# Research Education and Development

Graduate Research School

## A/Prof Tapan Rai
Director

A/Prof Tapan Rai coordinates General Researcher Development progams and runs Quantitative Research Methods courses.

## Dr Lien Pham
Senior Lecturer

Dr Lien Pham convenes the Qualitative Research Methods courses. She is also the coordinator of Women HDR@UTS and A positive start for International HDR students program.

## Dr Terry Royce
Senior Lecturer

Dr Terry Royce is the course coordinator of Research Literacies.

Team

Facilitates the development of ancillary skills that are required for a successful research career.

Focuses on the communicational needs of students in terms of the ways they need to develop and organise their research argument via written, spoken, and visual modalities.

Provides students with fundamental knowledge and some practical skills in designing and conducting qualitative research through a series of courses.

Facilitates statistical planning in the design and conduct of quantitative research study.

A series of workshops and seminars to support international higher degree by research students in their first six months at UTS.

Women HDR students at UTS

A series of workshops and networking forums to support women HDR students in managing their research and career planning.

Programs

"*An increasing focus on applied research, a shrinking pool of government funding and a growing need to work effectively in multidisciplinary teams means that today's researchers need skills beyond academic expertise.*"

T Rai

# Navigating the researcher journey

**Program Coordinator**
A/Prof Tapan Rai

This program consists of a series of face-to-face seminars and online learning resources that are available on the UTS Online subject "Useful Resources & Information for HDR Students".

Some of the workshops in this program include

- HDR Induction
- Managing Your Supervisor (Online)
- Time Management for Research Students (Online)
- Managing your Research Project
- Finding Funding and Writing Effective Proposals
- Data Management and Research Ethics
- Planning a Quantitative Research Project
- Preparing for Stage One Submission
- Introduction to Intellectual Property Law
- Finalising and Submitting your Thesis
- Writing and Publishing
- HDR Career Conference (Spring 2020 only)
- Resilience Building for HDR Students (Spring 2020 only)

### HDR Induction

This workshop provides an overview of the UTS Graduate Research Education Framework and UTS services that support HDR students during their candidature. Some of the topics covered include:

- Expectations, Progress Reports, Assessments and their relationship to the research lifecycle.

- The Graduate Research Study Plan and how it is intended to guide students through their research journey.

- An overview of workshops provided by GRS to help develop HDR students as researchers.

- An introduction to various services that support HDR students (e.g. UTS Library, Postgraduate Career Services etc.)

Suitable for first year students.

### Data Management and Research Ethics

Research Ethics - This session will help you navigate the research ethics application process at UTS. Find out about UTS's policies and guidelines, and how to complete our new online risk assessment in ResearchMaster. Plus tips and tricks to get your ethics application approved quickly.

Data Management - Manage your research data with ease using our insider tips, tricks and practical advice! You will learn how to get started with standard data management software such as Stash, Cloudstor and eNotebooks. We will also explain University data management policy, and highlight how some of this stuff can actually make your life a bit easier.

Suitable for first year students.

### Managing your Research Project

In this workshop the project management knowledge areas will be explored with an emphasis on the research project lifecycle. A practice project will be developed, providing participants with the experience of developing a project management plan which will assist participants with their research project planning.

Suitable for first year students.

### Planning a Quantitative Research Project (Quant)

This workshop emphasizes the importance of developing a statistical analysis plan for a research project and its relationship to the determination of sample size for their project. Students will be encouraged to consider their own research questions, consider how they will address these, guided through the theoretical and practical aspects of determining sample size based on their data and analysis plans.

Suitable for first, second and third year students.

### Finding Funding and Writing Effective Funding Proposals

This session provides and overview of internal and external research funding opportunities available to HDR students. It will help you determine how to find funding opportunities and how to write effective funding proposals, using the example of the VCs conference fund. The session includes a hands-on writing exercise in which students will draft parts of a

Suitable for first year students.

### Preparing for Stage One

As you approach the end of each stage in the UTS Doctoral Study Framework DSF, you will be required to undertake a formal assessment to determine whether you can progress to the next stage.

