

Researcher Development Workshop Descriptors

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A-B



A Beginners Guide to your PhD – [RDRD23-11](#) & [RD23-13](#) & [RD23-93](#)

Most of us only do one PhD in our careers; let's get yours off to the best start. Whether you are new to academia or new to this level of research there are some fundamentals that will help you along the way.

Delivered by experienced researchers and Warwick PhD alumni, we will take you through the PhD and what Warwick can do to support you. The 3 hour in person session includes building academic networks, professional development, responsibilities of a PGR, and the responsibilities of your supervisor/s.

A chance to ask questions, plan your network building and get a better idea of what is available to you at Warwick.

Who is this for?

Stages of PhD

Early 0-14 months

More information On Researcher Development Workshops, training and support.

RDO Handbook:

RD Webpages: [Researcher Development \(warwick.ac.uk\)](#)

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We run small (15 people max) sessions and they are not webinars. We don't record them since it allows for focussed interaction, a safe space to speak and voice ideas and thoughts. Be prepared to share your thoughts and ideas, you may just have the solution for someone else.

What happens in the in-person sessions?

We are introducing a few longer in person sessions on campus. This allows for longer networking and engagement with a subject area. All sessions will be held in the Research Exchange, 3rd Floor Library.

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Accelerator Series: Increase your Productivity - [RD23-50](#)

How do you fit the diverse demands on your time into your day? In this session you will get tips on how to manage your tasks, find extra time in the day, improve your planning and achieve your objectives.

YouTube: [Increasing your productivity – YouTube](#)

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Accelerator Series: Introduction to Project Management – [RD23-36](#)

Hear from your peers as to how they have managed their PhD. By the end of the workshop, you should be able to: develop more knowledge about what project management tools can be used in your day to day tasks; understand importance of project management skills for your own research project; apply learned knowledge into practice; identify your stakeholders, and to understand their needs; manage stakeholder expectations; manage risks and issues, including changes to scope; review and learn from strengths and weaknesses of your own research project; and, ultimately, self-reflect on your own productivity and effectiveness.

YouTube: [Project Management – YouTube](#)

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Accelerator Series: Literature Review – [RD23-56](#)

We all need to write our Literature review but how do we start, what do we really need to cover and how? Get some hint, tips, ideas and your questions answered

YouTube: [Literature Review - YouTube](#)

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Accelerator Series: Speed Reading & Note Taking – [RD23-22](#)

We need to read and digest a vast amount of data and information. How can we do that effectively and efficiently? We need to read quickly but we need to take effective and consistent notes. This session will take you through 40 minutes of guided speed reading. Following a small break we will have a session on note taking effectively; a necessary combination.

YouTube: [Speed reading and note taking - YouTube](#)

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Accelerator Series: Supervisor & PGRs: Building successful practice – [RD23-41](#)

Your supervisor can be the most valuable resource you have during your PhD. A mentor and advisor that helps to manage your project and keep you on track, and a sounding board for your new ideas and thoughts. The list could go on... But key to the success is knowing and understanding how to manage this relationship successfully. The session will cover the responsibilities of both the supervisor and the PGR; it will also look at best practices, hints and tips.

YouTube: [PGR & Supervisor ; building best practice – YouTube](#)

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Accelerator Series: Time Management – [RD23-74](#)

Do you think that you're procrastinating avoiding work rubbish at keeping your multiple projects on track? This session will help you identify what are causing your time management challenges and how to deal with them. Hear and apply some hints and tips that can work for you come up with an action plan for the next stage, understand how stress can have an impact on your ability to manage multiple tasks and get back on track with new confidence.

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A (complete beginners) guide data handling: What is mean, mode, median and range? – [RD23-80](#)

Haven't done any maths since you were 16 years old? Did you retire your calculator when you left secondary school? Are you now being asked to do 'stats'? Feeling panicked or worried when your supervisors has asked about measures of central tendency?

Come along to this beginners' guide to data handling. This session is for those who haven't opened a maths book in years and now needs a little help or support. We will look at: mean, mode, median and range.

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Active Listening for Interviews – [RD23-52](#)

Interviewing for your research? Being interviewed? Want to make sure that you clearly communicating? The way to improve your listening skills is to practice "active listening. This is where you make a conscious effort to hear not only the words that another person is saying but, more importantly, the complete message being communicated In order to do this you must pay attention to the other person very carefully. Active listening is an important research skill, but also supports you as a team member, leader, teacher and mentor.

YouTube: [Active Listening for interviewing – YouTube](#)

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Stages of PhD

Early 0-14 months

Mid 12-24 months

Late 24-finish

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Beating Writer's Block with Creative Writing – [RD23-73](#)

Are you still staring at the blank screen/ blank page? Finding it difficult to focus or know where to start? Sometimes we need to just start writing anything, writing without restriction writing without the internal voice or critic. Starting each of your writing sessions with some free writing/ creative writing will warm up your ' muscle' and will help you to populate that blank page. Be prepared to think laterally, creatively and have some fun.

YouTube: [Beating writers block - YouTube](#)

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Coaching for your Career – [RD23-00](#)

Your own personal career coach! In addition to meeting with a Careers advisor, you can now meet with your own Career coach.

The career coach will help you identify what you want out of your career, what is important to you and what self limitations maybe blocking your choices.

* This is a coaching session where we will discuss your hopes & plans for your career. If you want specific industry related advice, then speak to our Careers advisors*

Coaching has been defined in many ways. The essence of coaching is:

- To help a person change in the way they wish and helping them go in the direction they want to go.
- Coaching supports a person at every level in becoming who they want to be.
- Coaching builds awareness empowers choice and leads to change.

It unlocks a person's potential to maximise their performance. Coaching helps them to learn rather than teaching them.

