

# **UEA ONLINE TRAINING SERIES FOR PGRs (2020/21)**

Student Name

Room Number

## 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, mostly on Tuesday and Wednesday evenings between 7pm-9pm, but with some additional daytime sessions running between 10am-12pm. 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 2020/21 are as follows:

|  |  |
| --- | --- |
| **Module 1:**  **Academic Writing**  (1) What Should a Literature Review Do?  (2) Writing Effectively  (3) Academic Publishing  (4) Writing & Structuring an  Effective Thesis | **Module 2:**  **Qualitative Research Skills**  (1) A Comparison of Qualitative Methods  (2) Qualitative Interviewing  (3) Analysing Qualitative Data  (4) Using NVivo for Qualitative Research |
| **Module 3:**  **Finishing your PhD**  (1) Preparing for your Viva  (2) On the Job: Securing a First  Academic Post  (3) Preparing Impactful Research Proposals & Grant Applications | **Module 4:**  **Teaching Skills**  (1) Preparing & Delivering Seminars  (2) Preparing & Delivering Lectures  (3) Assessment, Feedback,  & Module Design |
| **Module 5:**  **Quantitative Research Skills**  (1) Quantitative Research: A Basic Guide  (2) An Introduction to Scale Development  (3) An Introduction to Structural Equation Modelling | |

A full list of the 62 scheduled sessions for 2020-21 appears on the next three pages. Individual session summaries and indicative student feedback can then be found on the pages that follow.

