

A decorative graphic on the left side of the page, consisting of a large, black, stylized flame or leaf shape that curves upwards and to the right. Below it is a blue wavy shape that spans the width of the page, with several white circles of varying sizes scattered in the bottom right corner.

**UEA/SeNSS
ONLINE TRAINING
SERIES FOR PGR'S
(2017/18)**

Introduction: Student Guide

The '**University of East Anglia (UEA) Online Training Series**' offers research and professional skills training for postgraduate research students (PGR's) in a 'live-taught' online format. Training sessions are delivered via a virtual classroom on Wednesday evenings between 7pm-9pm. The series is organised and administered by Dr Simon Watts (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 2017/18 are as follows:

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

Modules 1-4 will run *twice* each across the 2017-18 academic year, so you will have a choice of when to attend. Module 5 will run *once* in May 2018. A full list of the 29 sessions which comprise the entire series, along with preliminary dates for 2017-18 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.

Schedule of Online Sessions 2017/18 (All 7-9pm)				
Date	Module	Name	Leader	Page
Wed 11 th Oct	1. Writing	What Should a Literature Review Do?	S. Watts	4
Wed 18 th Oct	1. Writing	Writing Effectively	S. Watts	5
Wed 25 th Oct	1. Writing	Academic Publishing	S. Watts	6
Wed 1 st Nov	1. Writing	Writing & Structuring an Effective Thesis	S. Watts	7
Wed 8 th Nov	2. Qual.	A Comparison of Qualitative Methods	S. Watts	8
Wed 15 th Nov	2. Qual.	Qualitative Interviewing	S. Watts	9
Wed 22 nd Nov	2. Qual.	Analysing Qualitative Data	S. Watts	10
Wed 29 th Nov	3. Finishing	Preparing for your Viva	S. Watts	11
Wed 6 th Dec	3. Finishing	On the Job: Securing a First Academic Post	S. Watts	12
Wed 13 th Dec	3. Finishing	Preparing Impactful Research Proposals & Grant Applications	S. Watts	13
XMAS BREAK				
Wed 10 th Jan	4. Teaching	Preparing & Delivering Seminars	S. Watts	14
Wed 17 th Jan	4. Teaching	Preparing & Delivering Lectures	S. Watts	15
Wed 24 th Jan	4. Teaching	Assessment, Feedback, & Module Design	S. Watts	16
Wed 31 st Jan	1. Writing	What Should a Literature Review Do?	S. Watts	4
Wed 7 th Feb	1. Writing	Writing Effectively	S. Watts	5
Wed 14 th Feb	1. Writing	Academic Publishing	S. Watts	6
Wed 21 st Feb	1. Writing	Writing & Structuring an Effective Thesis	S. Watts	7
Wed 28 th Feb	2. Qual.	A Comparison of Qualitative Methods	S. Watts	8
Wed 7 th Mar	2. Qual.	Qualitative Interviewing	S. Watts	9
Wed 14 th Mar	2. Qual.	Analysing Qualitative Data	S. Watts	10
Wed 21 st Mar	3. Finishing	Preparing for your Viva	S. Watts	11
EASTER BREAK				
Wed 11 th Apr	3. Finishing	On the Job: Securing a First Academic Post	S. Watts	12
Wed 18 th Apr	3. Finishing	Preparing Impactful Research Proposals & Grant Applications	S. Watts	13
Wed 25 th Apr	4. Teaching	Preparing & Delivering Seminars	S. Watts	14
Wed 2 nd May	4. Teaching	Preparing & Delivering Lectures	S. Watts	15
Wed 9 th May	4. Teaching	Assessment, Feedback, & Module Design	S. Watts	16
Wed 16 th May	5. Quant	A Beginner's Guide to Quantitative Research	K. Bartholomew	17
Wed 23 rd May	5. Quant	Intro. to Scale Development	K. Bartholomew	18
Wed 30 th May	5. Quant	Intro. to Structural Equation Modelling	K. Bartholomew	19

Indicative Student Feedback for the Online Training Series 2016-17

Delivered in an approachable and easily assimilated format, the communication via a 'virtual classroom' was practical and easy to use...The evening timing of these sessions make them much easier to integrate into a busy research/work schedule - worthwhile and inspirational (**Univ. of East Anglia; Medicine**).

