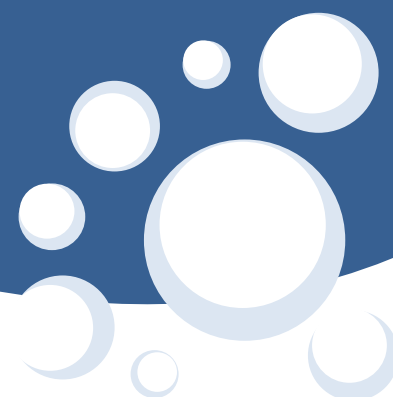


**UEA ONLINE  
TRAINING SERIES  
FOR PGRs  
(2018/19)**



## 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 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 the majority of sessions.

For your convenience and ease of reference 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 always free to sign up for any individual session. The modules and individual sessions for 2018/19 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>	

Modules 1-4 will run *twice* each across the 2018-19 academic year, so you will have a choice of when to attend. Module 5 will run *once* in May 2019. A full list of the 29 sessions which comprise the entire series, along with preliminary dates for 2018-19 appear on page 2 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 20. PLEASE READ THIS CAREFULLY.

## Schedule of Online Sessions 2018/19 (All 7-9pm)

Date	Module	Name	Leader	Page
Tues 9 <sup>th</sup> Oct	1. Writing	What Should a Literature Review Do?	S. Watts	4
Tues 16 <sup>th</sup> Oct	1. Writing	Writing Effectively	S. Watts	5
Tues 23 <sup>rd</sup> Oct	1. Writing	Academic Publishing	S. Watts	6
Tues 30 <sup>th</sup> Oct	1. Writing	Writing & Structuring an Effective Thesis	S. Watts	7
Tues 6 <sup>th</sup> Nov	2. Qual.	A Comparison of Qualitative Methods	S. Watts	8
Tues 13 <sup>th</sup> Nov	2. Qual.	Qualitative Interviewing	S. Watts	9
Tues 20 <sup>th</sup> Nov	2. Qual.	Analysing Qualitative Data	S. Watts	10
Tues 27 <sup>th</sup> Nov	3. Finishing	Preparing for your Viva	S. Watts	11
Tues 4 <sup>th</sup> Dec	3. Finishing	On the Job: Securing a First Academic Post	S. Watts	12
Tues 11 <sup>th</sup> Dec	3. Finishing	Preparing Impactful Research Proposals & Grant Applications	S. Watts	13
XMAS BREAK				
Tues 8 <sup>th</sup> Jan	4. Teaching	Preparing & Delivering Seminars	S. Watts	14
Tues 15 <sup>th</sup> Jan	4. Teaching	Preparing & Delivering Lectures	S. Watts	15
Tues 22 <sup>nd</sup> Jan	4. Teaching	Assessment, Feedback, & Module Design	S. Watts	16
Tues 29 <sup>th</sup> Jan	1. Writing	What Should a Literature Review Do?	S. Watts	4
Tues 5 <sup>th</sup> Feb	1. Writing	Writing Effectively	S. Watts	5
Tues 12 <sup>th</sup> Feb	1. Writing	Academic Publishing	S. Watts	6
Tues 19 <sup>th</sup> Feb	1. Writing	Writing & Structuring an Effective Thesis	S. Watts	7
Tues 26 <sup>th</sup> Feb	2. Qual.	A Comparison of Qualitative Methods	S. Watts	8
Tues 5 <sup>th</sup> Mar	2. Qual.	Qualitative Interviewing	S. Watts	9
Tues 12 <sup>th</sup> Mar	2. Qual.	Analysing Qualitative Data	S. Watts	10
Tues 19 <sup>th</sup> Mar	3. Finishing	Preparing for your Viva	S. Watts	11
Tues 26 <sup>th</sup> Mar	3. Finishing	On the Job: Securing a First Academic Post	S. Watts	12
Tues 2 <sup>nd</sup> Apr	3. Finishing	Preparing Impactful Research Proposals & Grant Applications	S. Watts	13
Tues 9 <sup>th</sup> Apr	4. Teaching	Preparing & Delivering Seminars	S. Watts	14
EASTER BREAK				
Tues 30 <sup>th</sup> Apr	4. Teaching	Preparing & Delivering Lectures	S. Watts	15
Tues 7 <sup>th</sup> May	4. Teaching	Assessment, Feedback, & Module Design	S. Watts	16
Tues 14 <sup>th</sup> May	5. Quant	A Beginner's Guide to Quantitative Research	K. Bartholomew	17
Tues 21 <sup>st</sup> May	5. Quant	Intro. to Scale Development	K. Bartholomew	18
Tues 28 <sup>th</sup> May	5. Quant	Intro. to Structural Equation Modelling	K. Bartholomew	19

