summaries

### What Should a Literature Review Do?

(Academic Writing 1)

Tues 8<sup>th</sup> Oct; Weds 9<sup>th</sup> Oct; Tues 28<sup>th</sup> Jan; Weds 5<sup>th</sup> Feb; & Weds 22<sup>nd</sup> April

#### Session Summary:

Every thesis must include a review of relevant literature. Indeed, conducting a literature review is often the first thing a PGR student is asked to do. This session discusses the purpose of this literature review and the importance of summarising, analysing and synthesising the arguments of others as a means of providing a context for your own research. It also considers some alternative models for writing and structuring a literature review chapter. Understanding your research 'field', and being able to guide your reader around it, are very important first steps on the road to doctoral success. This session is designed to facilitate that process.

#### Indicative Student Feedback for this Session:

Fabulous session – it doesn't seem so scary to me now and I feel prepared and well equipped to tackle the literature review head-on! The diagrammatic representation of an individual researcher's position was a turning point for me. Thank you (**Staffordshire**).

This was a really great session...It has given me a lot to think about and I...feel more equipped to get going. I have done literature reviews [before]...but only now feel I have useful guidance and direction for getting a doctoral level literature review completed. I will be recommending this to others (**Cardiff**).

I found the session informative and accessible. It has supported my understanding and approach to structuring my reading and...my approach to undertaking a PhD. I am very glad to have watched this early in my academic studies. It should be an essential and available resource for all PGR students (**Huddersfield**).

I...have just benefited immensely from running through...your lecture...My first four months can be characterised as drowning in chaotic reading that...has dwindled my direction, even belief, in my proposed thesis...However, excitement...was regained overnight as your...focus on 'purpose' completely cleared the fog and I am already moving forward with a new coherence (**Bath Spa**).

Your approach is really refreshing. I had...given up on making sense of the literature review until I heard you [talk about it] last year and my colleagues who have just attended...have had the same response. So, thanks again (**Canterbury Christchurch**).

**SEE PAGE 22 FOR BOOKING INFORMATION**

# Writing Effectively

## (Academic Writing 2)

**Tues 15<sup>th</sup> October; Weds 16<sup>th</sup> October; Tues 4<sup>th</sup> February; & Weds 12<sup>th</sup> February**

### Session Summary:

This session will consider the basic elements of effective academic writing and how they can be combined to ensure the best chance of success. Issues covered will include preparation (targeted literature reviewing, taking a 'stance' as an author, and the creation of a preliminary draft), the task of writing (having clear aims, order and structure, signposting, guiding the reader, drafting), writing style (the achievement of clarity and simplicity) and the need for a clear, logical and straightforward conclusion or 'take-home' message. The session will also provide an opportunity to discuss writing issues specific to particular disciplines or students. This session represents over a decade of academic writing experience packed into two hours, so please come along and take advantage!

### Indicative Student Feedback for this Session:

I am really finding these sessions helpful – I followed your advice for the discussion I was struggling to write and...people commented on how much it had improved **(UCLAN)**.

Thanks so very much for a great session. I have been procrastinating about my writing, but you've inspired me to just plan what I want to say and get it done. I'm hoping I can get a space on a few more of these tutorials - they're invaluable **(Queen's Belfast)**.

It's the only session I've attended that I constantly think back to when actually writing **(Portsmouth)**.

Unreal session...thanks! I really loved how open you were about how you struggled with writing, showing us we're not alone, and ultimately that it's a learning process...I will certainly be trying your tips – fantastic **(Ulster)**.

Your writing process - that iterative development - is incredibly helpful and an approach that I will adopt in my own writing. The blank page is...the scariest thing...and your approach takes that fear out of the process...Thank you VERY much for this very practical session. I now feel that I have a variety of tools to make the writing process less painful and to improve the quality and clarity of my writing **(Greenwich)**.

A really insightful...session on producing quality text in a logical, sequential, and focused way - I'm confident that the process given in this session will save me a lot of...wasted time in guiding my reader and getting to the point. [I] can't recommend these sessions highly enough **(UCLAN)**.

**SEE PAGE 22 FOR BOOKING INFORMATION**

# Academic Publishing

## (Academic Writing 3)

**Tues 22<sup>nd</sup> October; Tues 11<sup>th</sup> February; & Weds 19<sup>th</sup> February**

### Session Summary:

This session will introduce and discuss the practicalities of academic journal publishing. Various means for choosing a target journal will be considered, as will the mechanics of writing an effective paper (including a summary of the aims of each section of an academic report). Strategies for dealing with reviewer comments will also be considered at some length and opportunity will be provided to look at the response-to-reviewer letters of experienced academics. Time will also be made available for questions.

### Indicative Student Feedback for this Session:

I submitted my paper for publishing and [received]...a horrid harsh critique...Anyway, I responded as you suggested in the training session...and sent back...a letter like the examples you provided...And my 2nd draft was accepted!! Thank you so much. Your training...gave me to confidence to resubmit the way I did - I am so excited. I responded as you trained us and such a positive result **(Canterbury Christchurch)**.