You will leave with an initial action plan to get those Next Steps underway.

A 45 minute online support session from your own coach. Places strictly limited

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Conferences: making the most of the event – [RD23-59](#)

Whether you are attending or presenting at your first conference it is worthwhile planning a strategy to make the most of the event. We will explore how to network, what to expect, and the differences between how it works in online and in person events.

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Knowledge of the professional standards and requirements to do research

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Creativity in Research – [RD23-68](#)

Have you ever thought about the role creativity plays in the research process? Developing a creative mindset may support us in navigating such process and make the connections that are needed for the research to flow and flourish. In this session we will be addressing the role of creativity in research and explore ways in which you can use creative inputs not only to help develop your ideas, but also to support your personal journey through the PhD process.

YouTube: [Creativity in Research - YouTube](#)

Who is this for?

All Stages of PhD

Early 0-14 months

Mid 12-24 months

Late 24-finish

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Dealing with Impostor Syndrome – [RD23-35](#)

Worried that they might find out that you're not as bright and capable as they thought you were? Think that they meant to give someone else the research funding and they sent the email to you incorrectly? You're not alone! Learn to banish your fears so you can enjoy your research with confidence. The session will be mostly experiential with small group discussions and individual reflective activities.

YouTube: [Impostor syndrome - YouTube](#)

Who is this for?

Stages of PhD

Early 0-14 months

Mid 12-24 months

Late 24-finish

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Dealing with Negative Thinking & Self-doubt – [RD23-75](#)

Doing a PhD can be a stressful and challenging experience. At times, you can find yourself feeling overwhelmed by self-doubt and negative thoughts such as “I am not good enough”, or “I will never finish this project”. At such times, your negative thoughts will become your own worst enemy. However, negative thinking and self-doubt during a PhD journey are very common. Therefore, it is important to emphasise that you are not alone, as almost all doctoral researchers feel at some point doubts about their career choice and whether they belong in academia.

In this workshop, which will be supported by a qualified and licenced low-intensity psychological wellbeing practitioner, you will learn what negative automatic thoughts are, what the most common negative thinking traps are, and most importantly, you will be thought strategies to challenge your negative thinking and balance your negative thoughts towards more positive ones. Once you complete this workshop, you will be able to independently put your negative thoughts to trial, find evidence for and against your negative thoughts, and come up with alternative thoughts, which will help you to balance your thoughts more toward the positive. There will be no need to disclose private or confidential information; we will just be discussing a practice which you can apply in your own time.

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Late 24-finish

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Design for Academics 1 – [RD23-14](#)

This workshop will introduce you to ideas that can help you think about designing your slides, social media posts, banners, posters, etc. The workshop focuses on some broad and easy issues of fonts, colour and layouts that can improve design. The goal of this workshop is to help the researcher feel confident in designing visuals and assure them that they are entirely competent to create what they need to communicate their work, and already have the tools to do so.

No prior knowledge of any design software is needed. This workshop is not a pre requisite for “Design for Academics 2”.

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Stages of PhD

Early 0-14 months

Mid 12-24 months

Late 24-finish

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Design for Academics 2 – [RD23-33](#)

This workshop will help you think of applications of design concepts to materials you may need during your academic career, such as posters, conference flyers, etc. The workshop will focus on what design is, acknowledging that this is subjective. It will also demonstrate how software like PowerPoint can be used to manipulate and edit images. The goal of this workshop is to create a space for open discussion about the problems faced in academia, as well as to provide a thoughtful critique. Additionally, the goal is to direct the participants towards helpful practices and resources that can make graphic design an easier task and assure them that they are entirely competent to create what they need to communicate their work, and already have the tools to do so.

Participants are encouraged to bring to the workshop any work they may have designed, like conference posters, if they would like to discuss improvements or troubleshoot any issues they have come up against.

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Stages of PhD

Early 0-14 months

Mid 12-24 months

Late 24-finish

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EFG



Effective Researcher – [RD23-23](#) & [RD23-32](#)

Designed for Postgraduate Researchers in their first year.

Get off to the best start possible. We will take you through the essential initial steps to starting your research degree; help you plan through the first 15 months and avoid common pitfalls. Areas that we will cover include: project planning; time management; objective setting; connecting with the research community; networking. The session will help you towards a greater self-awareness of the skills you already have and those you need to develop. It will connect you with fellow researchers and increase your awareness of the support services Warwick has to help you make the most of your research degree.

Who is this for?

Stages of PhD
Early 0-14 months

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Emotional Intelligence for Researchers – [RD23-29](#)

Emotional intelligence is a crucial skill which you can use to build a better research team and increase their effectiveness and productivity. Emotional intelligence also is crucial for conflict resolution and managing others. As with any other skill, emotional intelligence can be learned to help you become more emotionally adept, and resilient and manage better any challenges during your PhD.

In this workshop, which will be supported by a qualified and licenced low-intensity psychological wellbeing practitioner, you will learn the difference between self-esteem and self-confidence, and the 5 facets of emotional intelligence will be identified. We will also mention the importance of your core values and help you to identify your own core values (beliefs). The workshop will also introduce you to the Power of affirmation.

By the end of this session, you will be able to understand what emotional intelligence is, identify your core values and understand how to become more emotionally resilient and intelligent. There will be no need to disclose private or confidential information; we will just be discussing a practice which you can apply in your own time.

Who is this for?

Stages of PhD

Early 0-14 months

Mid 12-24 months

Late 24-finish

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Facing Your Fears in Academia

We don't like to admit to it but doing a PhD / Research degree can be a real challenge; and yes we are all feeling it – we just might not be saying it. This session, supported by a Mental Health practitioner, will explore graded exposure; this is breaking your fears down into small steps in order to face up to them, deal with them and hopefully overcome them. There will be no need to disclose private or confidential information; we will just be discussing a practice which you can apply in your own time.

