ONLINE TRAINING SERIES FOR PGRS (2021/22)

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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 weekday evenings between 7pm-9pm, but with some additional daytime sessions. The series is organised and administered by Dr Simon Watts (simon.d.watts@uea.ac.uk), 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 2021/22 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 69 scheduled sessions for 2021-22 appears on the next three pages. Individual session summaries and indicative student feedback can then be found on the pages that follow.

Schedule of Sessions for 2021/22

Date	Module	Name	Time	Page
Tues 5th Oct	1. Writing	**What Should a Literature Review Do?**	7pm-9pm	**7**
Wed 6th Oct	1. Writing	**What Should a Literature Review Do?**	7pm-9pm	**7**
Thurs 7th Oct	1. Writing	**What Should a Literature Review Do?**	7pm-9pm	**7**
Tues 12th Oct	1. Writing	**Writing Effectively**	7pm-9pm	**8**
Wed 13th Oct	1. Writing	**Writing Effectively**	7pm-9pm	**8**
Thurs 14th Oct	1. Writing	**Writing Effectively**	7pm-9pm	**8**
Tues 19th Oct	1. Writing	**Academic Publishing**	7pm-9pm	**9**
Weds 20th Oct	1. Writing	**Academic Publishing**	7pm-9pm	**9**
Thurs 21st Oct	1. Writing	**Writing & Structuring an Effective Thesis**	7pm-9pm	**10**
Tues 26th Oct	1. Writing	**Writing & Structuring an Effective Thesis**	7pm-9pm	**10**
Thurs 28th Oct	1. Writing	**Writing & Structuring an Effective Thesis**	7pm-9pm	**10**
Tues 2rd Nov	2. Qual.	**A Comparison of Qualitative Methods**	7pm-9pm	**11**
Thurs 4th Nov	2. Qual.	**Qualitative Interviewing**	7pm-9pm	**12**
Tues 9th Nov	2. Qual.	**Analysing Qualitative Data**	7pm-9pm	**13**
Thurs 11th Nov	2. Qual.	**Using NVivo for Qualitative Research**	7pm-9pm	**14**
Tues 16th Nov	1. Writing	**What Should a Literature Review Do?**	10am-12pm	**7**
Tues 16th Nov	2. Qual.	**A Comparison of Qualitative Methods**	7pm-9pm	**11**
Weds 17th Nov	1. Writing	**Writing Effectively**	10am-12pm	**8**
Thurs 18th Nov	1. Writing	**Academic Publishing**	10am-12pm	**9**
Thurs 18th Nov	2. Qual.	**Qualitative Interviewing**	7pm-9pm	**12**
Tues 23rd Nov	1. Writing	**Writing & Structuring an Effective Thesis**	10am-12pm	**9**
Tues 23rd Nov	2. Qual.	**Analysing Qualitative Data**	7pm-9pm	**13**
Thurs 25th Nov	2. Qual.	**Using NVivo for Qualitative Research**	7pm-9pm	**14**

Date	Module	Name	Time	Page
Tues 30th Nov	3. Finishing	**Preparing for your Viva**	7pm-9pm	**15**
Weds 1st Dec	3. Finishing	**On the Job: Securing a First Academic Post**	7pm-9pm	**16**
Tues 7th Dec	3. Finishing	**Preparing Impactful Research Proposals & Grant Applications**	7pm-9pm	**17**
Weds 8th Dec	4. Teaching	**Preparing & Delivering Seminars**	7pm-9pm	**18**
Tues 14th Dec	4. Teaching	**Preparing & Delivering Lectures**	7pm-9pm	**19**
Weds 15th Dec	4. Teaching	**Assessment, Feedback, & Module Design**	7pm-9pm	**20**
XMAS BREAK				
Tues 11th Jan	2. Qual.	**A Comparison of Qualitative Methods**	10am-12pm	**11**
Tues 11th Jan	1. Writing	**What Should a Literature Review Do?**	7pm-9pm	**7**
Wed 12th Jan	2. Qual.	**Qualitative Interviewing**	10mm-12pm	**12**
Tues 18th Jan	2. Qual.	**Analysing Qualitative Data**	10am-12pm	**13**
Tues 18th Jan	1. Writing	**Writing Effectively**	7pm-9pm	**8**
Wed 19th Jan	2. Qual.	**Using NVivo for Qualitative Research**	10am-12pm	**14**
Tues 25th Jan	1. Writing	**Academic Publishing**	7pm-9pm	**9**
Tues 1st Feb	1. Writing	**Writing & Structuring an Effective Thesis**	7pm-9pm	**10**
Tues 8th Feb	1. Writing	**What Should a Literature Review Do?**	10am-12pm	**7**
Tues 8th Feb	2. Qual.	**A Comparison of Qualitative Methods**	7pm-9pm	**11**
Wed 9th Feb	1. Writing	**Writing Effectively**	10am-12pm	**8**
Tues 15th Feb	1. Writing	**Academic Publishing**	10am-12pm	**9**
Tues 15th Feb	2. Qual.	**Qualitative Interviewing**	7pm-9pm	**12**
Wed 16th Feb	1. Writing	**Writing & Structuring an Effective Thesis**	10am-12pm	**10**
Tues 22nd Feb	2. Qual.	**Analysing Qualitative Data**	7pm-9pm	**13**
Wed 23rd Feb	3. Finishing	**Preparing for your Viva**	7pm-9pm	**15**
Tues 1st Mar	2. Qual.	**Using NVivo for Qualitative Research**	7pm-9pm	**14**