[This session provided] an extraordinarily useful 'behind the scenes' look at academic publishing - the only place I suspect I would have ever been able to learn all this. Thank you so much for doing what you are doing **(Ulster)**.

Thanks for delivering this helpful session. The sections...about how to structure each part of the paper and what should be included...in what way are so productive to me - now I can understand any paper structure when I read it **(Bournemouth)**.

What a valuable session - you have opened the door wide on academic publishing. How to structure a paper was a key learning point for me - I would be floundering without these sessions **(Bucks New Univ.)**.

A fantastic session - really clear breakdown of what to look for in journals such as impact factor and great tips on targeting journals. This has made me more confident in the process of trying to publish **(Solent)**.

Thanks very much for this. I knew...nothing about this topic beforehand and found the idea of publishing quite daunting! However, I now feel quite confident at beginning this process and will definitely refer back to this session at each stage **(Chichester)**.

A really thorough session that clarifies every single step of the academic publishing process - if you have not attended, you definitely should. Simon's tips are invaluable and inspiring **(Cardiff)**.

**SEE PAGE 22 FOR BOOKING INFORMATION**

# Writing & Structuring an Effective Thesis

## (Academic Writing 4)

Weds 23<sup>rd</sup> Oct; Tues 29<sup>th</sup> Oct; Tues 18<sup>th</sup> Feb; Weds 26<sup>th</sup> Feb; & Weds 29<sup>th</sup> April

### Session Summary:

This session, as the name suggests, will focus on the writing - style, structure and presentation - of an effective PhD thesis. Using examples throughout, attendees will be shown how to access relevant exemplar theses in their subject area and issues covered will include the overall chapter structure, the aims and presentation of specific chapters (including the introduction, literature review, theoretical/methodological chapters, study chapters, and general discussion), and the manner in which they might or should be combined to create an effective and impactful thesis. The need to create a single 'golden thread' or 'guiding narrative' for the thesis will also be emphasised. Writing an 80-100000 word document is very difficult indeed and this session is designed to help break the task into manageable chunks.

### Indicative Student Feedback for this Session:

I took a huge amount from yesterday's session...to have such a challenging topic explained so straightforwardly, in plain English, with some great stories and analogies to highlight and reinforce was invaluable for me. It was far more helpful than the plethora of articles and textbooks I've read on this [subject] **(West of Scotland)**.

As always, the session is of great help - you have a fantastic way of communicating and you make the journey of writing a PhD thesis [seem] less of a daunting process! The information regarding structure is a fantastic help and gives some...strength...to build the body of the thesis around. Thank you **(Staffordshire)**.

Hugely helpful to feel I have some control over the [thesis] structure - I will be editing each chapter...to link them more explicitly. Seems so obvious now! I just wish I had known this at the outset **(Winchester)**.

This session was truly excellent! And, you definitely can explain the entire thesis in two hours...much better than some manage in a whole book **(Cardiff)**.

Fantastic takeaways, especially about having a knowledge contribution for each chapter - I will be referring to this recording over and over again...as it is such a useful resource. Thank you, it was fantastic **(UCLAN)**.

I should now be able to write a much better thesis than I may have done otherwise. You really demystified the whole process...I don't know why a session like this isn't provided to every PhD student at the beginning of his/her studies **(Huddersfield)**.

**SEE PAGE 22 FOR BOOKING INFORMATION**

# **A Comparison of Qualitative Methods**

## **(Qualitative Research Skills 1)**

**Tues 5<sup>th</sup> November; Weds 27<sup>th</sup> November; & Tues 25<sup>th</sup> February**

### **Session Summary:**

This session will compare and contrast the aims, data collection preferences, analytic style, limitations and appropriate usage of four different qualitative methods - grounded theory, thematic analysis, interpretative phenomenological analysis and narrative analysis – in order to identify the types of research questions to which each method is best suited. The possibility of conducting by-person or case analyses using qualitative data will also be considered.

### **Indicative Student Feedback for this Session:**

Many thanks for this. You have outdone yourself! Once again, two enjoyable (and challenging) hours of extremely complex contents summarised in the clearest presentation ever. I am so glad that I signed up for this **(Cardiff)**.

The session has been really useful as it has outlined...the differences between qualitative methods, which can often be difficult to understand from other sources. It has really helped me to think about what type of methods and analysis I need to use to answer my research questions and to link to my overall PhD thesis **(Huddersfield)**.

This has been really useful - has helped me clarify what I'm doing in my own research and [has] given a good overview of the different methodologies. I appreciate being able to ask questions to clarify my understanding. Thanks **(Ulster)**.

The session provided a good overview of the qualitative field - really useful to understand how these methods are related. Thank you **(Portsmouth)**.

Thanks so much for another great session that is accessible and cuts through the 'ologies' and 'isms' and makes me actually think doing this PhD is possible **(Huddersfield)**.

