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<th>Time (BST)</th>
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<td><strong>Research Ethics and Integrity</strong> (Sarah Frodsham and Peter Collins)</td>
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<td><strong>Using Focus Groups in Research</strong> (Sarah Frodsham and Alistair Beecher)</td>
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<td>9.00am-1.00pm</td>
<td><strong>PG writing group: Think, Articulate, Edit….Write!</strong> (Sarah Frodsham)</td>
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<td><strong>Academic Writing: Writing as Conversation</strong> (Delia Lloyd)</td>
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<td><strong>Interviewing: Purpose, Conduct and Approach</strong> (Sarah Frodsham and Alistair Beecher)</td>
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<td><strong>Preparation for Transfer of Status</strong> (Alistair Beecher and Claire O’Mahony)</td>
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<td>6</td>
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<td>22nd Nov</td>
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<td><strong>Applying for Research Grants</strong> (Sarah Frodsham, David Graham, Yasmin Khan, Nihan Akyelken and Vlad Mykhnenko)</td>
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If you are interested in attending any sessions please email: gradschool@conted.ox.ac.uk
10th October (9.00pm-10.30pm)

Research Ethics and Integrity

Tutor Name
Sarah Frodsham is a Departmental Lecturer in the Graduate School and a Senior Lecturer at Oxford Brookes University.
Peter Collins is…… ADD BIO HERE

Session Synopsis
Ethical decision-making is an actively deliberative, ongoing and iterative process of assessing and reassessing the situation and issues' throughout the research process (whether it be desk-based or empirical). Ethics, therefore, is a tread throughout, and within, the research process - from research design, to data collection, analysis and also after completion of the study (e.g. your dissemination of findings). This session will examine this thread by not only contemplating university policy but by also answering the question 'why bother?'

Summary
Ethics is not just a box ticking exercise, it relates to your overall conduct and respect for others. Thomas (2017) aptly states why we, as researcher-practitioners, must be take these considerations seriously:
'A university is a place where ideas are challenged. It is a community of inquiry where it is expected that there will not just [be] critical reflection, but controversy, gloves off critique and argument - the 'collision of mind with mind'. As a member of a university.... [no matter if you are a member staff or student] .... you are part of this community of critical inquiry, and by being part of it you have conferred upon you some important privileges. Those privileges, though, are balanced with responsibilities, and it is in the balancing of the one with the other that ethics come in' (ibid:37).

Thus, in this session we not only look at the surface level pragmatics of the ethical application but we will also focus more deeply on understanding why thinking ethically and with integrity is a necessity, no matter the paradigm in which you situate yourself.

Key Learning Outcomes
Consider what is good ethical practice in research
Understand how ethical practices relate to research integrity
The importance and relevance of ethical practices in your research paradigm

Essential Reading
The University of Oxford: Research integrity and ethics policy: https://researchsupport.admin.ox.ac.uk/governance/integrity/policy
Research ethics leaflet: https://researchsupport.admin.ox.ac.uk/files/researchethicswebpdf
Research ethics guidance from professional associations: https://researchsupport.admin.ox.ac.uk/governance/ethics/resources/guidance#collapse394976

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### The Student Exchange

**Tutor Name**

Alistair Beecher is a Departmental Lecturer in the Graduate School and a history tutor in the Department for Continuing Education.

Sarah Frodsham is a Departmental Lecturer in the Graduate School and a Senior Lecturer at Oxford Brookes University.

**Session Synopsis**

This is an informal networking session for doctoral students.

**Summary**

Remaining part of a connected scholarly community can be difficult when you are researching remotely and independently. This is an opportunity to meet informally with your fellow students to update each other on your respective projects, to share progress and success, and discuss the challenges and barriers you are encountering.

**Key Learning Outcomes**

- Establish, develop and improve relationships with colleagues for mutual support.
- Gain a greater understanding of what constitutes doctoral research in other academic disciplines.
- Be able to concisely present your own research to non-specialists.