## Indicative Student Feedback for the Online Training Series 2017-18

Thank you so much Simon. It's easy to find out what not to do, but to find out how to do it in such a structured straight forward way is helpful beyond words. I have really enjoyed these sessions, and have been inspired by so many tips. Thank you for taking the time to do them. I think I might actually feel confident writing my thesis now **(Greenwich)**.

The PGR cohort has requested that (elements of) this training is mandatory for any future PhDs – it is comprehensive, pitched at the right level, and just exactly what we need! You have helped so many people...Anyway, thank you again...it is refreshing and inspires optimism to find academics that are able to engage with the world so reasonably **(Leeds Trinity)**.

I must highlight again that I found your sessions extremely approachable, uplifting, inspirational and endlessly useful! Thank you again for everything **(Bishop Grosseteste)**.

Thank you for everything! Brilliant sessions, delivered with extreme precision and clarity **(Ulster)**.

I just wanted to say thanks again...You talked about the subjects in such detail, with fantastic illustrations...I have been telling all the PhD students in my faculty about your lectures as they offer so much more than other lectures I have attended on similar topics. I have copied our Graduate school into this email, as I hope that they will continue to offer them **(Bournemouth)**.

I really benefit from your style of teaching. I like that you teach 'how to' - as an international student I find that I struggle to understand some of the PGR workshops, or sometimes get lost in translation, but your delivery is really clear and I come away knowing exactly how to approach my work. Wish I had these sessions earlier it would have made a world of difference **(Bath Spa)**.

I have found all of your sessions extremely useful and thought provoking. My sponsor has positively commented on the improvements in my work. I feel that my step-change has been very much made possible by attending your sessions. Many, many thanks for sharing your knowledge and experience **(Staffordshire)**.

I would like to say big thank you for your online training sessions...Your ability to explain things and give direction is admirable. Every piece of advice you give is invaluable and very helpful in structuring and developing my ideas. You should be nominated in the 'Best Support contributing to...PhD Completion Rates' category if such [a thing] exists **(Surrey)**.

Once again thanks Simon...there can't be many lecturers/academics/scholars that...have such a positive impact on the next generation and early career students and practitioners. You should be very proud of what you are doing **(Kent)**.

Thank you very much for these sessions, I wish I had discovered them earlier in my PhD process because so much of this took so long for me to understand. For a while I felt that I was constantly missing something, as if figuring it out was part of proving yourself worthy - if it is, this series is like a cheat code **(Goldsmiths)**.

Participating on your course in general gave me the sense of belonging (I am not the only one struggling with these issues) and showed ways to overcome problems. I wasn't particularly convinced that I should stay in academia...but through your courses, you simplified everything to solvable issues. Every time I attended a course I felt that 'I got this - I can do this.' And this really made a difference. So thank you so much **(City)**.

## Individual Session Summaries

### What Should a Literature Review Do?

(Academic Writing 1)

Tuesday 9<sup>th</sup> October 2018 & Tuesday 29<sup>th</sup> January 2019

#### 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:

Many thanks for the very useful and informative sessions. After the literature review session, I decided I need to do more to my literature review chapter. It looks much better now ....my supervisor is SO impressed! It is all down to your way of presenting things in an easy and clear way. The session was brilliant and very useful **(Cumbria)**.

Thank you for this very useful session! As a PhD student in her first year, this session has helped me... in terms of how to manage my readings systematically and effectively, to set up a literature review with a very clear purpose and research rationale, to generally develop a PhD project that is positioned and has sufficient command, and to be able to justify my decisions and simply be confident as well as effective in my research. Thanks again, one of the best sessions I have attended so far during my PhD **(St Mary's)**.