Weds 2nd Mar	3. Finishing	**On the Job: Securing a First Academic Post**	7pm-9pm	**16**
Tues 8th Mar	3. Finishing	**Preparing Impactful Research Proposals & Grant Applications**	7pm-9pm	**17**
Tues 15th Mar	1. Writing	**What Should a Literature Review Do?**	10am-12pm	**7**
Tues 15th Mar	4. Teaching	**Preparing & Delivering Seminars**	7pm-9pm	**18**
Wed 16th Mar	1. Writing	**Writing Effectively**	10am-12pm	**8**
Tues 22nd Mar	1. Writing	**Academic Publishing**	10am-12pm	**9**
Tues 22nd Mar	4. Teaching	**Preparing & Delivering Lectures**	7pm-9pm	**19**
Wed 23rd Mar	1. Writing	**Writing & Structuring an Effective Thesis**	10am-12pm	**10**
Tues 29th Mar	3. Finishing	**Preparing for your Viva**	10am-12pm	**15**
Tues 29th Mar	4. Teaching	**Assessment, Feedback, & Module Design**	7pm-9pm	**20**
Wed 30th Mar	3. Finishing	**On the Job: Securing a First Academic Post**	10am-12pm	**16**
Wed 30th Mar	5. Quant	**Quantitative Research: A Basic Guide**	7pm-9pm	**21**
Tues 5th Apr	3. Finishing	**Preparing Impactful Research Proposals & Grant Applications**	10am-12pm	**17**
Tues 5th Apr	5. Quant	**Introduction to Scale Development**	7pm-9pm	**22**
Wed 6th Apr	5. Quant	**Intro. to Structural Equation Modelling**	7pm-9pm	**23**
EASTER BREAK				
Tues 26th Apr	2. Qual.	**A Comparison of Qualitative Methods**	7pm-9pm	**11**
Wed 27th Apr	2. Qual.	**Qualitative Interviewing**	7pm-9pm	**12**
Tues 3rd May	2. Qual.	**Analysing Qualitative Data**	7pm-9pm	**13**
Weds 4th May	2. Qual.	**Using NVivo for Qualitative Research**	7pm-9pm	**14**
Tues 10th May	3. Finishing	**Preparing for your Viva**	7pm-9pm	**15**
Wed 11th May	5. Quant	**Quantitative Research: A Basic Guide**	10am-12pm	**21**
Wed 18th May	5. Quant	**Introduction to Scale Development**	10am-12pm	**22**
Wed 25th May	5. Quant	**Intro. to Structural Equation Modelling**	10am-12pm	**23**

Indicative Student Feedback for the Online Training Series 2020-21

Once again, thanks for your excellent sessions. You're an excellent resource. You have opened my mind and offered me the latitude to see things from different perspectives. I'll always remain indebted to your expertise **(Westminster)**.

I really value your opinion highly. I have now attended a few of your sessions and I…always felt very supported with the structure, information and examples you provide. Suddenly very blurry topics, where I didn't even know where to start (e.g. literature review, writing)…became more clear and manageable for me. Thank you for that **(Portsmouth).**

I just wanted to…say thank you for your sessions that I have attended so far [which have] all…been brilliant and enlightening…As someone for whom this academic lark does not come naturally, it is so lovely to have someone present academic topics in a way that is not only accessible but with a good dose of humour as well. I have learned so much to date and am looking forward to attending more sessions **(Winchester)**.

This hasn't been the easiest year to start research…and, while mastering the demands of a PhD, I've had to juggle home schooling and running two businesses…But at the end of each two hour training session I've come away feeling…re-inspired by my own research and confident in my ability to get to grips with the mechanics of delivering this work in a professional and effective way, at a time when I'm not feeling confident about a lot else! There's plenty of crap, boring and demoralising online training around, I'm very grateful that yours bucks the trend **(Solent)**.

I have been attending your online sessions for a year now and I have learnt more from your webinars than…from [all] the [other] training…and the information I have received from my supervisors combined. When I attended the sessions last year I had this 'eureka' moment and things finally made sense…After the end of the sessions I have so much clarity about the PhD and motivation to just continue writing **(Royal Holloway)**.

These sessions are so useful! I'm only just starting out on my doctoral research project…and I am really glad that I'm attending your training sessions at this very early stage as they're helping me think more strategically and pragmatically about what's ahead, and making it more manageable and, hopefully, surmountable **(Cardiff)**.

I am…short of words to express my huge thanks for all the materials and recording links. You are…a great help to thousands of current and potential PGR students worldwide, supporting us to achieve our dreams, and on behalf of us all, thank you **(Greenwich)**.