Who is this for?

- Stages of PhD
- Early 0-14 months
- Mid 12-24 months
- Late 24-finish

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Get Prepared, Get Organised - starting your PhD – [RD23-1](#)

A PhD is always about managing complex information from multiple sources; we need to know what to prioritise, identify importance, and know when we reached our milestones.

Start the way you mean to carry on – with some clear goal setting.

Using the example of your new arrival to your research degree and/ or to Warwick, this practical session will help you identify where you need to start with your planning, who you need to contact and when you will know you have succeeded.

Get your PhD off to the best start.

YouTube: [Get Prepared Get Organised - YouTube](#)

Who is this for?

Stages of PhD

Early 0-14 months

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Get your Writing on Track – [RD23-40](#)

Get your writing on track - how to deal with panic, writers block, procrastination or whatever it is that is stopping you. To recognise what is causing you to put off writing and when you are avoiding writing, is the starting point to get that thesis written. Once we have discussed your writer's blocks, we will look at tips and strategies for dealing with them.

A great productive session!

YouTube: [Get your writing on track - YouTube](#)

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Stages of PhD

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Get your Writing Organised - Stage 1: storyboards – [RD23-21](#)

Not sure how your ideas fit together or where they link? Then a storyboard is for you! Whether it is thinking about your argument, your hypothesis, a storyboard is an effective way of building the structure of your writing, your research and your PhD. The session will teach you the skills of storyboarding, with time to start building your own.

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Get your Writing Organised - Stage 2: signposting & mapping – [RD23-30](#)

Internal signposting to make your thesis easier to read, Our writing needs to be clear and easy for our readers to comprehend especially when we are thinking of our thesis and our examiners. This session will examine how we can use forward and backward signposting within our chapters and introductions to ensure our examiners can follow our thesis argument. We will map our thought plans so that we can be clear to ourselves our readers.

YouTube: [Getting your writing organised - YouTube](#)

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Goal-setting & Defeating Self-Sabotage – [RD23-15](#)

Are you procrastinating getting distracted obsessing over the standard of your work? Did you realise that you could be sabotaging your own success? From procrastination to perfectionism, this workshop explores the many forms of self sabotage and offers practical strategies to help you be more productive. The session will use guided reflective thinking to help you identify your personal self sabotaging behaviours It will also consider a range of practical strategies to change those behaviours through individual and small group experiential exercises.

YouTube: [Goal Setting Defeting Self Sabotage - YouTube](#)

Who is this for?

Stages of PhD

Early 0-14 months

Mid 12-24 months

Late 24-finish

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III



Hopes, Fears, and Challenges- starting your PhD – [RD23-2](#)

What are you hoping to get from you doing a PhD? What do you think you need to find out? How are you going to plan your way through the next years? We will share some of our top tips for enjoying your research experience.

Who is this for?

Stages of PhD

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How to deal with Anxiety & Worries – [RD23-69](#)

Most PhD students during their doctoral training experience a range of worries, which often are uncontrollable and distressing. Excessive and persistent worrying is a key feature of anxiety. In this workshop, which will be supported by a qualified and licenced low-intensity psychological wellbeing practitioner, you will learn what anxiety is, how anxiety and worrying affect us both physically and psychologically, what types of worry exist, and practical strategies to help you contain those worries, and manage your anxieties. By the end of this workshop, you will be provided with practical strategies, and resources, which will enable you to take control and manage your anxiety and worries. There will be no need to disclose private or confidential information; we will just be discussing a practice which you can apply in your own time.

Remember that the prime gain from doing a PhD is not just becoming an expert in your field, but also becoming an expert in life skills: surviving countless struggles, persisting through difficult times, becoming a resourceful problem solver and independent thinker, and knowing when to ask for help. These life skills will be indeed invaluable skills for any future role!!

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Stages of PhD

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Mid 12-24 months

Late 24-finish

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How to deal with Isolation and Loneliness – [RD23-63](#)

Feeling lonely and isolated during your PhD is a common experience amongst doctoral researchers. However, that does not mean that loneliness or isolation is an inevitable and unchangeable part of the PhD experience. There are lots of ways that you can connect with others and find ways to tackle feelings of isolation – remember that you are not alone in feeling lonely or isolated! As everyone’s situation is different, the specifics will look different for everyone.

In this workshop, which will be supported by a qualified and licenced low-intensity psychological wellbeing practitioner, you will learn how to understand what loneliness and isolation are, how common it is, what you can do to overcome them, and how you can start to reach a different community around you. Join us to learn about seeing loneliness/isolation from a different perspective, while learning new ways to handle this universal experience of loneliness together. There will be no need to disclose private or confidential information; we will just be discussing a practice which you can apply in your own time.

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How to deal with Stress – [RD23-78](#)

Pursuing a doctoral degree whilst juggling research, teaching and learning can be quite a challenging and stressful experience. High levels of stress can create severe difficulties in normal functioning, which subsequently can negatively impact your physical, mental, social and academic life.

In this workshop, which will be supported by a qualified and licenced low-intensity psychological wellbeing practitioner, you will learn how to develop your stress management skills in understanding what stress is, how to recognise symptoms of stress and learn strategies for boosting your capacity for handling and recovering from the impact of daily stress. Subsequently, you will be able to apply learnt knowledge to your day-to-day life during your PhD, as well as in the future.

By the end of this workshop, you will be able to gain insight into how stress works, the importance of keeping stress levels in check, and what techniques you can use to combat stress during your degree, which will help you to formulate your short- and long-term stress management plan of how to cope with you stress, based on your specific research environment and your own individual needs.