I enjoy these sessions over and above the class-based sessions we have, it's a nice format and to be honest more interactive than class-based sessions! Thanks again (**Royal Holloway**).

All your sessions are very informative, but I also find [them] very motivational and inspiring. I think...it is your conversational style of teaching. The virtual sessions also help to reduce the loneliness of a part-time PhD journey (**Kent**).

Thank you so much for these sessions. The clarity of their delivery removes complications for me and I now seem to understand better what I am working towards... [After] the last session...I felt inspired to write down...what I had done in my field work and what exactly I wanted to do (**Sussex**).

I am using all the information from these sessions and it has transformed my approach to my...PhD project. I am much more confident in the way that I approach each element of my research and it is down to you! Your course has saved me. I get it and enjoy it now (**Goldsmiths**).

Thank you for all your sessions - for the tips, examples, time, and explanations - they have been very constructive and your passion to teach is contagious (**Roehampton**).

I think this kind of [training] offer is meeting really important access needs that aren't usually catered for as a student. As the mother of a toddler it was great to be able to 'attend' something from home at this time of day...I expect there are other people who attend these sessions who have similar access needs. Thank you (**City**).

I really love these sessions - please do more online versions as they in many ways are more impactful for me than face to face (**East Anglia; Education**).

Thank you so much. You are a very good teacher and I've learnt a lot. I really like the fact that you've told us what methods you actually use. Practical advice is invaluable. There seems to be a lack of it generally at my university. Many thanks again (**Sussex**).

I am really grateful to you for last night's online training session...What has always struck me most during your classes is your ability to conjoin scientific rigour [and] synthesis [with] personal understanding and an interpretative appreciation of the subject you are dealing with. I hope to have more chances to attend your academic courses in the future (**Goldsmiths**).

The session recordings are like the whole thing that you can experience again and again - notes, sound recordings, and ppt. slides. That's a very good thing 'to-think-with' [and] it actually makes you less tense during the lecture. I also think these sessions work great for overseas students...I need more time to absorb what had been said and sometimes need to look up for vocabulary. Anyway, thanks again for these great online lectures (**Essex**).

These are training sessions that should not be missed - they will make all the difference and one needs to have the experience. Thank you indeed (**Sussex**).

Individual Session Summaries

What Should a Literature Review Do?

(Academic Writing 1)

Weds 11th October 2017 & Weds 31st January 2018

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:

Thanks so very much for yesterday's training session...I found it extremely helpful in many different ways: the content was spot on and gave me useful insights. Perhaps even more importantly, at this early stage in my PhD, your reassuring guidance helped to calm my nerves for what I consider to be a daunting task ahead **(City University)**.

Incredibly helpful, thank you, and this is a great way of running a training session. It's nice to clarify what we should aim to achieve with the literature review, rather than just reviewing all the literature! [The advice on] structure was also very clear. Thanks again **(Royal Holloway)**.

Excellent! Sounds sad but this was the best two hours of my PhD life so far! So, so helpful - the most useful part for me were the various approaches to structure **(Roehampton)**.

This was great. Wrote my literature review a year ago, but have never been satisfied with it. This has helped to pinpoint some of the sticking points. Loved the pictorials/diagrams illustrating [writing] pathways - a genuine 'aha' moment! **(Kent)**.

This session was really great. Simon's style of authentic, humorous, and down to earth presenting/discussing was easy to follow and comprehend. The visuals in the slides were immensely helpful for following the potential paths a literature review might take depending on each person's topic. Thanks **(Sussex)**.