The breakdown of grounded theory and its stages was useful in envisaging what this method does. A good overview of main qualitative approaches - I am clearer as to which way to go with my work **(Solent)**.

Thank you - clear delivery of theoretical concepts and application examples. Very beneficial to clarify the approach I am using (so I am able to 'defend')...and great references to begin [my] arguments **(Bournemouth)**.

**SEE PAGE 22 FOR BOOKING INFORMATION**

# Qualitative Interviewing

## (Qualitative Research Skills 2)

**Tues 12<sup>th</sup> November; Weds 4<sup>th</sup> December; & Tues 3<sup>rd</sup> March**

### Session Summary:

This session will consider three different types of interviewing (structured, semi-structured and unstructured), but with a particular focus on semi-structured or 'qualitative' interviewing. Other issues covered will include the nature of interview questions, the design and structure of an effective interview schedule and the mechanics of conducting a successful interview (with different people and to deliver on our research aims). The idea is to share experiences, knowledge and potential 'tricks-of-the-trade'. Time will be allowed for raising questions and/or issues pertinent to your own PhD studies.

### Indicative Student Feedback for this Session:

I'd like to say thanks...for last night's session. I took lots from it and really enjoyed your straightforward approach - very refreshing and freeing...You made some brilliant pragmatic points which made me smile and had impact too (**UCLAN**).

This session will be invaluable in conducting my research - it has helped me to think about the issues in ways which are not written in the textbooks (**Queen's Belfast**).

A lot of...practical and clear advice for conducting interviews, particularly how to ask non-descriptive questions and how to be authentic, but still professional (**St Mary's**).

Great session - [I have] already identified some issues about interviews to address - practical tips and examples, as always are very helpful. The benefits of experience are very clear (**Huddersfield**).

The 'real-life' examples were really helpful. It was really good to hear you emphasise that we need to interview in a way that suits our own personalities (**Cardiff**).

Really helpful..., reassuring, and explained clearly and simply! I am almost looking forward to [my] interviews now, rather than dreading them. You are good at instilling confidence (**Portsmouth**).

Fantastic session...I will...carry with me [the idea that you should]...'listen and learn from the participants as you go'. Thank you so much [for]...such an insightful and thought-provoking session (**Queen's Belfast**).

Brilliant - the way you delivered the session was, in itself, a super example of how to interview - charismatic, authentic, enthusiastic, [and] informative (**UCLAN**).

**SEE PAGE 22 FOR BOOKING INFORMATION**

# Analyzing Qualitative Data

## (Qualitative Research Skills 3)

Tues 19<sup>th</sup> November; Weds 11<sup>th</sup> December; Tues 10<sup>th</sup> March; & Weds 6<sup>th</sup> May

### Session Summary:

This session will consider and discuss a range of issues relative to the micro-analysis of qualitative data. Using example data throughout, issues covered will include the analyst's perspective (the aims and nature of their engagement with the data), coding systems, how to choose extracts for analysis in a systematic fashion, the meaning and importance of interpretation, generalizing from qualitative findings and various write-up issues, including the relationship between the analysis and discussion sections of a qualitative report and the creation of impact.

### Indicative Student Feedback for this Session:

Amazing, thank you! Really enjoyed the session, so helpfully explained [and much easier]...than trying to understand the processes from text books...I think your session will [also] help me to make sense of other...advice on qualitative methods (**Bath Spa**).

I couldn't fathom how to organise, collate, and display the data so this is fantastic...You have an awesome way of turning things into a 'visualisation', making it easier to grasp - it's fab (**Staffordshire**).

Really helpful! Now really feel I understand inductive and deductive [approaches to analysis] - I had a real light bulb moment. Also feeling very empowered by your depth of passion for qualitative research (**Canterbury Christchurch**).

[An] incredibly useful session providing a step-by-step breakdown of...how to go about qualitative data analysis...The session challenged you to think about the data in its own right, prior to layering it with interpretation and theory. A complicated process presented very succinctly (**Huddersfield**).

Fantastic session...thanks - clarified the whole coding and analysis process for me, feeling much more confident now (**Cumbria**).

I did a Masters in Social Science Research, but only ever had two hours on qualitative data analysis. I read a lot about data analysis but it was all self-study, really - today's session was what I wish I had done earlier (**Cardiff**).

Another fantastic session...I learn so much from you every week...Overall, this session has taught me to understand the data [and]...to...code and analyse through the eyes of the participant. Thank-you so much, this has been a delightful and thought-provoking session (**Queen's Belfast**).

**SEE PAGE 22 FOR BOOKING INFORMATION**

# Preparing for your Viva

## (Finishing Up 1)

**Tues 26<sup>th</sup> November & Tues 17<sup>th</sup> March**

### **Session Summary:**

The session aims to increase PGR students' understanding of the oral examination process, to understand how an examiner will assess their thesis, to provide practical advice on how to prepare effectively and to build confidence in the student's ability to perform well at the viva. The session may be of most benefit to students who are within a few months of being examined, but it can also help to increase the knowledge and confidence of students at earlier stages of their PhD journey.