Remember that the prime gain from doing a PhD is not just becoming an expert in your field, but also becoming an expert in life skills: surviving countless struggles, persisting through difficult times, becoming a resourceful problem solver and independent thinker, and knowing when to ask for help. These life skills will be indeed invaluable skills for any future role!!

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How to Have Difficult Conversations – [RD23-81](#)

Having a difficult conversation is not always about resolving conflict, it could be that we need to say something that we find uncomfortable, or we want someone to listen to our point of view or that we want our voice heard. It may also be that we need to resolve conflict. This session will help you recognise what is creating the difficulty, suggest tactics for preparing beforehand, and how to manage the actual conversation. It is also a great session to help you with future leading and managing relationships.

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How to Manage Change – [RD23-94](#)

Our lives are changing so rapidly and sometimes we struggle to keep up. This workshop will help you gain perspective and make the changes that are needed and that suit you in your research lives, home lives and careers. We need to make the changes in a way that we can deal with. A session to help you regain focus and plan for managing the changes you need (or want) to do.

YouTube: [Managing Change – YouTube](#)

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Intellectual Property – Keeping your Ideas Safe

This online webinar designed by Vitae & the Intellectual property Office (IPO) but delivered by our in house expert (she delivered these sessions nationally for the IPO) is to help you understand what you need to know about IP and your research, and IP regarding others' research or work.

The aim of this IP for research training resource is to help researchers: make informed decisions about the use of any intellectual property generated either by themselves or others; know when to seek additional help from an intellectual property expert at their institution; seize the potential opportunities to maximise the impact of their research and the prestige of their institution

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Stages of PhD

Early 0-14 months

Mid 12-24 months

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Integrity and Ethics in Research

Integrity and Ethics in Research Part of the Research Integrity series; this session asks questions about ethics and research integrity. How can we be certain which is which and making sure that we are following best research practice? Sometimes the answer is not as clear cut as we would like so it is worth having the discussions early in your research career.

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Stages of PhD

Early 0-14 months

Mid 12-24 months

Late 24-finish

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Introduction to Project management – [RD23-53](#) (in person) & [RD23-10](#) (weekend series)

Hear from your peers as to how they have managed their PhD. By the end of the workshop, you should be able to: develop more knowledge about what project management tools can be used in your day to day tasks; understand importance of project management skills for your own research project; apply learned knowledge into practice; identify your stakeholders, and to understand their needs; manage stakeholder expectations; manage risks and issues, including changes to scope; review and learn from strengths and weaknesses of your own research project; and, ultimately, self-reflect on your own productivity and effectiveness.

YouTube: [Project Management - YouTube](#)

Who is this for?

Stages of PhD

Early 0-14 months

Mid 12-24 months

Late 24-finish

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KLM



Managing my Career

How do I explain all the things that I have learnt during my PhD to other people?

Where do I start?

What do I need to know?

What motivates me?

But I'm staying in academia...

I want to be able to ...

I need to be able to ...

Realistically I cannot do...

What other options are available to me?

We shall be answering these and many more questions

This day workshop will take us through the assumptions we make about our career path; work on what is important to us from our career; what abilities we have from doing our PhD and beyond that we can transfer to our chosen job market. You will leave the day with a network of colleagues and an action plan for moving your career choices forward. Places very limited and you will need to attend the whole day. Please do not book unless you know that you can be here since you will be taking the place from someone else.

Who is this for?

All Stages of PhD

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Maths Anxiety for PGRs

Many people have acquired maths or stats-specific anxiety in their educational journey. The symptoms include avoidance or a sense of being stupid or helpless when faced with a task that involves maths. It is our plan to work towards ensuring every student has an opportunity to address anxiety specific to maths and stats, becoming resilient learners and users of maths and stats in their degrees and future careers. This term, we are offering each PGR a small group session (2 hours) with Sue Johnston-Wilder. Based on extensive research, Sue will introduce some key tools, help you reframe previous experiences and offer you optional 1-1 sessions if needed.

Who is this for?

Early Stages of PhD (0-14 months)

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NOP



The Parent Juggle

Are you struggling with the parent-work-research juggle? Join us to share your experiences and learn from others. Feel reassured and know that we are all in this together, getting through each day one tantrum, x-box battle and snack request at a time. Share your go to distractors for little-ones, one-liners to encourage a little homeschool work and learn from others all in the same boat.

Totally confidential and completely non-judgemental session.

Nipping out to see to the kids is fine!

YouTube: [The parent juggle - YouTube](#)

Who is this for?

Stages of PhD

Early 0-14 months

Mid 12-24 months

Late 24-finish

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Perfecting your Writing: Editing & Proofreading Tips – [RD23-37](#)

Tidy up your structure, develop your proof reading and your editing skills. This session will give tips to support you in tidying up your writing, focus on how to get a clearer vision for your work and get your message across to your reader.

YouTube: [Perfecting your writing - YouTube](#)

Who is this for?

Stages of PhD

Mid 12-24 months

Late 24-finish

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PhD in 2nd Language Series: Communicating with your Supervisor – [RD23-54](#)

Your supervisor can be the most valuable resource you have during your PhD. A mentor and advisor that helps to manage your project and keep you on track, and a sounding board for your new ideas and thoughts. Knowing how to communicate and foster this relationship is crucial for your research to develop. In this session we will discuss common difficulties second language speakers might face when conversing with their supervisors. The session offers a supportive and safe environment for challenges to be shared. We will also strategically plan ways to navigate such challenges with the aim to improve the communication with your supervisor.

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PhD in 2nd Language: Conferences & Networking – [RD23-34](#)

Planning for conferences and networking in another language may seem overwhelming at times. Join us in this session to discuss how to make networking work for you in conferences, in Face-to-Face situations, and how you can apply that knowledge to the online networking and conferencing experience.