Each faculty will have its own format of assessment at each of the stages, but you should expect to submit some written work as well as give an oral presentation of your work to date.

Oral and written aspects covered:

- Criteria for assessment.
- What you need to provide.
- How you should provide it.
- Preparation strategies.

The session also provides the opportunity to discuss with others your research project, and to do some planning according to the

Suitable for first year students.

**Introduction to Intellectual Property Law: Understanding your rights and responsibilities**

This session will provide an overview of the different forms of intellectual property, helping you to identify your rights and responsibilities in relation to the creation and use of intellectual property, both as an HDR student and in your broader research career.

Suitable for first, second and third year students.

**Finalising and Submitting your Thesis**

This workshop covers the 'nuts and bolts' of dissertation submission.

It starts with a presentation by the responsible Graduate Research School (GRS) staff on the official procedures to be aware of. They will provide the guidelines, tips and more. The session will also focus on what examiners assume in terms of editing, tightening up the writing, formatting and abstracts.

Accordingly, the following three important areas will be covered via the GRS staff presentation, instructor/student discussions, and in-class exercises to apply the most important principles:

1. The Graduate Research School : What's the Official Line?
2. Preparing your final draft (1) : key questions to consider
3. Preparing your final draft (2) : proofing & editing

Suitable for third year students.

**Writing and Publishing**

This workshop will help you understand the world of scholarly publishing from various different perspectives and help you create a solid publishing plan for your research outputs. With examples and tips drawn from experience, the workshop is an invaluable source of information and advice, and is recommended for all HDR students, irrespective of their stage of candidature.

Suitable for all HDR students.

"
*The purpose of education is to challenge the status quo, not to maintain it".*

J Dewey

# Research Literacies

The Research Literacies program at GRS takes a 'text' view of research communication which focuses on understandings about whole text organisation and construction across disciplines that has been gained from decades of work in theoretical and applied discourse analysis, text linguistics, genre analysis across disciplines, rhetorical analysis, and multimodal discourse analysis.

These understandings are used to assist HDR students to organise their writing to produce extended, coherent texts which satisfy either question-based, or project based, or creative work-based research/ doctoral output in their particular discipline(s).

The Research Literacies program therefore focusses on areas such as overall dissertation structure, chapter organisation, reading research and organising ideas for literature reviews, organising the writing for literature reviews, writing abstracts, coherent argumentation, logical presentation, writing introductions and conclusion/discussion sections, organizing and writing an exegesis, rhetorical organisation, and presenting on research in formal spoken settings.

**Program Coordinator**
Dr. Terry Royce

## Reading for your Literature Review

### Getting Started and
### What to Look for

This practice-oriented workshop focuses on important aspects of the initial stages of reading and writing about your research area. The workshop covers the basics for HDR students who have just started, so the workshop will deal with:

- The characteristics of written research.
- Reading strategies for published research.
- Reading for a purpose: what to focus on.
- In-text citation and stylistic choices.
- Principles of reading and writing research.

Suitable for first years students.

To bring: five research readings (hard/ soft copies) from your reference list so far.

### Mapping and Organising
### your Research

This practice-oriented workshop focuses on some sample methodologies for your information-focussed, analytical, and relational research reading. The methods (descriptive questioning; annotated bibliography; using notecards etc.) are introduced.

Suitable for first years students.

To bring: five research readings (hard/ soft copies) from your reference list so far.

## Conceptualising your Critique of the Literature

This practice-oriented workshop focuses on how to make sense of and critique all the reading you have been doing for your Literature Review, and introduces a methodology centred on the Concept Matrix. It also examines the role, possible structuring, and placement of the Literature Review as a critique of the literature on your research area.

Suitable for first years students.

- Ten research readings (hard/soft copies) from your reference list.
- Your reference list.
- A list of twenty important key terms or words that are relevant to your research area.

## Arguing your Case: Different types of Literature Reviews

This practice-oriented workshop focuses on four types of literature reviews found in the research literature across disciplines. It focuses on the ways that they argue their cases (rhetorical staging), and provides insights into the literature review for one's own research question, as well as for a separate, discrete publication.

