



UNIVERSITY OF  
**LINCOLN**

THE DOCTORAL SCHOOL



# RESEARCH DEVELOPMENT PROGRAMME

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2019-20



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# RESEARCH DEVELOPMENT PROGRAMME

# ABOUT THE PROGRAMME

Our **Researcher Development Programme** offers academic, professional, and personal development through a number of training workshops and event opportunities, all intended to support the research community at the University of Lincoln. Workshops are delivered by expert facilitators, supporting students at all stages of their research.

Our development programme is delivered under 4 thematic areas: **Research Skills**, **Communication Development**, **Writing & Publishing**, and **Career Development**. These are designed to enable you to identify the specific areas of skills development you need to achieve appropriate standards of excellence in your research.

Alongside our programme, you can also complement your learning with other forms of development, such as:

- College-/School-specific workshops
- Research seminars
- Conferences/showcases
- Public engagement activities
- Researcher networking events

A full overview of our coordinated programme for the 2019/20 academic year is outlined in this booklet. To find out more about the programme, view the list of workshops, and book onto any sessions, please visit our website or email us:

 [doctoralschool.lincoln.ac.uk](http://doctoralschool.lincoln.ac.uk)

 [doctoralschool@lincoln.ac.uk](mailto:doctoralschool@lincoln.ac.uk)

To keep updated on upcoming activities and stay informed of newly added events, subscribe to our site mailing list, or follow us on social media:

  @UoLDocSchool

You can find all of our workshops on our website or through links in our email or social media correspondence. Once on our site, select the appropriate development theme, find your desired workshop and follow the booking link. Once chosen, you will complete a booking form including your student details. This allows us to record your activity and produce an accurate transcript for your Researcher Development Needs Analysis.

You will receive a email reminder one week before a workshop. If a workshop is full - or is not currently scheduled - you can add yourself to our wait-list to request priority for a future session. When you book onto a workshop, you are expected



to attend. If you are unable to attend, you must cancel your booking with the Doctoral School at least 48 hours in advance, so that someone else can be offered the chance to attend. Should you fail to attend without providing a valid reason, your supervisor will be notified. If we have to cancel any workshop at short notice, we will contact you immediately using the email address you provided when booking.

## How to Book:

1. Visit [doctoralschool.lincoln.ac.uk](http://doctoralschool.lincoln.ac.uk)
2. Find the Development Programme tab
3. Browse our development themes
4. Choose your event and register
5. Wait for your confirmation email
6. Attend the event

# RESEARCHER DEVELOPMENT FRAMEWORK (RDF)



The **Researcher Development Framework (RDF)** is a major new approach to researcher development, to enhance our capacity to build the UK workforce, develop world-class researchers and build our research base.

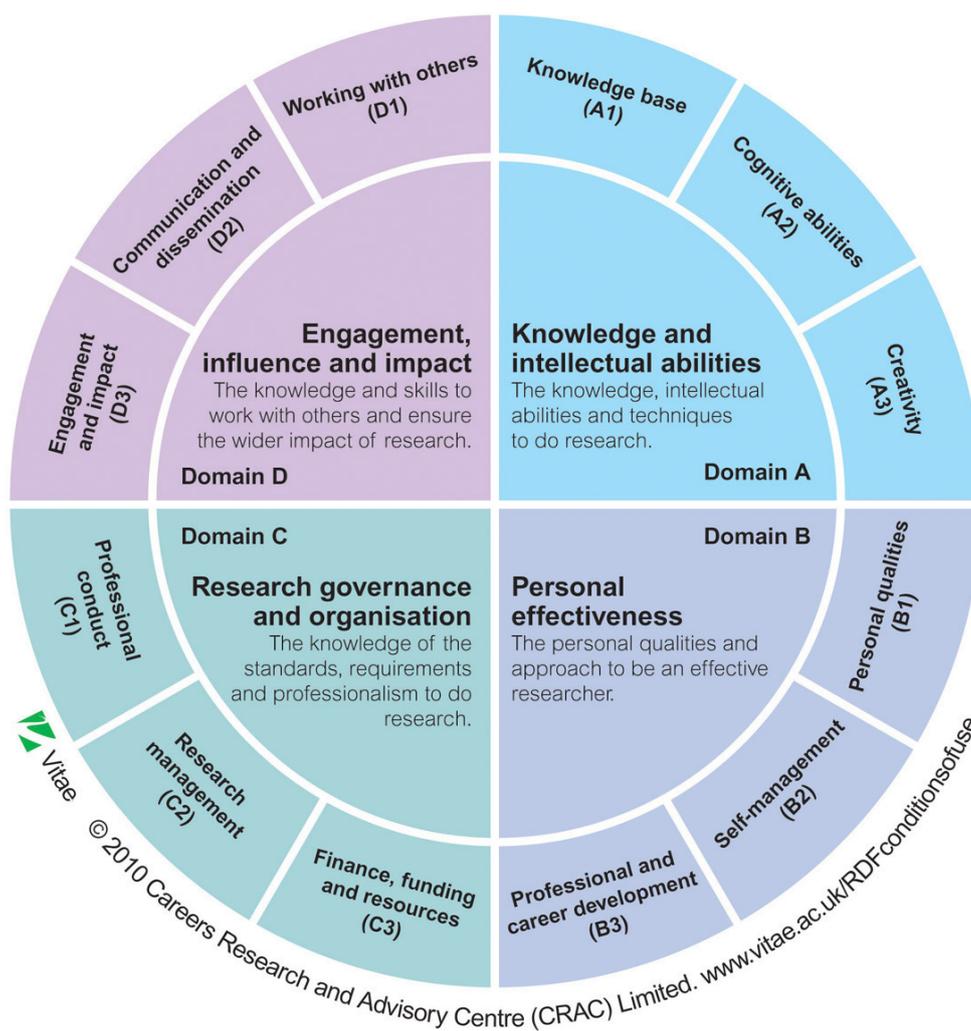
The RDF is a professional development framework for planning, promoting and supporting the personal, professional and career development of researchers in higher education. It articulates the knowledge, behaviours and attributes of successful researchers and encourages them to realise their potential.

The RDF has been created from empirical data, collected through interviewing researchers, to identify the characteristics of excellent researchers expressed in the RDF as 'descriptors'.

The descriptors are structured in four domains and twelve sub-domains, encompassing the knowledge, intellectual abilities, techniques and professional standards to do research, as well as the personal qualities, knowledge and skills to work with others and ensure the wider impact of research. Each of the sixty-three descriptors contains between three to five phases, representing distinct stages of development or levels of performance within that descriptor.

All of our Researcher Development workshops are mapped to the RDF. You can see which skills you are developing through these symbols:

A1 - B1 - C1 - D1





# **PART-TIME & DISTANCE RESEARCHERS**

At the Doctoral School, we appreciate that our **Researcher Development Programme** has to be accessible for the growing numbers of part-time and distance researchers at the University of Lincoln. As a result, we have introduced workshop recordings, alongside more online support and resources.

## WORKSHOP RECORDINGS

The Doctoral School currently record all applicable workshops in our development programme for the benefit of part-time and distance researchers. Simply head to our site and register your place on a workshop as usual. You can then acknowledge that you are a part-time/distance student in the booking form and request access to the post-session workshop recording when you book. Full-time students are also able to request recordings for sessions they are absent for, providing a justifiable reason is given ahead of time for non-attendance.

We would encourage all researchers to attend workshops in person where possible, so please provide a justifiable reason if you are unable to attend. Once the session has ended, all attendees, including those who have requested a recording, will be sent a follow-up email including the link to the workshop recording. This email will also include information around further development training and events related to the sessions.

## ONLINE WORKSHOPS

In addition to workshop recordings, there shall also be live online tutorials scheduled throughout the programme. These sessions are offered in collaboration with the University of East Anglia. As such, spaces on these modules will be limited - so make sure you register your interest early. Our standard booking procedure will direct you to the registration for these session.

Online workshops can be accessed remotely and recordings can be provided to those who request, or for those who miss out on the initial live stream. All of our online-only development workshops are denoted by the following symbol: 

## LINKEDIN LEARNING



Researchers at the University of Lincoln now also have access to LinkedIn Learning (previously LYNDIA.com). The site hosts a comprehensive suite of online tutorials, lectures and workshops. This development-focused arm of LinkedIn is a leading learning platform designed to help anyone develop skills for personal, professional or academic gain.

University of Lincoln postgraduates have access to the entire video library of engaging, top-quality courses taught by industry experts - with more than 5,700 courses and 255,000 video tutorials across mobile and desktop. This includes special playlists curated by the Doctoral School to aid your development as a researcher.

Additionally, after attending one of our many facilitated programme sessions, attendees will be directed towards further relevant online training found on LinkedIn Learning.





# RESEARCH SKILLS

**RESEARCH METHODS**  
**INFORMATION LITERACY**  
**MANAGEMENT**  
**CRITICAL THINKING**  
**ANALYSING**  
**PROBLEM SOLVING**

**SELF-REFLECTION**  
**TIME MANAGEMENT**  
**COMMUNICATION**  
**PROJECT PLANNING/DELIVERY**  
**RESEARCH STRATEGY**  
**WORKING WITH OTHERS**

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## BEGINNING YOUR RESEARCH: GETTING OFF TO A FLYING START

Facilitator: Neil Raven A1 - A2 - A3 -B2

*This session is compulsory for all enrolled PGR students.*

Aimed at those starting their PhD, this session focuses on the early phase of the PhD process, ensuring that you get off to a good start! The workshop will consider: the selection of a topic; identifying an argument and hypothesis; examining the role of the literature; the phases associated with undertaking a PhD; and how to plan and approach the thesis. The purpose of the PhD and the range of skills required will also be explored, addressing your training needs and identifying sources of advice, guidance, and activities that can help you make the most of your PhD experience. It will conclude with a set of recommendations for successful completion made by supervisors and examiners as well as recent PhDs, including the importance of having the right mind-set and an effective record keeping system.

Information about the Doctoral School and its services will also be provided, including added introductions from key services such as the Library and Student Wellbeing. Your mandatory research ethics and integrity training shall also be provided.