I just wanted to…thank you for a series of such insightful sessions…After attending, I feel more confident about taking on aspects of research that were new and intimidating to me and which no one really takes the time to explain in the detail you have provided. It was invaluable to get everything threaded together in a series, rather than scrabbling to figure it out by popping in and out of different fragments of workshops. You…have generously shared some helpful resources…I'm glad I'll be able to refer to these…as I encounter different tasks over the next two years **(Queen's Belfast)**.

Listening to your presentations has…added clarity as to what is expected from me to successfully conclude [my] PhD...It makes sense thanks to your brilliant explanations. Your presentations were truly inspiring…I think this is extraordinary work: highest quality content, very practical, delivered with a perfect pace…sometimes humorous and yet [you maintain a] rigorous, professional tone for 120 minutes. I also appreciated your humbleness…and your obvious desire to help others succeed…So, thanks for the lessons! It has changed my perception completely and I feel fully equipped to start my PhD **(Brunel)**.

I can't thank you enough for the sessions you deliver. I've recently started a PhD, after a number of years working outside of academia, and your sessions have enabled me to finally understand what is expected of me and why. I feel much happier and more confident in my abilities to deliver what is expected…Your sessions are lively and enjoyable, and delivered with humour and a great deal of honesty and kindness…The strategies and reassurance I've gained from your sessions are really going to enable me to enjoy my PhD so much more - thank you **(Cardiff)**.

I now find myself rebooting in middle age…in a different discipline and at a different university…The reason I give…this context…is that in all my time in academia, I can't readily think of another person…who has been so singularly helpful as a guide through the world of postgraduate research. All of the colleagues…I have worked closely with (friendly or otherwise) have tended to have a feint air of wanting to keep the secrets to themselves, whereas after just attending four of your training sessions, it's clear to see that you have a very different guiding philosophy **(Huddersfield)**.

I've completed several of your sessions now and have found them all immensely useful. When in difficulty, if I feel I'm hitting a brick wall, or even when I'm frustrated with my supervisor, I find myself referring to your lectures and asking myself 'what would Simon do?' It's cathartic and assists me most days to focus. You should do a 'wake up with Simon session' to get people geared up for the day **(Highlands & Islands)**.

In this last 24 hours, I have spent six hours…attending your seminars. All of them were amazing! They were very insightful, directive, and…emphatic…Many thanks for these very precious contributions to our PhD journey. Even though [each] seminar finished in two hours, I believe you will be walking with us throughout our PhD process **(Kent)**.

My feeling after your online training sessions is 'Eureka'! You are my online supervisor… I am not a native speaker of English, but I can understand and follow your lectures because you do not overload the slides with terminology. When you use the terms, you always explain and define them explicitly. You always carry your audience with you and never lose them. Your explanations are explicit, concise, precise, and logical. Your tone of voice…is…energetic and enthusiastic…Thank you very much indeed **(Goldsmiths)**.

I just thought I'd email while it's fresh in my mind: for me, your sessions are quite unlike anyone else's. I think this is because you don't talk down, or try to impress, or tick boxes - you have spent time thinking through what we need to know and then provide just that. It sounds like a simple thing, but in my experience it's quite rare…It's rare for someone as high calibre…to be focused on helping others, rather than forwarding your own career **(Sussex)**.

Individual Session Summaries

What Should a Literature Review Do?

(Academic Writing 1)

Tues 5th Oct; Weds 6th Oct; Thurs 7th Oct; Tues 16th Nov;

Tues 11th Jan; Tues 8th Feb; & Tues 15th 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:

You are going to get a bunch of emails today I reckon with the same sentiments, but I just wanted to let you know that this was a brilliant course and really informative. You made the literature review less intimidating and I'm using some of the mentioned techniques right now. Also, I think it's great you bring humour to what can be such a dry topic. It made it engaging, interesting and fun - didn't feel like two hours **(UEA)**.

Just finished listening to the…session…I love your humour which makes the sessions enjoyable. I loved the way you explained how the literature review is supposed to take your reader through the field…to the specific destination you have in mind, plus how you explained the critiquing process…I'm clear on what I have to do now **(Cardiff)**.

That was brilliant, thank you! The field analogy really helped me think about what themes to write about, in how much detail, and [to] think about the path to my study. Before you had finished tonight, I had signed up for your writing session…I only wish I had heard your presentation two years ago **(Southampton)**.

This session on the literature review was particularly helpful for me having never written one. It was full of tips for absolute beginners (like reading the literature reviews of others in my field straight away!). It was also very detailed about exactly what should be included in a literature review, how to plan, organise and structure it and, most importantly, 'why' all these elements should be done and 'why' they should be done in a certain manner - highly recommended **(Marjon)**.

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Writing Effectively

(Academic Writing 2)

Tues 12th Oct; Weds 13th Oct; Thurs 14th Oct; Weds 17th Nov

Tues 18th Jan; Weds 9th Feb; & Weds 16th Mar

Session Summary:

This session will consider the basic elements of effective academic writing and how they can be combined to ensure the best chance of success. Issues covered will include preparation (targeted literature reviewing, taking a 'position' as an author, and the creation of a preliminary draft), the task of writing (having clear aims, order and structure, signposting, and guiding the reader), writing style (the achievement of clarity and simplicity) and the need for a clear, logical and straightforward conclusion or 'take-home' message. Approaches to editing will also be considered. This session represents almost two decades of academic writing experience packed into two hours, so come along and take advantage!