YouTube: [Networking and Conferences PhD in a second language – YouTube](#)

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PhD in 2nd Language: Navigating Speaking & Listening Difficulties – [RD23-5](#)

This session provides an opportunity to share the current difficulties that you are facing in academic English, in face to face (online or offline) interactions, and explore ways forward for improving understanding, on both sides. We will challenge some preconceived ideas about 'standard' academic English and develop strategies for better framing our future interactions so that we can get the help that we need to improve and support one another.

YouTube: [Speaking and hearing difficulties PhD in a second language – YouTube](#)

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PhD in 2nd Language: Navigating Writing & Reading Difficulties – [RD23-19](#)

This session will provide opportunities to share the current difficulties that you are facing in written academic English and explore ways forward for improving your understanding and develop your writing.

YouTube: [Writing and reading difficulties PhD in a second language – YouTube](#)

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PhD in 2nd Language: Presenting in Another Language – [RD23-24](#)

Presenting in another language can sometimes makes us feel under extra pressure. Do you have a conference presentation, an upgrade, or a seminar coming up? Join us to learn how to face your presentations and get maximum impact. Whether you are presenting online or in person we will discuss how you can write, prepare and deliver a presentation with confidence, that leaves your audience feeling informed and engaged with your research.

YouTube: [Presenting in a second language – YouTube](#)

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PhD in 2nd Language: Writing Literature Review – [RD23-47](#)

Writing a literature review in a second language may feel intimidating at times, so come get some hints, tips, and ideas on how to create or improve your literature review. We'll explore what it's all about, what you need to cover and how to do it.

YouTube: [Literature Review in a Second Language Series – YouTube](#)

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PhD Middle years – charting and preparing for the next 18 months – [RD23-60](#)

So you've managed year one – what do you need to think about for the next year. The workshop will enable you to establish where you are in the doctoral process, what your gains have been in year one and identify practical steps to chart a successful course through the next 12-18 months. We will identify the 7 habits for success and by the end of the workshop you will have set your own individual plan for the year ahead.

YouTube: [The middle years - YouTube](#)

Who is this for?

Stages of PhD

Mid 12-24 months

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Preparing for Leadership

Leadership means many things to different people; we think of politicians, activists, institutions and our senior colleagues. This week is for our PGR colleagues in their final years of their PhD who will be moving into new roles soon. We will look at what leadership involves, what you will need to produce, and what you need to consider when thinking of the way ahead. Leadership means being aware of what you value and that your values may be different to someone else. We will talk about everyday leadership when we think of our ability to influence and take initiative; and even leading our own research project – our PhD.

Who is this for?

Stages of PhD

Late 24-finish

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Preparing for your Viva

Join us to learn how to prepare for your viva, understand the types of questions you might be asked and where to get the details for examination logistics at the University of Warwick.

YouTube: [Preparing for your viva - YouTube](#)

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Presenting with Confidence – [RD23-48](#)

Does the idea of public speaking and the thought of presenting your research to an audience make you feel anxious (or overwhelmed)? Then join us in this session to learn how to structure your presentations so you can gain confidence and get maximum impact. Whether you are presenting online or in person we will discuss tips and techniques on how you can prepare and deliver a presentation that restores your confidence and leaves your audience feeling engaged with your research.

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Presenting your Research

Conference presentation, upgrade, seminar? Join us to learn how to structure your presentations to get maximum impact. Whether you are presenting online or in person we will discuss how you can write, prepare and deliver a presentation that leaves your audience feeling informed and engaged with your research.

YouTube: [Presenting your research - YouTube](#)

Who is this for?

Stages of PhD

Early 0-14 months

Mid 12-24 months

Late 24-finish

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Problem-solving practical worries & challenges – [RD23-16](#)

Most people are using problem-solving skills on the daily basis, no matter whether they are trying to solve a technical problem, or scientific puzzle, navigate barriers on their PhD journey, or they just experience a range of practical worries in personal life. But how effective are you at tackling your practical worries and challenges in your life? Many PhD students engage in procrastination with their tasks as they want to avoid unpleasant aspects of their PhD and focus on more pleasurable parts (such as Netflix). However, this in turn results in the piling of your practical worries (tasks), whilst at the same time, you become overwhelmed when attempting to tackle these, because of the sheer number of tasks on your plate.

Here's the thing: the better your problem-solving skills are - the better (and easier!) your life will be (both professionally and personally). In this workshop, which will be supported by a qualified and licenced low-intensity psychological wellbeing practitioner, you will learn what practical worry is, why people avoid doing tasks and engage in procrastination, what problem-solving strategies exist for overcoming your challenges, and how you can use problem-solving strategy to understand your problem, find a solution and create an action plan for tackling it. Finally, you will be learning the importance of reflection and learning from your problem-solving attempts, which are invaluable for future problem-solving. By the end of this workshop, you will be provided with practical strategies, and resources, which will enable you to take proactively problem solve your practical worries and challenges. There will be no need to disclose private or confidential information; we will just be discussing a practice which you can apply in your own time.

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Proof Reading Circles – [RD23-77](#)

Our familiarity with our writing often means that we miss the writing errors in them. In this session, we will discuss some common writing mistakes, and the basic guidelines for proof reading. We will then exchange sections of our writing (maximum 1500 words) and proof read each other's work.

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Reflexivity for Researchers – [RD23-62](#)

Reflective practice, analytical reflection and (particularly) reflexivity, are generally recognised as the core characteristics of research and teaching practice. Reflexivity is a strategy to question our own attitudes, thought processes, values, assumptions, prejudices, and habitual actions, to try to understand our complex roles in relation to others. Reflexivity involves thinking from within experiences 'turned or reflected back upon the mind itself.' Reflective practice and reflexivity are therefore a valuable developmental process for any professional or researcher. In this session, we will examine key features of reflection, introduce several models of reflective practice (Such as the Gibbs model) and understand how reflective practice can help you learn and the tools you can use to support reflective learning. Reflective Practice can enable practitioners to learn from the experience of themselves, their work, and how they relate to home and work, significant others and wider society and culture.