Suitable for first years students.

To bring: examples of published literature reviews that you may have in your discipline area.

## Communicating with Impact

### Preparing your Oral Research Presentation

As you approach the end of each stage in the UTS Doctoral Study Framework (DSF), you will be required to undertake a formal assessment to determine whether you can progress to the next stage. Each faculty will have its own format of assessment at each of the stages, but most expect you to give an oral presentation framing your research project and plans. As you progress you may also wish to present your research at academic meetings, conferences, and within other various governmental/non-governmental organisations.

This practice-oriented workshop covers the basic principles involved in planning and making oral research presentations for academic and other audiences. It will also assist with preparation for a conference presentation or the three minute thesis (3MT) and deal with issues of effective planning, presentation software and more.

The session covers the following aspects concerning oral research presentations:
- Common types of presentations – research seminars, conferences.
- Preparing the presentation.
- How to communicate with impact.
- Practice presentation principles in small groups.

Suitable for first, second and third year students.

**During this workshop you will deliver a 8-10 minute talk on your research in small groups.**

Your talk should cover and be organised according to the following structure and focus questions:

**Introduction**
- Why and where your study is being done?
  *Context.*
- What is its exact purpose?
  *The question.*
- Why does it matter?
  *What gap does it address/signifiance?*

**Body**
- What materials and methods will be used?
  *Methodologies, or how do you answer the question.*
- What will your study be expected to find?
  *Results or the answers you expect.*

**Conclusion**
- What will the expected results of your study mean?
  *Applications, further work?*

Prepare a simple handout or presentation to help you and your listeners. No complex presentations.

## Writing your Research Narrative

### Dissertation Organisation, Structure and Flow

This practice-oriented workshop focuses on the ways that a thesis or dissertation can be set-up and organised structurally across disciplines, as well as considering the concept and principles underlying writing 'flow' (taking a whole text / discourse view). It looks primarily at the traditional question-based doctorate, and secondarily at the thesis by publication and the doctorate in creative arts (DCA).

Suitable for first and second year students.

To bring: Draft plans (e.g. table of contents) you have made for your final draft dissertation. Or if you are not at that stage, bring something you have that plans out how you would like to structure/organise your thesis writing.

## Getting the 'Moves'

### Writing Introductions and Conclusions

This practice-oriented workshop focuses on the ways that research paper/dissertation introductions and conclusions are organised into 'moves' for the reader, and the reasons why.

### Writing Abstracts

This practice-oriented workshop focuses on the ways that abstracts are organised into 'moves' for the reader, and the reasons why.

Suitable for students in Stage 2 or 3, those who need to review important skills and understandings for research reading/ writing, and/or those preparing drafts for submission to referred journals.

To bring: ten research readings (hard/ soft copies) from your reference list so far.

### Session One: Writing Effective Paragraphs

Structuring your ideas - the paragraph as a micro-argument, presenting a main idea and sub ideas, and the sense of introducing general and specific ideas.

### Session Two: Writing Effective Paragraphs

Moving your ideas around - writing effective sentences and transitioning from one idea to another.

### Session Three: Writing Effective Sentences 'Wordiness'

Dealing with wordiness: sentence fragments, combined clauses, punctuation, getting to the point, etc.

### Session Four: Tightening up your Writing

Verb and subject agreement; reviewing the tenses in research writing and when to use them.

### Session Five: What is Critical Writing

Building up your knowledge base so you can respond to the ideas of researchers in your area by: (1) writing about the quality of the evidence and argument you have read, (2) identifying key positive and negative aspects in the research, (3) assessing relevance and usefulness to the debate that you are engaging in for your research, and (4) identifying how you can use these ideas in the research argument that you are developing.

**A series of five workshops that address common issues based on supervisor feedback.**

**Writing Effectively** includes
- Writing succinctly
- Presenting a cohesive argument
- Avoiding grammatical errors:
    - Lengthy paragraphs
    - Using the wrong tenses
    - Use of signposting
    - Correct use of articles (a, the, an)

Suitable for second year students.

To bring: a sample of your writing (at least two pages) that relates to your dissertation.