Indicative Student Feedback for this Session:

This session was incredibly helpful - not only because you have a real knack of explaining things clearly and succinctly, but also because you're very good at signposting what's important and what's not. In a piece of work as long and unwieldy as a PhD that's invaluable: it takes very little to disappear down a rabbit-hole without realising that's what you've done, and I can see that I'll keep coming back to the materials from this module…to help…get myself back on the straight-and-narrow **(Huddersfield)**.

Since completing your lecture on writing effectively…I have found my flow of writing positively alarming (and deeply satisfying) with the page filling up at a fast rate of knots and making sense **(Highlands & Islands)**.

After having submitted my second 3000 words to my supervisor today I was so fed up of my own inefficiencies that I reached out to fellow PhD colleagues…and they suggested I listen to your lecture. And I have done so as a gift to myself this afternoon. Wow – thank you for demystifying the academic writing process - I [now] have a complete mind set shift and a handy structure and process to follow **(Suffolk)**.

I wanted to drop you a quick note to let you know how much I enjoyed your 'Writing Effectively' session last Thursday afternoon…My supervisor immediately remarked on the improvement in the standard of my writing after I attended **(Queen's Belfast)**.

Thanks for the session yesterday. 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 **(Royal Holloway)**.

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Academic Publishing

(Academic Writing 3)

Tues 19th Oct; Weds 20th Oct; Thurs 18th Nov;

Tues 25th Jan; Tues 15th Feb; & Tues 22nd 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:

This session had a…clear and concise presentation which is really inspiring and confidence boosting. In a very…approachable manner you are communicating a positive and can-do approach to the PhD process. I hadn't expected to be able to do any academic publishing - as I only finished my undergraduate…last year. Your presentation clearly showed the steps…to take to start publishing successfully **(Goldsmiths)**.

Before attending, I knew next to nothing about this area. It was very helpful to see the…responses back to the reviewer comments…The fact you manage to cover all your slides, their content, and address the comments in the chat box is certainly an art! Your enthusiasm and subject knowledge which you share is very inspiring and…contributes to the way in which I approach my studies **(UEA)**.

I would just like to express my thanks for your 'Academic Publishing' module…Last month a journal asked me to 'revise and resubmit' with major revisions…I have to say, without your course, I would not have had a clue what to do with the long list of comments. The documents you provided were very helpful in that regard. I did what you said…addressed each point individually, and either revised everything as they recommended or explained clearly why I wasn't going to change the paper on certain points…Yesterday, the journal wrote back and said that the paper is now accepted for publication…A lot of the credit must go to your very helpful seminar, for giving me the tools and the confidence to embark on this revision, so thank you again **(Portsmouth)**.

The detail in regard to the journal citation reports was very helpful…the detail about how to write your paper was also really interesting. I hate writing, but I want to get things published and the detail you provided today has made it so easy and simple. It has made a messy and scary area so much clearer **(Staffordshire)**.

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Writing & Structuring an Effective Thesis

(Academic Writing 4)

Thurs 21st Oct; Tues 26th Oct; Thurs 28th Oct; Tues 23rd Nov;

Tues 1st Feb; Weds 16th Feb; & Weds 23rs March

Session Summary:

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

Indicative Student Feedback for this Session:

I am currently busy with data collection and analysis and, over the past few days, I was affected by writer's block. I did not know how to dovetail my findings with the other chapters of my thesis. Your presentation was a real eye-opener. It helped me to realise how I could align my research questions with my study chapters. Thanks for such an inspiring session **(Westminster)**.

I found your session very useful. It provided great context and a clear picture of what I am aiming for. I was unaware of the structure of a literature review, theoretical framework, and methodology and…was struggling to see how I could write this. The breakdown you have described has made this very clear…and I agree it works really well. I can…see how this will create a flow of information for the reader and would allow each section to be explored in more depth…I appreciate…your direction **(Cardiff)**.

In almost six years of PhD-ship (I'm part-time) that was the most useful training session I have ever attended, by a mile. I now…have a burning need to hear what you have to say on all the other topics you cover…I am impatient and want to know NOW what you have to say about such (suddenly) important issues as the literature review and writing effectively…Thank you SO much – honestly, life changing **(Sussex)**.

I really appreciated last night's session…my key learning [was], how to think methodically about structuring [the thesis], so it is a pleasure to read, how to weave method, research and literature through the whole piece. It [made me realise the thesis] isn't a monster – it…needs to be to the point, clear and make sense. I have already used it to start structuring my thinking and writing **(Canterbury Christchurch)**.