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Research Impact – [RD23-71](#)

Research Impact. We have all heard the term but what does it actually mean?

In this session we will talk through what impact you might be making with your research; consider what questions you need to ask your supervisor about Research Impact and feel more confident about Research Impact more generally.

YouTube: [Research Impact - YouTube](#)

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Research Methods: Quantitative data collection and analysis – [RD23-6](#)

This workshop aims to provide you with an overview of a range of methodological and analytical skills, which you can apply in different research contexts. During the workshop, we will cover how the data are described, introduce a range of the most used statistical tests and cover some statistical packages that can be used to analyse these data.

YouTube: [Quantitative Research Methods Data Collection and Analysis – YouTube](#)

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Research Methods: Inspecting Data Bases – [RD23-12](#)

Creating searching strategies for your literature or systematic review and reviewing different scientific databases is a crucial skill that you will learn from your PhD. Inspecting databases can be a daunting experience but databases make it much easier to find and access journal articles.

In this workshop, you will learn how to identify which searching strategy to perform, recognise the reason why citation searching is useful for your PhD, learn to employ effective result filtering techniques by using Boolean operators and syntax to create an effective searching strategy, develop an ability to search a range of databases, and assess the quality of journals.

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Research Methods: Advance Quantitative data analysis: Regression, Anova, and Manova – [RD23-26](#)

Are you struggling with advanced quantitative analysis? In that case, this workshop will remind you of regression, Anova and Manova, and how to apply these statistical tools to your PhD projects appropriately. The distinctions between ANOVA, ANCOVA, MANOVA, and MANCOVA can be challenging. Before one can appreciate the differences, it is helpful to review their similarities, as well as dissimilarities.

YouTube: [Advanced Stats Analysis Tools – YouTube](#)

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Research Methods: Qualitative Research Part 1 – Epistemologies and data collection – [RD23-31](#)

This workshop aims to provide you with an overview of a range of qualitative analytical skills and methodologies, which can be applied in a range of research settings. The workshop will introduce how qualitative data can be collected (surveys, focus groups). In addition, a range of data analysis packages will also be covered. All participants during the session will have an opportunity to analyse a piece of text to apply learned knowledge to practice.

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Research Methods: Qualitative Research Part 2 – Methodologies and analysis – [RD23-46](#)

This workshop aims to provide you with an overview of a range of qualitative analytical skills and methodologies, which can be applied in a range of research settings. This session discusses how Qualitative data can analysed using thematic, grounded theory, narrative, interpretative phenomenological, and ethnographic analysis. In addition, a range of data analysis packages will also be covered.

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Research Methods: Graphical representation of qualitative and quantitative data – [RD23-51](#)

This session will focus on graphical solutions for both qualitative and quantitative research. We aim to cover what visual solutions are appropriate for quantitative and qualitative data and introduce a range of visual aids for interpreting and presenting these data, such as pathway analysis graphs, Sankey diagrams, and discourse analysis graphs.

YouTube: [Graphical solutions for research methods – YouTube](#)

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Research Methods: Mixed- Methods research design, data collection and analysis – [RD23-65](#)

Mixed methods research design is one of the most popular ways to combine qualitative and quantitative research designs with learning from numerical data and participants' experiences. This workshop will introduce you to mixed methods research and different research designs to help you with your projects. In addition, triangulation and integration of data will be covered, which is the most crucial aspect of mixed methods research Find.

YouTube: [Mixed Methods – YouTube](#)

Research Methods Series: A standalone series, but also to support our understanding of research integrity & ethics; the research methods series will give overviews of qualitative and quantitative or mixed methods; why some researchers will adopt certain methods; and why some approaches are more suitable than others. The sessions will provide general ideas; signposts to follow up on specific areas; the positives and negatives of different approaches. You will need to speak to your department for full research methodology training in your chosen practice.

You can attend the whole series or just pick the ones of specific interest.

Who is this for?

Stages of PhD

Early 0-14 months

Mid 12-24 months

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Research Methods: Meta Analysis Research: a how to guide – [RD23-72](#)

A meta-analysis is a statistical analysis that combines the results of multiple scientific studies. Meta-analyses can be performed when multiple scientific studies are addressing the same research question. This workshop will provide you with an overview of meta-analysis and how to conduct one in your own PhD. We will also cover, the most common methods for conducting a meta-analysis as well as common issues that may be encountered. By the end of the course, you should be able to plan and conduct a meta-analysis of your own to answer a research question in your field of study and interpret the results of meta-analyses published in journal articles.

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Research Planning for Your First Year – [RD23-39](#)

If you want to get your PhD, you need to know how you are going to get there. Join us for a mapping session and start to answer the following questions: What is your question? What are you trying to find out? What will your contribution be? How and why?

YouTube: [Research planning 101 - YouTube](#)

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Stages of PhD

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Research Poster Design – [RD23-42](#)

A good poster allows us to communicate our research quickly and clearly. A poor poster will put off our intended audience. So how do we make our poster clear, impactful AND tell everyone what we know? To start we will evaluate a series of posters in order to decide what works which of them are clear, engage us with their research and memorable. We will also examine two major design styles to see what will work for us and our research. We will look at further techniques for poster design and presentation and discuss how to tailor this to your research area. PowerPoint is one of the simpler methods of Poster design and is therefore the package that we will be suggesting you use. If you are unfamiliar with PowerPoint or want to use another software package, then you will need to attend an IT Services training course.