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| --- | --- | --- | --- | --- |
| Schedule of Sessions for 2020/21 | | | | |
| **Date** | **Module** | **Name** | **Time** | **Page** |
| **Tues 6th Oct** | 1. Writing | **What Should a Literature Review Do?** | 7pm-9pm | **7** |
| **Wed 7th Oct** | 1. Writing | **What Should a Literature Review Do?** | 7pm-9pm | **7** |
| **Tues 13th Oct** | 1. Writing | **Writing Effectively** | 7pm-9pm | **8** |
| **Wed 14th Oct** | 1. Writing | **Writing Effectively** | 7pm-9pm | **8** |
| **Tues 20th Oct** | 1. Writing | **Academic Publishing** | 7pm-9pm | **9** |
| **Wed 21st Oct** | 1. Writing | **Writing & Structuring an Effective Thesis** | 7pm-9pm | **10** |
| **Tues 27th Oct** | 1. Writing | **Writing & Structuring an Effective Thesis** | 7pm-9pm | **10** |
| **Tues 3rd Nov** | 2. Qual. | **A Comparison of Qualitative Methods** | 7pm-9pm | **11** |
| **Tues 10th Nov** | 2. Qual. | **Qualitative Interviewing** | 7pm-9pm | **12** |
| **Tues 17th Nov** | 1. Writing | **What Should a Literature Review Do?** | 10am-12pm | **7** |
| **Tues 17th Nov** | 2. Qual. | **Analysing Qualitative Data** | 7pm-9pm | **13** |
| **Wed 18th Nov** | 1. Writing | **Writing & Structuring an Effective Thesis** | 10am-12pm | **10** |
| **Tues 24th Nov** | 2. Qual. | **Using NVivo for Qualitative Research** | 7pm-9pm | **14** |
| **Wed 25th Nov** | 3. Finishing | **Preparing for your Viva** | 7pm-9pm | **15** |
| **Tues 1st Dec** | 2. Qual. | **A Comparison of Qualitative Methods** | 10am-12pm | **11** |
| **Tues 1st Dec** | 3. Finishing | **On the Job: Securing a First Academic Post** | 7pm-9pm | **16** |
| **Wed 2nd Dec** | 2. Qual. | **Qualitative Interviewing** | 10am-12pm | **12** |
| **Wed 2nd Dec** | 3. Finishing | **Preparing Impactful Research Proposals & Grant Applications** | 7pm-9pm | **17** |
| **Tues 8th Dec** | 2. Qual. | **Analysing Qualitative Data** | 10am-12pm | **13** |
| **Tues 8th Dec** | 4. Teaching | **Preparing & Delivering Seminars** | 7pm-9pm | **18** |
| **Weds 9th Dec** | 2. Qual. | **Using NVivo for Qualitative Research** | 10am-12pm | **14** |
| **Weds 9th Dec** | 4. Teaching | **Preparing & Delivering Lectures** | 7pm-9pm | **19** |
| **Tues 15th Dec** | 4. Teaching | **Assessment, Feedback, & Module Design** | 7pm-9pm | **20** |
| **XMAS BREAK** | | | | |
| **Date** | **Module** | **Name** | **Time** | **Page** |
| **Tues 12th Jan** | 1. Writing | **What Should a Literature Review Do?** | 7pm-9pm | **7** |
| **Tues 19th Jan** | 1. Writing | **Writing Effectively** | 7pm-9pm | **8** |
| **Tues 26th Jan** | 1. Writing | **Academic Publishing** | 7pm-9pm | **9** |
| **Tues 2nd Feb** | 1. Writing | **Writing & Structuring an Effective Thesis** | 7pm-9pm | **10** |
| **Tues 9th Feb** | 1. Writing | **What Should a Literature Review Do?** | 10am-12pm | **7** |
| **Tues 9th Feb** | 2. Qual. | **A Comparison of Qualitative Methods** | 7pm-9pm | **11** |
| **Wed 10th Feb** | 1. Writing | **Writing Effectively** | 10am-12pm | **8** |
| **Tues 16th Feb** | 1. Writing | **Academic Publishing** | 10am-12pm | **9** |
| **Tues 16th Feb** | 2. Qual. | **Qualitative Interviewing** | 7pm-9pm | **12** |
| **Wed 17th Feb** | 1. Writing | **Writing & Structuring an Effective Thesis** | 10am-12pm | **10** |
| **Tues 23rd Feb** | 2. Qual. | **Analysing Qualitative Data** | 10am-12pm | **13** |
| **Tues 23rd Feb** | 2. Qual. | **Using NVivo for Qualitative Research** | 7pm-9pm | **14** |
| **Wed 24th Feb** | 3. Finishing | **Preparing for your Viva** | 7pm-9pm | **15** |
| **Tues 2nd Mar** | 3. Finishing | **On the Job: Securing a First Academic Post** | 7pm-9pm | **16** |
| **Tues 9th Mar** | 3. Finishing | **Preparing Impactful Research Proposals & Grant Applications** | 7pm-9pm | **17** |
| **Tues 16th Mar** | 1. Writing | **What Should a Literature Review Do?** | 10am-12pm | **7** |
| **Tues 16th Mar** | 4. Teaching | **Preparing & Delivering Seminars** | 7pm-9pm | **18** |
| **Wed 17rd Mar** | 1. Writing | **Writing Effectively** | 10am-12pm | **8** |
| **Tues 23rd Mar** | 1. Writing | **Academic Publishing** | 10am-12pm | **9** |
| **Tues 23rd Mar** | 4. Teaching | **Preparing & Delivering Lectures** | 7pm-9pm | **19** |
| **Wed 24th Mar** | 1. Writing | **Writing & Structuring an Effective Thesis** | 10am-12pm | **10** |
| **EASTER BREAK** | | | | |
| **Tues 13th Apr** | 3. Finishing | **Preparing for your Viva** | 10am-12pm | **15** |
| **Tues 13th Apr** | 4. Teaching | **Assessment, Feedback, & Module Design** | 7pm-9pm | **20** |
| **Weds 14th Apr** | 3. Finishing | **On the Job: Securing a First Academic Post** | 10am-12pm | **16** |
| **Tues 20th Apr** | 3. Finishing | **Preparing Impactful Research Proposals & Grant Applications** | 10am-12pm | **17** |
| **Tues 20th Apr** | 2. Qual. | **A Comparison of Qualitative Methods** | 7pm-9pm | **11** |
| **Weds 21st Apr** | 4. Teaching | **Preparing & Delivering Seminars** | 10am-12pm | **18** |
| **Tues 27th Apr** | 4. Teaching | **Preparing & Delivering Lectures** | 10am-12pm | **19** |
| **Tues 27th Apr** | 2. Qual. | **Qualitative Interviewing** | 7pm-9pm | **12** |
| **Wed 28th Apr** | 4. Teaching | **Assessment, Feedback, & Module Design** | 10am-12pm | **20** |
| **Wed 28th Apr** | 2. Qual. | **Analysing Qualitative Data** | 7pm-9pm | **13** |
| **Tues 4th May** | 2. Qual. | **Using NVivo for Qualitative Research** | 7pm-9pm | **14** |
| **Weds 5th May** | 3. Finishing | **Preparing for your Viva** | 7pm-9pm | **15** |
| **Tues 11th May** | 5. Quant | **Quantitative Research: A Basic Guide** | 7pm-9pm | **21** |
| **Wed 12th May** | 5. Quant | **Quantitative Research: A Basic Guide** | 10am-12pm | **21** |
| **Tues 18th May** | 5. Quant | **Introduction to Scale Development** | 7pm-9pm | **22** |
| **Wed 19th May** | 5. Quant | **Introduction to Scale Development** | 10am-12pm | **22** |
| **Tues 25th May** | 5. Quant | **Intro. to Structural Equation Modelling** | 7pm-9pm | **23** |
| **Wed 26th May** | 5. Quant | **Intro. to Structural Equation Modelling** | 10am-12pm | **23** |