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A Comparison of Qualitative Methods

(Qualitative Research Skills 1)

Tues 2nd Nov; Tues 16th Nov; Tues 11th Jan; Tues 8th Feb; & Tues 26th 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:

I want to say a quick thank you for the session last week. The information was so useful in clarifying the different methods and having the recording and support materials make it even better. The level of information, and your delivery, made it easy to follow and understand. Although I have some knowledge, it is limited, and this really helped my understanding and will give me greater information when having discussions with my supervisors…The online accessibility make this type of session so much easier. [I've] booked for a few more of your sessions – looking forward to more clarity **(Southampton)**.

Once again you have nailed it for me. Your pedagogical methods and approach enabled easy learning and allowed me to understand and take on new concepts without my brain frying! Often times, during my practice, I will be wondering if or how I am approaching a particular method correctly - having it explained in comparison to other methods really helped **(Staffordshire)**.

I just completed my notes on your…introduction to qualitative research methods. I understood more from your two-hour lecture than I have done…in six months of reading one book after another on the subject, and not understanding a damn thing! Your lecture was great and to the point **(Sussex)**.

I'm not a gambling man, but if I was in Vegas and you were a 'one armed bandit', I would have 100% confidence that every pull of the lever would pay out…This session has helped me to rethink my approach. I will re-evaluate whether to move from grounded theory to thematic analysis as the most relevant approach for my study **(Brunel)**.

A good, insightful start for beginners in qualitative research design - learning the differences between qualitative methods has allowed me to rethink the design of my research and makes sense of which methodology…has more significance for my research questions **(Brighton)**.

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Qualitative Interviewing

(Qualitative Research Skills 2)

Thurs 4th Nov; Thurs 18th Nov; Weds 12th Jan; Tues 15th Feb; & Weds 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 found the session really helpful as it answered questions I had about qualitative interviewing. It was really helpful to see the differences between structured, unstructured and semi-structured interviews. Having the opportunity to raise queries and questions throughout is incredibly useful. I sincerely appreciate your approach, guidance and knowledge on such an important aspect of carrying out research. Thank you very much for another thorough and practical session **(Greenwich)**.

My husband and I came to your 'Qualitative Interviewing' session last night, which was incredibly helpful for both of us as ECRs **(York St John)**.

This has been great, thanks so much. It is really useful to start thinking about methods, and more so refine my own ideas and reconsider initial ideas more clearly. I find these sessions very informative and helpful **(UCLAN)**.

I…found the last session on qualitative interviewing helpful, especially the section on the different types of questions, to go beyond just describing a topic. The examples you provided, with suggestions of how to order questions, and the types of questions to ask, were helpful in illustrating how to do this in practice. I wish I'd done this training before doing previous interviews! I also found it really useful to think about how the different types of questions fit with different theoretical approaches, which is something I hadn't considered before. Following the training, I've gone away and changed my topic guide so that it now goes beyond…description (thankfully, just…before I submit to ethics!), so thank you **(Staffordshire)**.

Another fabulous session, thank you so much - as always I start with little knowledge and leave with a thousand and one questions/thoughts buzzing around my head, all of which are helping me form the approach I will take. Thank you **(Cardiff)**.

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Analyzing Qualitative Data

(Qualitative Research Skills 3)

Tues 9th Nov; Tues 23rd Nov; Tues 18th Jan; Tues 22nd Feb; & Tues 2nd May

Session Summary:

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

Indicative Student Feedback for this Session:

Thank you so much. I have learnt so much from this and feel a lot more confident going into my data collection and having a really good example of how to actually do the process of analysis **(Sussex)**.

This session has been really useful as to how to look at the data and interpret it, rather than being overwhelmed or frightened by it. It has been extremely useful for me to be able to now (re)start my coding and analysis with a clearer and more precise method - thank you Simon **(Essex)**.

The emphasis on a systematic approach is really, really valuable. I know there is significance in my data, and I now feel that by following the principles set out here I can present my data in a way which not only draws out the most significant points, but which also allows my analysis to hold up under scrutiny and gives me the confidence to defend my approach in a viva **(Suffolk)**.

Thank you so much Simon - a great workshop which helped clarify how to analyse qualitative data effectively, avoiding classic pitfalls. I feel much clearer in how to interpret and express my data now, thank you so much **(Kent)**.

Thank you so much for the session Simon. You do a great job of breaking down complex and ambiguous concepts and explaining them in a straight forward way. I really appreciated the levels of coding discussion **(Lincoln)**.

Can I move into your brain please? [All] broken down in an interesting, manageable way - thank you **(UCLAN)**.

I liked the emphasis on quality, quality, quality, not quantity, and [that] the participant's meaning is all important **(Bath Spa)**.

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Using NVivo for Qualitative Research

(Qualitative Research Skills 4)

Thurs 11th Nov; Thurs 25h Nov; Weds 19th Jan; Tues 1st Mar; & Weds 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:

It's useful to round off the qualitative research module with a look at NVivo. I found the emphasis on understanding qualitative research first led to a more intuitive way of thinking about using the software. Certainly, [the session was] much less intimidating than the online tutorials focusing on the technical bells and whistles. Now I see the advantages for organising my research, I'm looking forward to trying it out **(Queen's Belfast)**.