Thanks Simon! The session was brilliant in terms of focusing my attention on engaging with the relevant literature in a structured and critical way, and also how to position my review in terms of my research, rather than being governed by the literature **(Staffordshire)**.

Thank you so much. Just spoken to my colleague, who was listening to the webinar in her room, and she said 'wasn't that the best thing ever???' I know – brilliant!!! Insight into the need for an original perspective and 'where does the knowledge run out?' [It] really helped - fantastic, no-nonsense, sensible, practical, immensely useful advice **(Huddersfield)**.

**SEE PAGE 20 FOR BOOKING INFORMATION**

# Writing Effectively

## (Academic Writing 2)

Tuesday 16<sup>th</sup> October 2018 & Tuesday 5<sup>th</sup> February 2019

### 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, the creation of a writing plan or 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 applied the idea of 'signposting' in my recent draft. My supervisors LOVE it. Thank you so much **(Canterbury Christchurch)**.

Thank you for the session yesterday, I have (virtually) attended two of your workshops so far and they are extremely helpful. I have read about four books on academic writing and publishing and still felt clueless [but] ...you explained it clearly and I now understand **(Bournemouth)**.

I feel so much more confident about starting to write. Thank you for explaining about starting from the desired end point and working back, that makes so much sense. And the outlining, planning, and building advice has taken the fear out of breaking the blank page. Thank you **(East Anglia)**.

Thank you so much for sending the writing effectively session yesterday....These sessions should be seen by all students as it has really altered the way I think about approaching things and gives real strategies to help achieve the best outcome you can...I think your clarity of thought coupled with your great communication style might just be the catalyst to help me organise my material and craft a great thesis. Once again, many thanks for sharing your expertise...I am extremely grateful as I'm sure are all your other participants past and present **(Kent)**.

**SEE PAGE 20 FOR BOOKING INFORMATION**

# Academic Publishing

## (Academic Writing 3)

Tuesday 23<sup>rd</sup> October 2018 & Tuesday 12<sup>th</sup> February 2019

### 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:

Thanks very much for the class last night. I've been working on a journal article (currently doing a second draft for my supervisors) and this has helped to gather my thoughts about it, especially making sure my outcomes and contribution are clear from the very beginning **(Ulster)**.

Thanks for another massively informative session. It's so helpful to see actual examples of drafts...you present your ideas with great clarity and give us clear steps we can take to achieve desired outcomes **(Chichester)**.

Thank you! It's nice to see a lot of stuff that is hard to find, like examples of review letters and drafts. This was very, very useful for me to see this type of thing for the first time [and to see it] now rather than when I submit a paper. It also sheds some light on the mysteries of publishing and makes it a much less scary task. Thanks again **(Greenwich)**.

A million thanks for these and for the fantastic seminar yesterday. [It] was so practical in its message and...it opened up otherwise impossible to see, behind-the-scenes insights **(Huddersfield)**.

Thanks - very clear on how to approach writing a paper. Brilliant to know how best to respond to reviewers [and the] examples were very useful **(Bath Spa)**.

This has been a really great and informative session. It explains academic publishing in an accessible and clear way - extremely, extremely, helpful. Thank you so much **(Royal Holloway)**.

**SEE PAGE 20 FOR BOOKING INFORMATION**

# Writing & Structuring an Effective Thesis

(Academic Writing 4)

Tuesday 30<sup>th</sup> October 2018 & Tuesday 19<sup>th</sup> February 2019

## 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'd just like to say that yesterday's session 'Writing & Structuring an Effective Thesis' was an enormous help to me. The session helped to clear away a lot of the mental blocks that I've had that have resulted in a struggle to get my writing off the ground. As a result of the session, I now feel able to lay out a road map and make a start. So thank you very much **(Greenwich)**.

I had my transfer exam and I passed!! I had a question about my thesis structure and I said that I attended a brilliant session about thesis structuring by Dr Simon Watts...I think the panel members will be asking their students to attend your sessions **(Cumbria)**.

The main strength [of this session] was its applicability across disciplines...This improves my understanding of what a thesis should do [and] the section by section explanations you provide are fantastic **(Leeds Trinity)**.

The examples of the thesis structure were very helpful and clear. This way we can think about how, creatively, to create our own...You should be paid extra for these sessions, they are amazing **(Roehampton)**.