### **Indicative Student Feedback for this Session:**

I was just in the viva session which was really helpful...I anticipate submitting in about six months' time, [but] felt...unprepared for the next stage, so I really appreciated the session. Thanks...for breaking things down so simply for the uninitiated (**Chichester**).

I found your breakdown of the examiner's agenda and what things like extent, merit, [and] 'contribution to knowledge' mean very useful. Thank you (**Winchester**).

Thank you! It is difficult to pick out one or two things as all of it has been helpful, the top 40 [viva] questions is ACE! And looking at it from the examiner's point of view is really helpful. Thank you for holding these sessions - I wish I went to UEA (**Ulster**).

SO helpful - I am now looking forward to preparing my thesis with the viva in mind (**West of Scotland**).

Extremely helpful - you really explained the process of the viva so clearly and effectively. Thank you for a fantastic session (**Canterbury Christchurch**).

This has been very interesting...it has helped me understand the whole viva process - very informative and your teaching style has made it even more interesting. Thank you (**Ulster**).

This was a really insightful and interesting lecture, which has settled anxieties and answered a whole host of questions which I had about the viva process prior to attending (**Cardiff**).

Thanks for another informative session - really helpful insights into a process that is not always clearly or openly explained (**UCLAN**).

**SEE PAGE 22 FOR BOOKING INFORMATION**

# On the Job: Securing a First Academic Post

(Finishing Up 2)

Tues 3<sup>rd</sup> December & Tues 24<sup>th</sup> March

## Session Summary:

In a highly competitive world, securing any academic post is difficult. Getting a foot on the ladder in this context can seem especially daunting. Excellent subject knowledge, research and teaching skills are a good place to start, but a lack of know-how and experience in the application process often leads to 'all being lost' in the paperwork. Followed carefully, the advice given in this session will stop that happening. Delivered by an academic of 20 years standing - eight of which were spent (very successfully) advising PGT/R relative to academic job applications - the session will focus on a number of relevant issues, including the need to establish an academic identity, how to recognise a 'gettable' post, and particularly the generation of effective and job-tailored application paperwork (including CV's, personal statements, and covering letters). The structure and nature of academic interviews will also be discussed. Will attending this session secure you a first academic post? No. But it should improve your chances of being interviewed, and that's a very big step in the right direction.

## Indicative Student Feedback for this Session:

I am having my first academic interview tomorrow for a lectureship and feel your sessions have really, really helped (**Portsmouth**).

Thank you - very informative yet again. I found the section on personal statements especially helpful. I now feel like I can go and write a good personal statement for any job I apply for, whereas before I never knew what to include (or not to include) and what to talk about (**West of Scotland**).

Thank you so much! I...got a postdoc job contract [and]...I got it because I attended your session about academic [job applications and] interviews (**Queen's Belfast**).

Amazing information and talk - wouldn't change a thing! Thank you sincerely for the added touch of your personal applications, [they'll be a] huge help. Love your lectures - thanks a million (**Ulster**).

Very useful session - it has helped to build my confidence, especially [how]...to negotiate pay and ask questions during interviews. Also, the examples which have been sent over are great to see a range of different structures and ideas (**Huddersfield**).

I had my interview today and was successful. I want to express my sincere appreciation...for the pointers and your support during this process. Again, many thanks for the session and tips. They came in handy and I felt...quite at ease [during the interview] because of all the preparation (**UCLAN**).

**SEE PAGE 22 FOR BOOKING INFORMATION**

# **Preparing Impactful Research Proposals & Grant Applications**

**(Finishing Up 3)**

**Tues 10<sup>th</sup> December & Tues 31<sup>st</sup> March**

## **Session Summary:**

This session will consider the writing of effective research proposals and the best ways to create a compelling 'case for support'. Coverage will include the generation of a clear rationale, the statement of a defined and delimited set of research aims and questions, the proposal of a study (or series of studies) - as well as appropriate methods and analyses - that will clearly deliver on the stated research aims. Emphasis will be placed throughout on the overriding importance of articulating a relevant and impactful list of outcomes and contributions for the proposed research. The relationship of the basic research proposal or case for support with other sections/elements of a grant application, of the type usually demanded by major funders, will also be considered.

## **Indicative Student Feedback for this Session:**

Thank you so much - I'm planning to submit a proposal for a postdoctoral grant next year and this training has given me a clear pathway for how to do it. I'll let you know how I get on **(Leeds Trinity)**.

Thanks so much - very helpful, inspiring, and reassuring that 'it can be done' if you have a systematic approach - looking forward to looking through the slides again to pick up some more gems **(Cardiff)**.

This session has afforded me valuable insight into how to approach fund sourcing. I will definitely be putting the techniques to use. Thank you **(Bucks New Univ.)**.

