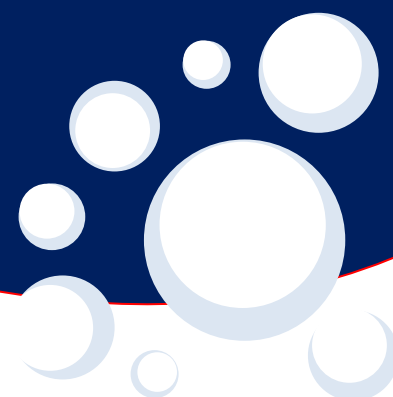


# **UEA ONLINE TRAINING SERIES FOR PGRs (2023/24)**



## **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, many on weekday evenings between 7pm-9pm, but with some additional daytime sessions. 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.

The training has been organised into five modules, each focused on a specific area/topic. Students don't have to attend a whole module, however, and are free to sign up to individual sessions. The modules and individual sessions for 2023/24 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 (4) Using NVivo for Qualitative Research</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) Securing a First Academic Post (3) Preparing Impactful Research Proposals &amp; Grant Applications (4) Conference Presentations</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 scheduled sessions for 2023-24 appears on the next three pages. Individual session summaries and indicative student feedback can then be found on the pages that follow.

## Schedule of Sessions for 2023/24

Date	Module	Name	Time	Page
Tues 3 <sup>rd</sup> Oct	1. Writing	What Should a Literature Review Do?	7pm-9pm	7
Wed 4 <sup>th</sup> Oct	1. Writing	What Should a Literature Review Do?	7pm-9pm	7
Thurs 5 <sup>th</sup> Oct	1. Writing	What Should a Literature Review Do?	7pm-9pm	7
Tues 10 <sup>th</sup> Oct	1. Writing	Writing Effectively	7pm-9pm	8
Wed 11 <sup>th</sup> Oct	1. Writing	Writing Effectively	7pm-9pm	8
Thurs 12 <sup>th</sup> Oct	1. Writing	Writing Effectively	7pm-9pm	8
Tues 17 <sup>th</sup> Oct	1. Writing	Academic Publishing	7pm-9pm	9
Weds 18 <sup>th</sup> Oct	1. Writing	Academic Publishing	7pm-9pm	9
Thurs 19 <sup>th</sup> Oct	1. Writing	Writing & Structuring an Effective Thesis	7pm-9pm	10
Tues 24 <sup>th</sup> Oct	1. Writing	Writing & Structuring an Effective Thesis	7pm-9pm	10
Thurs 26 <sup>th</sup> Oct	1. Writing	Writing & Structuring an Effective Thesis	7pm-9pm	10
Tues 31 <sup>st</sup> Oct	2. Qual.	A Comparison of Qualitative Methods	7pm-9pm	11
Thurs 2 <sup>nd</sup> Nov	2. Qual.	Qualitative Interviewing	7pm-9pm	12
Tues 7 <sup>th</sup> Nov	2. Qual.	Analysing Qualitative Data	7pm-9pm	13
Thurs 9 <sup>th</sup> Nov	2. Qual.	Using NVivo for Qualitative Research	7pm-9pm	14
Tues 14 <sup>th</sup> Nov	1. Writing	What Should a Literature Review Do?	10am-12pm	7
Tues 14 <sup>th</sup> Nov	2. Qual.	A Comparison of Qualitative Methods	7pm-9pm	11
Weds 15 <sup>th</sup> Nov	1. Writing	Writing Effectively	10am-12pm	8
Thurs 16 <sup>th</sup> Nov	1. Writing	Academic Publishing	10am-12pm	9
Thurs 16 <sup>th</sup> Nov	2. Qual.	Qualitative Interviewing	7pm-9pm	12
Tues 21 <sup>st</sup> Nov	1. Writing	Writing & Structuring an Effective Thesis	10am-12pm	9
Tues 21 <sup>st</sup> Nov	2. Qual.	Analysing Qualitative Data	7pm-9pm	13
Thurs 23 <sup>rd</sup> Nov	2. Qual.	Using NVivo to do Qualitative Research	7pm-9pm	14

<b>Date</b>	<b>Module</b>	<b>Name</b>	<b>Time</b>	<b>Page</b>
<b>Tues 28<sup>th</sup> Nov</b>	3. Finishing	<b>Preparing for your Viva</b>	7pm-9pm	<b>15</b>
<b>Thurs 30<sup>th</sup> Nov</b>	3. Finishing	<b>Securing a First Academic Post</b>	7pm-9pm	<b>16</b>
<b>Tues 5<sup>th</sup> Dec</b>	3. Finishing	<b>Preparing Impactful Research Proposals &amp; Grant Applications</b>	7pm-9pm	<b>17</b>
<b>Weds 6<sup>th</sup> Dec</b>	3. Finishing	<b>Conference Presentations</b>	7pm-9pm	<b>18</b>
<b>Thurs 7<sup>th</sup> Dec</b>	4. Teaching	<b>Preparing &amp; Delivering Seminars</b>	7pm-9pm	<b>19</b>
<b>Tues 12<sup>th</sup> Dec</b>	4. Teaching	<b>Preparing &amp; Delivering Lectures</b>	7pm-9pm	<b>20</b>
<b>Weds 13<sup>th</sup> Dec</b>	4. Teaching	<b>Assessment, Feedback, &amp; Module Design</b>	7pm-9pm	<b>21</b>
<b>XMAS BREAK</b>				
<b>Tues 9<sup>th</sup> Jan</b>	2. Qual.	<b>A Comparison of Qualitative Methods</b>	10am-12pm	<b>11</b>
<b>Tues 9<sup>th</sup> Jan</b>	1. Writing	<b>What Should a Literature Review Do?</b>	7pm-9pm	<b>7</b>
<b>Wed 10<sup>th</sup> Jan</b>	2. Qual.	<b>Qualitative Interviewing</b>	10am-12pm	<b>12</b>
<b>Tues 16<sup>th</sup> Jan</b>	2. Qual.	<b>Analysing Qualitative Data</b>	10am-12pm	<b>13</b>
<b>Tues 16<sup>th</sup> Jan</b>	1. Writing	<b>Writing Effectively</b>	7pm-9pm	<b>8</b>
<b>Wed 17<sup>th</sup> Jan</b>	2. Qual.	<b>Using NVivo to do Qualitative Research</b>	10am-12pm	<b>14</b>
<b>Tues 23<sup>rd</sup> Jan</b>	1. Writing	<b>Academic Publishing</b>	7pm-9pm	<b>9</b>
<b>Tues 30<sup>th</sup> Jan</b>	1. Writing	<b>Writing &amp; Structuring an Effective Thesis</b>	7pm-9pm	<b>10</b>
<b>Tues 6<sup>th</sup> Feb</b>	2. Qual.	<b>A Comparison of Qualitative Methods</b>	7pm-9pm	<b>11</b>
<b>Tues 13<sup>th</sup> Feb</b>	2. Qual.	<b>Qualitative Interviewing</b>	7pm-9pm	<b>12</b>
<b>Tues 20<sup>th</sup> Feb</b>	2. Qual.	<b>Analysing Qualitative Data</b>	7pm-9pm	<b>13</b>
<b>Wed 21<sup>st</sup> Feb</b>	3. Finishing	<b>Preparing for your Viva</b>	7pm-9pm	<b>15</b>
<b>Tues 27<sup>th</sup> Feb</b>	2. Qual.	<b>Using NVivo to do Qualitative Research</b>	7pm-9pm	<b>14</b>
<b>Weds 28<sup>th</sup> Feb</b>	3. Finishing	<b>Securing a First Academic Post</b>	7pm-9pm	<b>16</b>
<b>Tues 5<sup>th</sup> Mar</b>	3. Finishing	<b>Preparing Impactful Research Proposals &amp; Grant Applications</b>	7pm-9pm	<b>17</b>
<b>Weds 6<sup>th</sup> Mar</b>	3. Finishing	<b>Conference Presentations</b>	7pm-9pm	<b>18</b>