**Essential Reading**

No pre-reading required. A short list of suggested questions to reflect on will be distributed in advance of the session (optional).

If you are interested in attending this session please email gradschool@conted.ox.ac.uk
14th October (2.30pm-3.30pm)

Doctoral Research Seminar

Doctoral candidates Andreas Papallas (Sustainable Urban Development), Richard Colling (Evidence Based Healthcare) and Rob Shotliff (ELH) will present highlights of their DPhil research.

Further details will be released nearer the time.

If you wish to present at the next Doctoral Research Seminar, please get in touch with the Graduate Studies Administrative Officers (email gradschool@conted.ox.ac.uk).

If you are interested in attending this session please email gradschool@conted.ox.ac.uk
20th October (2.00pm-4.00pm)

Using Focus Groups in Research

Tutor Name
Sarah Frodsham is a Departmental Lecturer in the Graduate School and a Senior Lecturer at Oxford Brookes University. Alistair Beecher is a Departmental Lecturer in the Graduate School and a history tutor in the Department for Continuing Education.

Session Synopsis
Running a focus group involves the researcher actively encouraging, and being attentive to, the group interactions. However, different researchers approach them in different ways, and for a variety of purposes. With this in mind this session will begin to explore how you, as a researcher, can facilitate a successful dynamic group discussion.

Summary
In this session we will begin by defining what a focus group is, then we will then briefly consider the following:

- The advantages of running focus groups, alongside other research methods;
- The pragmatics (e.g. gatekeepers, participant sampling, group and composition);
- the use of stimulus materials
- Any challenges that may arise before, during and after the discussion.

Finally, we will invite you to consider how you, the researcher, during an actual focus group discussion, can empower the participants, with their varying experiences or perspectives about the topic in question, to articulate their considered opinions to facilitate further discussion.

Key Learning Outcomes
Understand what constitutes a focus group.
To appreciate the challenges and advantages of running a focus group discussion
Improve your confidence about running a focus group.

Essential Reading

If you are interested in attending this session please email gradschool@conted.ox.ac.uk

Click here to go back to the home page
21st October (9.00am-1.00pm)

Post Graduate writing group: Think, Articulate, Edit…. Write!

Student Facilitated Writing Group

The Purpose

To provide postgraduates with a collective dedicated space in which to write and provide constructive feedback.

What We Do?

Peer-peer review of writing will take place between 09.00-10.30 (on-line and in person). Please send any writing you want feedback on to Sarah Frodsham 7 days in advance. She will then distribute to attendees for friendly constructive criticism.

There will be a dedicated space to write from 11.00-12.30

What is the benefit?

We hope that this writing group will help you to achieve a specific writing goal, be it a paper, chapter, section of the thesis, or other piece of work that needs doing.

Where and when will We Meet?

For those wishing to join us in this reciprocal space we will meet in room tbc at Rewley House and online (via Teams). Twice during the morning (between 10.30-11.00 and 12.30-13.00) we will share writing progress and seek others' opinions, if you wish, or just to talk about writing.

This is a dedicated space for postgraduates to come together, write and be critical friends.

If you are interested in attending this session please email gradschool@conted.ox.ac.uk

Click here to go back to the home page
25th October (11.00am-2.30pm)

**Academic Writing: Writing as Conversation**

<table>
<thead>
<tr>
<th>Tutor Name</th>
<th>Dr Delia Lloyd</th>
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</table>

Delia is a communications expert with over 25 years of experience. She offers group workshops and 121 coaching on a variety of writing, speaking and leadership challenges. Through her enthusiastic, hands-on approach, she empowers people to write, speak and lead more effectively. A social scientist by training and a journalist by trade, she brings together an unusual mix of rigorous, analytic thinking with an authentic, accessible voice.

**Session Synopsis**
This workshop introduces students to an approach to academic writing known as “writing as conversation,” which is then used to inform how to write both introductions and literature reviews.