13

## Winter School

The Graduate Research School offers Winter and Summer Schools in Research Literacies, offered over 3 days to eligible research students across UTS faculties.

These practice-oriented schools will focus on the central issues around developing and writing a literature review, as well as a research article. There will be ample opportunity to practically apply these principles via drafting exercises of varying lengths and purposes.

### Aims

- Be introduced to the main concepts, ideas, and skills they will need to develop and complete their research projects.
- Discuss and apply these concepts, ideas, and skills to their specific research question/ project.

### Outcomes

- Understand the research process.
- Appreciate the issues to do with disciplinarity in chosen research fields.
- Develop expertise in research reading and research writing as preparation for their doctoral assessments and for their final dissertation draft.
- Develop important and useful research writing 'habits'.

Suitable for second and third year students.

**As preparation for this School please bring:**

i. At least 10 research readings (hard or soft copies) from your reference list so far: they can be ones you have already read, or ones that you have not read.

ii. Bring in your complete Reference List so far (hard or soft copy).

iii. Think of 20 important key terms or words that are relevant to your research area. Make a list and bring it to the session (hard or soft copy).

**Thesis Boot Camp**

Writing Boot Camps provide a conducive environment for students to work on thesis chapters, research papers or any other form of academic writing needed for the doctoral writing process.

Students who have participated in Boot Camps in other universities have reported that they have helped them to focus and write in a supportive, social environment.

Note: Writing Boot Camps are intended to motivate HDR students to write regularly and do not replace the guidance their respective supervisors have given them in relation to the academic writing style of their discipline.

Suitable for second and third year students.

To bring: laptop and some notepaper for notes. If you need to, you can also bring in relevant research readings (hard or soft copies) from your reference list.

"
*The power of qualitative research rests upon its extraordinary power to reflect and conceptualise the nature of the phenomenon investigated, to capture the complexity of the social reality."*

S Kvale



**Program Coordinator**
Dr. Lien Pham

# Qualitative Research Methods

In five intensive short courses, students learn the fundamental knowledge and practical skills in designing and conducting qualitative research. Students are introduced to a range of research designs, methods of data collection and data analysis, and standards of validation.

The program is organised as five short courses:

- Course 1: Foundational Issues in Qualitative Research
- Course 2: Common Qualitative Methods
- Course 3: Approaches to Qualitative Data Analysis
- Course 4: Qualitative Research Design
- Course 5: Developing a Qualitative Research Design

## Course One
## Foundational Issues in Qualitative Research

This course provides students with a foundational understanding of qualitative research. Students will identify philosophical issues underpinning their research question and methodological implications and consider how to address these issues.

**Course One**

Suitable for first and second year students, however anyone can attend.

Non-award completion certificate achieved for attending all three weeks.

**Week 1**
Epistemology, ontology and scientific methods
**Week 2**
Qualitative reserach paradigms
**Week 3**
Logic and qualitative approach to data
**Week 4**
Ethics and politics in studying humans and societies

**You must complete Course 1 before enrolling in any of the following courses.**

## Course 2

### Common Qualitative Methods

This course provides students with fundamental knowledge of three common qualitative methods. Students will design and execute a research instrument appropriate for their research project, then write a short reflection report on the execution and appropriateness of their instrument. They will discuss the reports in the final week.

**Week 1:** Interviewing
**Week 2:** Focus Group
**Week 3:** Observations
**Week 4:** Document Analysis
**Week 5:** Report and Peer Review Activity

Suitable for first and second year students.

Non-award completion certificate achieved for attending at least three weeks and complete set activity.

## Course 3

### Approaches to Qualitative Data Analysis

This course provides students with fundamental knowledge of analysing qualitative data using thematic analysis and discourse analysis. Students will analyse some texts data and write a report of their analysis. They will peer review a report in the final week.

**Week 1:** Thematic analysis 1
**Week 2:** Thematic analysis 2
**Week 3:** Discourse analysis 1
**Week 4:** Discourse analysis 2
**Week 5:** Report and peer review

Suitable for those in the later part of their first year.

Non-award completion certificate achieved for attending a least three weeks and complete set activity.