<b>Tues 12<sup>th</sup> Mar</b>	1. Writing	<b>What Should a Literature Review Do?</b>	10am-12pm	<b>7</b>
<b>Tues 12<sup>th</sup> Mar</b>	4. Teaching	<b>Preparing &amp; Delivering Seminars</b>	7pm-9pm	<b>19</b>
<b>Wed 13<sup>th</sup> Mar</b>	1. Writing	<b>Writing Effectively</b>	10am-12pm	<b>8</b>
<b>Tues 19<sup>th</sup> Mar</b>	1. Writing	<b>Academic Publishing</b>	10am-12pm	<b>9</b>
<b>Tues 19<sup>th</sup> Mar</b>	4. Teaching	<b>Preparing &amp; Delivering Lectures</b>	7pm-9pm	<b>20</b>
<b>Wed 20<sup>th</sup> Mar</b>	1. Writing	<b>Writing &amp; Structuring an Effective Thesis</b>	10am-12pm	<b>10</b>
<b>Thurs 21<sup>st</sup> Mar</b>	4. Teaching	<b>Assessment, Feedback, &amp; Module Design</b>	7pm-9pm	<b>21</b>
<b>EASTER BREAK</b>				
<b>Tues 23<sup>rd</sup> Apr</b>	2. Qual.	<b>A Comparison of Qualitative Methods</b>	7pm-9pm	<b>11</b>
<b>Thurs 25<sup>th</sup> Apr</b>	2. Qual.	<b>Qualitative Interviewing</b>	7pm-9pm	<b>12</b>
<b>Tues 30<sup>th</sup> Apr</b>	2. Qual.	<b>Analysing Qualitative Data</b>	7pm-9pm	<b>13</b>
<b>Thurs 2<sup>nd</sup> May</b>	2. Qual.	<b>Using NVivo to do Qualitative Research</b>	7pm-9pm	<b>14</b>
<b>Tues 7<sup>th</sup> May</b>	3. Finishing	<b>Preparing for your Viva</b>	7pm-9pm	<b>15</b>
<b>Thurs 9<sup>th</sup> May</b>	5. Quant	<b>Quantitative Research: A Basic Guide</b>	7pm-9pm	<b>22</b>
<b>Tues 14<sup>th</sup> May</b>	5. Quant	<b>Introduction to Scale Development</b>	7pm-9pm	<b>23</b>
<b>Thur 16<sup>th</sup> May</b>	5. Quant	<b>Intro. to Structural Equation Modelling</b>	7pm-9pm	<b>24</b>

**BOOKING INFORMATION FOR ALL THE ABOVE SESSIONS CAN BE FOUND ON PAGES 25-26.**

## **Indicative Student Feedback for the Online Training Series 2022-23**

I want to express my thanks for your training - last night's session was the second I've attended...I've undertaken so many workshops and training in my PhD journey, but yours has been by far the best. Your no-nonsense delivery is exceptionally refreshing and entertaining, but most importantly [it is very] USEFUL (Highlands & Islands).

What I have found really helpful about the...sessions were the ways you sum up the academic task at hand as a more common place activity. For example, 'you are walking the reader through a field', or 'this is a show...here's the supporting act and this is the main star of the show', or 'think of it like a live football match followed by the 'highlights'. These serve as a way of holding in mind what needs to be achieved and the memorable images help me to access the more difficult detail of the work. At a recent doctoral school meeting, I even heard someone saying, 'Simon at UEA describes it as leading someone on a path across a field - that was really helpful for me.' A few years ago, I also attended one of your sessions about qualitative analysis. I found it inspiring. I felt like I had 'come home'. At the time, I was working as an RA and was a bit tired and that session alone woke me up to how much I enjoy research...I think it was partly because of your enthusiasm for the process, which came across so strongly, that I applied to do a doctorate (Sussex).

Thank you so very much for taking the time to mail and for making everything clear to me. I am so much clearer now as to what should be the flow and how to write my thesis than at the beginning of our conversation. I can see clearly now how the pieces fit into their place, and my thesis presentation will be much better as a result of this. You are a really good teacher and a brilliant support for the whole PhD community (Kent).