## Indicative Student Feedback for the Online Training Series 2019-20

Thank you so much for the training sessions – they are so constructive and clear [and]… for all the time and effort you put into the sessions, and for UEA graciously sharing them with the students of other institutions **(Winchester)**.

Your clear, informative advice and guidance has already helped me progress with my planning and writing. As a PT distance student, I often miss lecture opportunities at my university due to the sessions clashing with my work schedule and the cost of travel expenses. So, your sessions allow me to have those learning opportunities which I would previously have missed out on…A big thank you…for making the UEA online training sessions happen **(Brighton)**.

I find your teaching gives so much clarity and I feel a boost in my confidence after your sessions. The online training has really been a godsend…It's your fault for being super good and clear and knowledgeable **(Ulster)**.

I have now attended…four of your sessions and…just wanted to say I have learned more from each session than any other lecture or…supervision…in my time in HE. It has made my own work much clearer…All I have learnt will make a huge difference in the time left on [my] PhD and going forward, so thank you **(UCLAN)**.

Not only does the live session give all the students…opportunity to ask questions…it helps me think things through…Your sessions are inspiring and I cannot imagine anyone doing a doctoral thesis [who] could fail to find them of enormous help **(Highlands & Islands)**.

[Your sessions deliver] high quality and relevant…knowledge and tools…that can be used immediately…We are provided with…practical techniques…proven approaches to be able to be skilful, and finally, you organize all these in a very systematic way so we can understand them easily and quickly. And your…delivery has an impact on our attitude towards the topic and this is very important I think. Without the right attitude and emotional engagement…change…is not possible. So this is the magic **(Canterbury Christ Church)**.

I attended the online training series with you last year. I took notes and thought I understood everything I can grasp from your sessions. I am listening to them again this year and they are…still very beneficial. They are helping me a lot in forming the outline in my mind, which then reflects in my work. Thank you very much for what you are doing. Thank you for giving us the opportunity to have the recordings of these sessions. I am really grateful for your efforts **(Portsmouth)**.

Thanks for being so helpful and supportive to PGRs; it makes such a difference for us. We are very fortunate to have someone like you **(Bournemouth)**.

I found your lectures very informative, with a lot of examples, and easy to follow for the international student. I am so glad to have the opportunity to attend your lectures **(Lincoln)**.

I am meeting with my supervisory team tomorrow morning and will be requesting that the university continue to subscribe to the virtual…sessions as they are really beneficial **(Staffs)**.