- Develop a clear understanding of the PhD process
- Gain insights into approaches to planning your PhD
- Appreciate the skills required and gained by a PhD
- Consider the training needs and support sources
- Ensure success in your PhD

## QUESTIONNAIRES: INTRODUCTION, OVERVIEW & THEORY

Facilitator: Neil Raven A1 - A2

Questionnaires - whether administered electronically or by more traditional means - are a widely used research method, including in the collection of qualitative data. This workshop considers the questionnaire, its context, and the kinds of data the questionnaire is capable of capturing. It will then explore the questionnaire structure: its layout and appearance; the ordering and types of question posed; as well as approaches to maximising response rates and ensuring validity in the data collected. In addition, consideration will be given to sampling techniques and guidance of questionnaire deployment.

Drawing on examples of questionnaires used in the field, participants will work on developing their own questionnaires (either from scratch or from designs they already have). Questionnaires should be accessible to the recipients it aims to collect data from, and capable of generating the desired quality of response. As such, this workshop will review features that can maximise the potential of a questionnaire.

- Consider the key elements of questionnaire
- Understand the best circumstances to use them
- Learn the strengths/weaknesses of this method
- Explore and evaluate your early questionnaire designs

## "AMAZING GUIDANCE FOR NEW PHD STUDENTS"

– *SOFIA DE SILVA,  
SCHOOL OF LIFE  
SCIENCE*

## INTERVIEWS IN ACADEMIC RESEARCH

Facilitator: Neil Raven A1 - A2 - A3 -B2

This session will examine the types of research interview available, and the strengths and weaknesses of each. Consideration will also be given to some of the more widely used approaches to qualitative interviewing and when each of these approaches is best applied.

The session will examine the key phases involved in the interview process, covering preparation work - including interviewee selection and pre-interview communication - before exploring the process of conducting the interview itself. Attention will be given to the role of the interviewer and practices for generating good quality data. The post-interview phase, including transcription, data interpretation and analysis, will also be addressed, along with the subjects of data storage, data protection and research ethics. The workshop will conclude by exploring how other methods can be used to complement the insights provided by interviews and the role of a pilot study in testing research methods and design.

- Appreciate the interview as a method of research
- Consider the best type of research interview and understand the key phases of the process
- Find other methods to complement the data generated by interviews
- Appreciate the role of a pilot study in testing interview methods and research design
- Realise the importance of ethics in qualitative research with regards to interviews

**"IT HELPED ME  
CONSIDER FOCUS  
GROUPS AND IDENTIFY  
THEM"**

– ZEYANA AL JARADI,  
SCHOOL OF ARCHITECTURE  
& DESIGN

## THE FOCUS GROUP IN ACADEMIC RESEARCH

Facilitator: Neil Raven

A1 - B2 - D1 - D2

This session will examine the types of focus group used and their relative strengths and weaknesses. Drawing on examples of research projects, it will also consider when to use focus groups and the factors determining the number to conduct, including a comparison with other forms of qualitative research (interviews and observation, etc.).

The session will explore the key phases involved in conducting successful focus group research. This will cover preparation work, group selection, the development of a schedule of questions and the use of other data generating activities, before exploring the process of conducting the focus group. The workshop will conclude by exploring how other qualitative methods, as well as quantitative ones, can be used to complement the insights provided by focus groups, and the role that pilot studies can play in the testing of method and design.

- Appreciate the role of the focus group as a method of academic research
- Recognise strengths & weaknesses of the focus group & its application
- Consider which type of focus group is most applicable
- Appreciate the role of a pilot study in testing the focus group method & research design
- Understand ethics in qualitative & focus group research

## QUALITATIVE LONGITUDINAL RESEARCH: CONCEPTS & APPROACHES

Facilitator: Neil Raven

A1 - A2

'Conventional' approaches to qualitative research have certain limitations. They tend to capture data at a particular moment in time. Whilst still new to a number of subject areas, qualitative longitudinal research offers an approach that has the potential to overcome this drawback. Having provided an introduction and explanation of what QLR encompasses, attention will turn to its potential advantages and strengths, as well as its limitations and the challenges associated with its application. Some examples of QLR's use in 'the field' will be given, with participants working in small groups to explore how it might be applied to a current area of concern to researchers. Concluding with participants considering how QLR could be deployed in their research.

- Understand what qualitative longitudinal research is and involves
- Recognise the advantages and strengths of this approach
- Understand associated limitations/challenges and realise examples of its application
- Assess the potential of this method in relation to your own research work

## LIFE STORY INTERVIEWS

Facilitator: Neil Raven

A1 - A3 - D2

The life story interview has been described as a 'research tool that is gaining much interest'. As a qualitative methodology it has the capability of generating rich, narrative data. Consequently, it is starting to be adopted across a number of disciplines.

This workshop will begin by providing an introduction to the life story interview - the origins of this approach as well as its key characteristics. Attention will then turn to an exploration of its comparative strengths and limitations, before consideration is given to a case study illustrating its application. The workshop will then explore techniques designed to maximise the quality of the data generated, including the role that the interviewer should play. The session will conclude with participants investigating how the life story interview - on its own or as part of a mixed methods approach - might be deployed in their own research work.

- Discover the life story interview as research tool & methodology
- Consider its interdisciplinary application
- Determine its characteristics

## THE COLLECTION & ANALYSIS OF QUALITATIVE DATA

Facilitator: Neil Raven

A1 - A2 - C2

For those using qualitative methods in their research, this interactive workshop considers the application of these methods to the research question, alongside the process of data collection and data analysis.

The workshop will consider the characteristics of qualitative data and its value to academic enquiry. A series of case studies will feature, providing participants with an opportunity to explore the most appropriate methods and research design to apply in each case. It will consider methods designed to ensure the generation of high quality data, exploring the various phases associated with data analysis, namely: transcription and data preparation; organisation and interpretation; plus the identification of themes and categories. Consideration will be given to expressing trends and tendencies, as well as recognising the concepts of saturation and triangulation. Participants can then apply their learning to an excerpt from an interview transcript.

- Consider the characteristics of qualitative data
- Realise the value of qualitative data to academic enquiry
- Learn methods to ensure quality of data collected and the phases associated with data analysis
- Apply your learning to the analysis of an excerpt from an interview transcript

## RESEARCH DATA MANAGEMENT PLANS

Facilitator: Charlotte Carter

A1 - A2 - B2 - C2

This session is designed for all staff wanting to develop their knowledge about Research Data Management Plans and both the internal and external factors that influence data management.

This session will provide an overview of the basic elements of a data management plan; including what is classified as research data and how this applies to all disciplines. It will focus on both the internal and external considerations required when thinking about how to manage research data.

- Learn the basic information needed when completing a RDMP
- Understand where to find support for completing a RDMP



## REAL WORLD RESEARCH: APPLYING RESEARCH METHODS TO CONTEMPORARY CHALLENGE

Facilitator: Neil Raven

A1 - A2 - A3 - B1

This workshop will present participants with an opportunity to test and apply their knowledge of research methods to a contemporary and very real issue, and one likely to be familiar to many. With this objective in mind, the session will begin with an introduction to the particular challenge - its history and character - as well as an exploration of why it requires attention and why it demands an improvement in our understanding. The scene having been set, participants will work in small groups to devise a suitable research design and identify an appropriate set of research methods capable of meeting this challenge. The session will then provide an opportunity for participants to assess and reflect on the 'solutions' they have devised. It will conclude with a consideration of the principles that underpin successful research practice.

- Consider how research methods are applied to a particular challenge
- Gain an appreciation of how to develop a research schedule
- Acquire an understanding of the principles that underpin this

## QUALITATIVE RESEARCH METHODS: THE ESSENTIAL SUPPORT WORKSHOP

Facilitator: Neil Raven

A1 - A2 - C2

There are a host of qualitative methods available to researchers, from interviews and focus groups to observation and questionnaires, amongst others. This highly supportive session is designed to complement these and help participants prepare for their next steps in the research process. It does so by providing an opportunity for those attending to further explore the particular research methods they are think of deploying, have decided upon, or are already starting to use.

The session will offer the chance for participants to identify and address any challenges, dilemmas or uncertainties they have in the selection of particular methods, as well as in the use of these methods in the field, and in the procedures and processes for the collection and storage of data. The interactive nature of this workshop also means that participants will have a chance to learn from others who are at a similar, or subsequent stage in their research. It is also designed with the aim of helping participants to develop strategies that will enable them to progress with their research and to maximise the potential of their chosen methods.

- Develop an appreciation of your planned research methods
- Explore the key challenges associated with deployment of qualitative methods
- Identify ways to address these research challenges
- Learn from peers at a similar stage in the process
- Consider ways to maximise the potential of your chosen research methods

**"FABULOUS SESSION – I FEEL PREPARED AND WELL EQUIPPED TO TACKLE THE LITERATURE REVIEW HEAD-ON!"**

– *Postgraduate Researcher,*  
STAFFORDSHIRE UNIVERSITY

### WHAT SHOULD A LITERATURE REVIEW DO?



Facilitator: Simon Watts, UEA A1 - A2 - A3

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.

### TIME MANAGEMENT, MOTIVATION & PRIORITISATION

Facilitator: Joanna Young A2 - B2 - B3 - C3

Time management and motivation is not about working more, it's about working smarter. This workshop is designed for researchers who are interested in developing their time management skills to optimise their working hours. With research activities, literature, publishing, tutoring, and writing to consider, it can be challenging for researchers to fit everything in. In this workshop, participants will be introduced to techniques to optimise their time and discuss working patterns with others. Participants will evaluate what they currently spend their time on, what they would like to prioritise, how to measure their progress and how to keep motivated by considering what works best for them.

- Understand how to apply these techniques to your own personal working style
- Consider your priorities & how to optimise time
- Create a time management strategy adaptable to your workload

### MAINTAINING MOMENTUM: TACTICS FOR KEEPING YOUR PHD ON TRACK

Facilitator: Neil Raven B1 - B2 - C2

The PhD represents a substantial commitment in terms of time and dedication. Whilst pursuing a doctorate is likely to prove a stimulating, engrossing and highly rewarding experience for those who decide to take this pathway, there may also be circumstances and situations when it becomes more challenging, and when the risks of losing momentum - perhaps even motivation - loom large.