YouTube: [Research Poster Design - YouTube](#)

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7 Steps to PhD Completion – [RD23-70](#)

What are the key characteristics of successful PhDs? A discussion session identifying some of the best practices; identifying characteristics and hints. We will set goals for rest of 2022, plan some time away from our research, and set milestones and targets getting set for 2023.

YouTube: [7 steps for PhD completion - YouTube](#)

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Tackling Perfectionism – [RD23-61](#)

Do you find yourself endlessly re writing, re doing experiments because they were not 'perfect'? Do you compare your work successes to others and feel like you don't measure up? Is your perfectionism just procrastination? Any of these ringing bells?? Then this session is for you.

YouTube: [Perfectionism - YouTube](#)

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10 Things I Wish I'd Known at the start of my PhD – [RD22-03](#)

Colleagues share the 10 things that they wish they had known at the start of their PhD- get some great tips and avoid their mistakes. Meet current and just qualified PhDs; meet current researchers and facilitators.

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UVW



Understanding your upgrade

Many of us are asked to go through an upgrade process after our first year. This takes us from MPhil to PhD study process. It allows us and colleagues to reflect on the previous year, research knowledge gained, and plans for the next stages. The session will inform you of the University's criteria for a successful upgrade process and help prepare you for it. The facilitators will share their own experiences of passing upgrade process and provide you with particular tips and advice that will be useful for you to understand what your need to do and how to successfully pass your own upgrade.

YouTube: <https://www.youtube.com/watch?v=RF1P7cYeNyE>

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- Stages of PhD
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Using drawing in your research - for planning – [RD23-64](#)

This session focusses on how you can use creativity and drawing to explore and organise your planning and your ideas. Permitting ourselves to reflect and work in a different way allows us to utilise different resources, different skills and, ultimately, to open pathways for different ways of thinking.

YouTube: [Using drawing for planning - YouTube](#)

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Using Storytelling to Communicate your Research – [RD23-90](#)

This workshop teaches various concepts of storytelling as a means to make your research more engaging. Whether writing your final chapters or preparing for a conference, skillful storytelling has widespread applicability throughout our lives. This workshop provides: Concepts of Storytelling that you can use as a tool to structure the delivery of your research; an opportunity to discuss the layout of your research as a group and to find ways to improve upon it; a method of structuring your research, the Storyboard, which you can use in the workshop to work on your current project.

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Visualising your research: How visuals can help you plan your PhD – [RD23-43](#)

This workshop will help PGRs think of visualisation methods as a writing aid and a way to switch from writing to “seeing” and “creating” to plan and write for their PhD. This workshop will introduce participants to strategies that can help them visualise, summarise, or express their research using process diagrams, flowcharts, mind maps and timelines. Such visual communication skills can effectively communicate complex research to a general audience and help visualise extensive research projects, academic posters, and other verbo-visual presentations.

Visualisation can also be helpful as a mental exercise. Beyond the above idea of visual communication of research, this workshop can explore ways of visualising goals to feel empowered or plan better. The goal of this workshop is to help the research shift into a different mode of thinking to think of their research in a fresh way, to add to their repertoire of tools for writing and planning and reinforce the idea that their PhD experience is also one of creation and innovation and they have many different avenues available to explore their areas and expertise.

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What is Questionable Research Practice? – [RD23-45](#)

Would you recognise bad research practice if you saw it? Would you know it if you read it? Would you understand the practice of a qualitative researcher and how their data is gathered? How about the interpretation of a series of data sets valued by a quantitative researcher?

With many of us working across multi-discipline, multi-department research teams, we will see people using different research methodologies, experience different research cultures and practice. Lack of understanding of how other researchers' work can lead to confusion, possibly even some difficulty. But one area we are all agreed upon, no matter how we research, is what we consider to be 'questionable research practice'.

YouTube: [what is questionable research practice - YouTube](#)

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What Resilience Means for Researchers – [RD23-86](#)

Research is challenging, not just in itself but in its impact on our wellbeing as researchers. There are techniques that we can apply to help us recognise our stress and to maintain our wellbeing. Resilience is the capacity to recover quickly from difficulties and is a very important part of maintaining wellbeing and continuing to be productive. Some people are equipped with a natural sense of how to maintain resilience but for others those same skills can be learned. This experiential workshop will give you the opportunity to learn about stress and its effects as well as a range of techniques for maintaining your personal resilience, including where to find help when it is needed.

YouTube: [Resilience for your PhD - YouTube](#)

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Stages of PhD

Early 0-14 months

Mid 12-24 months

Late 24-finish

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Working in Research Teams – [RD23-92](#)

Research funders are more often requesting that research is undertaken by research teams; often allowing for the pooling of diverse knowledge & disciplines, the development of new and early career researchers working alongside more experienced colleagues; and enabling us to be more globalised in perspective and behaviour.

Working in research teams session looks at best practice, security & ethics, collaborative practice and respectful research behaviour.

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Write more this week: action planning for the week ahead – [RD23-38](#)

Need to get more writing done? What's causing the blockages? Work with our Research Coach to get more writing into your week. Consider what three things need to be done today and over next 4 days to make the biggest impact on your research, in your research and around your research.

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Writing for non-academic audiences – [RD23-44](#)

This workshop is intended for academics who would like to think about communicating their research to non-academic audiences and are wondering where to start. The workshop will focus on some typical pieces they may need to write. These include press releases, op-eds (and pitching op-eds), and press kits in case of larger projects. The goal of the workshop is to encourage PGRs to think of how they can publicise their work and why this is important. And then to give them some tools to widen their audiences and be well-prepared to write short articles, blog posts or press releases. Delivered by an ex-journalist and political cartoonist and current blog writer.