I wish I had heard [all] this three years ago! I'm currently in the final stage of writing my thesis and these tips have really helped me to get a handle on the sections I am struggling with and make it a better overall thesis. Many thanks - I'm inspired to bring this over the line **(City)**.

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# **A Comparison of Qualitative Methods**

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

**Tuesday 6<sup>th</sup> November 2018 & Tuesday 26<sup>th</sup> February 2019**

### **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:**

I am now...sorry that I missed previous sessions. Qualitative [research] can appear very abstract. Tonight's session crystallised the differences between the four methods you addressed - and did it so well. Two hours incredibly well spent **(Huddersfield)**.

A useful session [which] provided an introduction to qualitative analysis, especially for novice researchers confused by all the terminology - particularly the bits about methodology that we 'glaze over' when reading texts. This begins to make sense. I could do with more **(Greenwich)**.

Thank you. This session has helped me rethink what I thought I knew but actually did not know. You have made these methods much clearer and I look forward to rehearing the session tomorrow...You make things clear and easier to understand, a real gift **(Bath Spa)**.

Thank you, this session has been helpful. The level of detail is incredible - I especially found the sections on grounded theory and thematic analysis...helpful as it showed me where I have been going wrong in the past. It will take a few more attempts at listening to the session to let it all sink in though - mind blown from all the information **(Staffordshire)**.

Thanks! This has have been one of the most useful sessions for me. I learned about these methods separately, some recent, and some a long time ago. So having one presentation summarize these four qualitative...methods was priceless. They now sit coherently in their place and I am so much more confident in approaching my future research, interviews, and data **(City)**.

**SEE PAGE 20 FOR BOOKING INFORMATION**

# Qualitative Interviewing

## (Qualitative Research Skills 2)

Tuesday 13<sup>th</sup> November 2018 & Tuesday 5<sup>th</sup> March 2019

### 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:

In interviews in the past I have had trouble shutting up enough. I am aware of that, embarrassingly aware in fact. The prompts and links that you have highlighted will help me form better interviews which I am sure will result in better, more meaningful data collection. You have also helped me think about debriefing in a more positive way (**Bath Spa**).

Very informative - wish I'd done this course a year ago before I did my first batch of interviews (**Winchester**).

Brilliant, thanks a million. All very useful stuff! I really enjoyed it. Why? Because it was systematic, well structured, paced well, and covered pretty much everything (**Falmouth**).

The session has been hugely illuminating - thank you! The practical tips as to how to prepare an interview schedule, both for the purpose of the interview and for justifying the approach in the methods section of the thesis, were particularly useful. The pointers on getting things through the ethics committee were also very helpful...A million thanks for all your fantastic insights - so gratefully received (**Huddersfield**).

Thank you! Will be using my own interview schedule - great pointers as to how I can structure the interview from conceptualization to delivery in a really straightforward way. Also this session seems to 'humanize' interviews, which I find really important (**Roehampton**).

**SEE PAGE 20 FOR BOOKING INFORMATION**

# Analyzing Qualitative Data

## (Qualitative Research Skills 3)

**Tuesday 20<sup>th</sup> November 2018 & Tuesday 12<sup>th</sup> March 2019**

### **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:**

Thanks Simon - you excelled yourself...I've never heard so much sense talked about qualitative analysis in my life (**Bath Spa**).

As the rest of your sessions were...excellent. I really didn't know the difference between a theme, an analysis, and a finding. I do now (**West of Scotland**).

I have just listened through your session and I want to say a big thank you as I have found it very informative. I...was really feeling as if I was 'making it up as I went along'...but your session has really helped to put it all into perspective. I was also very interested in your thoughts about analysis and discussion. It was very clear and logical in approach, just what I needed - thank you (**Greenwich**).

Another amazing session Simon, thank you. You are great at unpicking in detail what my supervisors assume I know! This has been great (**Bournemouth**).

Thanks Simon, very practical session breaking down what many of the 'head melting' text books try to explain...very understandable and practical content (**Ulster**).

This session has allowed me to rethink how I will go about the analysis process in order to make the process easier on me...The session also allayed my fears about the idea of generalisation and how I can use my [data] extracts effectively to achieve 'quality' (**Goldsmiths**).