This workshop is designed to help those encountering such challenges. Whilst complementing the introductory 'Getting off to a flying start with your PhD' workshop, this session is aimed at those who are now some months into their doctoral studies. As such, it will provide an opportunity for participants to take stock of their progress to date, share their experiences and the challenges they have encountered, and identify and devise tactics for overcoming these barriers to progression. Drawing on a range of sources, workshop participants will also have an opportunity to explore and assess examples of good practice from across the wider sector.

- Review your progress and reflect on your motivations for pursuing a doctorate
- Consider the challenges in maintaining your progress
- Identify ways to address these challenges, including locating sources of further advice and guidance
- Assess the range of sector-wide recommendations for overcoming barriers to PhD progress

### SURVIVING YOUR PHD!

Facilitator: Anne Rixom A1 - B1 - B2 - C2

This session is aimed at students at the beginning of their PhD, with a lighthearted and positive approach to build your confidence and increase your understanding of what lies ahead. The session will provide general pointers on how you might manage your academic study, the pitfalls you might face (and how to avoid them!) and offer ideas on how to develop time management strategies.

Key academic elements of PhD study will also be covered, including what to consider when conducting fieldwork, analysing data and structuring the chapters of your thesis. Discussion will also cover your relationship with your supervisors, how you might approach writing up, what you can expect in the Viva and how it links to the thesis. The aim is to keep discussion informal, and from the perspective of what you as a PhD student can expect and how you might approach the challenges successfully.

- Understand what to expect during your studies
- Develop general approaches to meet the challenges ahead
- Prepare for the academic requirements of your PhD
- Find guidance on how each element of your PhD will contribute your thesis and Viva

## ANALYSING QUALITATIVE DATA

Facilitator: Simon Watts, UEA

A1 - A2



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, generalising 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.



## A COMPARISON OF QUALITATIVE METHODS

Facilitator: Simon Watts, UEA

A1 - A2 - A3



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.

## QUALITATIVE INTERVIEWING

Facilitator: Simon Watts, UEA

A1 - A2 - A3



This session will consider three different types of interviewing (structured, semi-structured & 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.

## AN INTRODUCTION TO SCALE DEVELOPMENT

Facilitator: Kim Bartholomew, UEA

A1 - A2



This session will introduce students to the procedures used to develop reliable and valid scales, allowing them to accurately measure a variety of personal and social variables which would otherwise not be directly observable. Led by a tutor well-known for her scale development work in the context of self-determination theory - having designed and implemented both 'The Controlling Coach Behaviour Scale' (cited 166 times since 2010) and 'The Psychological Need Thwarting Scale' (cited 181 times since 2011) - the session will explore the scale development process from start to finish, beginning with item generation, and moving on to the piloting of items, through data collection, and concluding with a guide to various data analytic techniques, including exploratory and confirmatory factor analyses, as well as appropriate tests of reliability and validity.

## QUANTITATIVE RESEARCH: A BASIC GUIDE

Facilitator: Kim Bartholomew, UEA

A1 - A2



This session will provide a conceptual and methodological introduction to quantitative research. This is tailored to PGR students using quantitative methods and analyses for the first time, or those who feel in need of a 'friendly' and straightforward refresher session. Important quantitative concepts such as variables, hypotheses, probability, reliability, validity, and Type 1 and 2 errors will be defined with a tour taken through a range of statistical tests that can be used to examine both significant associations and significant differences 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 is for you.

## AN INTRODUCTION TO STRUCTURAL EQUATION MODELLING

Facilitator: Kim Bartholomew, UEA

A1 - A2



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.

## "AN ABSOLUTELY BRILLIANT SESSION THAT GETS YOU EQUIPPED FOR THE END OF THE JOURNEY"

– *Ugochukwu Ngozi Onyemekara,*  
*SCHOOL OF ARCHITECTURE & THE BUILT ENVIRONMENT*

### PREPARING FOR THE VIVA EXAMINATION

Facilitator: Anne Rixom A1 - B1 - B2 - C2

This session is aimed at students towards the end of their PhD, with a focus on the Viva, where you will be asked to defend your academic arguments and contribution to originality. The approach is discussed from the perspective of a student, considering what you can expect once you have submitted your thesis. It will discuss how you can prepare yourself for the final examination and make the academic shift from writing up to defending your thesis.

Alongside general planning, the session will cover all the academic stages of viva preparation, including key research regulations you need to know, the appointment and management of your examiners, how to prepare for potential questions, understanding what will happen during the Viva itself, and the role of examiners and the independent Viva Chair. The aim is to keep discussion informal, and from the perspective of what you as a PhD student can expect and how you might prepare yourself to achieve a successful Viva.

- Increase your understanding of what a Viva is, preparing both academically & generally
- Outline the academic criteria the examiners will use to judge the thesis and Viva
- Prepare for the Viva examination itself, engaging with chairs & examiners

### PREPARING FOR YOUR VIVA

Facilitator: Simon Watts, UEA  A1 - B2 - C2

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.

### COMPLETING YOUR PHD

Facilitator: Neil Raven A1 - A2 - A3 - B2

Aimed at final year PhD students, this session deals with the final phase of the process and explores strategies to help ensure successful completion.

By reviewing and evaluating work produced thus far, and locating remaining gaps, you will formulate a plan for completion. Attention will be given to strategies for good time management and the identification of effective working practices. This component of the workshop will draw to a close by exploring how to make the most of your supervisors in the final stage of the PhD, as well as considering sources of additional support. The session will then address the subject of editing your PhD. This will also include preparing for the viva and, in so doing, will draw upon advice offered by examiners. It will conclude by reflecting upon the range of skills and capabilities gained from the PhD process, and preparing for post-PhD life.

- Review what you have achieved and plan for submission
- Recognise what writing strategies and working practices best suit
- Gain insights into the editing process and make preparation for your viva
- Reflect on the transferable skills acquired from undertaking your PhD
- Consider your post-PhD plans

### THE MINDFUL THESIS

Facilitator: Rebecca Jackson A2 - A3 - B1 - B2

In this session, we discuss how important a healthy brain and calm mind are for an effective, engaging thesis. We evaluate and plan to use a number of mindfulness and stress-reduction tactics for researchers, and encourage researchers to re-frame "intellectual self-care" as a work task that directly contributes to the success of their PhD, as well as their ongoing researcher well-being. This workshop can be attended by any PhD researcher at any stage.



### BECOMING A REFLEXIVE RESEARCHER

Facilitator: College of Arts      A1 - A2 - A3 - B2

**Open to all PGR students, but booking priority will be given to College of Arts PGR students.**

To become reflexive researchers means to turn a critical, interrogatory gaze upon the assumptions underpinning our research projects, to evaluate their origins and impacts. It is to explore the rhetorics, perspectives and claims for authority that are core to our practice and which, to a large extent, take shape within the conventions of particular disciplines.

This session explores the connections between reflexivity, disciplinarity, interdisciplinarity, and how they shape the knowledge we produce and are transformed through the process of knowledge production. This session will ask you to explore the implications of the concept for your own research; and, secondly, to participate in a collaborative generation of suggestions for practical ways in which we can become more reflexive researchers.

### THE VIVA - A PARTICIPATORY MASTERCLASS

Facilitator: College of Arts      A1 - B1 - B2 - C2

**Open to all PGR students, but booking priority will be given to College of Arts PGR students.**

This session provides essential information, tips, and recent reactions – from the viewpoint of an external examiner, supervisor, plus two students who have undergone the experience recently. This participatory workshop, aimed at all PGR students who face a viva, will comprise:

- **Fear and Loathing in Lincoln?** Professor Jane Chapman will ask whether you should feel trepidation about, or welcome the help of the external? Jane will talk about expectations and reality from her experiences as both examiner and supervisor, and the learning points these personal thoughts may provoke (whilst preserving anonymity at all times).
- **Remembrance of Things Past?** Once it's over, is it best forgotten? Two Lincoln PhDs, in conversation, discuss their own memories and thoughts after the event.
- **Speakeasy Q and A ("I hope she'll be a speakeasy attendee - that's the best thing a girl can be in the world"- Gatsby)** Other gender/s also welcome, at this 'safe space' (another cliché) for you to pick up tips and voice concerns about the inevitable event to come.

### REFLECTIVE PRACTICES IN RESEARCH

Facilitator: John McKinnon      A1 - A2 - A3 - B2

Reflective practice is one research approach that can encourage the development of analytical skills and critical thinking. Generating new insights and understanding, it can offer a mechanism for capturing the decision-making process. Reflective writing can also represent a data source in itself. By introducing reflective practice and what it offers, this session considers the various methods used to facilitate such practice, including journal keeping and reflective discussion. It considers the components of a reflective cycle: from description to interpretation and critical analysis, to identifying points of learning and drawing up of a set of actions or responses.

Examples of how this process can be applied will be explored, with participants encouraged to draw upon their own study. The concept of reflexivity will also be considered, concluding with recommendations on effective reflective practice – encouraging participants to reflect upon the approach that best suits them.

- Gain an understanding of reflective practice
- Acquire an appreciation of what this approach can bring to the research process
- Explore methods of reflective practice
- Consider examples of how reflective practice can support research work
- Identify a method of reflective practice that suits

### WHY DO I NEED A P-VALUE?

Facilitator: Maths & Statistics Help A1 - A2

In this interactive workshop, we will look at a very simple dataset in SPSS and see how a t-test saves us from making a catastrophically bad decision. The main aim is a deeper understanding of what a t-test (or p-values in general) really tells you, but also to start to think about exploring data in SPSS, and have a go at running and interpreting a t-test and p-values.

### HOW TO START ANALYSING DATA IN SPSS

Facilitator: Maths & Statistics Help A1 - A2

In this interactive workshop, we will take a look at some real data from the General Social Survey, and build a set of steps for investigating that data. We will chiefly focus on different types of graphs and the p-values that can give those graphs credibility. It is highly recommended to attend "Why Do I Need a P-Value?" first, but this is designed to be a standalone workshop if you can't make it to that session.

### HOW TO GET MY OWN DATA INTO SPSS

Facilitator: Maths & Statistics Help A1 - A2

In this interactive workshop, you will get the opportunity to enter some data from the General Social Survey into SPSS. The data you will be entering has been selected to expose you to the full set of features in SPSS' "Variable View", so by the end you should have plenty of ideas of how to set up your own data in SPSS.