I am now confident in so many aspects of the thesis process that I felt lost with before your sessions…I felt guided through each aspect of what it means to be a successful doctoral student from the writing stage through to teaching and becoming an early career researcher. I felt safe in the knowledge that finally someone was telling me how it really was, instead of having to guess, fail, and try again… If the delivery [of all training] was modelled on your teaching style…doctoral training sessions would benefit hugely. I've recommended your sessions…to many of my peers. Once again many thanks for your guidance over this academic year **(Royal College of Art)**.

I keep spreading the word here…on how clear and comprehensive your sessions are. They are so worth engaging with and, now more than ever, online sessions seem like the future of learning **(Huddersfield)**.

We receive nothing but excellent feedback and praise for your courses…from our students **(St Mary’s)**.

I sometimes come into your webinars thinking ‘I think I kind of know this stuff already’, and quickly realise ‘no, I really don’t’. The sessions are also entertaining which is a massive bonus **(Cardiff)**.

What you do is valuable and unique and I recommend these modules now for all our PhD students **(Kent)**.

Your…sessions…were by far the most engaging online training…I've ever participated in and I want to thank you again for offering them…When the coronavirus required my university…to move all learning online, I realized once again that you were light years ahead of other institutions with your online training **(Surrey)**.

Your sessions are the highest quality training sessions I have chanced upon so far - true gems in a sea of confusion **(Sussex)**.

Thank you so very much for the sessions so far. I am so pleased I signed up as I am learning so much and you have a real gift for explaining things in ways that make perfect sense. After months of reading books, and really bending my brain trying to understand, you explain things and suddenly it all falls into place. Thank you **(Kent)**.

Thank you very much for supporting my development as a PGR student. Your personality and…unique way of interacting with us has made each of the delivered lectures an original educational opportunity that I won’t easily forget. Once again, thank you…for sharing some of your knowledge with me **(Glasgow Caledonian)**.

I absolutely loved your approach to online delivery. Your humour and style of engagement with the group really worked for me. So much so that in conversation with a very experienced academic colleague the next day, I recommended accessing one of your sessions, purely for learning skills on how to deliver a webinar! What a great resource – thank you **(Sussex)**.

## Individual Session Summaries

### What Should a Literature Review Do?

**(Academic Writing 1)**

**Tues 6th Oct; Weds 7th Oct; Tues 17th Nov;**

**Tues 12th Jan; Tues 9th Feb; & Tues 16th 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:**

Over the last two months I have read lots of material, trying to understand what a literature review is, what examiners want, and how to present it. It was only during your online lecture that all became clear. Thank you, it was invaluable **(St Marys)**.

Your session on the literature review was…spectacular. I took so much from it. You have clarified the difference between a literature review and systematic review in a very clear way. The session had a really good flow and the slides with the ‘field’, exemplifying the themes, were very helpful for me to understand the message **(Staffs)**.

I watched the literature review session you did yesterday with [a] fellow…student. Just wanted to say how incredibly helpful I found it. I’m re-drafting my literature review as we speak, with much greater clarity **(Royal College of Art)**.

I must say that this was the most engaging and informative training session I have attended during my time in higher education. It was very helpful to get an explanation of the different strategies and methods of writing a literature review. I am looking forward to the next session next week **(Royal Holloway)**.

Thank you…for putting together such a detailed and explanatory seminar…This was the first time I actually understood what a literature review is supposed to do. Sadly, they tell us what we need to produce, but without much rationale behind it, which leaves most students just mind boggled and confused. So thank you very much **(Kent)**.

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### Writing Effectively

**(Academic Writing 2)**

**Tues 13th Oct; Weds 14th Oct; Tues 19th Jan; Weds 10th Feb; & Weds 17th 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 ‘stance’ as an author, and the creation of a preliminary draft), the task of writing (having clear aims, order and structure, signposting, guiding the reader, drafting), writing style (the achievement of clarity and simplicity) and the need for a clear, logical and straightforward conclusion or ‘take-home’ message. The session will also provide an opportunity to discuss writing issues specific to particular disciplines or students. This session represents over a decade of academic writing experience packed into two hours, so please come along and take advantage!