**SEE PAGE 20 FOR BOOKING INFORMATION**

# Preparing for your Viva

## (Finishing Up 1)

**Tuesday 27<sup>th</sup> November 2018 & Tuesday 19<sup>th</sup> March 2019**

### **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:**

Thank you very much again for this viva course...It summarises what you need to prepare and what you need to do in a really positive and productive way. If you are going to take the viva soon, this course will help you calm your nerves [and] ...for those people who are at an early stage, it will help and guide you to know what...the examiners expect from you **(Canterbury Christchurch)**.

The usual advice you get is be 'positive about your work', etc., [and] there is a lot of advice out there about what to do, but not many tell/show you how to do it. This session has taught me 'how to be positive' with practical examples...Thanks **(Bath Spa)**.

Thank you so much for the session. The session helped me gain confidence. Particularly, the information and guidance you provided about how to handle the weaknesses of the thesis **(Greenwich)**.

Thank you again for your viva workshop last week, I'm certain my viva would not have gone that smoothly without it: unconditional pass with just very minor typographical errors **(Surrey)**.

Thanks for your thoughts and clarification. The word 'defence' had been worrying me, but the way you framed the viva as a discussion, rather than a protracted criticism, is great. I will do my best to prepare for my viva, and if I pass, I'll definitely have you partially to thank **(East Anglia)**.

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# **On the Job: Securing a First Academic Post**

**(Finishing Up 2)**

**Tuesday 4<sup>th</sup> December 2018 & Tuesday 26<sup>th</sup> March 2019**

## **Session Summary:**

In a highly competitive world, securing any academic post is difficult. Getting a foot on the ladder and securing a first academic post 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:**

This course is not only suitable [for] people who want to apply for...academic work...it is also useful for everyone who wants to apply for a job effectively. Simon...focuses on how to prepare the CV and personal statement in a systematic way. If you come to this class, you won't feel disappointed because you are already one step ahead of other people (Canterbury Christchurch).

A lot of helpful, hands-on examples - I really like it that you shared many personal experiences and documents. It was good to be reminded to always update your CV and to assume that every experience is potentially important...I very much appreciate that you offer [us the chance] to look over your documents too! Thanks a lot for a great session (St Marys).

Brilliant session, helped me to see what I can do, during my PhD, to put myself in a good position when applying for an academic job (Bishop Grossteste).

Thanks Simon. In a very competitive environment I really feel these tips could be crucial in securing a post (East Anglia).

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

**(Finishing Up 3)**

**Tuesday 11<sup>th</sup> December 2018 & Tuesday 2<sup>nd</sup> April 2019**

## **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 for another great lecture...so informative about the subject of research proposals and grant applications. I realise that the reason I may not have had any [positive] responses...is that I did not tell them about impact in the proposal, so I'm going to start again and change this **(Newman)**.

I look forward to putting this into practice very soon. I thought your lecture was informative and engaging and did exactly what you said it was going to do, which was a perfect introduction into preparing the way for constructing research proposals **(Winchester)**.

Really useful thanks, I am in the process of sorting out funding support for a new run of projects post PhD - this has helped focus my thoughts and consolidates your previous sessions for PhD writing **(Bath Spa)**.

Thank you! This has been the most amazing session so far. We do not cover this topic in my institution at all, even though it is so essential. If I stay in this profession, I will be forever indebted to you...I will also drop you a celebratory email once I get my first funding...Thank you again for running these sessions **(City)**.

**SEE PAGE 20 FOR BOOKING INFORMATION**

# Preparing & Delivering Seminars

(Teaching 1)

Tuesday 8<sup>th</sup> January 2019 & Tuesday 9<sup>th</sup> April 2019

## 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:

Thank you very much, the session was great and very interesting. I am now more motivated to teach than ever before (**West of Scotland**).

This was excellent. Thanks Simon. I am quite new to teaching, so to have the benefit of your experience, with practical examples, is invaluable. It's also great to hear that there is a commitment to helping students to think freely (**Canterbury Christchurch**).

[This was a] very useful seminar with a wide variety of topics discussed - really helpful and interesting. I will be thinking about this seminar for a long time, to find my own feet [and] will take on board all [the] tips for encouraging engagement of students...Excellent class (**Ulster**).