### GETTING STARTED IN R

Facilitator: Maths & Statistics Help A1 - A2

A hands-on beginner's introduction to the R environment. This session is perfect for researchers who don't know where to start. We hope you'll leave this workshop with the confidence to explore R further.

### PROGRAMMING IN MATLAB

Facilitator: Robin Kramer A1 - A2 - C2

Increasingly, a working knowledge of the MATLAB software package is becoming a requirement for postdoctoral and PhD positions in experimental psychology. MATLAB is an extremely flexible and powerful programming language that can be used for the designing and running of experiments, as well as data analysis. This workshop will cover the basics of programming in MATLAB: data handling and plotting, data analysis, functions, scripts, and loops. The course is aimed at postgraduates who would like to start using the software package, and no previous experience with MATLAB is necessary. The workshop will be run by Dr. Robin Kramer, who is a Mathworks certified MATLAB associate.

### QUALITATIVE DATA ANALYSIS WITH NVIVO

Facilitator: Tochukwu Onwuegbusi A1 - A2

Aimed at those conducting qualitative research, this session will examine the process of using NVivo software for analysing qualitative data including when to use such a software. Drawing on examples of research projects, the session will provide step by step guide for using NVivo including how to import data (e.g., interview transcripts) into the NVivo platform and add classifications to your project (i.e., demographic details of participants). Examples will follow the guidelines for thematic analysis (TA) and interpretative phenomenological analysis (IPA), which are part of popular techniques used in analysing qualitative data.

The session will also introduce participants to different approaches/processes of coding in NVivo, how to create memos (journals) to tell stories about your project, how to explore your data, how to run a text or word frequency query. Participants will complete practical exercises and gain practical experience analysing qualitative data in NVivo.

### RUNNING ANALYSIS IN JASP

Facilitator: Tochukwu Onwuegbusi A1 - A2

In many academic disciplines, there is a heavy reliance on p-value or what some refer to as "Null hypothesis Significance Testing (NHST)". Pervasiveness does not guarantee a best measure OR suggests it is a gold standard. Recently, there has been a growing call in both natural and social sciences for researchers to report alternative statistics to p-value, such as confidence intervals or Bayesian statistics. Critics argued that NHST does not allow researchers to state evidence for the alternate hypothesis, and, perhaps more importantly, it overstates the evidence against the null hypothesis.

This workshop will focus on how to use JASP statistical software, which is an open-source, cross platform, user-friendly graphical software package that allows users to carry out Bayesian hypothesis tests for standard statistical problems. It has in-built platforms for frequentist analyses (e.g., t-tests, correlation, regression, anovas) and Bayesian alternatives to these tests and provides annotated output for communicating your results. The interface is user friendly and allows for dynamic update of all results, thus giving you immediate feedback. The session will cover the following:

- Basics of Bayesian Statistics
- Guidelines for interpreting Bayes factor (alternate to p-value)
- Step-by-step guide for running statistical analysis using JASP software
- Datasets will be provided and participants will have opportunity to practice using JASP to analyse quantitative data.



# COMMUNICATION DEVELOPMENT

**NETWORKING**  
**COMMUNICATION METHODS**  
**COMMUNICATION MEDIA**  
**PUBLIC ENGAGEMENT**  
**IMPACT**

**SELF-CONFIDENCE**  
**PREPARATION**  
**PRIORITISATION**  
**PEOPLE MANAGEMENT**  
**PRESENTATION**

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## PITCH PERFECT: PUBLIC SPEAKING, NETWORKING & ENGAGING

Facilitator: Joanna Young      B2 - D1 - D2 - D3

Researchers are frequently under pressure to communicate their information verbally, whether it is an oral presentation, in a meeting, or an interaction at a conference. Performing well in a keynote presentation or impressing at a chance meeting is key to facilitating collaborations, building relationships with future employers and boosting your career. Public speaking and networking are key components to a successful career, both within academia and beyond.

This workshop will cover various situations that researchers are faced with regularly with regard to verbal interaction. We will cover oral presentations, how to get the most from your poster session at a conference, how to pitch your research, and how to network effectively. Participants will be introduced to various techniques that they can use and adapt to a variety of situations. Effective verbal delivery and engagement takes practice and this workshop will introduce participants to concepts and techniques that they can use to their advantage.

- Improve your oral/poster presentation skills
- Learn professional communication conduct transferable throughout your career
- Practice pitching your research
- Actively engage in good networking practice

## BUILD A RESEARCH WEBSITE IN UNDER 3 HOURS

Facilitator: Joanna Young      A3 - C2 - D2 - D3

A website of your own is a good way to make your research more visible, whether this is a website for you as an individual researcher or a site to showcase your whole research group. You can use your website to explain your research, list your publications, point out your collaborations, blog, link to social media and note your awards and achievements. The increased visibility that a website brings can be useful when job searching, attracting applications from prospective students and postdocs, and finding potential collaborators.

This workshop requires no coding skills or programming experience. Participants will be introduced to the principles of web design, usability and a few different platforms for building websites free of charge. The workshop will focus on the free Wordpress platform and participants will be taken through the website building process; by the end they will each have a functional research website that they can update and manage themselves.

- Gain transferable web development skills
- Increase your research visibility
- Organise & share your research work/contributions
- Develop a useful research platform when it comes to bid/job applications

**"A VERY USEFUL  
COURSE -  
ESPECIALLY FOR  
THOSE WHO  
AREN'T  
CONFIDENT  
PUBLIC  
SPEAKERS"**

*MEL TOMBS,  
SCHOOL OF LIFE  
SCIENCES*

## ACADEMIC POSTERS: DESIGNING, CREATING & PRESENTING

Facilitator: Joanna Young      A3 - D1 - D2 - D3

Communicating your research on a poster is an excellent way to engage your peers, attract attention to your work and network with senior colleagues. Effective poster presentations require researchers to consider several aspects such as design, data visualisation, image quality, key messages, concise written communication, public speaking and networking; it is therefore important to start planning your poster well in advance of the event.

This workshop is designed to introduce participants to effective poster design and networking strategy, it will also touch on some online tools and technologies that may be of helpful for poster presentations.

- Discover new avenues for creating/designing a poster
- Display your research in an engaging visual format
- Investigate presenting/discussing at a poster session event
- Use your poster to engage senior colleagues & expand your network



## GIVING A PAPER AT A CONFERENCE

Facilitator: Kevin Byron B1 - B3 - D2 - D3

While doing research, many PhD students will be in a position to write an academic paper for publication at a conference. While not compulsory, there are both immediate and longer term benefits for PhD students in doing so. Preparing and presenting a paper at a conference provides a unique opportunity to become more widely known in the research community, and for meeting other researchers working in the same field. It is also a great opportunity to practice communication and presentation skills, and this can help greatly when it comes to writing the thesis, and performing well in the Viva in the final year.

This workshop will first provide students with information on academic conferences, how they are organised, and the logistics in preparing and submitting a conference paper after it has undergone approval within the institution. Working in groups, and after some guided preparation, the attendees will each have a chance to present their research in the style of a conference presentation.

- Understand the key milestones in preparing a conference paper
- Structure a paper & design it as an effective presentation
- Learn how to mentally prepare for the presentation
- Identify different types of questions and how to address them
- Discover how to optimise being at the conference and its benefits when your presentation is over

## MANAGING YOUR SUPERVISOR

Facilitator: Kevin Byron B1 - B3 - C1 - D1

To maintain an effective working relationship with their supervisor, PhD students need to be aware of a number of factors that affect the dynamics of this relationship over time. Initially the student is dependent on the supervisor for acquiring the skills to transition from being a consumer of knowledge, as in their undergraduate studies, to someone who is creating new knowledge through their research. In the longer term the student acquires more autonomy in this respect, and is able to exert more influence in the relationship with a supervisor. To manage this changing relationship and its dynamics requires time and effort on both sides, though students can benefit greatly in the early stages by equipping themselves with listening skills, assertiveness (and when to apply it), and the science of influence and negotiation.

- Be familiar with the University guidelines for supervision
- Gain awareness of the factors that can affect supervisor-student relationships
- Equip yourself with an action plan they can apply to your own supervisions
- Be able to try simple assertiveness techniques

## INTRODUCTION TO PHOTOSHOP FOR RESEARCHERS

Facilitator: Jason Maddison A3 - D2 - D3

This session is intended for researchers who wish to gain a basic understanding of Photoshop in order to create effective graphic communications, such as posters, flyers and social media graphics, within the University's corporate branding guidelines. Focusing on both the theory and practical application of Photoshop, along with some key design principles. This session will be tailored to assist postgraduate students with conference poster presentations in particular.

- Be equipped to utilise a range of Photoshop tools
- Gain a basic understanding of design theory and aesthetic considerations
- Understand the basic concepts of the software
- Apply this understanding to aid requirements of research presentations

## POSTGRADUATE WELL-BEING INFORMATION SESSION

Facilitator: Student Wellbeing Centre B1 - B2

This is your opportunity to discover the Student Support services and communication platforms available for support, advice and guidance with any issues or challenges that you may have during your studies.



**P**ublic  
**E**ngagement for  
**A**ll with  
**R**esearch at  
**L**incoln



## PUBLIC ENGAGEMENT WITH RESEARCH TRAINING:

Facilitator: Sarah Harris, Public Engagement with All Researchers at Lincoln

D1 - D2 - D3

A new module of training sessions for carrying out effective public engagement with research has been developed by the University of Lincoln, grant-funded by UKRI. University of Lincoln staff and postgraduate students are welcome to register for the new Public Engagement with Research (PER) training module featuring four training episodes. Each Episode is comprised of online activities (**1 hour**) followed by a face-to-face session (**3 hours**).

Through these sessions you will develop your skills in engaging people in research, including coming up with ideas, planning, communication and evaluation, and discover a range of resources and tools you can use to help you do this.



## EPISODE 1: INTRODUCTION TO PUBLIC ENGAGEMENT WITH RESEARCH

This session will offer training on:

- Understanding what public engagement with research is, and why it matters to Universities, researchers and wider societies
- The life cycle of planning a public engagement with research activity, including identifying aims, audience, activity and logistics
- The importance of evaluating public engagement with research activity, and the basics of how you might go about evaluating your activity.