I am learning so much in your sessions, your plain, straight talking and use of analogies/metaphors brings...abstract and difficult concepts alive and makes them understandable. You clearly have so much experience and I am very grateful that you are willing to share your phronesis. I will be seeing you again, trying to book on when I can to your sessions. They truly are inspiring me in a 'you can do this, it's not so complicated' kind of way (Winchester).

I'm deeply indebted to Dr Simon Watts. Eleven months ago, the structure of the thesis was one barrier I believed was too big for me to overcome. I had spent six years designing and organising my research, applying specific methods, and analysing data - all of which...had...their own struggles...However, the thesis became the straw that 'almost' broke the...camel's back. Simon's...online education seminars provided me with the critical and necessary tools I was lacking to be able to structure this thesis...[His] online learning was so fundamental to submitting my work, he made the acknowledgements of my thesis (Chichester).

Just a quick note to give a sincere thanks for all your tutelage with these invaluable sessions. It really is rare that the training I attend has such tangible impact on my practice and in particular my doctoral work. Thank you so much I now feel I have the tools moving forward to justify my approach to my research, rather than simply relying on my supervisor's guidance/thoughts (St Mary's).

I've heard such good feedback about your sessions and think this would be beneficial for me at the start of my doctoral journey. Your sessions have made a big difference to my colleagues, they come highly recommended ([UCLAN](#)).

I just wanted to say 'thank you' - I used to run a learning and development company and I know how much work goes into crafting a session. Yours have a great flow, they carefully guide people through the subject with great explanations, peppered with humour and real-life examples. You are a terrific teacher ([Sussex](#)).

I have attended many of your workshops that are offered by UEA, and I must say the amount of knowledge I am getting from these sessions is tremendous. Thank you very much for being so generous in sharing your knowledge and experience with postgraduate students from different institutions. I am sure your name will be remembered by thousands of PhD holders ([Queen's Belfast](#)).

Thank you very much for the great sessions, I have attended a couple of sessions and each of them were brilliantly delivered. I highly recommended the subscription to our doctoral school...Thank you once again...and I look forward to attending the upcoming sessions that I have signed up for ([Salford](#)).

Last night's training was honestly the best I have been on in a long time, and certainly the best academic training I have experienced during this PhD. Thank you ([City](#)).

I'm genuinely enjoying your courses so far. I wish that I had them since the start of my research career. It would have saved me so many lost hours and mistakes along the way. Looking forward to the next one ([UEA](#)).

I think your training sessions are very informative, you explain concepts in a very clear and understandable way. You get to the point, and...don't carry on for more than necessary. Questions are welcome and you always keep an eye on the 'chat' to see what the students are asking...I also enjoy the fact that you provide plenty of examples of different students that have gone through the same, and how, by highlighting the mistakes of others, we are less likely to make those mistakes ourselves. Probably the most encouraging bit is seeing the emails you showed us of how some students get back to you after applying your advice and tips and go on to write extraordinary theses. I hope to be one of them soon...Thank you very much for your time and effort to teach PGR students ([Southampton](#)).

Thanks so much for all the work you're doing to help us poor PhDs - the world of UK HE has become a pretty hostile place so feeling so much support from an academic who doesn't even know us has felt incredibly uplifting ([Goldsmiths](#)).

There are lots of word-of-mouth glowing reports on these sessions at University WhatsApp group, so we are all coming back again and again ([Kingston](#)).

I wish I had found these sessions at the start of my PhD!! I'm in my writing up year and really struggling to wrap my head around everything... but this is so clear and I cannot wait until the other sessions...to help me even further ([Huddersfield](#)).

I attended your online course in the fall of 2019 at the start of my doctorate journey. I still refer to my notes from your miraculous teachings and am forever grateful to you for providing me with a foundation for the years that followed ([Glasgow Caledonian](#)).

## **Individual Session Summaries**

### **What Should a Literature Review Do?**

**(Academic Writing 1)**

**Tues 3<sup>rd</sup> Oct; Weds 4<sup>th</sup> Oct; Thurs 5<sup>th</sup> Oct; Tues 14<sup>th</sup> Nov;**

**Tues 9<sup>th</sup> Jan; & Tues 12<sup>th</sup> Mar**

#### **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:**

Last night was such a helpful session. I feel a lot more confident about tackling this first stage of my PhD with your practical tools and tips, and it's far less daunting because you really broke down the process. I especially appreciated your thoughts about how to be selective of the literature I choose to include (and, no less important, to justify what is excluded), and the advice about critical thinking and writing. Looking forward to the next session (Brighton).

Really helpful session! Fantastic examples and imagery to help explain key concepts. I've been to other sessions on the same subject, but your focused points really helped (Chichester).

Thank you so much, I now actually understand, probably for the first time, exactly what a literature review is for, and how it helps define my research project (UCLAN).

The session really helped me think about the approach I should take...and narrowed down my thinking. I have done a first, very descriptive literature review and this helped me, when I go back to it, to feel less like I'm...floating around in a massive sea of papers - thank you (Liverpool).

I would like to thank you greatly for the amazing session yesterday. As an international student, who came from a different education system, and who just started the PhD, I struggled a lot to make my literature review as needed. Yesterday's session was amazing to know how I really can start. Thank you so much. You have made the start of my PhD more productive (York St. John).



# Writing Effectively

## (Academic Writing 2)

**Tues 10<sup>th</sup> Oct; Weds 11<sup>th</sup> Oct; Thurs 12<sup>th</sup> Oct; Weds 15<sup>th</sup> Nov**

**Tues 16<sup>th</sup> Jan; & Weds 13<sup>th</sup> Mar**

### **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 'position' as an author, and the creation of a preliminary draft), the task of writing (having clear aims, order and structure, signposting, and guiding the reader), writing style (the achievement of clarity and simplicity) and the need for a clear, logical and straightforward conclusion or 'take-home' message. Approaches to editing will also be considered. This session represents almost two decades of academic writing experience packed into two hours, so come along and take advantage!

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

Many thanks again for the training last night. I listened to it again this morning and started a chapter again with one of your plans. The first draft, which has 467 words long, took two days [to write]. The new plan...has 330 words and took less than 30 minutes. What a difference ([Sussex](#)).