The session was useful in a very practical way, giving specific ideas on how to prepare, deliver and facilitate seminar sessions. Simon also gave very good advice on how to manage student expectations, and what these expectations are likely to be. This was really informative and will make a big difference to when I start teaching in a university (**East Anglia**).

This has been a revelatory session...Now I feel that I could run any seminar with the required confidence. I know what the purpose of the seminar is, how to structure one, and how to deal with possible behaviours. You really saved me a lot of very embarrassing moments...trying to figure all this out by myself (**City**).

**SEE PAGE 20 FOR BOOKING INFORMATION**

# Preparing & Delivering Lectures

## (Teaching 2)

Tuesday 15<sup>th</sup> January 2019 & Tuesday 30<sup>th</sup> April 2019

### 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:

Very useful! I have only taught at further educational level and this was a great intro with lots of great tips to start lecturing! Thanks **(Huddersfield)**.

I gained significant knowledge from this session, especially tips...such as be yourself, relax, and be natural - also [to aim for] good preparation but not [to] over prepare. Many thanks - this was great. The way you delivered this session makes you think that lecturing is pretty easy and it is not **(West of Scotland)**.

A very helpful and interactive session, it's great that we can ask questions that are then answered and referred...to throughout the session - thank you Simon **(Canterbury Christchurch)**.

Thanks Simon. I found it really helpful that you managed to fit in so many of your own experiences and lessons learned. You have encouraged me to create my own style. I also found hearing about the perspectives of today's undergrads insightful **(Kent)**.

Thank you Simon, this lecture was extremely useful...it confirmed many things I've done intuitively, which is giving me confidence that I am doing...okay. Above all...the lecture was inspiring, highlighting the greater purpose and grand challenges of this career. I am starting a lecturer job in September, and your lectures give me all the confidence that I will be able to fulfil and even excel in this role **(City)**.

**SEE PAGE 20 FOR BOOKING INFORMATION**



# Assessment, Feedback, & Module Design

(Teaching 3)

Tuesday 22<sup>nd</sup> January 2019 & 7<sup>th</sup> May 2019

## 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! These three teaching sessions have really helped me, especially the focus on setting students' expectations, and the importance of [creating a] narrative in lectures and modules (**Leeds Trinity**).

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**).

The three sessions on teaching that I have attended have been great - very helpful in terms of practical tips, which no-one ever tells you. I will look out for more sessions in the future (**Bournemouth**).

I found the presentation very useful - I have a PG Certificate in Academic Practice but I still felt that I am not prepared for moving from theory to practice. This is what your course helped me with. Plenty of practical examples and good tips, which will save me a lot of trial & error...mistakes and hopefully will result in my becoming an excellent lecturer (**City**).

You've reminded me how much I know about assessment, feedback and module design from being a student and you've added the context of today's students. The tips about working as a team with other markers and the course leader added a new dimension for me. I'm looking forward to putting it all into practice. Thanks again (**Kent**).

**SEE PAGE 20 FOR BOOKING INFORMATION**

# Quantitative Research: A Basic Guide

## (Quantitative Research Skills 1)

Tuesday 14<sup>th</sup> May 2019

### Session Summary:

This session will provide a conceptual and methodological introduction to quantitative research, which may be of particular use to PGR students considering the use of 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:

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)**.

Thank you. I have done statistics before but it all seemed like a load of random things you did with numbers that I wasn't sure about, now I can see the bigger picture in how and why they are used. So helpful **(Leeds Trinity)**.

Many thanks for this introduction session. As a first year PhD student I found this very helpful for my project, but also to learn about different quantitative methods which I may wish to implement or consider for the future. Highly recommend Kim for her fantastic teaching, making information very accessible for what is a very difficult topic **(Huddersfield)**.

Thank you very much Kim...This was not the first session of this kind I have attended, but looking back it was the best one by far. This is because you have made the effort to explain the very essence [of quantitative research and] exactly where and when [the various tests are] needed...This could serve as a session to teach lecturers how to properly deliver these kind of lectures **(City)**.