## EPISODE 2: AUDIENCES & PUBLICS

This session will offer training on:

- Defining different audiences and publics, and why you might engage with them.
- Identifying activities to reach different audiences.
- Understanding the principles of effective communication with different audiences.
- Selecting the target audience for your activity and research, along with the outcomes you would like to achieve for your audience and research.

## EPISODE 3: ACTIVITY PLANNING

This session will offer training on:

- Developing an idea for an engagement activity – including where to start with choosing your activity and where to find inspiration/support.
- How to plan an activity to engage a specific audience with your research.
- The logistics to consider then planning an activity – what's your budget? What about health and safety?

## EPISODE 4: EVALUATION

This session will offer training on:

- The importance of evaluation for public engagement with research.
- Different methods you could use for evaluating public engagement with research activity.
- Best practice in evaluating public engagement with research activity
- Planning realistic and achievable means of evaluating public engagement with research activity.



# WRITING & PUBLISHING



**LITERACY SKILLS**  
**ACADEMIC WRITING STYLES**  
**LITERATURE MANAGEMENT**  
**CRITICAL READING & WRITING**

**PUBLISHING SKILLS**  
**ACADEMIC PUBLISHING**  
**OPEN ACCESS**  
**REVIEWING**

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## READING & WRITING FOR ACADEMIC PURPOSES

Facilitator: John Sharp

A1 - A2 - A3 - D2

This workshop is aimed at researchers looking to increase their knowledge and skill-level in reading, deconstructing, analysing, synthesising and producing academic text for the purpose of thesis production. While those in their first and second years of study would gain the most, final year students writing up have also been known to attend and benefit.

The workshop requires a selection of pre-selected reading materials to be distributed to attendees and tasks to be completed at least 4 weeks ahead of the session. The materials and tasks form the basis of the day-long session itself with each activity unpacked in detail with the group. The nature of the materials and tasks selected would normally favour students from social science, arts and business backgrounds. Science students have also been known to participate and benefit. Main topics covered include:

- Theoretical and conceptual frameworks
- Exploring the strengths and weaknesses of individual reading and writing styles
- Critical and self-critical engagement with academic literature
- Constructing an argument
- The importance of giving and receiving feedback
- Types of literature review and what supervisors & examiners are looking for
- Reading and writing as an emotional, as well as cognitive exercise

## CRITICAL READING & WRITING FOR RESEARCH STUDENTS

Facilitator: Anne Rixom

A1 - A2 - A3

The ability to critically analyse academic papers and journals is fundamental for postgraduate researchers to understand what the literature is telling you about your research topic. You need to also be able to express your own arguments clearly and concisely, so good academic writing is a necessary skill to develop as you progress through your degree. This session will give general pointers on how you might approach the literature, offering tips and techniques on managing large amounts of complex information in a meaningful way. Discussion will cover how you interpret key arguments in papers or journals, how you annotate the main themes from your references, and then how you use this evidence to support your own writing. Guidance on structuring strong academic writing and referencing will also be covered, including writing abstracts, outlines and papers.

- Understand what the term 'criticality' means in academia, and why it is fundamental
- Discover how to manage your reading resources & references, using them effectively
- Develop clear and concise academic writing, using structure to support your argument

## WRITING EFFECTIVELY

Facilitator: Simon Watts, UEA

A2 - A3



This session will consider the basic elements of effective academic writing and how they can be combined to ensure the best chance of success. Issues covered will include preparation (targeted literature reviewing, taking a 'stance' as an author, and the creation of a preliminary draft), the task of writing (having clear aims, order and structure, signposting, guiding the reader, drafting), writing style (the achievement of clarity and simplicity) and the need for a clear, logical and straightforward conclusion or 'take-home' message. The session will also provide an opportunity to discuss writing issues specific to particular disciplines or students. This session represents over a decade of academic writing experience packed into two hours, so please come along and take advantage!

## ACADEMIC WRITING: GETTING FROM HERE TO THERE

Facilitator: Louis Kotze

A1 - A2 - B1

This interactive discussion will provide an opportunity for post-graduate students and early career academics to discuss some of the many challenges and opportunities associated with academic writing, research and publication. It aims to offer a safe space to complain, talk about concerns, and about ways to address these. The interactive dialogue will be facilitated by Prof. Louis Kotzé. Having the injuries to show for it, he draws on several years of experience in academic publishing.

## WRITING A LITERATURE REVIEW

Facilitator: Neil Raven

A1 - A3 - C2 - D2

The writing of a literature review can seem a daunting prospect. This workshop aims to overcome such fears. The session begins by exploring the concept and purpose of the literature review and where it fits into the PhD thesis. The key question of what makes a good review will also be addressed. Attention will then be given to the development of a research plan for undertaking a successful review. This will include a consideration of information sources and search strategies.

The second part of the workshop will explore approaches for effective note taking and referencing, with consideration also given to the critical analysis of secondary sources. The structuring of a literature review and the integration of material will also be examined. The workshop will conclude with a look at writing styles and strategies for overcoming the challenge of starting the writing process.

- Appreciate the role and purpose of the literature review within the PhD thesis
- Recognise what makes a good literature review
- Understand how to develop a research plan
- Understand how to critically analyse sources
- Gain insights into structuring a literature review
- Recognise appropriate writing styles and begin writing

## WRITING A GREAT CONFERENCE ABSTRACT

Facilitator: Neil Raven

A1 - A3 - C2 - D2

Whilst much academic writing, including the PhD itself, is associated with long pieces of work comprising many thousands of words, there is value in being able to complement this skill with more concise writing. This ability is required in preparing abstracts, providing a concise overview of a larger study. Whilst they often accompany articles, abstracts are increasingly used in the selection of conference and seminar papers. Consequently, there is much value in being able to master the skill of writing abstracts.

This workshop begins by identifying the characteristics that distinguish a conference abstract from one that would accompany an article, and the purposes it serves. It then considers the typical format and key components of a conference abstract, before exploring what makes a great abstract, and providing a range of tips for writing a successful conference abstract. In the final part of the workshop, focus will turn to supporting participants in planning and preparing their own abstract.

- Gain an understanding of the character and nature of a conference abstract
- Consider the format and key components of a conference abstract
- Appreciate what makes for a successful abstract
- Understand the writing process involved
- Plan an outline for your own conference abstract

## DOCTORAL SCHOOL WRITING RETREATS

Facilitator: The Doctoral School

A1 - A3 - B1

Training and developing your writing skills as a researcher is all well and good, but finding the time and space to write is often challenging. Taking place at Riseholme Hall, this retreat is designed to give researchers time away from campus to escape lab work, teaching and other PhD trappings, to focus solely on writing. Whether you use the time to prioritise writing a journal article, proposal, or even your thesis, our academics will help facilitate your productivity. This is your chance to not only develop your writing skills as a researcher, but also encourage motivational skills and 'retreating' techniques to allow yourself space to write. All we ask is that you bring along something in mind to work on, and be open to writing!

- Prioritise time and space to write within your PhD
- Become aware of writing obstacles and overcoming them
- Explore new writing strategies in a peer environment
- Get words on the page!

## ACADEMIC WRITING FOR THE THESIS OR DISSERTATION

Facilitator: Anne Rixom

A1 - A2 - A3

Aimed at students towards the end of their PhD, approaching the 'Writing Up' phase. Discussion will focus on how you can express yourself concisely and with clarity in your narrative,

and how you reflect your research in the thesis. Offering guidance on what constitutes strong academic writing, this will link specifically to your thesis, by offering approaches to take your reader through the logical narrative of your argument and how it is evidenced.

Discussion will also cover a typical thesis structure including chapters and how they link together into a single piece of work. Guidance will be given on strong academic writing and how it contributes to the thesis, so that your reader is clear on what you are trying to say. This will be linked to the criteria for Doctoral degrees which examiners use to assess your thesis. The session will also include the key research regulations you need to know, and how the thesis links ahead to the Viva.

- Understand the structure of a Thesis and its primary role in supporting your hypothesis
- Outline the examiners' academic criteria judging your research question, structure and logical narrative
- Learn strategies for 'Writing Up' and how to draft chapters in the most effective way
- Develop an approach to clear and concise academic writing to aid your argument

## WRITING & STRUCTURING AN EFFECTIVE THESIS



Facilitator: Simon Watts, UEA

A1 - A2 - A3

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 - 100,000 word document is very difficult indeed and this session is designed to help break the task into manageable chunks.

**'HUGELY HELPFUL TO FEEL CONTROL OVER THE THESIS'**

– UNIVERSITY OF WINCHESTER

## AN OVERVIEW OF ACADEMIC PUBLISHING

Facilitator: Hope Williard A1 - B3 - C1 - D2

Aimed at researchers deciding where to publish, this workshop is of interest to those who want to learn more about the current landscape of academic publishing. This session offers an overview of the current range of options for publishing academic work. Specific topics covered include: the journal environment and selecting a journal for your work; Open Access publication and Plan S; publication of monographs, including developments in OA options. Additionally, this session will consider publication formats for non-traditional publication. The publishing process is varied, and this session will adapt to the concerns of the participants.

- Consider the rapidly changing landscape of publishing
- Appreciate how to disseminate research work
- Expand your knowledge of Open Access considerations

## ACADEMIC PUBLISHING

Facilitator: Simon Watts, UEA  A1 - B3 - D2

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.

## NAVIGATING PEER-REVIEW: CHALLENGES, RESPONSES, PUBLISHING

Facilitator: Joanna Young A2 - B1 - C1 - D2

All researchers will encounter peer review during their career, both as an author of research papers, books, fellowship applications or grants, and as an expert who has been asked to review one of these documents. This workshop will introduce researchers to the peer review system, the process, the complexities, the responsibilities of the author and the reviewer, and how to get the most out of the experience. An awareness and knowledge of the peer review system is important so that researchers know what to expect when they submit their first research paper. Equally, understanding how to critically assess a research manuscript for quality, style, content, novelty and relevance gives researchers an insight into how cutting edge research is assessed and published. In this workshop, participants will be introduced to the academic publishing and peer review system through short presentations, discussions and peer review exercises. The workshop is suitable for PhD students and early career researchers who are writing a manuscript for publication or who are interested in finding out more about the peer review process.