The session was incredibly helpful, thank you very much. Your emphasis on being positioned and embedding ourselves in the academic literature...was a really useful reminder, along with the notion of setting our destination and being concise and clear. My favourite bit, however, was you telling us about 'Dave' [your 'imaginary reader'] in his cardigan - fun, inspirational and so informative ([Brighton](#)).

The writing effectively session ensured I redressed the balance between reading and writing. I constructed my revised literature review in a week [after attending]. This is by no means a finished article, but the feedback from my supervisors moved from the dreaded phrases like 'descriptive' or 'passive', to 'a well thought out point' or 'this is much clearer' ([St Mary's](#)).

Really useful to understand importance of clear short sentences and asking the initial question...what am I trying to achieve? Thank you!! We got asked to find our academic voice recently and now I understand this isn't about trying to sound clever, it is about having enough knowledge to position myself and my opinions ([UCLAN](#)).

I am really inspired to just get on with it now...Today has really helped me see I can just write and by simply writing I can get started again and then worry about everything else (referencing, accuracy, etc.) later - I really do want and need to 'get out of my own way'! Thanks Simon, this has been brilliant ([Huddersfield](#)).

# Academic Publishing

## (Academic Writing 3)

**Tues 17<sup>th</sup> Oct; Weds 18<sup>th</sup> Oct; Thurs 16<sup>th</sup> Nov;**

**Tues 23<sup>rd</sup> Jan; & Tues 19<sup>th</sup> Mar**

### **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:**

Concise and focused on PhD level publication planning. Plain and simple English which is refreshing. Thank you (Cardiff).

I wanted to send along a compliment to Simon and his 'Academic Publishing' course that ran yesterday...Simon is fantastic at what he does, and he provided so many invaluable tidbits and insights to the class. Specifically, his description of the application process, the common pitfalls experienced by young researchers, and responding to reviewers was fantastic. I plan to take as many of his courses as possible during my time here and just wanted to say so (UEA).

Absolutely brilliant, as usual particularly for building confidence and gaining an understanding of academic publishing. The session does what it says on the tin, thank you (Keele).

It has been very useful. I have never published, but I think I have a head start now (Kingston).

Amazing session, thank you! So informative. I'm taking with me all the great tips...knowing all this in advance will help me tremendously (Glasgow Caledonian).

Thanks a million Simon. Feel much more confident facing and addressing reviewer comments for my first article, which seemed daunting before this session! Thanks again (Queen's Belfast).

Thank you so much! Extremely helpful. I am a first year academic so having someone explain everything in detail is game changing (e.g. writing to target audience, not being afraid to contact the editor, choosing a journal not solely based on ratings, etc.) ...I've been to a couple of other publishing sessions before, by different people, and no one ever bothered to even mention how the review process happened or what it actually means to respond to reviewers. This was all new info to me (Southampton).

# **Writing & Structuring an Effective Thesis**

## **(Academic Writing 4)**

**Thurs 19<sup>th</sup> Oct; Tues 24<sup>th</sup> Oct; Thurs 26<sup>th</sup> Oct; Tues 21<sup>st</sup> Nov;**

**Tues 30<sup>th</sup> Jan; & Weds 20<sup>th</sup> Mar**

### **Session Summary:**

This session, as the name suggests, will focus on the writing - style, structure and presentation - of an effective PhD thesis. 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 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:**

Just wanted to let you know that I thought this session was amazing. I believe that I may actually manage to do what I set out to do after all. Your clarity and understanding gave me such enthusiasm. I really liked your answers to some of the 'highbrow' questions. I love your 'keep it simple and it becomes straightforward approach'. I shall do my best to register for other classes as soon as they open ([West of Scotland](#)).

I finally get it!! You have answered so many questions that I was still pondering over and these were taking up so much head space, now I can get cracking with moving my writing on from notes to drafts as I can dump the stuff I now know I don't need - another brilliant session, thanks Simon ([York St John](#)).

Thanks for letting me jump into the class last night, it was very much appreciated. I now actually understand the task at hand and what I'm supposed to be doing. Why the hell don't universities just give you this information, or even better just make your classes mandatory? I now understand what happens in my literature review and how to start structuring the thesis. Thanks again, please keep doing what you're doing, it really does make a difference ([UCLAN](#)).

Just a quick note to say how helpful I found this session. I am just at the very start of my PhD, but I really think everyone should have an opportunity to attend this session at the inception...It was also really reassuring that some of the thoughts I had on structuring my thesis correspond with good practice examples you provided - nothing like a little confidence boost! However, more than anything, your session will help me write in a way that keeps in mind that 'golden thread' from the very start, and I am confident that my final thesis will be all the better for it. ([Brighton](#)).

# **A Comparison of Qualitative Methods**

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

**Tues 31<sup>st</sup> Oct; Tues 14<sup>th</sup> Nov; Tues 9<sup>th</sup> Jan; Tues 6<sup>th</sup> Feb; & Tues 23<sup>rd</sup> Apr**

### **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:**

That was a brilliant presentation you just gave us on qualitative research. I liked your supervisor's picture analogy, which excellently highlights the difference between thematic and grounded theory analysis. Your presentation was succinct and very illuminating ([Southampton](#)).

Thanks for the session this morning - I hope this is useful in explaining why I thought it was brilliant! I've found with qualitative methodologies that, on the one hand, there is a huge wealth of information that seems very complex, purist and strict/precious, whilst at the same time you're often told that you can adapt things (a bit!) to answer your research question, as long as you can justify this. Your session was hugely helpful in comparing across the main methodologies to zoom out from the complexity and see the main facets and differences in order that I can then zoom back in, in a more focussed way ([Canterbury Christchurch](#)).

Thank you so much for the very useful session tonight - I am close to completing my IPA and it was great to have such a succinct explanation of the different qualitative analysis approaches. I feel better equipped to defend my choice of methodology when it comes to the viva later this year ([Huddersfield](#)).

Thank you so much for enabling me to attend the training sessions yesterday. I found your delivery of a complex area to be both informative and interesting. I especially appreciated the follow up examples when dealing with the different methods within qualitative research. I...will look forward to joining any other training sessions you will be delivering ([Salford](#)).