17

## Course 4

### Qualitative Research Framework

This course comprises a series of seminars, each covering a strategy of inquiry. The seminars present an overview of the nature and uniqueness of each design strategy. Students will go through some examples and discuss how the strategy could be considered for their research problem.

**Day 1:** Ethnography
**Day 2:** Narrative Enquiry
**Day 3:** Phenomenology
**Day 4:** Case Study Research

**Offered in Spring session**

Suitable for first and second year students. Can attend any day.

## Course 5

### Developing a Qualitative Research Design

This course will guide students through the process of developing a qualitative research design. Each week, students work on a component to compile a mini research design for their chosen topic. They will peer review a design in the final week.

**Week 1:** From research problem to research questions
**Week 2:** Sampling, data quality and management
**Week 3:** Analysis and validation standards
**Week 4:** Position of the researcher and ethical issues Peer review activity.

**Offered in Spring session**

Suitable for first year students.

Non-award completion certificate achieved for attending al four weeks and complete set activity.

## NVivo 12 (for PC)

### Level 1

This 1-day workshop aims to give you practical NVivo 12 (for PC) skills that can be applied directly to your research project.

- Overview of NVivo 12 functionalities
- Create a project and import data sources
- Create and manage codes
- Create and use memos and annotations
- Cases and classifications
- Basic queries of codes and coded texts.

Suitable for second and third year students.
Prerequisite: completed Course 3 or equivalent.

## NVivo 12 (for PC)

### Level 2

This 1-day workshop introduces students to more advanced features of NVivo such as auto-coding, dataset, and advanced queries to identify patterns and themes.

- Data sets and other data types
- Auto code and relationships coding
- Advanced queries of codes and node matrices
- Maps and visualisation tools

Suitable for second and third year students.
Prerequisites: completed Course 3 (or equivalent), completed Level 1 workshops (or equivalent), conducted first-level coding and querying of the data.

NVivo 12

"
*To consult the statistician after an experiment is finished is often merely to ask him to conduct a post mortem examination. He can perhaps say what the experiment died of."*

R.A . Fisher

# Quantitative Research Methods

This program is organised as three quantitative short courses which are offered in block mode:
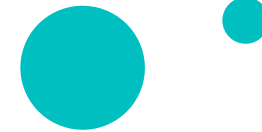
- Design and Analysis of Questionnaire Surveys
- Design and Analysis of Experiment
- Statistical Analysis and Data Modelling

Students are encouraged to use the statistical software of their choice. However, R or SPSS will be used during in-class sessions.

Some of the sessions are available as online tutorials on UTS Online.

**Program Coordinator**
A/Prof Tapan Rai

20

Autumn 2020

### Design and Analysis of Surveys

Students who complete this short course will be able to:

- Develop survey questionnaires with measurable outcomes.

- Explain the advantages and disadvantages of different data collection techniques.

- Develop an appropriate sampling strategy and explain its limitations.

- Assess the reliability and validity of a survey instrument.

- Develop a statistical analysis plan.

- Analyse data obtained from a survey questionnaire using statistical software.

Suitable for first year students who are interested in designing and analysing a quantitative survey

To do: complete online linkedinlearning.com course on SPSS prior to coming to this

### Design and Analysis of Experiments

Students who complete this short course will be able to:

- Develop research questions with measurable outcomes.

- Design an experiment to test specific research questions.

- Fine-tune their experiment by considering confounding factors.

- Analyse data obtained from an experiment and explain the results.

Suitable for first and second year students who are interested in desiging and analysing an experiment with a measurable (quantitative) outcome.

To do: complete online linkedinlearning.com course on SPSS or R (as appropriate)prior to coming to this short course.

### Statistical Analysis and Data Modelling

Students who complete this short course will be able to:

- Develop linear statistical models to analyse data.

- Assess the fit of their model.

- Diagnose and mitigate issues associated with model fit.

- Develop logistic regression models for binary outcome  variables.

- Develop generalised estimating equation (GEE) or linear mixed models (LMM) to model longitudinal or clustered data.