I learnt more in this two hour session than I did after attending two full-day training sessions on NVivo last year, so thank you for that. I'm still undecided as to whether I will use it, but the organisational functions and abilities are appealing **(UCLAN)**.

A really useful session to open the doors into the use of NVivo and how it can be used as a tool for data analysis - I understand this so much better now **(Sussex)**.

Thanks again for another constructive and very informative session. I've never used NVivo before and wouldn't have known where to start or its potential until today **(UEA)**.

It was very useful and a practical introduction. I did some training before on this, but this was much more in-depth and useful for me. And it taught me that you can change your coding frame once set up and that NVivo gives you the flexibility to do that. I had been told previously that this was difficult to do in NVivo **(Cardiff)**.

I was unfamiliar with NVivo before this session, and it really helped to clarify how good qualitative researcher skills can be supported by a program like this. I really appreciated how both the earlier qualitative analysis session and this session linked up together. Thank you again…for your work **(Huddersfield)**.

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Preparing for your Viva

(Finishing Up 1)

Tues 30th Nov; Weds 23rd Feb; Tues 29th Mar; & Tues 10th May

Session Summary:

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

Indicative Student Feedback for this Session:

Thanks once again for delivering an excellent session. I really feel better equipped for preparing for my viva. As I am writing my full first draft…I am reflecting on the information you have shared when reviewing each chapter, ensuring that I address any questions the examiners would ask **(Royal Holloway)**.

Just want to share this good news with you that I had my viva yesterday and I passed with a minor change! Your training helped me to get myself prepared. I also felt more confident after taking the session. I will definitely recommend my PhD colleagues to take the session in the future - thank you so much for the wonderful training **(Greenwich)**.

I finally passed my viva and want to thank you so very much for the part you played with your really excellent training. You made a crucial difference at a time when I didn't know what I didn't know…My research has turned into an important life project…Now this part is nicely completed, thanks…to you **(Kent)**.

I am still in my first year, but this session gave me lot of confidence in how to face all my future meetings including panel meetings and review meetings. This was amazing, thanks heaps **(Southampton)**.

It is reassuring to know that other PhD researchers feel the same uncertainties about the viva and you have definitely put me at ease with your useful advice and real life examples! Looking forward to practicing for my viva…with the top 40 questions you provided **(Ulster)**.

I feel calmer and more prepared than I was at the start of the session. It is very positive to think that the viva is an opportunity to improve rather than a chance to fail **(UCLAN)**.

So helpful Simon, thank you – I'm feeling a lot more informed about the viva process and types of common questions to help prepare for the viva and to think of it as an enjoyable opportunity – a brilliant session **(Glasgow Caledonian)**.

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On the Job: Securing a First Academic Post

(Finishing Up 2)

Weds 1st Dec; Weds 2nd Mar; & Weds 30th Mar

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 feel this session covered every aspect I will need to know when applying for a job and attending interviews. In particular, it was good to think about looking at things systematically and follow each criterion, as it's easy to get lost. I also found the real world examples and experienced shared hugely helpful **(Queen's Belfast)**.

Thank you. It's especially useful hearing about specific experience you've had as no one really talks about that or shares their application paperwork - much appreciated **(Nottingham Trent)**.

Thanks Simon. This has been very useful - very inspiring as well – quite an achievement with the current job market **(Sussex)**.

Thanks a lot for this session - it's been very helpful going through all the CV section individually and getting an idea of how to write the personal profile and statement. The examples definitely helped a lot **(Lincoln)**.

Super helpful session as usual Simon, thanks. I'm about to apply for a couple of non-academic jobs, both working with research/statistics, so this has been such a helpful session. Thank you SO much **(Portsmouth)**.

I literally had no idea how to approach job hunting in academic field before your session, you really made things clearer and now I am more aware of what I need to do. Really gave me a good starting point plus lots of useful advice **(Cardiff)**.

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Preparing Impactful

Research Proposals & Grant Applications

(Finishing Up 3)

Tues 7th Dec; Tues 8th March; & Tues 5th 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, Simon. This has been one of the best workshops I attended since I started the PhD. Well structured, clear and straightforward – so much useful information **(Sussex)**.

This was so useful - I now have a clear step by step guide on how to approach a grant application and getting to submission with a plan that's sound, and hopefully successful **(Bath Spa)**.

It was useful to get an insight into the current funding landscape and how it's been evolving. You've helped demystify the process and have provided a clear systematic…guide to help with this process in the future. I also liked the points on how to make impact while making the application. It will give me the confidence to try **(Queen's Belfast)**.

It was so helpful going through all the important criteria…talking about all the different sections. It's good to be aware that explaining HOW to achieve the outcomes is just as important as WHAT the outcomes are. Thank you, that was great **(Lincoln)**.

Thank you, I've found other advice I've been given about this tends to be quite general and broad, which makes it confusing to know which areas should be prioritised, and where to begin with an application. This training has helped me to understand which areas are important to focus on, and which order they should be focused on **(UEA)**.

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Preparing & Delivering Seminars

(Teaching 1)

Weds 8th Dec & Tues 15th Mar

Session Summary:

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

Indicative Student Feedback for this Session:

Now I'm really looking forward to meeting my students. That was two decades worth of insight in two hours. Thank you very much **(Greenwich)**.