**Indicative Student Feedback for this Session:**

Thanks for the session last night. I was struggling on Monday, Tuesday and Wednesday to write down a single word. Today, I was in the library for nearly seven hours and managed to write 4000 words on my methodology **(Royal Holloway)**.

The course yesterday was excellent! Your presentation style is so straightforward and down to earth and this makes it very easy to absorb the information. Your use of examples clarifies your points very effectively. I found that I was able…to apply your suggestions to my own work…and it has provided much stimulation to think about how I'm approaching my whole project…Oh, and your enthusiasm is infectious and energising - just right for isolated PhD researchers **(Ulster)**.

I found your session extremely valuable…Definitely the best help and advice I’ve had so far. I wish I had heard your presentation months ago and I would no doubt have avoided a good few hours of stress and many tears. I will definitely take your points on board…I find writing really difficult and so it was so nice to…get some really useful tips for making the process easier and improving my writing. Thank you so much. If I’m honest, when I saw the session was two hours I thought it might be hard to stay engaged, but I can honestly say that you kept us engaged the whole way through. [It] was a really great session **(Glasgow Caledonian)**.

Thanks for another great session. It was really great to see your writing process and how you build up from a simple draft to the finished article. This will definitely help me in the future. I used to spend long periods of (very frustrating) time sat staring at a blank screen willing the words to come to me... but after tonight, no more **(Sussex)**.

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### Academic Publishing

**(Academic Writing 3)**

**Tues 20th Oct; Tues 26th Jan; Tues 16th Feb; & Tues 23rd 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:**

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

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

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

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

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

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

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

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### Writing & Structuring an Effective Thesis

**(Academic Writing 4)**

**Weds 21st Oct; Tues 27th Oct; Weds 18th Nov;**

**Tues 2nd Feb; & Weds 17th Feb; & Weds 24th March**

**Session Summary:**

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

**Indicative Student Feedback for this Session:**

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

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

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

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

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

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### A Comparison of Qualitative Methods

**(Qualitative Research Skills 1)**

**Tues 3rd Nov; Tues 1st Dec; Tues 9th Feb; & Tues 20th 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:**

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

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

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

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

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

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

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

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### Qualitative Interviewing

**(Qualitative Research Skills 2)**

**Tues 10th Nov; Weds 2nd Dec; Tues 16th Feb; & Tues 27th Apr**

**Session Summary:**

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

**Indicative Student Feedback for this Session:**

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

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

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

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

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

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

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

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

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### Analyzing Qualitative Data

**(Qualitative Research Skills 3)**

**Tues 17th Nov; Tues 8th Dec; Tues 23rd Feb; & Weds 28th 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:**

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

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

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

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

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

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

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

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### Using NVivo for Qualitative Research

**\*\*New for 2020-2021\*\***

**(Qualitative Research Skills 4)**

**Tues 24th Nov; Weds 9th Dec; Tues 23rd Feb; & Tues 4th 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 nodes, 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:**

Thanks Simon…felt a bit overwhelmed and technology ‘un-savvy’ downloading Nvivo and opening it up, not knowing how to do anything, so [this was] really helpful **(UEA)**.

Thank you…your time is appreciated. It has given me a lot to think about and I can see how it will enable me to identify themes within my interviews **(UEA)**.

Thank you very much! I'd never realised how important organising the data would be **(UEA)**.

That was very useful and informative and also very reassuring. I think that it also worked well in an online format as I was able to open up NVivo and have a go alongside watching your slides **(UEA)**.

[It is] good to know of the pitfalls and techniques ahead of using NVivo **(UEA)**.

Thank you Simon, a very useful overview - now off to practice **(UEA)**.