Suitable for students who are interested in modelling  quantitative data to draw inferences. Students are assumed to be familiar with other two courses.

To do: complete online linkedinlearning.com course on SPSS  or R (as appropriate)prior to coming to this short course.

> "*A Positive Start for International HDR Students program is dedicated to enhancing the experience of new coming international research students studying at UTS.*"

# A Positive Start for International HDR Students

Suitable for international students in the first 6 months of their candidature

**Program Coordinator**
Dr. Lien Pham

The program comprises six weekly workshops that aim to support international higher degree research (IHDR) students in their first six months at UTS.

The first part (4 weeks) focuses on searching and selecting literature, reading and synthesising literature, and writing for research. The second part (2 weeks) focus on cultural aspects in communication. Students meet and network with other international HDR students on orientation day. They will also receive information about the UTS researcher capabilities framework and candidature requirements, and various support services at UTS.

## Welcome Day for International HDR Students

Students will participate in a series of interactive activities and facilitated discussions about living and researching in Australia. There are information sessions about the UTS PhD candidature, research training and education activities, and other support services at UTS.

**Welcome Day**

### Module 1:
### Engaging with Academic Literature for Research

### Week 1: Searching and selecting literature

- Purpose in selecting literature
- Types of academic literature
- Using database and online information
  services to search literature

### Week 2: Reading literature with a critical thinking model

- Reading strategies: skim and purposive
- Critical reading model: evaluative and sceptical

### Week 3: Synthesising literature with a logic and systematic thinking model

- Organising literature
- Synthesising strategies: mind map and
  concept map

### Week 4: Writing for research: References, structure  and style

- Plan and structure
- References conventions and plagiarism

### Module 2:
### Engaging with Culture for Research

### Week 5: Culture and leadership styles in working with research supervisors

Learn about leadership styles in different cultural contexts. This knowledge will help you to identify your preferences to engage effectively with your research supervisors.

### Week 6: Culture and communication in working in a diverse research environment

Learn about cultural aspects in verbal and nonverbal communication. This knowledge will help you engage with your research participants and collaborate with research colleagues effectively.

## February

**Design and Analysis of Surveys**
10:00 - 17:00
Wednesday 19 - Thursday 20

**Meet & greet at UTS Startups for GRS students**
14:00 - 15:00
Monday 24

## March

**NVivo 12 Level 1**
9:30 - 16:00
Monday 2

**Finding Funding and Writing Effective Funding Proposals**
10:00 - 12:00
Wednesday 4 (A20 only)

**NVivo 12 Level 2**
9:30 - 16:00
Monday 16

**1. Writing Effective Paragraphs**
10:00 - 12:00
Tuesday 17

**2. Writing Effective Paragraphs**
10:00 - 12:00
Wednesday 18

**3. Writing Effective Sentences**
10:00 - 12:00
Tuesday 24

**Thesis Boot Camp**
10:00 - 16:00
Friday 20
Friday 27

**4. Tightening up your Writing**
10:00 - 12:00
Wednesday 25

**HDR Induction**
11:00 - 13:00
Thursday 26

**5. What is Critical Writing?**
10:00 - 12:00
Tuesday 31

## April

**Preparing for Stage One**
10:00 - 12:00
Wednesday 1

**Data Management and Research Ethics**
10:00 - 12:00
Monday 6

**Writing Abstracts**
13:00 - 15:00
Tuesday 7

**Writing Introductions and Conclusions**
10:00 - 12:00
Wednesday 8

**Managing your Research Project**
10:00 - 12:00
Thursday 9

**Writing your Research Narrative**
10:00 - 12:00
Tuesday 14

**Reading for your Literature Review**
10:00 - 12:00
Wednesday 15

**Course 1: Foundational Issues in Qualitative Research**
9:30 - 13:00
Thursday 16
Thursday 23
Thursday 30
Thursday 7 May