**SEE PAGE 20 FOR BOOKING INFORMATION**

# **An Introduction to Scale Development**

**(Quantitative Research Skills 2)**

**Tuesday 21<sup>st</sup> May 2019**

## **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 20 FOR BOOKING INFORMATION**

# **An Introduction to Structural Equation Modelling**

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

**Tuesday 28<sup>th</sup> May 2019**

### **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**).

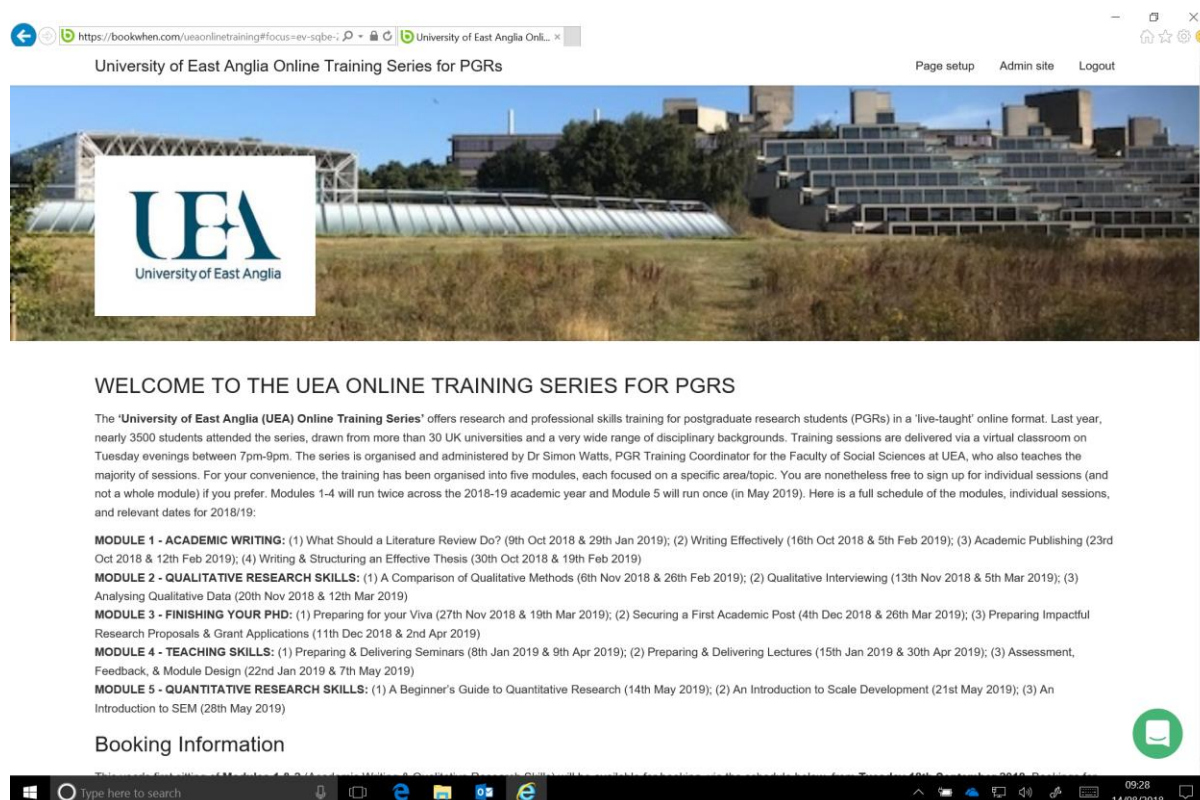
Thanks for the session. I was concerned before it started that most of it would go completely over my head, but now the method seems less daunting and unachievable...For me, having a list of steps as a guide is probably the handiest thing (**Goldsmiths**).

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 20 FOR BOOKING INFORMATION**

## [Booking Information 2018-19](#)

This year we are using an automated booking system for the first time. 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 we use 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 [sf.advancedtraining@uea.ac.uk](mailto:sf.advancedtraining@uea.ac.uk) and we will do our best to help.



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](#)

Otherwise, you just need to know that this year's first sitting of **Modules 1 & 2** (Academic Writing & Qualitative Research Skills), which run from 9<sup>th</sup> October 2018 to 20<sup>th</sup> November 2018 inclusive, will be available for booking from **Tuesday 18th September 2018**. Bookings for the first sitting of **Modules 3 & 4** (Finishing your PhD & Teaching Skills), which run from 27<sup>th</sup> November 2018 to 22<sup>nd</sup> January 2019 inclusive, will be available for booking from **Tuesday 30th October 2018**. Booking information about the second sittings of these four modules, as well as **Module 5** (Quantitative Research Skills) will be provided to your institution, and added to this website, in due course.