Your lecture will have a sustainable impact on my grant writing...long after these sessions are over...The information from this session is also applicable to any form of writing...scholarship applications or even...writing my dissertation **(UCLAN)**.

Having been on grant writing courses before, I left wondering what I had learnt. Your approach is head on and I can't wait to start writing applications **(Portsmouth)**.

Thank you...for this fantastic, detailed session...The aspects about [the] sustainable impact of one's research, outside the project timescale, and the importance of communicating your outcomes from the beginning, have been very useful **(St Mary's)**.

**SEE PAGE 22 FOR BOOKING INFORMATION**

# Preparing & Delivering Seminars

## (Teaching 1)

Tues 7<sup>th</sup> January & Tues 21<sup>st</sup> April

### Session Summary:

Seminars are often the first thing a PGR student is asked to teach, yet they are not the 'easy teaching' that many in higher education seem to want them to be. This session will respond by providing coverage relative to both the preparation and delivery of excellent seminars. This will include the importance of being better prepared and more knowledgeable than the students (whatever the topic), laying out the ground rules for interaction, stressing the importance of engagement and discussion, appreciating the intellectual, social, and affective needs of the students, rendering the discussion concrete, and strategies for integrating student responses. Some generic example exercises/activities for use in seminars will also be provided and discussed. Teaching seminars is difficult and this session is designed to help!

### Indicative Student Feedback for this Session:

I thoroughly enjoyed the session on Preparing and Delivering Seminars – thank you...The plethora of information and knowledge that you shared during the session is commendable. I learned enough to get me prepared and boost my confidence to deliver sessions in the future...I now understand the role of the seminar leader/teacher as a facilitator in managing the structure of discussions (**Canterbury Christchurch**).

This session has been very thought provoking and useful and I will most certainly try everything. Many thanks for a remarkable session...you are a phenomenal speaker and have inspired me to...better my teaching skills (**Queen's Belfast**).

Thank you, the session has been very useful. It has encouraged me to 'raise the bar' in terms of my expectations of my students (**Lincoln**).

Your session tonight provided clarity, inspiration, and practical information, and showed, from experience, the value of preparation from all concerned. Your sessions flow with positivity. Thank you (**Bath Spa**).

Thanks again for another great session - lots of tools in order to prepare to deliver a seminar - [the session] does exactly what it says on the tin (**Staffordshire**).

This was really useful - I have never had anyone explain to me how a seminar should work. All of your tips for running a seminar are extremely useful and make practical sense. I feel more confident about preparing and running one myself. Thank you (**UCLAN**).

**SEE PAGE 22 FOR BOOKING INFORMATION**

# Preparing & Delivering Lectures

(Teaching 2)

Tues 14<sup>th</sup> January & Tues 28<sup>th</sup> April

## Session Summary:

It has become commonplace for the lecture to be derided as an outmoded and inefficient vehicle for teaching/delivering information. More often than not, however, it is the lecturer, rather than the lecture, that is the cause of the problem. Lectures require careful preparation and a premium is placed on effective and dynamic delivery. This session will consider the main functions of a lecture and what makes a lecture excellent, before providing a step-by-step guide to preparation and delivery, including slide preparation and style, the commentary style and its relationship to the slides, and preparing the lecture theatre to maximise your impact.

## Indicative Student Feedback for this Session:

I have so many takeaways from the session yesterday; on how to plan a sequence of lectures, how to develop your own style, and how to use slides appropriately - and all so very, very clear **(Canterbury Christchurch)**.

Thank you - that was really helpful. Like with the seminar [session], it's also very helpful just listening to you talk about how you do it, because watching someone do something well is in itself a good illustration **(Huddersfield)**.

Thank you once again for a stimulating session, [using]...your knowledge to help us draw the best out of ourselves so that we can help others...is a gift...Thank you for sharing it with us all **(Bath Spa)**.

I was dreading lecturing, but after your session I realise that it is not a million miles from planning and delivering lessons in a secondary environment...I have to say that the quality and effectiveness of your sessions is far higher than any I have come across so far **(Canterbury Christchurch)**.

Originality is the key in teaching and delivering lectures, and this session gave...guidelines and tips [about how] to be original. Thanks a lot for the very useful session **(Staffordshire)**.

I really appreciated your guidance on...all aspects of the lecture - why are you putting things in a certain order, to what purpose, and how does it relate to a broader narrative for students? All very useful when considering how best to structure a lecture, thanks **(Queen's Belfast)**.

**SEE PAGE 22 FOR BOOKING INFORMATION**

# Assessment, Feedback, & Module Design

(Teaching 3)

Tues 21<sup>st</sup> January & Tues 5<sup>th</sup> May

## Session Summary:

Typically, when a PGR student takes on the role of 'teacher', they are also asked to assess, mark, and provide feedback to students, often with comparatively little guidance or preparation. This session is designed to provide that guidance. It will first consider the act of marking and the writing and delivery of feedback, along with consideration of how best to discuss and justify comments made and marks awarded. It will then move on to the more advanced issue of setting assessments – the different types and what each can/might achieve – before concluding with a discussion of the basics of module design, how to go about it, and what is generally required to design a strong module that is both interesting and intellectually challenging for the students.