I [have always] found teaching very intimidating, but the strategies you laid out for designing a discussion, inspiring critical thinking, and making interactions between and with students…has really helped me feel more confident **(Queen's Belfast)**.

I really enjoyed the session - it was so engaging it was like we were in the same room! I found it really helpful in thinking about how I might support the delivery of a series of seminars ahead of my first experience of postgraduate teaching, especially the context regarding the student perspective…expectations about rights and responsibilities and your tips for when 'dominant' and 'reticent' students are part of a group **(Sussex)**.

This training would have been helpful…when I started as a seminar leader…I asked for training at this stage and was advised, 'don't worry about it, your personality is enough'. I disagree. This training would have helped me…raise my confidence and [to] understand what was expected of me **(UEA)**.

I have had other training which…focused more on the practical aspects of 'what to do' in a seminar, but was quite prescriptive… [Your] approach started from the realities of where students are at and worked towards…actual strategies…Your session doesn't necessarily answer the 'how', but I now feel in a good place to…do that thinking for my own groups…Basically, [this has] left me feeling excited about teaching again **(Southampton).**

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Preparing & Delivering Lectures

(Teaching 2)

Weds 14th Dec & Tues 22nd Mar

Session Summary:

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

Indicative Student Feedback for this Session:

Thank you, Simon - really useful and insightful. I'm happy [that] I can 'see myself' in various positive points you raised about lectures. I take with me incredible tips and suggestions to continue building on my lecturing experience **(Bath Spa)**.

The lecture on 'designing and delivering lectures' has been incredibly helpful to me. I have been a lecturer for the past five years, with no training or guidance at all. I have had to teach myself all the required skills, through observation, trial and error…Your lecture taught me that I was on the right track in my evolving teaching practice but, more importantly, it taught me 'why' I was on track. That was incredibly valuable to me. Thank you **(Goldsmiths)**.

Stimulating content in a well-structured session with [a] clear narrative - thanks a million Simon, always a pleasure to be at these sessions **(Queen's Belfast)**.

Thank you - appreciate you sharing the tricks and techniques that you have learnt over the years to give us all a head start in our careers - some great practical tips that I can see myself implementing **(Southampton)**.

Lots of helpful tips - I especially liked the information on how to prepare lectures when the topic/subject matter is new…Fab ideas that I probably would not have thought of **(Marjon)**.

Super session - thank you very much - great pace and very practical advice on how to develop and deliver lectures. This is something I have always felt nervous about and I feel I have some tools to take with me **(Ulster).**

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Assessment, Feedback, & Module Design

(Teaching 3)

Weds 15th Dec & Tues 29th Mar

Session Summary:

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

Indicative Student Feedback for this Session:

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

Thank you! Your teaching sessions have been incredibly valuable and have certainly improved the quality of my teaching **(Staffordshire)**.

Thank you for a great session. This has given me a lot of ideas for starting out in teaching and also reassurance that the teaching I have done so far has been going in the right direction **(Glyndwr)**.

Thanks so much Simon. I have marking coming in on Friday for the first time, so this was beautifully timed **(Brighton)**.

Thanks so much, this has been great - a really good foundation to prepare for first teaching (Highlands & Islands).

Many thanks for the session Simon. The session has been insightful and informative. Thanks for the enlightenment **(Winchester)**.

Thank you Simon - this session has been really helpful and I am now actually looking forward to doing my first set of marking in January **(Huddersfield)**.

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Quantitative Research: A Basic Guide

(Quantitative Research Skills 1)

Weds 30th Mar & Weds 11th 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:

I am so grateful for this workshop, I have been reading books on statistics and I can't tell you how bad, confusing, and over-complicated they have all been. Kim's lecture made things so much easier to understand and to make some sense of. It was a relief and a delight to see her…workshop **(Sussex)**.

It was an amazing session yesterday…I have filled up the feedback form….but I also want to let you know that I thoroughly enjoyed your session…You are an awesome instructor **(Southampton)**.

Thank you, Kim, for such an informative session…As someone who knows virtually nothing about quantitative research, this has been a very good basis from which to start…Your clarity in explaining many concepts and reasons for the use of particular methods was excellent…I appreciate your clear and simple explanations of what many people seem to overcomplicate. I feel I have a much better understanding after two hours than I gained in all the reading I've done on the subject **(Marjon)**.

I found this session very comprehensive and extremely useful. It was good to get the background theory and then get an overview of the different types of tests - a really helpful session **(Queen's Belfast)**.

It's been a few years since I learned stats, so this was such a great refresher session! It was really clearly explained and easy to follow - so helpful **(Kent)**.

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An Introduction to Scale Development

(Quantitative Research Skills 2)

Tues 5th Apr & Weds 18th 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 531 times since 2010) and 'The Psychological Need Thwarting Scale' (cited 717 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:

Thank you so much for the lecture…I have been trying to learn everything I needed from watching 'youtube' videos and reading articles and books and your lectures have definitely helped pull a lot of that together… I have been going round in circles trying to work things out and you've cut straight to the crux of the matter **(Ulster)**.