Thanks so much for tonight's qualitative methods session. My PhD is my first experience of qualitative research proper...So I am basically figuring it out as I go along...Following your whistle-stop tour tonight, I feel like I have the best understanding of qualitative research that I have had all year, so thanks for that ([UCLAN](#)).

# Qualitative Interviewing

## (Qualitative Research Skills 2)

**Thurs 2<sup>nd</sup> Nov; Thurs 16<sup>th</sup> Nov; Weds 10<sup>th</sup> Jan; Tues 13<sup>th</sup> Feb; & Weds 25<sup>th</sup> Apr**

### **Session Summary:**

This session will consider four different types of interviewing (structured, unstructured, narrative, and semi-structured), 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:**

This session really gave me the nuts and bolts of what I need to do, for the first-time things feel tangible and doable ([King's College London](#)).

I have been completely confused but your straightforward approach has changed that – I'm grateful to you for making it sound so doable and I love your no-nonsense attitude. I have encouraged the other students on my course to attend any sessions that they can find with you...I am unable to process or remember information easily... [and] was on the verge of giving up...you changed that by making the interview process so easy to understand – no warnings about misplaced apostrophes, or subject-verb agreements, just simple, sensible information about the task at hand. I cannot thank you enough for giving me the confidence (and hopefully ability) to go on to complete my MA...What you do, you do brilliantly ([Staffordshire](#)).

I came to this course last year but had to take a break in my PhD due to illness - going to be ramping back into fieldwork soon, and the way you lay it out in terms of how to make schedules and so on is fantastic. Seeing it like that takes the vagueness and nerves out of the process and gives me clear goals to aim for when making/conducting interviews. Thank you ([Bath Spa](#)).

Excellent presentation! The breadth of the insights provided has impressed me. This presentation was clearly the result of extensive research and thought, and I have a much better understanding of the qualitative interviews as a result. Thank you for taking the time to share your knowledge and expertise with us ([Sussex](#)).

Many thanks, it has been very helpful for me to understand the difference between structured and semi-structured interviews and how they link to inductive/deductive analysis. I really appreciated being able to understand the order questions should be asked and the range of question types to include and how to probe for depth of answer. I now have a clearer idea of how to pull together an interview schedule ([Brighton](#)).

# Analyzing Qualitative Data

## (Qualitative Research Skills 3)

Tues 7<sup>th</sup> Nov; Tues 21<sup>st</sup> Nov; Tues 16<sup>th</sup> Jan; Tues 20<sup>th</sup> Feb; & Tues 30<sup>th</sup> Apr

### 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:

This was the session I attended a few years ago that woke me up again to the possibilities of qualitative research. This evening, when we got to the part about analysing your data, I felt just as excited again. It helps to have the concrete example...of 'unpacking the suitcase' to stay focused on the precise definitions of the task - 'interpretation involves a cultivation of the possibilities inherent in the participant's own understanding'. Fabulous job! Loved it (Sussex).

Having learned from you for four years...I would like to express my sincere thank you and gratitude to you because I have learned how to conduct qualitative research systematically and critically from your online training sessions. I really appreciate your training sessions, and I could not thank you enough. My examiners found the interview chapters...[in] my thesis interesting and outstanding (Goldsmiths).

It was a useful session. I like the abundance of rich examples. Many sessions on this topic are limited to the theoretic bullet points. I also like the dynamism of delivery and the examples of criticism of various approaches. In summary, your session was more practice oriented than any other I've experienced (King's College London).

Thank you. The most useful session I have attended. I've written six pages of notes and will be referring back to them frequently over the next few months as I collect and start to analyse my data. You have made a very daunting task seem much more manageable to my logical brain (Winchester).

I thought the session this evening was amazing. I wish I'd had this knowledge when I did my MSc. Looking at the way analysis *should* have been done has left me in awe, and it now looks like Mickey Mouse did the MSc. However, I am learning so much, you are an excellent tutor because you explain every little detail which sets off the light bulb of 'Eureka'. Thank you so much. I love learning and you accentuate that (West of Scotland).

# Using NVivo for Qualitative Research

## (Qualitative Research Skills 4)

**Thurs 9<sup>th</sup> Nov; Thurs 23<sup>rd</sup> Nov; Weds 17<sup>th</sup> Jan; Tues 27<sup>th</sup> Feb; & Weds 2<sup>nd</sup> May**

### **Session Summary:**

This session will introduce students to the NVivo software package, which is designed to help in the organisation, management, and analysis of qualitative data. All the basic functions of NVivo will be covered, including the importation, storage, and organisation of various data sources, the potential for transcription, the creation of cases and codes, classifications and attributes, and the meanings of these terms will be explained. The process of coding and data analysis will be demonstrated and the use of 'queries' explored as a 'top down' means of data access. The pros and cons of using software to conduct qualitative research will also be considered.

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

Last night I attended the NVivo session, which is going to be truly transformational to my practice. One of my supervisors is definitely one of those people who doesn't like computer-based systems. This instilled a fear in using NVivo. Your clarification on how I still conduct the analysis and merely use NVivo as a tool to support analysis was obvious, yet revolutionary...This beautifully showcased how I still need to analyse the results I get from NVivo to structure the cases and chapters in my thesis (St Mary's).

Yesterday's NVivo training was very helpful and inspirational for me as all your training sessions. For the first time in my life, I understood the logic of NVivo and how it works. I downloaded NVivo right after the training. I created my cases and uploaded my files in 2-3 hours. Everything is easier for me now. It's also very enjoyable to use NVivo which I tried and failed to use before. That's why I wanted to thank you first. I feel very lucky to have met you (Sussex).

Thank you, Simon, getting your perspective, candidly, as an experienced academic, in addition to the technical aspects of the tool, was invaluable and extremely helpful (Southampton).

Thank you, Simon. I have attended a few of your sessions which have all been excellent. I have tried to 'play' with NVivo, used a book, used other training platforms, and can honestly say that this session, by far, has been the best session. You combine functionality with the true essence of qualitative research and it has really given me a practical and useful approach and guide to using NVivo as an early career researcher. Huge thank you for helping me make sense of it (Cardiff).