- Understand the editorial processes of peer-review
- Get practical knowledge of what a review entails
- Assess and gain awareness of what reviewers look for
- Optimise your chances of peer-review success

## INTRODUCTION TO GETTING PUBLISHED

Facilitator: John Sharp A1 - B3 - D2

This interactive course adopts an autobiographical approach drawing on 25 years of publishing experience as well as the experiences of attendees. It will introduce attendees to the nature of publishing and its importance in academia. Often driven by personal and institutional drivers and predictors of success, this workshop will discuss the main purpose of publishing and why we do it from a career perspective. It will consider the process of getting publishing, looking at the ups and downs - as well as challenges and benefits - from a humorous and anecdotal perspective based on publishing experience at a variety of levels and in a variety of ways.

The art of writing for publication will be explored and put into practice, in order to improve writing success. More widely, the crucial choice of where to submit and publish will also be discussed. Getting published is a journey, and this workshop will treat it as such; focusing on journal output but also considering books and conference materials.

- Gain a better knowledge of academic publishing
- Build confidence in the publishing processes and writing for this environment
- Establish an identity as a publisher
- Improve your self-belief as a writer and self-efficacy in the process of getting published
- Develop your resilience

## PUBLISH OR PERISH: ACADEMIC PUBLISHING IN A NUTSHELL

Facilitator: Joanna Young A1 - C1 - D1 - D2

Publishing your work and sharing your findings is a key component of a successful research career. A significant time investment is required to successfully publish a paper and several skills are used during the process including collaborative writing, figure design, analysis and concise written communication. With 30,000 journals and various publishing models to consider, researchers need to be aware of which option will work best for them.

Academic publishing is currently undergoing a revolution and there have been several new developments in recent years, including the rise of open access journals, the requirement to share data, and new regulations. Participants will be introduced to the editorial process, various publishing models, open access publishing, legal considerations and how to navigate the process.

This workshop is designed to cover the key actions and issues behind publishing a research paper, including manuscript preparation, choosing the appropriate journal and peer review. In addition it will include an introduction to the controversial subject of metrics. The instructor's own publishing experience will be used to illustrate key points.

- Get a preliminary insight into academic publishing
- Understand editorial process
- Explore the steps of publishing your own paper

## SEARCH STRATEGIES FOR SYSTEMATIC REVIEWS

Facilitator: Subject Librarian A1 - D2

- On completion of this workshop you should be able to:
- Describe key features of the systematic review process
  - Identify appropriate databases, keywords and subject headings (e.g. MeSH)
  - Plan a search using the PICO or SPICE frameworks
  - Build an effective search strategy
  - Use search techniques including truncation, wildcards and proximity operators

## LITERATURE SEARCHING

Facilitator: Subject Librarian A1

- On completion of this workshop you should be able to:
- Find books and journal articles using the Library website
  - Create an effective search strategy
  - Know how to locate the full text of journal articles.

## FINDING LEGAL INFORMATION

Facilitator: Subject Librarian A1

- On completion of this workshop you should be able to:
- Identify primary and secondary sources of UK and EU law
  - Search legal databases & relevant authoritative websites
  - Evaluate legal information and check that it is up-to-date and relevant

## ACCESSING ARCHIVES

Facilitator: Subject Librarian A1 - A3

- On completion of this workshop you should be able to:
- Consider how archives might be useful to your research
  - Understand some of the practicalities of locating and using archives
  - Use online tools to find and explore an archive related to your project

## MICROSOFT WORD FOR LONG DOCUMENTS

Facilitator: Subject Librarian A1 - D2

This workshop will teach you tips and tricks to make the most out of Word for your dissertation or other long document. On completion of this workshop you should be able to:

- Structure a document into sections (abstract, methods section, chapters, etc.)
- Create and manage headers and footers, including page numbers
- Use footnotes or endnotes for referencing and create a bibliography
- Create and manage tables of contents and tables of figures
- Use outline view to manage your document

## INTRODUCTION TO ENDNOTE

Facilitator: Subject Librarian A1

- On completion of this workshop you should be able to:
- Understand how EndNote can help you manage your references
  - Export and manually add references
  - Import references from PDF
  - Organise and edit your references
  - Add citations and create a bibliography in a Word document
  - Edit your citations

## INTRODUCTION TO REFWORKS

Facilitator: Subject Librarian A1

- On completion of this workshop you should be able to:
- Understand how RefWorks helps manage your references
  - Export and manually add references to organise
  - Create a bibliography

## TOUR OF LINCOLN CATHEDRAL LIBRARY

Facilitator: Subject Librarian A1

There may be information within the cathedral library that could be used for your dissertation. Holdings are not confined to church history and the 10,000 rare book collection covers every subject imaginable, including homeopathy, philosophy, music, astronomy....

If you would like to see medieval manuscripts and rare books in a historic setting please book a place for a tour. **Places are limited, due to the small rooms, and there is unfortunately no disabled access.** The tour includes the medieval Wren Library of 1422 with original oak reading desks. There may be material within the libraries that would enrich your research, so please contact the Special Collections Librarian for assistance. The modern reference collection can be consulted freely but manuscripts and rare books require an academic reference from your tutor.



## HARVARD REFERENCING

Facilitator: Subject Librarian

A1 - D2

On completion of this workshop you should be able to:

- Recognise why you need to reference
- Understand when you need to give a reference
- Identify what information is included in a reference
- Create a reference list/bibliography following the University of Lincoln's Harvard style

## MHRA REFERENCING

Facilitator: Subject Librarian

A1 - D2

On completion of this workshop you should be able to:

- Describe a ranged of situations which require a reference and to explain the reasons and importance of referencing.
- Be conversant with the footnote and bibliography components of MHRA referencing.
- Identify a range of primary and secondary sources and reference them in the MHRA style.

## IEEE REFERENCING

Facilitator: Subject Librarian

A1 - D2

On completion of this workshop you should be able to:

- Recognise why you need to reference
- Understand when you need to give a reference
- Identify what information is included in a reference
- Create a reference list/bibliography following the University of Lincoln's IEEE style

## OSCOLA REFERENCING

Facilitator: Subject Librarian

A1 - D2

On completion of this workshop you should be able to:

- Recognise why you need to reference
- Understand when you need to give a reference
- Be able to identify the main sources of information
- Know how to insert and present footnotes in a Word document
- Understand the difference between a footnote reference and the list of sources at the end of your academic work
- Create a reference list/bibliography following the University of Lincoln's OSCOLA style

## APA REFERENCING

Facilitator: Subject Librarian

A1 - D2

On completion of this workshop you should be able to:

- Recognise why you need to reference
- Understand when you need to give a reference
- Identify what information is included in a reference
- Create a reference list/bibliography following the University of Lincoln's APA style

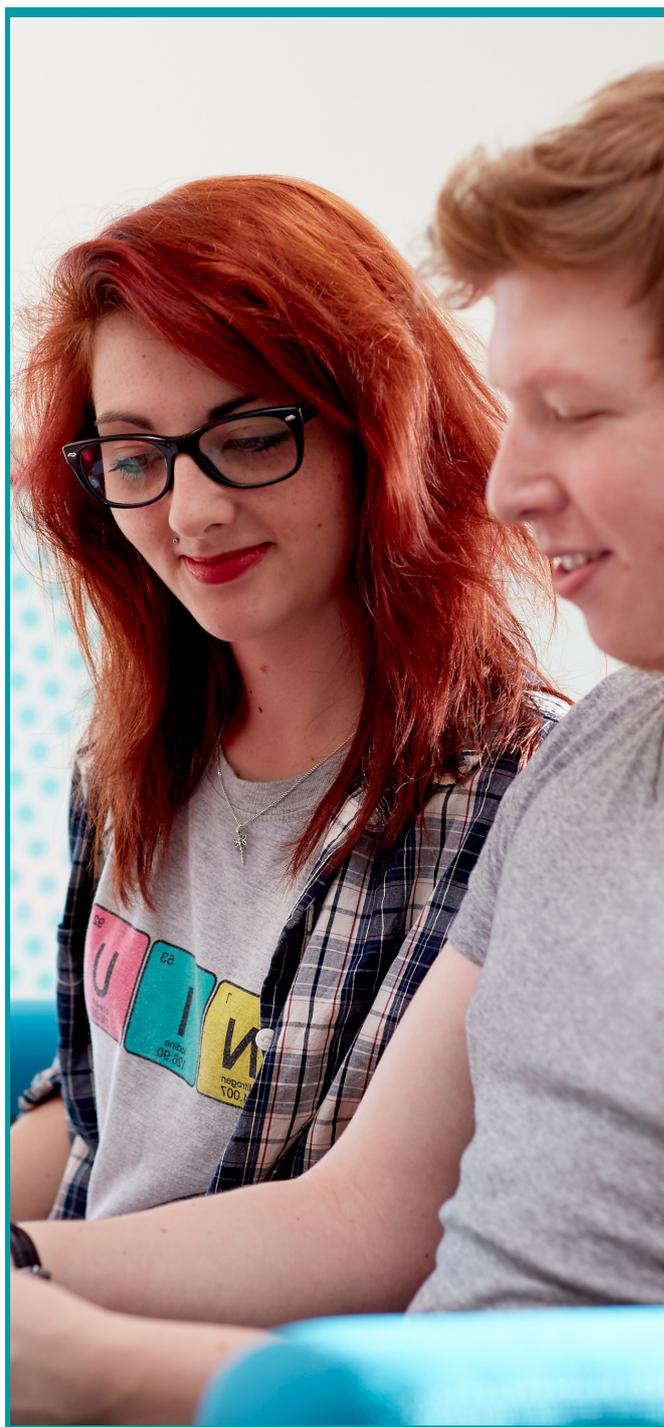
## VANCOUVER REFERENCING

Facilitator: Subject Librarian

A1 - D2

On completion of this workshop you should be able to:

- Recognise why you need to reference
- Understand when you need to give a reference
- Identify what information is included in a reference
- Create a reference list/bibliography following the University of Lincoln's Vancouver style





UNIVERSITY OF  
LINCOLN

English  
Language  
Centre

## ENGLISH LANGUAGE WORKSHOPS FOR INTERNATIONAL STUDENTS

Facilitator: English Language Centre

The English Language Centre know that for many students this may be your first time living away from home. Studying in another country is a challenging experience but we are confident that your time in the UK will be exciting and rewarding.