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Writing Effectively

(Academic Writing 2)

Weds 18th October 2017 & Weds 7th February 2018

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 can't wait to [put these ideas into practice]...for every single chapter of my thesis, even ones that are mostly written, to restructure them. Yay, I'm excited about a 'writing' task! **(Univ. of East Anglia; International Development)**.

Thank you so much for such an informative session. I have attended many courses about writing...but yours really stood out. In fact...this session has made me rethink how I approach thinking and writing overall **(Reading)**.

A very practical hands-on course! I know now that my slow writing problem is absolutely planning and structure! You're an angel. Honestly, nobody else would send their own work to help...students who are writing. This is great! Many, many thanks **(Goldsmiths)**.

The 'Writing Effectively' session made a difference immediately and I was able to restructure and better state four of my PhD chapters within seven days **(East Anglia; Medicine)**.

Thanks for the very helpful session - your tips have been the most practical and clearest ones I have come across regarding academic writing. I really liked your approach to planning the writing of a chapter/article **(Goldsmiths)**.

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Academic Publishing

(Academic Writing 3)

Weds 25th October 2017 & Weds 14th February 2018

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:

This has been wonderful! Finding the right journals to approach, strategies on writing effectively to get published, just really insightful and...clear. Thank you very much! **(Univ. of East Anglia; Business)**.

This was one of the most practical and informative sessions I've had since starting my PhD. Full of...strategic, step-by-step advice, but also addressing complex issues such as how to approach and communicate with reviewers and negotiate authorship. Really enjoyed hearing the personal anecdotes and experiences [of the presenter] too. This has given me the confidence I need to get started with some potential publications! **(City)**.

You've really deconstructed and demystified the whole process of writing for publication. The step by step coverage of each stage of the process has been informative and valuable. Glad I switched onto the lecture rather than Nigella tonight! Thank you for your effort and time, it will really help [me to turn]...a recent small scale research study into a publication **(Sussex)**.

Another extremely helpful session - very relevant and practical advice [was] provided about academic publishing. All tips were clear and I really appreciated the fact that during the session we had access to original examples of responses to reviewers and actual draft papers **(Roehampton)**.

[This was] a very useful session including a lot of advice that...is also applicable to the process of writing your thesis in general. An earlier workshop I did on academic publishing only covered the process up to submission, but I think the tips with regard to dealing with reviewers (and handling feedback gracefully) was a valuable addition. Thanks again **(Kent)**.

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Writing & Structuring an Effective Thesis

(Academic Writing 4)

Weds 1st November 2017 & Weds 21st February 2018

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 just want to express how grateful I am to have had the opportunity to attend this session. It was just what I needed. It clarified a lot of issues for me and...I now fully grasp what is...expected. Thank you very much for the good and useful support you are giving...I also greatly appreciate the generous illustrations and examples - they are so important and so appropriate **(Univ. of Sussex)**.

Just writing to thank you for a wonderful session yesterday. I enjoyed it so much because the way you explained everything made the whole thing make sense to me. I have been consumed with anxiety because of all the elements required to construct an effective thesis, but it has never been explained to me...the way that you explained it all yesterday. I feel I will be able to do it now! **(Goldsmiths)**.

[This is a] very helpful session that emphasises the 'purpose' of, and interrelations between, each component in the...thesis. Thanks! **(Surrey)**.

Thanks so much, I am listening [to the session recording] today and it's very clear and useful. Much appreciated! It's particularly useful for me now in writing up year, but I can see how this training is invaluable for PhD's at every stage...in order to stay on track and feel informed about what examiners are looking for in a...thesis. The examples were also really great for seeing the concepts, tips, and ideas in practice. Breaking the thesis down into the requirements of each chapter also helps...the whole (intimidatingly huge!) project to seem more like a series of focused, manageable tasks **(City)**.

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A Comparison of Qualitative Methods

(Qualitative Research Skills 1)

Weds 8th November 2017 & Weds 28th February 2018

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:

This lecture on comparing qualitative methods has been outstanding in creating several light bulb moments for me...You have clarified complex academic processes to make the approach less intimidating [and] more practical and approachable for a novice researcher **(Univ. of East Anglia; Medicine)**.