Thank you. I've been excited to gain a walkthrough of NVivo as I was dubious about whether it would help me or not, but now I'm convinced of its value and respectful of its limitations (Brighton).

# Preparing for your Viva

## (Finishing Up 1)

**Tues 28<sup>th</sup> Nov; Weds 21<sup>st</sup> Feb; & Tues 7<sup>th</sup> May**

### **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:**

Thanks for your time and support with all this, I really appreciate it. It will improve my performance in the viva, and also improve my thesis, as I can now target and plan to meet the clear goals you outlined, which were previously pretty opaque. Like other students have said, please keep sharing your valuable knowledge with PhD students to help us understand our goals more clearly, and to achieve them, when we are so near to reaching the final mountain summit (Cardiff).

I attended your session on preparing for your viva and it felt so positive that it actually knocked me out of a writing slump that I'd been stuck in for a couple of months. I managed to get a few thousand words down in the days afterwards! PhDs can be such a long slog that it's difficult to see the light at the end of the tunnel but thinking about my viva as something to look forward to, instead of fearful about, really gave me a boost – thank you so much (Goldsmiths).

Thank you, the session demystified some of the process...and you might like to know a friend who came to this session previously passed with very, very minor corrections last week (Southampton).

Thank you, Simon! Very useful as always. It's now clear for me what to expect and how to prepare for the viva. Such a wonderful and detailed presentation (Staffordshire).

I wish I had known some of this a lot earlier – now off to find suitable external examiners and to then to think about how they will affect my thesis and viva - thanks again for everything, your sessions have been super helpful. I am hoping I will feel as calm and positive as you suggest we should feel. Dare I say it, I am beginning to feel excited about the process now, rather than just terrified (York St John).

Thank you for the session. It's been a while since I have engaged in training...so this was a great way of helping me think strategically about what I'm trying to achieve, the end goal, and also how I can prepare so as not to be defensive, but [to] showcase [instead] what's excellent about my work, which isn't something I am naturally inclined to do (Southampton).



# Securing a First Academic Post

## (Finishing Up 2)

Thurs 30<sup>th</sup> Nov & Weds 28<sup>th</sup> Feb

### 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 25 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:

On Wednesday I had a job interview...and today I received a full-time lecturer job offer from them. I wanted to take this chance to thank you for your support on this. I followed your advice in preparing my personal statement, as well as preparing the presentation for the interview. I am beyond happy to say it was very effective. I found your advice about identifying potential collaborations with them and the possible funding bodies very helpful. I also think keeping it precise and not trying to do too much in the 15 minutes talk was effective, but [it still] opened enough points for questions after (Portsmouth).

Thanks, Simon, it's really great to have someone actually talk through how to apply for a job and what we need for it. I have a CV to write now (Queen's Belfast).

Thank you Simon, I always enjoy your training sessions. This has been particularly useful not just for applying for academic roles but applying in general. Very informative and useful, thank you (Kent).

Thanks so much, Simon, I love the structured approach you taught on how to prepare the application paperwork, I will definitely apply it going forward (Essex).

Thank you very much Simon. What a really excellent session as always. It will really help me to produce an up-to-date academic CV and to develop a job application strategy (Sussex).

Thank you for the talk. It's been very useful to have a framework to think about how I might come across to the employers and think about applications from their perspective (Southampton).

# **Preparing Impactful Research Proposals & Grant Applications (Finishing Up 3)**

**Tues 5<sup>th</sup> Dec & Tues 5<sup>th</sup> Mar**

## **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:**

Last night's presentation was very useful...it was both timely and rousing to be reminded to 'keep it simple' and to focus on the 'Methods' section, as proposal writing looms large. I also hear echoes from the past, about the bottom line - and matching every outcome with a suitably specific and accurate budget, from a time when proposal writing was part of my daily 'bread and butter'. The recipe book changes very little, but I think the increased emphasis on an 'exit plan continuum' is a good one, as it ensures that monies invested have a constant trickle effect, beyond the life cycle of the project...Thank you for giving me much to consider and a great route map for our project plan ([Queen's Belfast](#)).

It has been a very useful session - important points to consider not just for grant applications but in marketing the value of our research more widely! Thanks for the session ([Manchester](#)).

Great session. Thank you. I'm just about to prepare a funding proposal and dissertation proposal and this has sharpened my focus greatly. Thanks ([Queen's Belfast](#)).

Thanks Simon. A really useful session. I'm mid-funding application so have gained a great deal of really helpful information at this session, thank you ([Glasgow Caledonian](#)).

Useful - I really appreciate your honesty and directness when it comes to what to do and what not to do ([Salford](#)).

Working in the commercial world, putting together budgets and projects, it has been great to see the nuance in academic proposals. Another cracking session ([UEA](#)).

# Conference Presentations

(Finishing Up 4)

Weds 6<sup>th</sup> Dec & Weds 6<sup>th</sup> March

## Session Summary:

Conference presentations are an important medium for academics, both to showcase their work and as a platform for networking and collaboration. This session will discuss all elements of the conference presentation process, from choosing the right conference, delivering effective yet flexible abstracts (which both summarise our intended presentation and serve as a 'marketing' tool in this context), through to the preparation of content, outcomes, slides, and commentary. With all that considered, the session will proceed to considering 'delivery', how that might be achieved with maximum impact, as well as some strategies for dealing with questions concisely and effectively, whether you have a ready answer or not! In short, the session provides a one-stop shop to better conference presentation.

**\*\*NEW SESSION FOR 2023/24\*\***

## Indicative Student Feedback from Trial Session:

Once again, Simon's clarity and directness has given me the tools and confidence to prepare my presentation. Many thanks.

Thank you, that was really useful, especially around answering questions and [being] 'strategically vague' with the abstract.

Thanks - I'll be using some of these top tips in a few weeks' time.

Lots of information! Thank you very much. Found the tips about dealing with nerves and preparation really useful.

Thanks so much, lots of really practical ideas to take away.

Really helped me thanks. I'm halfway through planning a presentation and I've already completely changed/improved it!

Thanks – what's really helpful is [the realisation] that I can be myself.