## Indicative Student Feedback for this Session:

Thanks once again - this session has been great, providing an overview of aspects of teaching in HE (**Ulster**).

This was a very useful session to know what students expect and how to deal with those expectations in a balanced way. Thank you very much for everything you have taught me these last weeks. I am really going to miss your classes (**Queen's Belfast**).

Thanks - the materials you provide are wonderful - tangible practical exemplars that we can all use in our everyday teaching (**Huddersfield**).

Thanks for the advice on this topic, really informative as usual with loads of great examples (**Cardiff**).

Very informative – [the coverage of] formative and summative assessments is brilliant [and] how assessment can be used strategically to make students go the extra mile. Thanks for this and all the other sessions (**Canterbury Christchurch**).

Thanks so much for these [teaching] sessions. They have been absolutely brilliant; I was not looking forward to sitting in front of my computer to listen to someone talk for two hours, but you have been so informative, engaging, and a healthy mix of cynical, realistic, and positive about the state of academia (**Chichester**).

**SEE PAGE 22 FOR BOOKING INFORMATION**

# Quantitative Research: A Basic Guide

## (Quantitative Research Skills 1)

Tues 12<sup>th</sup> May

### Session Summary:

This session will provide a conceptual and methodological introduction to quantitative research, which may be of particular use to PGR students considering quantitative methods and analyses for the first time, or who feel in need of a 'friendly' and straightforward refresher session. Important quantitative concepts such as variables, hypotheses, probability (and p values), reliability, validity, and Type 1 and 2 errors will be defined and a tour will subsequently be taken through a range of statistical tests that can be used to examine both significant associations (correlation and regression) and significant differences (including the t-test, ANOVA, ANCOVA, and MANOVA) in your data set. Each statistical test will be mapped against the kind of research questions/hypotheses it is designed to answer and attendees will be shown how to run each test in principle, to interpret their results/output and to report the findings of each test in an appropriate format. If you're intending to employ quantitative research techniques in your thesis, but currently feel uncertain about the correct procedure or method of data analysis, this session comes highly recommended.

### Indicative Student Feedback for this Session:

Can't believe you have covered so much and so well in just two hours - a brilliant introduction to quantitative statistics for anyone, as a refresher or complete beginner **(Cardiff)**.

Wow. This is fabulous. I can't keep up writing the notes so will need a rerun. No one ever explains stats like this, can't believe how much I have understood. I now know the things that are possible with my data - so grateful. Thank you so much **(Bournemouth)**.

That was illuminating! I find quantitative research very challenging - thank you for making it so clear. I finally understand p values and inferential stats. Great session **(UCLAN)**.

A great session for a stats newbie - thoroughly recommend **(Ulster)**.

Thank you for all of the information about the statistical tests. I appreciate the slides on how to write up the output of the statistical tests as well. I will be reviewing this session multiple times I suspect **(Greenwich)**.

**SEE PAGE 22 FOR BOOKING INFORMATION**

# **An Introduction to Scale Development**

## **(Quantitative Research Skills 2)**

**Tues 19<sup>th</sup> May**

### **Session Summary:**

This session will introduce students to the procedures used to develop reliable and valid scales, allowing them to accurately measure a variety of personal and social variables which would otherwise not be directly observable. Led by a tutor well-known for her scale development work in the context of self-determination theory – having designed and implemented both 'The Controlling Coach Behaviour Scale' (cited 166 times since 2010) and 'The Psychological Need Thwarting Scale' (cited 181 times since 2011) - the session will explore the scale development process from start to finish, beginning with item generation, and moving on to the piloting of items, through data collection, and concluding with a guide to various data analytic techniques, including exploratory and confirmatory factor analyses, as well as appropriate tests of reliability and validity.

### **Indicative Student Feedback for this Session:**

Very informative [and] ...I know that I can look it again at my own pace. I am confident that whatever I need for quantitative analysis will be found within these presentations **(Southampton Solent)**.

Definitely got to go over this again as [this was] a crash course for me, but [it] will definitely help me be smarter in my reading of quantitative studies relevant to my work. Thanks **(Bath Spa)**.

Thanks Kim, the session was well delivered and easy to follow. The audio recording will be a valuable resource when creating my surveys and running the analysis **(Ulster)**.

Kimberley's lectures are really good...she makes complex topics...look simple and [her] lectures transition from basic concepts to practical usage of a method with examples. Learning quantitative analysis, I think, is all about examples and picking the right ones simplifies the learning process **(Essex)**.

Thank you, it was great to get this overview of all the seven steps! And to have your practical examples really helped me [to] ground the information...Also great to hear someone speak about this who has actually gone through all the steps themselves **(Roehampton)**.