Really useful! I think NVivo will be really helpful for storing/categorising my reading/research, too. As I'm seeing the emerging themes, and just flitting between folders and word documents at the moment, this opens up a whole new world of possibilities for filing everything nicely!! I'm very excited **(UEA)**.

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### Preparing for your Viva

**(Finishing Up 1)**

**Weds 25th Nov; Weds 24th Feb; Tues 13th Apr; & Weds 5th 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:**

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

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

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

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

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

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

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

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

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

**(Finishing Up 2)**

**Tues 1st Dec; Tues 2nd Mar; & Weds 14th Apr**

**Session Summary:**

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

**Indicative Student Feedback for this Session:**

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

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

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

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

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

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

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### Preparing Impactful Research Proposals & Grant Applications

**(Finishing Up 3)**

**Weds 2nd Dec; Tues 9th March; & Tues 20th Apr**

**Session Summary:**

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

**Indicative Student Feedback for this Session:**

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

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

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

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

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

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

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### Preparing & Delivering Seminars

**(Teaching 1)**

**Tues 8th Dec; Tues 16th Mar; & Weds 24th Apr**

**Session Summary:**

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

**Indicative Student Feedback for this Session:**

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

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

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

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

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

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

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### Preparing & Delivering Lectures

**(Teaching 2)**

**Weds 9th Dec; Tues 23rd Mar; & Tues 27th April**

**Session Summary:**

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

**Indicative Student Feedback for this Session:**

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

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

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

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

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

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

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### Assessment, Feedback, & Module Design

**(Teaching 3)**

**Tues 15th Dec; Tues 13th Apr; & Weds 28th Apr**

**Session Summary:**

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

**Indicative Student Feedback for this Session:**

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

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

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

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

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

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

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### Quantitative Research: A Basic Guide

**(Quantitative Research Skills 1)**

**Tues 11th May & Weds 12th 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:**

Having spent some time conducting quantitative research I was aware of the gaps in my knowledge and going back to basics has filled those gaps.  I’d highly recommend this session to any researcher that isn’t using these methods consistently, as a refresher and guide **(UCLAN)**.

Just a note to say thank you for the excellent introduction to quantitative research - what I really appreciated about the lecture…was your ability to present a large and complex subject in short order without losing any of the threads…In one lecture you made sense of all of the common statistical material…and related everything…in a shape that I could easily explain to somebody else. It took away any apprehension I had about the complexity of some of the analyses **(York St John)**.

I am in the first year of my PhD and was slightly terrified by statistics but I found the session last night unbelievably helpful and am now not so concerned over the prospect of it **(Hartpury)**.

I attended your class on quantitative analysis tonight and I found it very informative and excellent for someone like me who is at the beginning of this ‘quantitative journey’ but needs to learn quickly to be able to apply some technique to a project I am currently working on. So thank you very much for that **(Surrey)**.

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### An Introduction to Scale Development

**(Quantitative Research Skills 2)**

**Tues 18th May & Weds 19th 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 446 times since 2010) and ‘The Psychological Need Thwarting Scale’ (cited 546 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)**.

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### An Introduction to Structural Equation Modelling