**Summary**
This workshop combines best practice thinking with tips and exercises to provide a quick primer on academic writing. We explore the broad principles underlying academic writing – what makes academic writing distinctive, how to situate your argument within a broader literature, and how to write a compelling introduction.

**Key Learning Outcomes**
- Students will understand what makes academic writing distinctive
- Students will be able to formulate an argument using the “They Say, I Say” Framework
- Students will understand the structure and purpose of an introduction
- Students will understand the structure and purpose of a literature review

**Essential Reading**


If you are interested in attending this session please email gradschool@conted.ox.ac.uk

Click here to go back to the home page
1st November (10.00am-12.00am)

Interviewing: Purpose, Conduct and Approach

Tutor Name
Alistair Beecher is a Departmental Lecturer in the Graduate School and a history tutor in the Department for Continuing Education. Sarah Frodsham is a Departmental Lecturer in the Graduate School and a Senior Lecturer at Oxford Brookes University.

Session Synopsis
Research interviews, be they structured, semi-structured or unstructured, can go beyond the spontaneous conversations that take place every day. More specifically, they are adopted in research to find out about those things we cannot directly observe (e.g. we do not have access to feelings, thoughts and intentions). It is with these kinds of interactions, through both the interviewees and interviewer that this introductory session will focus on.

Summary
This session will introduce you to the interview as a method to collect data. We will explore and examine how each interview can and will involve very different participants and contexts (e.g. social and environmental circumstances). With this in mind this session will also introduce some of the ethical dimensions that different researchers will need to consider when using this data collection technique.

Following this introduction, we will invite you to consider the structure of a one-to-one interview schedule, with the ultimate aim to collectively explore the importance of interview questioning through prompts, probes, silences and body language.

Key Learning Outcomes
To justify and understand why interviews can be a necessary provision in research to illuminate the unobservable.

Think ethically about differing interview research environments.

To appreciate, first hand, how interviews can help uncover historical cultural events and the meaning people attach to them.

Essential Reading

Further Reading

If you are interested in attending this session please email gradschool@conted.ox.ac.uk
Click here to go back to the home page
4th November (1.00pm-5.00pm)

Post Graduate writing group: Think, Articulate, Edit.... Write!

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What We Do?

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There will be a dedicated space to write from 3.00-4.30

What is the benefit?

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Where and when will We Meet?

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7th November (2.00pm-4.00pm)

Preparing for Transfer of Status

**Tutor Name**

Claire O’Mahony is an Associate Professor in the Department for Continuing Education and the Course Director for the MSt in the History of Design. Alistair Beecher is a Departmental Lecturer in the Graduate School and a history tutor in the Department for Continuing Education.

**Session Synopsis**

The purpose of this session is to help students prepare for the transfer of status milestone.

**Summary**

This session will consider the practicalities of the transfer process, including the appropriate timing of the application, the required paperwork, the selection of examiners, the respective roles of students and supervisors, the feedback process and possible outcomes. The session will also reflect on the nature of the interview, the kind of challenges to expect and how to make the most out of the opportunity to get some independent input into the direction of the project.

**Key Learning Outcomes**

At the end of the session students should:

- Understand how the transfer of status process applies to their DPhil programme;
- Be familiar with the documents required to support their application; and
- Appreciate what is required to prepare for the transfer interview.

**Essential Reading**

No pre-reading required but a review of the appropriate section of the DPhil Handbook on Canvas would be helpful [https://canvas.ox.ac.uk/courses/22661/pages/transfer-of-status?module_item_id=192713](https://canvas.ox.ac.uk/courses/22661/pages/transfer-of-status?module_item_id=192713)

If you are interested in attending this session please email gradschool@conted.ox.ac.uk
**18th November (1.00pm-5.00pm)**

**Post Graduate writing group: Think, Articulate, Edit.... Write!**

**Student Facilitated Writing Group**

**The Purpose**

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**What We Do?**

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**What is the benefit?**

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**Where and when will We Meet?**

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If you are interested in attending this session please email gradschool@conted.ox.ac.uk
22nd November (1.00pm-2.30pm)

Applying for Research Grants

Tutor Name.
Sarah Frodsham is a Departmental Lecturer in the Graduate School and a Senior Lecturer at Oxford Brookes University. Her research focuses on the development of creativity within the educational system.