This has been really useful. I have done six sessions of a qualitative methodologies course before joining your session and feel clearer after tonight. Thank you **(Sussex)**.

I found the grounded theory section really helpful, especially points such as 'listen to the data' and the need for a 'data led process', which I hardly take notice of if they're mentioned in a paper or book. Again, thanks for such an insightful session **(Kent)**.

Thanks very much. You really flagged up the key differences very well, which is not always easy to pick up from the papers **(Royal Holloway)**.

This session was a real myth buster, particularly for grounded theory and IPA. I wasn't aware of the different strands in grounded theory and IPA seems less complex the way you explained it. Great session, thanks a lot **(Surrey)**.

A nice introduction to qualitative methods for a 1st year PhD still working out what direction I'm going in! **(Kent)**.

The session really added to my understanding of the types of qualitative methods that I can apply to my research. It was coherently delivered using a comparative method. Thanks very much! **(Goldsmiths)**.

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Qualitative Interviewing

(Qualitative Research Skills 2)

Weds 15th November 2017 & Weds 7th March 2018

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:

Brilliantly insightful session - your anecdotes/examples revealed many hidden gems that I haven't noted from the methodological literature. I'm certainly more confident in how to approach this now. Thanks so very much **(Univ. of East Anglia; Law)**.

Thanks for answering so many of my questions. Your examples of what you and your students have done to deal with practical issues have been really helpful...in shaping my [own] approach and giving me confidence about some of the decisions I have made so far. I'm looking forward to looking up the references you provided - really helpful **(Kent)**.

Thank you again for Wednesday's session, it was really helpful. I learned lots in the two hours and I [now] feel much better prepared for tackling my elite interviews **(East Anglia; Creative Writing)**.

The session has been brilliant, thank you so much! It's helped to clarify lots of grey areas for me, like the difference between group interviews and focus groups, and to distinguish between different types of interview...It also helped me to relax about how I carry out the interviews - that there's no right or wrong and that I'm doing alright - phew! Thanks again **(Reading)**.

Thanks a lot - that was really helpful. I liked how you went into detail on some issues that I've only heard about superficially in other contexts - especially prompts/follow-up questions and how to structure the interview schedule **(Kent)**.

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Analyzing Qualitative Data

(Qualitative Research Skills 3)

Weds 22nd November 2017 & Weds 14th March 2018

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 - great session. Presented with lots of enthusiasm and very well paced. The slides were helpfully generic - inclusive enough to accommodate many different sorts of projects/theses - yet you also spent a good amount of time addressing our individual and idiosyncratic questions (**Univ. of East Anglia; Creative Writing**).

This has been extremely helpful, well organised and explained. I feel that all the messed up data in my head can actually be neatly organised and analysed now! Many thanks for your efforts (**Goldsmiths**).

I can't thank you enough...for such an insightful course. You have such a down to earth accessible approach - it has distilled some of the more complex [qualitative] concepts into something tangible. Thank you! I will be referring and referring again to the session [recording] and the materials used (**Kent**).

This is such...excellent training, I love how every point given is supported with examples to clarify. I'm reading now about analysis but I have struggled with the way qualitative analysis is explained in an abstract manner in books and articles, but this training gave me a very practical and easy way to do analysis. Plus the positive way this training was delivered is really encouraging - it is so wonderful to listen to someone who is truly passionate about their work! Thank you so much and I hope to get the chance to join other training sessions with you (**Essex**).

Thank you. The session was clear, engaging, and enthusiastic, and listening to you reminded me why I love qualitative research. Having never received much formal training on qualitative analysis, and feeling as though I have muddled my way through in previous work, I now have a much clearer idea of what a systematic and rigorous analysis should look like and how to get there (**City**).