# Preparing & Delivering Seminars

## (Teaching 1)

Thurs 7<sup>th</sup> Dec & Tues 12<sup>th</sup> Mar

### 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:

This has been such an informative session, so many tips that I would have never thought about prior. Having taught primary school, it is helpful to hear how change the focus to teach adults and set expectations in an adult friendly way ([Staffordshire](#)).

I am writing to express my gratitude and appreciation for the excellent workshop on 'Preparing & Delivering Seminars' that I attended today. I have attended your workshops before, and I must say that they are always informative, beneficial, and to the point. Today's workshop was particularly helpful, especially the strategies that you discussed on how to make students contribute in the seminar. I found these strategies very practical and useful, and I will certainly apply them in my future seminars. Your approach to presenting the content and engaging the audience was very effective and kept me, and everyone, interested throughout the session. Overall, I thoroughly enjoyed the workshop and gained valuable insights into how to prepare and deliver effective seminars. Your passion and enthusiasm for the subject matter were evident, and it was a pleasure to learn from you. Thank you for your time and effort in organizing and delivering this workshop ([Cardiff](#)).

Thank you, this was very inspiring! It made me think of and re-evaluate my past seminars, what made them good or bad ([Huddersfield](#)).

Thanks very much, very constructive advice. I have much clearer understanding of how to plan and deliver a seminar. Great ideas for activities and how to manage difficult sessions ([Ulster](#)).

Simon always has insightful tips from his wealth of experience. The session was a fantastic primer, with a variety of techniques to try ([Southampton](#)).

# Preparing & Delivering Lectures

## (Teaching 2)

Tues 12<sup>th</sup> Dec & Tues 19<sup>th</sup> Mar

### 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:

Well timed! Anyone would think you've done this before (Falmouth).

Thank you Simon. Brilliant. A very empowering session – every point made sense and was in itself a small step that is achievable. The combined whole was substantial and effective (Sussex).

A great session as always! This has not only been useful for lecture design, but also more transferable knowledge on preparing slides for other occasions and teaching in general! Thank you (Huddersfield).

Thank you. Just talking about the 'narrative' of the lecture has set off a lightbulb. Thank you (Greenwich).

Thank you, Simon - lots of practical tips I never considered before, especially the [marking the] 25%/50%/75% slide tactic (Ulster).

Thanks Simon, I appreciated a very useful perspective on an activity we're often just expected to be able to do by magic. A really practical overview with plenty of ideas to put into practice (Kingston).

Thanks! It was useful to hear how to use anecdotes and examples to give life to the slides (Southampton).

Thank you a lot, I feel way more prepared now to prepare and deliver lectures, you always give lots of information, it's fab (Huddersfield).

Thanks Simon, I appreciated a very useful perspective on an activity we're often just expected to be able to do by magic. A really practical overview with plenty of ideas to put into practice (Kingston).

# Assessment, Feedback, & Module Design

## (Teaching 3)

Weds 13<sup>th</sup> Dec & Thurs 21<sup>st</sup> Mar

### 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:

Thank you, as someone interested in pursuing teaching in higher education, these sessions have been brilliantly useful to better understand the structure of seminars and lectures, as well as have insight into qualities of a good teacher (Huddersfield).

As a qualified secondary school teacher, it was interesting to see the similarities and differences between secondary school and university... High expectations are important for a teacher, and I was glad to see you repeatedly encouraged us to provide the students with clear expectations. I also liked the advice about feedback. As a part-time PhD student and part-time teaching associate, I do lots of marking and always find giving feedback difficult (and it takes more time than the marking), so this advice will be applied often...Again, thank you for your sessions. I have attended a few and always find them informative (Cardiff).

This module really enhances the sessions on seminars and lectures. What was worrying me about assessment and feedback was how I would do it effectively, but I now realise I need to look at it from the perspective of how to contribute to the quality of the student's learning and plan from there. So many great points to help with creating a good learning process, providing feedback effectively and in an enhancing manner, as well as how to look at design and consider outcomes. Thanks Simon (Queen's Belfast).

Very clear. I am about to write my first module from tomorrow, so your timing is bang on (Portsmouth).

I have a much better idea of how I would start organising a module, and you've given a really useful list of things to consider when creating assessments. Thank you (Queen's Belfast).

All your teaching focused sessions have been so helpful (Huddersfield).

# Quantitative Research: A Basic Guide

## (Quantitative Research Skills 1)

Thurs 9<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:

Thank you! This was a really detailed guide to quantitative research. I also personally really appreciate the evening scheduling as I am a PT PhD student around FT teaching, so thank you ever so much (Southampton).

I enjoyed the training - I have found that your teaching is clear and precise. Moreover, the way you explain the concepts makes statistics palatable and enjoyable (Cardiff).

Thank you so much! This was the first time I understood what degrees of freedom actually represent (UEA).

It was a great session - helped me to get the brain cells firing again in ways I'd forgotten about! I'm really very early days PhD PT, so I know I'll be back to the sessions as this year goes by. The session will also help me interpret and think critically about papers I read, which is fantastic. A great boost to my confidence. This all made so much more sense 30 years after I've ever touched stats! Please say thank you to Kim too. Her style was so engaging - not easy for that length of time online and no faces (Huddersfield).

Thank you very much. It was the best session I received on quantitative methods so far (Cardiff).

Thanks you. Excellent overview of qualitative methods and the associated tests and rationale for determining which tests to use. The simple explanations and analogies made understanding the concepts much easier to digest and follow (UEA).

# **An Introduction to Scale Development**

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

**Tues 14<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 734 times since 2010) and ‘The Psychological Need Thwarting Scale’ (cited 966 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:**

Thanks Kim. I knew very little about scale development before today's session and now feeling a lot more enlightened (St Mary's).

Thank you so much - I really enjoyed the step-by-step approach. It was really pragmatic. These sessions are invaluable as a first year PhD student (Southampton).

This was very thorough and helped me to understand all the steps that I need to undertake for scale development without all the jargon used in most textbooks (Royal Holloway).

Thanks, it was really useful having the step-by-step explanation and relating it to your own work and publications (UEA).

Thank you Kim, a really useful session. The explanation provided about the steps was comprehensive and...really clear...for me as a beginner (Huddersfield).