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

Thank you very much Kim for the insightful session - very useful connecting the theory with examples **(Westminster)**.

Thank you Kim for giving us such a comprehensive explanation of scale development and walking us through the process in detail - it was beneficial to have this illustrated with your own experience…The 'seven step process' is a helpful way to break this down and I will definitely make reference to this in the future - much appreciated **(Queen's Belfast)**.

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

Thank you - everything [was] explained really clearly and gave me much more confidence and knowledge on how to work on scale development **(Kent)**.

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An Introduction to Structural Equation Modelling

(Quantitative Research Skills 3)

Weds 6th Apr & Weds 25th 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 for making a topic that seemed beyond me reachable. I now have confidence in…pursuing it further **(Huddersfield)**.

Your explanation of terminology…going through the step-by-step process, breaking down each step, was…very useful….I now have a good general overview of what SEM is…how to use it, and why. Thank you **(Marjon)**.

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

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

An excellent introduction, thank you so much - really clear explanations of a complex topic **(Southampton)**.

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

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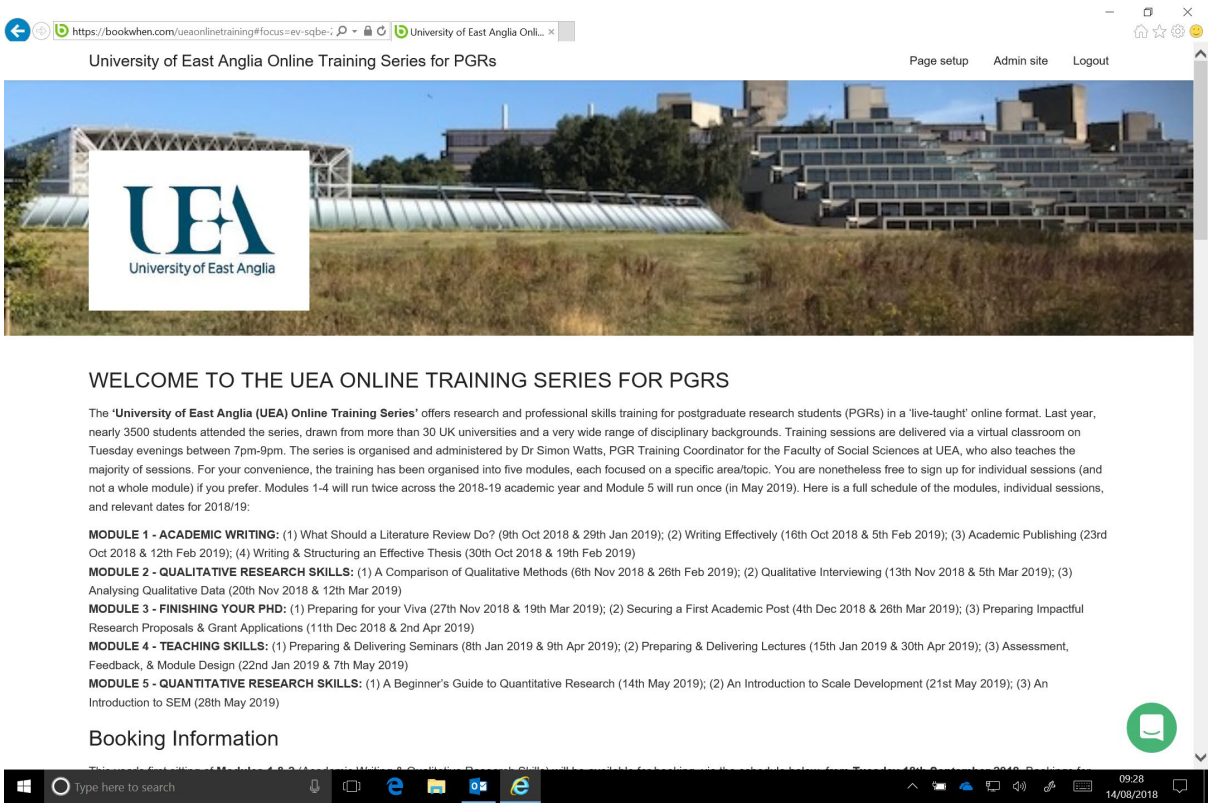
Booking Information 2021-22

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 and/or ssf.advancedtraining@uea.ac.uk and we will do our best to help.



In the 2021-22 academic year all sessions will open for booking **THREE WEEKS BEFORE THEY ARE DUE TO RUN** at 12pm. The opening session, for example, is due to run on Tues 5th Oct 2021. As a consequence, it will open for booking on **Tues 14th Sept 2021 at 12pm**. The next session is due to run on Weds 6th Oct 2021, so it will open for booking on **Weds 15th Sept 2021 at 12pm**, and so on, throughout the year.

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

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

Booking is always competitive – over 10000 places were filled on the online training series last year – 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 2021-22 academic year. Looking forward to seeing/hearing from you all…

Best wishes,

Simon

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