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Preparing for your Viva

(Finishing Up 1)

Weds 29th November 2017 & Weds 21st March 2018

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:

Simon's training sessions always leave me feeling inspired, more positive about my thesis and eager to continually improve as an academic researcher. The everyday life testimonies of "Preparing for you Viva" were tremendously useful. The session really fulfilled the purpose of demystifying the whole process of defending the PhD thesis. Now it is clearer to me how I can approach practical challenges and prepare for the big day. I'm even starting to think it can actually turn out to be an enjoyable experience **(Univ. of East Anglia; International Development)**.

Very pragmatic lively and enlightening! The presentation is in simple language and has practical examples. This - and all the earlier sessions - are by far the most satisfying and illuminating training sessions I have had and I am glad I had the opportunity to attend **(Sussex)**.

You are a genius at articulating what is needed for quite possibly the scariest thing about your PhD. Talking about the positive agenda and making a plan to do this is the best advice I have heard. Hearing your own experience was invaluable. And most definitely I would take up the offer of a mock viva. This was a 'flipping brill' session **(Kent)**.

Thank you - this really demystified the process and [has] given me so much more confidence that I can do this! It's also nice to know that the examiners are basically on my side **(Sussex)**.

[This was] really helpful training - really put my mind at rest that the viva is meant to be a positive experience and an opportunity for you to justify and promote your work. As long as you are prepared with responses to some of the weaker areas, there's no reason they will hold you back. I feel a lot more confident about the viva now **(Surrey)**.

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On the Job: Securing a First Academic Post

(Finishing Up 2)

Weds 6th December 2017 & Weds 11th April 2018

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:

A very useful session - some very new methods/ideas about this process [of applying for academic posts] which I'm already starting to engage. Wish I'd had the information from this session earlier **(Univ. of East Anglia; Creative Writing)**.

The session was very helpful [in] providing a thorough insight about how to write a successful academic job application and there was ample opportunity to ask questions. I would recommend this session to anybody who is applying for jobs in academia **(Surrey)**.

[This was a] well-articulated session with useful practical details, detailed examples of cover letters and ways to lay out CVs, strategies for compiling relevant information for applications, things to focus on, and how to conduct interviews **(East Anglia; Medicine)**.

A very useful session as always - very helpful and practical advice, in particular regarding informal conversations around job applications and strategies for standing out compared to other applicants **(Goldsmiths)**.

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Preparing Impactful Research Proposals & Grant Applications

(Finishing Up 3)

Weds 13th December 2017 & Weds 18th April 2018

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:

NEW ONLINE SESSION FOR 2017-18

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Preparing & Delivering Seminars

(Teaching 1)

Weds 10th January 2018 & Weds 25th April 2018

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:

NEW ONLINE SESSION FOR 2017-18

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Preparing & Delivering Lectures

(Teaching 2)

Weds 17th January 2018 & Weds 2nd May 2018

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:

NEW ONLINE SESSION FOR 2017-18

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Assessment, Feedback, & Module Design

(Teaching 3)

Weds 24th January 2018 & Weds 9th May 2018

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:

NEW ONLINE SESSION FOR 2017-18

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A Beginner's Guide to Quantitative Research

(Quantitative Research Skills 1)

Weds 16th May 2018

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:

Great! Very helpful indeed!! It's fantastic to be able to see the potential analyses at the same time [and] you made it really interesting too - thank you very much (**Univ. of East Anglia; Business**).

Thank you...for organising and presenting this very informative session...on statistical methods. I found it very helpful that you were able to cover a range of statistical tests. The information was communicated in a really accessible way with some very helpful supporting slides. It has given me some ideas about which methods I might need to use in my research. I have found that this lecture has had the unexpected benefit of supporting me to reflect on my research project more generally, including developing my thinking around my hypotheses (**Surrey**).

A very useful session - I'm going to work through this again later [using the session recording] to see what I can apply to my own mixed methods research (**Sussex**).

Thanks for the offer of accepting questions - I may have a few. Great session and very informative - the clarity between the different methods is very helpful (**Surrey**).