Very helpful thanks Kim - you really helped to break down many of these terms and explained in a very practical way. Much appreciated (Queen's Belfast).

Absolutely tremendous lecture and so very relevant to my research! Looking forward to reading the research...I...never...thought it possible to create my own scale! That might be because I currently know almost nothing, even still it's been a revelation (UEA).

Thank you, Kim! I've spent months never quite understanding what I needed to do and you've just explained it so clearly, it's helped so much (Huddersfield).



# **An Introduction to Structural Equation Modelling**

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

**Thurs 16<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 introduce 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:**

That was a very clear presentation and using your own examples makes it really much easier to understand. Thank you (Kent).

Many thanks Kim, all three sessions have been extremely insightful and invaluable, especially with the practical examples and work-throughs (Glyndwr).

Thank you. That was brilliant and very clear - I'm new to this as an EdD student and the more I read the more confused I get (Portsmouth).

Thank you! I loved your energetic style throughout (Southampton).

Thank you for making a topic that seemed beyond me reachable. I now have confidence in...pursuing it further (Huddersfield).

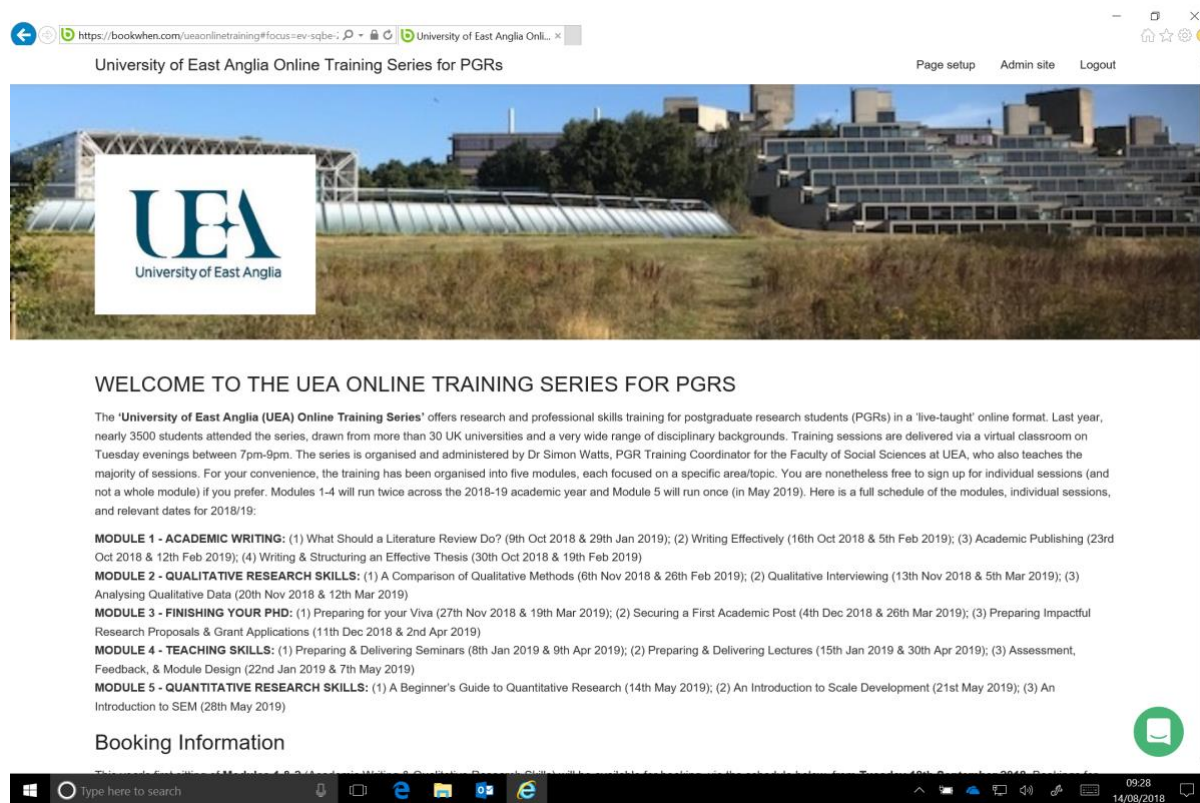
Thank you - very clear, good pace, well-balanced amount of information with no fluff. I feel confident about attempting an SEM (Essex).

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 (UEA).

I found this an excellent introduction to SEM. It was very helpful to start with the run through of terminology and it was extremely useful to see the model diagram and how it then translated into the equations. The six-step process was detailed, well related to the example, and I will definitely use it. Thank you so much Kim...all the modules have been so informative (Queen's Belfast).

## **Booking Information 2023-24**

The training series uses an automated booking system called 'Bookwhen'. Our Bookwhen website 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 host the sessions, and how to cancel a booking should that become necessary. **Please visit the booking website and read all 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 [simon.d.watts@uea.ac.uk](mailto:simon.d.watts@uea.ac.uk) and/or [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

In the 2022-23 academic year all sessions will open for booking **THREE WEEKS BEFORE THEY ARE DUE TO RUN** at 12pm. The opening session, for example, is due to run on Tues 3rd Oct 2023. As a consequence, it will open for booking on **Tues 12th Sept 2023 at 12pm**. The next session is due to run on Weds 4th Oct 2023, so it will open for booking on **Weds 13th Sept 2022 at 12pm**, and so on, throughout the year.

If you wish to attend, therefore, you will have to be 'clued in', access the booking website regularly, and generally be prepared! This little extra effort will, however, mean that places are open and available for everyone to book all year

round. I'm also hoping it will mean that a greater percentage of booked places actually get used!

Booking is always competitive – nearly 40000 places have been filled on the online training series over the last 3.5 years – so make sure you book nice and 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 additional sessions may be added to the schedule where there is sufficient demand. Session recordings can also be ordered by mailing: [ssf.advancedtraining@uea.ac.uk](mailto:ssf.advancedtraining@uea.ac.uk) (again, see the website for details, under the heading 'Session Recordings').

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 2023-24 academic year. Looking forward to seeing/hearing from you all...

Best wishes,

Simon

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