**(Quantitative Research Skills 3)**

**Tues 25th May & Weds 26th May**

**Session Summary:**

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

**Indicative Student Feedback for this Session:**

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

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

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

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

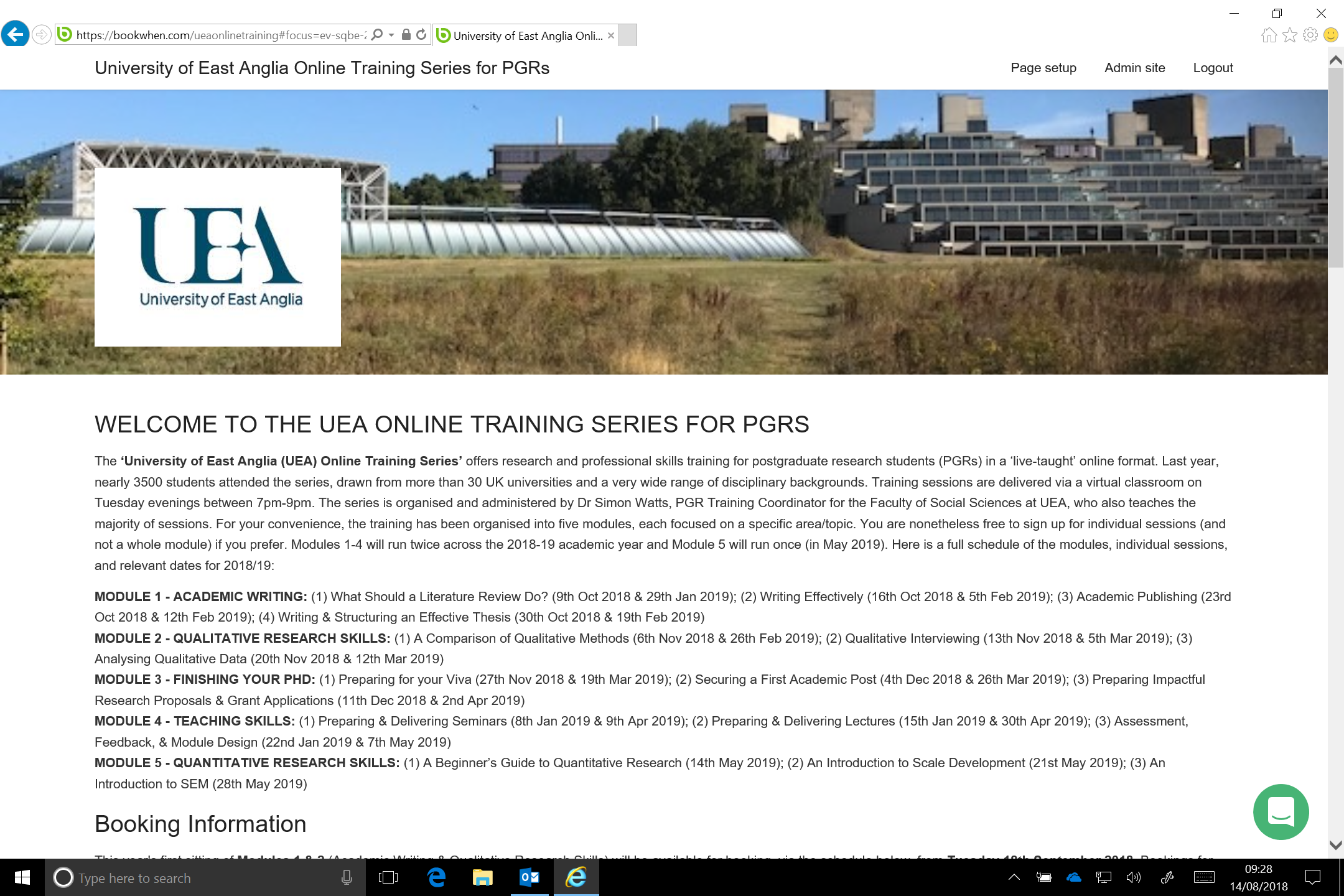
Thanks for the session. I was concerned before it started that most of it would go completely over my head, but now the method seems less daunting and unachievable…For me, having a list of steps as a guide is probably the handiest thing **(Goldsmiths)**.

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

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## Booking Information 2020-21

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.



In the 2020-21 academic year all sessions will open for booking **THREE WEEKS BEFORE THEY ARE DUE TO RUN**. The opening session, for example, is due to run on Tues 6th Oct 2020 at 7pm. As a consequence, it will open for booking on **Tues 15th Sept at 7pm**. The next session is due to run on Weds 7th Oct 2020 at 7pm, so it will open for booking on **Weds 16th Sept 2020 at 7pm**, 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 – over 9000 places were filled on the online training series last year (with many additional sessions provided during lockdown) – 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.

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 2020-21 academic year. Looking forward to seeing/hearing from you all…

Best wishes,

Simon

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**-END-**