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An Introduction to Scale Development

(Quantitative Research Skills 2)

Weds 23rd May 2018

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 235 times since 2010) and ‘The Psychological Need Thwarting Scale’ (cited 263 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:

This has been a fantastic session. It has walked me through what I need to do. It has pointed out important things to note as I develop my scale and certainly things to avoid, quite useful coming from an expert. Thank you **(Univ. of East Anglia; Business)**.

Thank you very much! It was all very clear and concise **(East Anglia; Psychology)**.

This session provided a helpful insight into quantitative methodology - particularly in dealing with questionnaires - it was also helpful to learn what scale development actually is and how to use scaled questions. Thanks **(Roehampton)**.

Thanks. This session has provided me with all the tools [I need] for my pilot phase research **(East Anglia; Business)**.

Thanks. This session provided a great overview and was very comprehensive **(Essex)**.

SEE PAGE 20 FOR BOOKING INFORMATION

An Introduction to Structural Equation Modelling

(Quantitative Research Skills 3)

Weds 30th May 2018

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:

You have clarified SEM and given me 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 (**Univ. of East Anglia; Business**).

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**).

Thanks for a really helpful lecture – I was already pretty familiar with SEM but it was interesting to hear about the different software packages available for this approach. I liked the explanation of the difference between the measurement and structural models, and solutions to the problem of missing data or multi-collinearity. The session clarified the idea of adding or dropping parameters, and which test to use for this, and I was not familiar with parcelling before, so it was good to be introduced to that concept. Also, the rule of thumb for sample size seems a really useful thing to know! Kim explained things at a really good pace and in a very clear way, and I liked how she answered people's queries in real-time to clear up any confusion (**Royal Holloway**).

SEE PAGE 20 FOR BOOKING INFORMATION

Booking Information 2017-18

Bookings for pre-Christmas sessions only (those running between Weds 11th October and Weds 13th December) will open on Weds 27th September at 9.00am. Information about booking dates for the post-Christmas sessions will follow in due course. **Please apply promptly as sessions will fill up.** If they do, however, you will be offered a place at a later running of the same session and/or offered a copy of the relevant session recording.

To apply, please e-mail ssf.advancedtraining@uea.ac.uk.

Please be patient for a response, someone will be in touch!

Once your booking for a particular session has been confirmed, you will receive an e-mail, around one week before the session is scheduled to run, which will include full session information, useful readings where applicable (although no preparatory reading is expected), reminder instructions for downloading the virtual classroom software, and a link allowing you to enter the virtual classroom on the relevant Weds evening. **This link will not work until one hour before the session begins** (at 6.00pm on the Weds), so don't worry if you can't enter the classroom before then.

The virtual classroom software is called 'Electa-Live' and it can be downloaded to any device, including desktop computers, laptops, and even smartphones. Remember, however, that downloading software to a work/university computer may require administrative permissions to be granted. This can take some time, so most participants have preferred in the past to attend from home and to use a personal device. Whatever direction you take, just make sure you have a reliable internet connection! If you want to get ahead in this process, and to make sure all is well with your set up/connection, Electa-Live can be accessed direct from the Electa website at: <http://support.electa.com/?topic=plugindownload>. Simon will also provide you with a trial classroom on request (simon.d.watts@uea.ac.uk), if you want to practice negotiating the (very simple) classroom entry process.

The virtual classroom offers ample opportunity for interaction. You can set up a microphone – provided this is part of a headset - but if you don't have one or prefer not to speak in front of a group, the software also includes an in-built text chat system. This means you can type your questions and comments, much as you would when texting a friend. Most participants prefer to use the text chat! Following your attendance at a session, you will sent a copy of the session recording and slides (usually the following morning) which are for your personal use only. The session recording will only play back on a device to which the Electa-Live software has already been uploaded. You will also have the chance for a one-to-one follow up contact with the session leader – more information will be provided in the individual sessions.

That's it I think! We hope very much that you enjoy the benefit from the online training sessions across the 2017-18 academic year. Looking forward to it...

-END-