**International higher degree research (IHDR) students Welcome Day**
10:00 - 13:30
Monday 20

**Mapping and Organising your Research**
10:00 - 12:00
Tuesday 21

**Conceptualising your Critique of the Literature**
10:00 - 12:00
Wednesday 22

**Module 1, Week 1: Searching and Selecting Literature**
14:00 - 16:00
Thursday 23

**NVivo 12 Level 1**
9:30 - 16:00
Friday 24

**Arguing your Case**
10:00 - 12:00
Wednesday 29

**Module 1, Week 2: Reding Literature with a Critical Thinking Model**
14:00 - 16:00
Thursday 30

---

**Navigating the Researcher Journey**

**Research Literacies**

**Qualitative Research Methods**

**Quantitative Research Methods**

**A Positive Start for International HDR Students**

## May

**Preparing your Oral Research Presentation**
10:00 - 13:00
Friday 1

**Module 1, Week 3: Synthesising Literature with a Logic and Systematic Model**
14:00 - 16:00
Wednesday 6

**Planning a Quantitative Research Project (Quant)**
9:30 - 13:30
Tuesday 12

**Design of Experiments**
9:30 - 13:30 Tuesday 12
9:30 - 17:00 Wednesday 13

**Module 1, Week 4: Writing for Research: References, Structure and Style**
14:00 - 16:00
Thursday 14

**Thesis Boot Camp**
10:00 - 16:00
Tuesday 19
Wednesday 20

**Course 2: Common Qualitative Methods**
9:30 - 12:30 (A20 only)
Thursday 21
Thursday 28
Thursday 4 June
Thursday 11 June
Thursday 18 June

**Module 2, Week 5: Culture and Leadership Styles in Working with Research Supervisors**
14:00 - 16:00
Thursday 21

**Writing and Publishing**
10:00 - 12:00
Friday 22 (A20 only)

**Finalising and Submitting your Thesis**
10:00 - 12:00
Wednesday 26

**Introduction to Intellectual Property Law**
10:00 - 12:00
Wednesday 27

**Module 2, Week 6: Culture and Communication in Working in a Diverse Research Environment**
14:00 - 16:00
Thursday 28

## June

**Winter School**
10:00 - 16:00
Monday 1
Tuesday 2
Wednesday 3

**Statistical Analysis and Data Modelling**
10:00 - 17:00
Monday 8 - Tuesday 9

## July

**Course 3: Approaches to Qualitative Data Analysis**
9:30 - 12:30 (A20 only)
Thursday 2
Thursday 9
Thursday 16
Thursday 23
Thursday 30

**NVivo 12 Level 1**
9:30 - 16:00
Friday 24

**A20 = Available in Autumn 2020 only**

**The below are available in Spring 2020 only:**

**Course 4: Qualitative Research Framework**

**Course 5: Developing a Qualitative Research Design**

**Resilience Building for HDR Students**

**HDR Career Conference**

# Online Resources

The Graduate Research School offers a range of online resources which are available free to UTS HDR students. Use your student ID and password to log in.

on your  UTS Online blackboard consists of a suite of self-paced online tutorials, other learning materials and useful resources that have been developed in-house or curated by the GRS Research Education and Development Team at UTS.

is a vast online library of courses and instructional videos covering the latest in technology, creative, and business skills. Taught by accomplished teachers and recognized industry experts, LinkedIn Learning is a high-quality resource for students, faculty, and staff looking to develop skills in Microsoft Office, Adobe Creative Suite, business skills, English grammar, web design, programing languages, project management, 3D design, animation, video, audio and much more.

is an online learning management system where you will find modules including Research Integrity and Research Date Management etc. As a part of your stage 1 assessment, you will be required to complete Research Integrity Module within 6 months of PhD candidature or within 3 months for research masters.

# Attendance Policy

The Graduate Research School expects all HDR students to comply with the implemented attendance policy when registering to our workshops and short courses.

**Students are expected to inform GRS when they are unable to attend a workshop session for which they are registered to, by emailing grs_rd@ uts.edu.au for registration cancellation.** If you are having issues with registration or cancellation, please email grs_rd@uts.edu.au for assistance.

If students are absent three or more times in a session without cancelling their registration, they will be suspended from attending GRS programs for 1 year. Students will be notified by email prior to the suspension being applied.

Unforseeable circumstances will be considered via email.