**SEE PAGE 22 FOR BOOKING INFORMATION**

# **An Introduction to Structural Equation Modelling**

## **(Quantitative Research Skills 3)**

**Tues 26<sup>th</sup> May**

### **Session Summary:**

Structural Equation Modelling (SEM) is a powerful multivariate statistical technique which enables researchers to examine several regression equations simultaneously. This session will provide an introduction to the key concepts involved in SEM, including latent, exogenous, and endogenous variables and their graphical notation. Students will also be introduced to the concepts of both the measurement and structural model, before being taken on a step-by-step journey through the process of data analysis, stopping off on the way to consider issues of model specification, data collection, model estimation, model evaluation, and model modification. The session will conclude with a demonstration of how to interpret the output of an SEM analysis and to report the findings/revealed model correctly using both text and appropriate diagrams/figures.

### **Indicative Student Feedback for this Session:**

Thank you - brilliant, clear explanations (**Canterbury Christchurch**).

A very good session as usual - lots of helpful information about the method. Extra resources are very helpful [as was the] clear explanation and step by step approach (**Bournemouth**).

Thank you [for your] ...comprehensive coverage of structural equation modelling delivered in a way that allowed the listener to process the information in a stepwise manner with clearly worked examples (**Staffordshire**).

You have clarified SEM and given so much more understanding of it. Although I've been reading up on it, you have connected so many dots for me. I believe I will also understand even better the analyses aspects of the papers I read. Thank you so much (**East Anglia**).

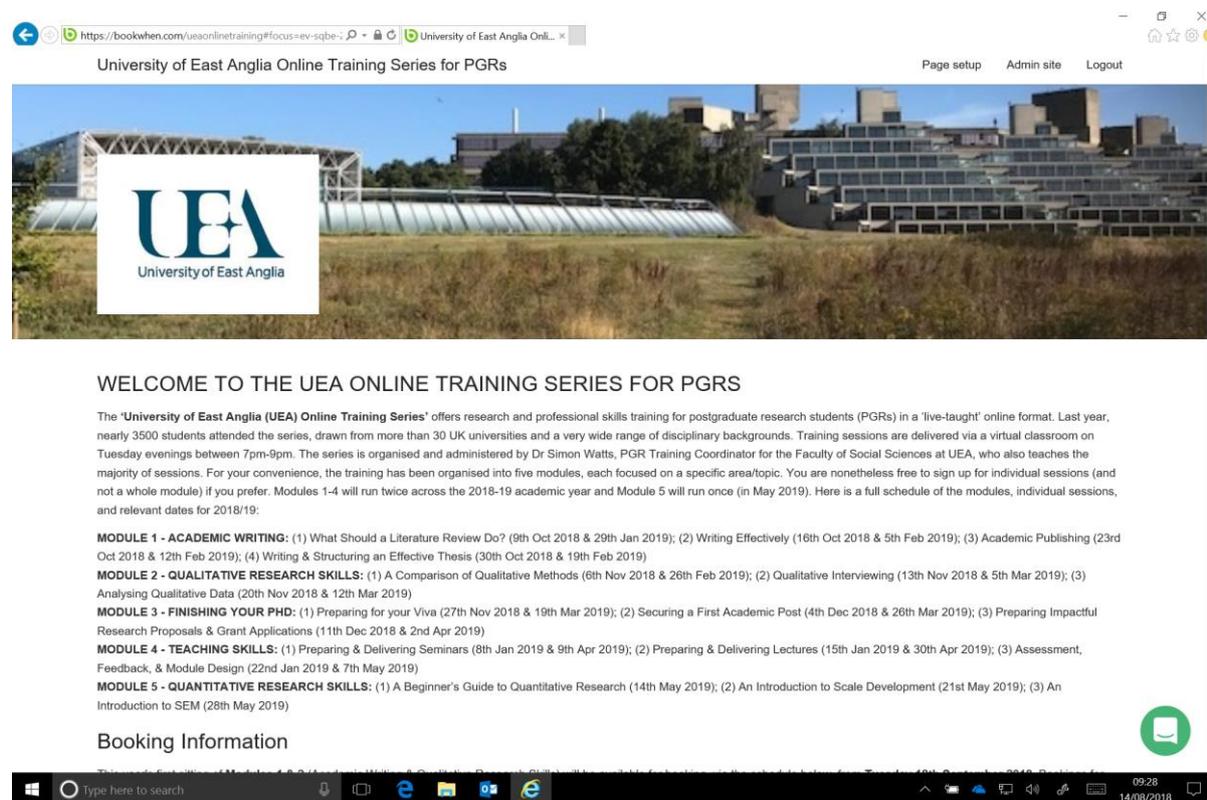
Thanks for the session. I was concerned before it started that most of it would go completely over my head, but now the method seems less daunting and unachievable...For me, having a list of steps as a guide is probably the handiest thing (**Goldsmiths**).