The English Language Centre are a friendly and welcoming team who can help you to adjust to your life in the UK and studying in Lincoln. Their tutors all have experience working with international students in Higher Education and will provide guidance and support which will help you to be successful in your chosen area of research. Explore their tailored postgraduate workshops below:



### INTRODUCTION TO WRITING A PHD IN ENGLISH

Facilitator: Gosia Drewniok      A1 - A3 - B1

In this introductory session, you will learn what it means to write a PhD in English. It will include useful vocabulary and practical tips. You will also have a chance to ask any questions you might have.

### WRITING ABOUT METHODS

Facilitator: Gosia Drewniok      A1 - C2 - D2

This session will focus on writing the methodology chapter. We will look at the language used to present and discuss your chosen methods, including useful vocabulary and grammar. Extracts from real-life PhD methodologies will be used. You will also be able to ask questions and bring your own work.

### WRITING DISCUSSIONS & CONCLUSIONS

Facilitator: Gosia Drewniok      A1 - A2 - B1 - D2

This session will focus on the Discussions and Conclusion chapters. We will look at useful vocabulary and grammar to express your analysis and conclusions. We will also consider how to refer to previous chapters. Extracts from real-life theses will be used as examples. You will be able to ask questions about your own work.

### WRITING LITERATURE REVIEWS

Facilitator: Gosia Drewniok      A1 - A2 - A3 - D1

In this session we will look at how literature reviews are written in English. This will include useful vocabulary, reporting verbs, and other phrases. We will look at extracts from real-life doctoral literature reviews, and discuss what you need to do in yours. You will have a chance to ask questions and bring your own work.

### WRITING RESULTS & FINDINGS

Facilitator: Gosia Drewniok      A1 - A2 - B2

In this session we will focus on the Results / Findings chapter of the thesis. We will look at the best ways of representing your findings and how to refer to them in your writing. You will learn useful vocabulary and grammar, and analyse extracts from real-life thesis chapters. You will be able to ask questions and bring your own work.

### WRITING CONFERENCE PRESENTATIONS & PAPERS

Facilitator: Gosia Drewniok      A2 - A3 - B3 - D3

In this workshop you will learn how to write conference papers and what language to use to make your work accessible to a wider audience. Useful vocabulary and practical tips will be given. You will be expected to bring your notes or drafts of your own conference papers to this session.



# CAREER DEVELOPMENT

**SELF-CONFIDENCE**  
**RESPONSIBILITY**  
**PREPARATION & PRIORITISATION**  
**INFLUENCE & LEADERSHIP**  
**IMPACT & IP**

**TEAM WORKING**  
**FINANCIAL MANAGEMENT**  
**HEALTH & SAFETY**  
**EQUALITY & DIVERSITY**  
**ETHICS & INTEGRITY**

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## ATTRACTING YOUR OWN RESEARCH FUNDING: WRITING & APPLYING FOR FELLOWSHIPS

Facilitator: Joanna Young

B3 - C3

A career in research is exciting, varied and gives you the opportunity to be at the cutting edge of discovery in your chosen field, but it is a highly competitive environment and researchers from all over the world aspire to reach the top of their profession. If you are aiming for a career in academic research, it is crucial to publish regularly, be independent, and attract your own funding. You can start to do this early in your research career: if you are awarded a postdoctoral fellowship, not only will you stand out from the crowd, but you will demonstrate that you can propose innovative projects that attract research funding – this is a key requirement for a successful academic career.

How do you go about the process of applying for your own postdoctoral research fellowship? There is more to it than filling in an application form: you will have to propose and design an innovative project, identify a senior researcher to advise you and approach them about being involved in your project, convince the application reviewers that you are the right person, name referees and more. To be successful requires planning and preparation and you will need to use your network and be proactive. In this workshop, you will find out what steps you should take, time frames, what a fellowship involves, international options, how to apply, the different types of fellowships available and how to use your connections to your advantage.

- Understand the process of applying for research funding
- Fully investigate the funding avenues available for you
- Gain context for the need to attract funding

## INTRODUCTION TO INTELLECTUAL PROPERTY RIGHTS

Facilitator: Prospect IP

C1 - C2

What is the role of intellectual property (IP) rights? What IP rights are required to disseminate, protect and exploit university research? This session will take an interactive and engaging look at the role of IP and its importance in the area of university research. It will introduce PGRs to the five main types of IP and explain their uses and benefits. The IP rights covered will include copyrights, confidentiality, patents, trademarks and designs. It will provide practical hands-on advice, relevant examples and useful case studies to enable attendees to put IP in the context of the outcomes of their research activities.

- More readily identify IP rights in research outcomes
- Better use IP rights to support your research goals
- Understand the important role of IP rights in managing collaborations with partners
- Gain an awareness of the practice of registering/securing IP rights
- Recognise/avoid actions that weaken or prevent IP rights being secured

**"IT WAS REALLY USEFUL TO LEARN ABOUT THE PROCESS AND START THINKING ABOUT IT!"**

*– Rebecca Park,  
SCHOOL OF PSYCHOLOGY*

## PREPARING IMPACTFUL RESEARCH PROPOSALS & GRANT APPLICATIONS

Facilitator: Simon Watts, UEA

B2 - B3 - C3

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.

## ON THE JOB: SECURING A FIRST ACADEMIC POST

Facilitator: Simon Watts, UEA

A2 - B3 - D2

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 PGRs 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 an obtainable 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 big step in the right direction.

## INTRODUCTION TO ETHICS & INTEGRITY FOR RESEARCHERS

Facilitator: Sam Lewis

C1 - C2

*This session is compulsory for all enrolled PGR students.*

This session will introduce research ethics, integrity and misconduct – along with the associated university policies – to PGRs at a level appropriate to their research. This will include an insight into the ethics application and approval process at the University of Lincoln.

## INCLUSIVE RESEARCH ENVIRONMENTS: A PGR GUIDE TO EQUALITY, DIVERSITY AND INCLUSION

Facilitator: Eleanor Glanville Centre

C1 - D1

*This session is compulsory for all enrolled PGR students.*

Aimed at those starting postgraduate study, this workshop will introduce key concepts around equality, diversity and inclusion (EDI), and the importance of fully inclusive research environments both to society and to the future of the UK economy. The workshop will specifically raise awareness of gender (and other)-related issues and provide the training to mitigate the issues widely held responsible for imbalances in career pipelines, and will develop a keen understanding of how a gender dimension can enhance excellence and impact in research (e.g. taking into account both equal participation in research teams, and integrating gender dimension in research and innovation content). Although many research programmes will not have an explicit gender dimension, it is recognised that gender (and other) issues may influence the forms of networks and collaborations that grow throughout the students' studies. The workshop will raise awareness of these biases and mitigation strategies will be explored. The workshop is fully interactive, and will provide ample opportunity for open discussion

## DATA PROTECTION & GDPR FOR RESEARCHERS

Facilitator: Anne Jolly

B3 - C1 - C2

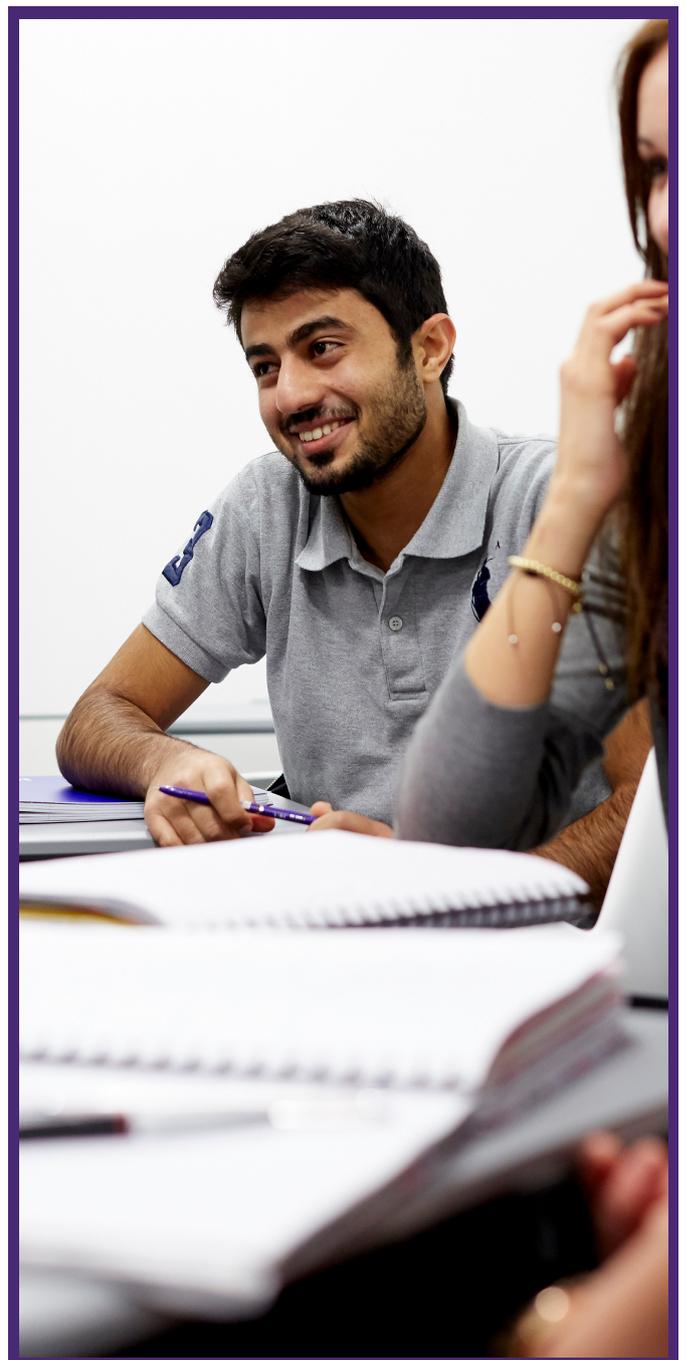
There are many considerations when planning a research project. What do you have to do before you start collecting personal data? What information do you have to provide to the participants? What responsibilities do you have using personal data? Can you reuse the data or do you have to destroy it? This workshop will reference key data protection concepts to help you address these considerations. This will include investigation of the GDPR data processing principles, Data Protection by Design and Default, data protection impact assessments, privacy notices, the legal basis and record for processing. Additionally, activity information sharing records, plus management and retention of data will be explored, including an understanding of ethics in relation to qualitative & focus group research.