Booking is always competitive – nearly 3500 people attended the online training series last year – so make sure you book early to avoid disappointment. 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>) under the heading 'Waiting Lists & Additional Sessions' (see below).

University of East Anglia Online Training Series for PGRs

### Booking Information

This year's first sitting of **Modules 1 & 2** (Academic Writing & Qualitative Research Skills) will be available for booking, via the schedule below, from **Tuesday 18th September 2018**. Bookings for the first sitting of **Modules 3 & 4** (Finishing your PhD & Teaching Skills) will open on **Tuesday 30th October 2018**. Booking information about the second sittings of these four modules, as well as **Module 5** (Quantitative Research Skills) will be provided to your institution, and added to this website, in due course. If you have any problems with any aspect of your booking, please e-mail [ssf.advancedtraining@uea.ac.uk](mailto:ssf.advancedtraining@uea.ac.uk) and we will be happy to help.

### How to Book

To book a particular session just click on the relevant entry in the schedule below. The sessions will appear in the schedule only when they are open for booking. Go to **Book this Session**, click **Select** and then **View Selections**. You will be asked to provide your full name, university affiliation, and e-mail address (please use an official university e-mail address if you have one). When you confirm your booking you will receive an e-mail confirmation to the address provided. **Please read the mail and keep it safe - it includes the hyperlink that will allow you access to the virtual classroom**. The e-mail also contains a calendar invitation which can be used to add the date and time to your calendar, and you will receive a further e-mail, five days before the relevant session, reminding you of your booking. **If you find you can't attend for some reason, please cancel your booking in advance**. Instructions about how to cancel are provided below.

### Waiting Lists & Additional Sessions

If the session you want to book is full, you can still add your name to a waiting list. Having your name on the waiting list opens the possibility that you might subsequently receive an e-mail offering you the chance to book a place. You will need to respond to this mail quickly (within one hour), or the place will be offered to the next person on the waiting list, the next, and so on. The first person to respond to their waiting list e-mail will get the place. It is also possible, where there is particularly high demand, that additional sessions will be added to the schedule. These typically run between 2-4pm on weekday afternoons and information will be provided to your institution, and added to this website, if/when a new session(s) is added.

### Accessing/Setting Up the Virtual Classroom Software

In order to attend the online training, you will need to download the appropriate virtual classroom software, provided by Electa-Live. This can be accessed direct from the Electa website at: [\[http://support.e-lecta.com/?topic=plugindownload\]](http://support.e-lecta.com/?topic=plugindownload). **Please do this as soon as possible and do not wait for the evening of the session**. The software can be downloaded to a PC, laptop, tablet, or even a smart phone. Remember, however, that downloading to a work computer may require administrative permissions to be granted. For this reason, the use of a personal computer is often the easier option. If you are having problems, or would like to receive a test hyperlink to ensure the software is downloaded and working correctly, please e-mail [simon.d.watts@uea.ac.uk](mailto:simon.d.watts@uea.ac.uk).

### Cancelling Your Booking

**Please cancel your booking if you are unable to attend**. There is likely to be a waiting list for most sessions and someone else will happily take your place (if you give them the chance!). You can cancel until 12pm on the day of the session by using your booking mail - click on **View Booking**, then **Ticket Options**, and finally **Cancel Ticket**. Alternatively, you can go direct to the website at: [\[https://bookwhen.com/ueaonlinetraining\]](https://bookwhen.com/ueaonlinetraining), login to your account (if you haven't set one up, just enter the e-mail address you used to book and click 'forgotten password'), and follow the same procedure. **PLEASE NOTE: If you fail to attend two booked sessions without cancelling in advance (or without mailing [simon.d.watts@uea.ac.uk] to offer suitable apologies and excuses), any further bookings you have made will automatically be cancelled. Please attend diligently! Thanks for your help with this. #Sign up, Turn up!**

### About the Sessions

That's it I think! All that remains is to say that we hope very much that you enjoy and benefit from the online training sessions across the 2018-19 academic year. Looking forward to seeing/hearing you all on a Tuesday evening...

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-**