Thank you so much! It was a great introductory session on SEM, especially when you went through the different steps (model fit, model evaluation) and the examples you used were very helpful (**Roehampton**).

**SEE PAGE 22 FOR BOOKING INFORMATION**

## **Booking Information 2019-20**

The '**UEA Online Training Series for PGRs**' uses the 'Bookwhen' automated booking system. This can be found at: <https://bookwhen.com/ueaonlinetraining> (see below). The landing page on this site provides information about how to book, waiting lists, the possible addition of extra sessions, how to access and set up the Electa-Live virtual classroom software, which is used to run the sessions, and how to cancel a booking should that become necessary. **Please visit the booking website and read the information provided.** If you have any problems, you want to ask a question, or there is anything you don't understand, please feel free to e-mail [ssf.advancedtraining@uea.ac.uk](mailto:ssf.advancedtraining@uea.ac.uk) and we will do our best to help.



University of East Anglia Online Training Series for PGRs

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**WELCOME TO THE UEA ONLINE TRAINING SERIES FOR PGRS**

The 'University of East Anglia (UEA) Online Training Series' offers research and professional skills training for postgraduate research students (PGRs) in a 'live-taught' online format. Last year, nearly 3500 students attended the series, drawn from more than 30 UK universities and a very wide range of disciplinary backgrounds. Training sessions are delivered via a virtual classroom on Tuesday evenings between 7pm-9pm. The series is organised and administered by Dr Simon Watts, PGR Training Coordinator for the Faculty of Social Sciences at UEA, who also teaches the majority of sessions. For your convenience, the training has been organised into five modules, each focused on a specific area/topic. You are nonetheless free to sign up for individual sessions (and not a whole module) if you prefer. Modules 1-4 will run twice across the 2018-19 academic year and Module 5 will run once (in May 2019). Here is a full schedule of the modules, individual sessions, and relevant dates for 2018/19:

**MODULE 1 - ACADEMIC WRITING:** (1) What Should a Literature Review Do? (9th Oct 2018 & 29th Jan 2019); (2) Writing Effectively (16th Oct 2018 & 5th Feb 2019); (3) Academic Publishing (23rd Oct 2018 & 12th Feb 2019); (4) Writing & Structuring an Effective Thesis (30th Oct 2018 & 19th Feb 2019)

**MODULE 2 - QUALITATIVE RESEARCH SKILLS:** (1) A Comparison of Qualitative Methods (6th Nov 2018 & 26th Feb 2019); (2) Qualitative Interviewing (13th Nov 2018 & 5th Mar 2019); (3) Analysing Qualitative Data (20th Nov 2018 & 12th Mar 2019)

**MODULE 3 - FINISHING YOUR PHD:** (1) Preparing for your Viva (27th Nov 2018 & 19th Mar 2019); (2) Securing a First Academic Post (4th Dec 2018 & 26th Mar 2019); (3) Preparing Impactful Research Proposals & Grant Applications (11th Dec 2018 & 2nd Apr 2019)

**MODULE 4 - TEACHING SKILLS:** (1) Preparing & Delivering Seminars (8th Jan 2019 & 9th Apr 2019); (2) Preparing & Delivering Lectures (15th Jan 2019 & 30th Apr 2019); (3) Assessment, Feedback, & Module Design (22nd Jan 2019 & 7th May 2019)

**MODULE 5 - QUANTITATIVE RESEARCH SKILLS:** (1) A Beginner's Guide to Quantitative Research (14th May 2019); (2) An Introduction to Scale Development (21st May 2019); (3) An Introduction to SEM (28th May 2019)

Booking Information

All sessions running between Tuesday 8<sup>th</sup> October 2019 and Tuesday 21<sup>st</sup> January 2020 (inclusive), will be available for booking from **7.00am on Tuesday 17th September 2019**. Bookings for all remaining sessions, running between Tuesday 28<sup>th</sup> January 2019 and Tuesday 26<sup>th</sup> May 2020 (inclusive), will be available for booking from 7.00am on **Tuesday 10th December 2019**.

Booking is always competitive – over 4000 places were filled on the online training series last year – so make sure you book early to avoid disappointment. **PLEASE DO NOT BOOK AND FAIL TO ATTEND - #SIGN UP/TURN UP!** Waiting lists will operate for sessions that are full (see the website for details) and we will also run additional sessions where there is sufficient demand. Information about these additional sessions will be

sent direct to your home institution and will also be added to the booking website (<https://bookwhen.com/ueaonlinetraining>) as appropriate.

That's it I think, other than to add that we very much hope that you will enjoy and benefit from the online training sessions across the 2019-20 academic year. Looking forward to seeing/hearing you all on Tuesday and Wednesday evenings...

Best wishes,

Simon

**Dr Simon Watts, PGR Training Coordinator & Deputy Director of the Graduate School, Faculty of Social Sciences, University of East Anglia. E-mail: [simon.d.watts@uea.ac.uk](mailto:simon.d.watts@uea.ac.uk)**

**-END-**