David Graham is the Research Development Manager for the University of Oxford Department for Continuing Education.

Yasmin Khan is a British historian and writer, and University Lecturer in British History (18th to early 20th century) based in the Department for Continuing Education and a member of the History Faculty. Her research focuses on the history of the British in India, the British Empire, South Asian decolonization, refugees and the aftermath of empire.

Nihan Akyelken is an Associate Professor in Sustainable Urban Development. Her research has addressed the following concerns: Infrastructure, work and labour; work, gender and mobility; governance and social implications of low-carbon mobility innovations and mobility of goods, globalisation and sustainability.

Vlad Mykhnenko is a human geographer, whose research agenda revolves around geographical political economy – a trans-disciplinary study of the variegated landscape of capitalism.

Session Synopsis

If you are thinking about applying for a research grant this session will help you understand the process from different academic’s early career experiences.

Summary

Applying for a research grant can be understandably daunting, especially for an early career researcher. To help you to understand more about this process (both from a pragmatic and personal perspective) this facilitated panel discussion will consider several, different disciplinary, personalised narratives about this process. That is, the grant application process will be represented via expert panel members who will reflect on their early days as academics seeking funding.

This session is also designed to be interactive and there will be an opportunity to put questions to the panel members either in advance or during the session.

Key Learning Outcomes

To begin to comprehend what is personally required when applying for a research grant.
Help you understand the pragmatics involved in applying for research grants.
To appreciate the positive and negative aspects of the grant application process.

Essential Reading


If you are interested in attending this session please email gradschool@conted.ox.ac.uk

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24th November (1.00pm-3.00pm)

Writing an Abstract

Tutor Name
Alistair Beecher is a Departmental Lecturer in the Graduate School and a history tutor in the Department for Continuing Education.
Sarah Frodsham is a Departmental Lecturer in the Graduate School and a Senior Lecturer at Oxford Brookes University.

Session Synopsis
This interactive and practical session will consider how to write a clear and effective abstract in various different academic contexts.

Summary
The ability to write a clear and effective research abstract is important in numerous academic contexts including proposing conference papers, applying for research grants, summarizing articles and book chapters and preparing your DPhil thesis. This session will consider what makes a good abstract and how to go about writing one. Practical examples will be considered and there will be opportunities to write and share your own abstracts.

Key Learning Outcomes
Understand the purpose of abstracts and the importance of the audience.
Consider the contents and style of a good abstract.
Improve your confidence and ability to write your own abstracts.

Essential Reading
You will be invited three short You tube clips before the session and do some additional preparatory work.


If you are interested in attending this session please email gradschool@conted.ox.ac.uk

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30th November (4.00pm-5.30pm)

Student Exchange

Tutor Name
Alistair Beecher is a Departmental Lecturer in the Graduate School and a history tutor in the Department for Continuing Education.
Sarah Frodsham is a Departmental Lecturer in the Graduate School and a Senior Lecturer at Oxford Brookes University.

Session Synopsis
This is an informal networking session for doctoral students.

Summary
Remaining part of a connected scholarly community can be difficult when you are researching remotely and independently. This is an opportunity to meet informally with your fellow students to update each other on your respective projects, to share progress and success, and discuss the challenges and barriers you are encountering.

Key Learning Outcomes
Establish, develop and improve relationships with colleagues for mutual support.
Gain a greater understanding of what constitutes doctoral research in other academic disciplines.
Be able to concisely present your own research to non-specialists.

Essential Reading
No pre-reading required. A short list of suggested questions to reflect on will be distributed in advance of the session (optional).

If you are interested in attending this session please email gradschool@conted.ox.ac.uk

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2nd December (9.00am-1.00pm)

Post Graduate writing group: Think, Articulate, Edit.... Write!

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