## AN INTRODUCTION TO IMPACT FOR RESEARCHERS

Facilitator: Julie Bailey

B3 - C1 - C2

With REF and the competitive funding environment, impact forms an important part of the research landscape. However it can be a challenge to work out how to connect your research to changes, benefits and influence in the 'real world'. This session is designed to help you understand what impact is, who may benefit from your research, how you can generate and capture impact and how you can meaningfully connect impact with own your research.





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## TEACHER TRAINING FOR DOCTORAL STUDENTS

Facilitator: Various

B3 - C1 - D2 - D3

These workshops are designed for students who teach to help develop crucial pedagogical skills and practices that aid every aspect of teaching - whether as a Graduate Teaching Assistant or part-time lecturer. Sessions are available to both those new to teaching, and experienced educators alike.



## PREPARING & DELIVERING SEMINARS

Facilitator: Simon Watts, UEA



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!

## ASSESSMENT, FEEDBACK, & MODULE DESIGN

Facilitator: Simon Watts, UEA



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 written 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.

## PREPARING & DELIVERING LECTURES

Facilitator: Simon Watts, UEA



It has become commonplace for the lecture to be derided as an outmoded and inefficient vehicle for teaching and 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.

## GRADUATE TEACHER EDUCATION PROGRAMME (GTEP)

Facilitator: The Doctoral School

The aim of the Graduate Teacher Education Programme is to provide postgraduates who teach with the knowledge and skills needed to perform effectively in their roles. A two-day workshop including sessions from internal staff and external facilitators to get you up to speed and provide training on your teaching responsibilities as a postgraduate research student who teaches:

- Plan effectively for active learning in large and small group teaching
- Confidently deal with challenging situations in the classroom
- Participate in the assessment of students and provide constructive feedback
- Make appropriate use of inclusive learning resources and virtual learning environments
- Find the requirements for making an application for Associate Fellowship of the HEA



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# RESEARCH EVENTS



## RESEARCH EVENTS & ACTIVITIES

In addition to the suite of workshops we provide within our Researcher Development Programme, the Doctoral School also coordinate and promote a number of research activities to continue your development. These include, but are not limited to:

- Research Conferences
- Communication Events
- Public Engagement Activities
- Networking Opportunities
- Social Events
- Competitions

### POSTGRADUATE RESEARCH SHOWCASE 2020

Wednesday 26th February 2020,  
Hilton Double Tree, Lincoln

The annual **Postgraduate Research Showcase** brings together and recognises the excellence of Lincoln's postgraduate research. The day consists of a scheduled programme of key speakers, postgraduate presentations, and a poster showcase. With plenty of opportunity allowed for participants and delegates to network and discuss their research. Lincoln students and staff, as well as the general public, are warmly invited to come along, meet our new generation of researchers and consequently discover dynamic, engaging presentations of fascinating postgraduate research projects and their impact.

For postgraduate researchers, this is the perfect opportunity to:

- hone your presentation and public engagement skills
- showcase your research and share good practice
- explore new connections with the wider research community
- potentially win prizes

#### Get Involved:

We are seeking entries from research students of all disciplines in both presentation and poster format, to showcase your research and share your passion with a wider audience. You should provide the audience with a clear idea of what your research is about, what you have discovered and the impact of your research. All postgraduate research students are eligible to submit a presentation or poster. You must be currently registered for a research degree (PhD, Masters by Research, MPhil, EngD, EdD, professional doctorate) at the University of Lincoln on the date of the Showcase.

### EAST MIDLANDS DOCTORAL NETWORK CONFERENCE 2020

September 2020

The East Midlands Doctoral Network (EMDoc) consists of nine universities in the East Midlands region. Together united in a mission to share best practice, resources and insights into postgraduate research, as well as providing opportunities for collaboration and networking amongst the organisations' students.

Every year EMDoc provides the opportunity for students from all organisations to participate and attend their conference. The conference is a real highlight of the academic year, and an important opportunity for research students from across the region to meet each other, share ideas, and celebrate the quality of their research. Regional partnerships are very important to you as a researcher, and there are many collaborations to harness between the universities represented at this conference.

**"THIS CONFERENCE WAS AWESOME! IT WAS WELL ORGANISED AND I LEFT FEELING INSPIRED"**

*– Postgraduate Researcher,  
PGR SHOWCASE 2019*



**"IT WAS AN AMAZING OPPORTUNITY I FEEL ENERGISED & INSPIRED! I WOULD HIGHLY ENCOURAGE OTHER RESEARCHERS TO APPLY FOR FUTURE OPPORTUNITIES"**

*– Lilian Korir,  
LINCOLN INTERNATIONAL  
BUSINESS SCHOOL*



## IMAGES OF RESEARCH

Exhibition: June 2020

The **Images of Research** competition showcases the groundbreaking research being undertaken by our postgraduate researchers at the University of Lincoln. Participants are asked to submit a unique image, along with an abstract of 150 words describing to a non-specialist audience how the image reflects their research. All entries are displayed in our curated exhibition. Any staff member or student who is conducting research at the University of Lincoln can participate. Applications will be accepted from March 2020. This is the perfect informal opportunity for researchers to:

- Disseminate research in a fun, visual format
- Engage colleagues and the general public with their work
- Develop their skills in communicating research through new platforms
- Display work in the University's own Images of Research summer exhibition
- Win an £100 Amazon voucher

## CUMBERLAND LODGE: BEYOND THE PHD CONFERENCE

August 2020

Cumberland Lodge is an educational charity tackling social divisions by promoting creative thinking and inclusive dialogue. Their annual '**Life Beyond the PhD**' conference is a unique celebration of the postgraduate research culture in the UK. The conference invites PhD students and early career researchers to share their experiences, take part in training, and explore the value of doctoral research in an inclusive and supportive environment. The event also offers opportunities to share research and aspirations, to explore collaborative and interdisciplinary ways of working, and to present to a diverse, non expert audience. The event demonstrates that PhDs have a value both inside and outside academia.

The varied programme includes sessions on:

- Presentation and writing skills
- Public engagement
- Self-leadership for researchers
- Interdisciplinary research proposals
- Mental health for doctoral students
- Sharing research with a nonspecialist audience

Each year, the Doctoral School offers researchers the chance to apply for funding to attend the Cumberland Lodge conference. Look out for more information later in the year.

## THREE MINUTE THESIS COMPETITION 2020

Applications open from October 2019

**Three Minute Thesis** is a national competition that challenges doctoral candidates to present a compelling spoken presentation on their research topic and its significance in just three minutes.

The competition provides researchers with an opportunity to:

- Come together with other students to talk about their research
- Represent the University at the UK Semi-Final
- Refine oral communication & presentation skills
- Partake in an competition recognised worldwide
- Win a £100 Amazon voucher

Researchers at the University of Lincoln can apply for the university's final, which will take place at the **PGR Showcase 2020**. The voted winner of this competition will then be entered into the National Competition and have the chance to present at both the Vitae and East Midlands Doctoral Network conferences.

## RESEARCH GARDEN

24th & 25th June 2020, Lincolnshire Show

The Doctoral School's **Research Garden** is a unique public engagement event designed to disseminate and showcase the high quality postgraduate research currently being conducted at the University of Lincoln. Taking place at the annual Lincolnshire Show across two days, this event is the perfect opportunity to engage the general public in your research work. The Lincolnshire Show is a celebration of all things Lincolnshire, with an eclectic mix of entertainment, food, shopping, music, education and horticulture - with over 60,000 visitors each year.

The show is host to all manner of interested parties relevant to research: stakeholders, local businesses, schoolchildren, and the general public. In this vein, researchers who take part are asked to design and deliver fun, interactive activities related to their area of research study. The **Research Garden** is the perfect venue for researchers to:

- Disseminate and raise awareness of their work
- Conduct data collection through specific interactive activities (quizzes, games, challenges)
- Experience the Lincolnshire Show first-hand with travel and ticket expenses paid
- Plant the seed for attendees to become the blooming researchers of the future!

"A GREAT OPPORTUNITY TO EXAMINE PUBLIC INTEREST IN MY RESEARCH"

– Annie Xu,  
SCHOOL OF FINE &  
PERFORMING ARTS



## RESEARCH GROUPS

The Doctoral School also supports postgraduate-led **research groups**, providing students with the opportunity to discuss research, engage in current areas of academic interest and gain a fresh perspective on their work from group members.

Funding is available from both the Doctoral School and the Student's Union for those interested in setting up academic research groups. Alternatively, students can join one of the existing postgraduate research groups:

### APPLIED ANIMAL BEHAVIOUR

Contact [doctoralschool@lincoln.ac.uk](mailto:doctoralschool@lincoln.ac.uk) to join

**Applied Animal Behaviour** (AAB) consists of a collection of Postgraduate Research students from a range of disciplines including: veterinary science, animal cognition, comparative psychology, forensic psychology and applied/clinical animal behaviour. This research group meets monthly to discuss and review research publications, plus examine ongoing developments in the field of Applied Animal Behaviour. The group covers topics such as behavioural and welfare problems, human-animal interactions, and veterinary behavioural medicine.

### LINCS RESEARCH GROUP

Contact [rmichelv@lincoln.ac.uk](mailto:rmichelv@lincoln.ac.uk) to find out more



LINCS  
Research Group

The main purpose of **LINCS Research Group** is to serve as a new platform for networking, development of research skills and cross-disciplinary research exchange. This will be achieved by organising workshops and activities around topics that are of interest to all postgraduate researchers. Ultimately, we hope that LINCS Research Group will serve as a space where PGR students can network and showcase their research projects and receive feedback from peers. We want to invite you to get involved and become a member of this group. If you are interested in becoming a member and would like to receive information about our upcoming activities and events, please email [rmichelv@lincoln.ac.uk](mailto:rmichelv@lincoln.ac.uk).

### CONTACT US:

For more information on anything detailed in this programme, please contact us:

✉ [doctoralschool@lincoln.ac.uk](mailto:doctoralschool@lincoln.ac.uk)

🐦 [@UoLDocSchool](https://twitter.com/UoLDocSchool)



# UNIVERSITY OF LINCOLN

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THE DOCTORAL SCHOOL