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Writing for Social Media – [RD23-82](#)

Preparing the world for your research:

In today's competitive academic landscape, social media is increasingly being used by researchers to disseminate and publicise their work and to create visible public profiles. It has also become an essential space for academic debate, events and announcements. This workshop will introduce participants to resources that can make navigation of social media easier. It will also discuss search-engine optimisation and time management. The goal is to help the participants confidently use social media platforms, help them think through which platform may suit them or their career, and refer them to some best practices that can make social media posting a part of their busy schedules.

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Writing series: Academic writing: what is it and how to prepare for it – [RD23-7](#)

Is the thought of writing a long piece of academic work daunting? Are you unsure where to start? Then this workshop is for you. You will discuss the purpose and style of academic writing, look at some common errors, and receive some tips. You will also look at an example of a style guide. This workshop has been designed to help you think about and plan your own work.

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Stages of PhD

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Writing series: Sentences: Starting Strong – [RD23-8](#)

As good writing depends on well-written sentences, this workshop will recap the basics of sentence construction. You will look at the parts of a sentence, different types of clauses, and common errors. The workshop will end with the opportunity to write a few sentences and share them with your peers for feedback.

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Writing series: Paragraphs: the building blocks of your thesis – [RD23-17](#)

This workshop gives you the opportunity to think about how to write effective paragraphs. In the first part of the workshop, you will look at and discuss examples, particularly in relation to signposting and structure. In the second part, you will be given some time to write a paragraph that explains an aspect of your research, which you will then share with other workshop attendees. If you prefer, you can bring along a paragraph that you have already written. There will then be time to give each other feedback.

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Writing series: finding, reading, and quoting research – [RD23-18](#)

This workshop returns to the basics of research. We will begin by sharing resources and tips for finding sources. We will then practice different types of reading: scanning, skimming and deep reading, and discuss how we can use them to make sure our research is vigorous and accurate. Following that, we will look at three ways of presenting research: quoting, summarising, and paraphrasing.

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Writing series: representing other research fairly, organising your reading, filling the gap – [RD23-27](#)

Even though we all know that positioning our work in the context of pre-existing research is important, it can also be overwhelming. In this workshop, we will discuss how to make sure that we understand and correctly represent the research that we read. We will discuss how to think about our research as filling a gap and look at some useful words and phrases. We will also share our experience of organising information. One activity in this workshop will ask you to make and discuss a mind map of your reading so far.

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Writing series: Long documents: practical tips, structuring your work, signposting – [RD23-57](#)

You might be in the middle of developing the longest piece of writing you've ever written. Theses and articles bring with them their own challenges. This workshop focuses on how to structure long texts. We will also discuss signposting and share practical tips.

Who is this for?

Stages of PhD

Mid 12-24 months

Late 24-finish

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Writing series: Introductions & Conclusions – [RD23-66](#)

This workshop will begin by looking at what should and should not be included in introductions and conclusions. You will look at some examples and discuss their strengths and weaknesses. You will also be asked to introduce your research to your peers, which will help you decide what needs to be included in an introduction.

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Writing series: How to respond to feedback – [RD23-67](#)

Postgraduate work can often leave you feeling confused and isolated. Lots of people want to give you advice, but who are they and how should you respond to their comments? This workshop opens by discussing the benefits of feedback you might receive from a range of people. You will then explore how to understand and use different types of feedback. You will also be asked to reflect on the feedback you have received so far.

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Writing Tips - Academic Hedging: advantages and pitfalls – [RD23-9](#)

Writing tips sessions are different from regular workshops. The session's topic will be covered in the first 30-45 minutes, and then the rest of the session will be given to writing and getting feedback. You are welcome to attend the first half or the whole session.

Academic hedging is the term given to the cautious way in which academics often write. This session will explore what academic hedging is, how to use academic hedging in your writing, and when academic hedging should be avoided.

Who is this for?

Stages of PhD

Early 0-14 months

Mid 12-24 months

Late 24-finish

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Writing Tips: Differences between British & American Writing – [RD23-96](#)

Writing tips sessions are different from regular workshops. The session's topic will be covered in the first 30-45 minutes, and then the rest of the session will be given to writing and getting feedback. You are welcome to attend the first half or the whole session.

Over the course of your academic career, it is likely that you will write for both British and American journals. However, there are some key differences between the two. This session will look at some of the most relevant differences for academic writing.

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Writing Tips: Focus on Style: How to be more Concise – [RD23-84](#)

Writing tips sessions are different from regular workshops. The session's topic will be covered in the first 30-45 minutes, and then the rest of the session will be given to writing and getting feedback. You are welcome to attend the first half or the whole session.

Many people find it hard to write concisely. Their heads are brimming with ideas, and they want to write them all down at once. However, readers can find overly wordy writing confusing and frustrating. This session will look at how we can make our writing more concise.

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Writing Tips: Focus on Style: How to be more Detailed – [RD23-85](#)

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Is your writing sparse? Do your readers say that you miss out key details? Then you may need to work on slowing your reading down and explaining each point in more detail. How to do this is the focus of this session.

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Writing Tips: How to Sound more Sophisticated – [RD23-95](#)

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In an ideal world, the reader would only pay attention to the quality of your research. This, however, is not the case. To be taken seriously, you are usually expected to write in a sophisticated, academic manner. This session will give you some hints on how to do this.

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Writing Tips - Punctuation: an overview – [RD23-28](#)

Writing tips sessions are different from regular workshops. The session's topic will be covered in the first 30-45 minutes, and then the rest of the session will be given to writing and getting feedback. You are welcome to attend the first half or the whole session.

Do you get in a muddle with em dashes? Are you not sure where to put your commas? And are you completely baffled by semi-colons? The come to this session to revisit how to use punctuation.

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Writing Tips: The passive voice: what is it and when should I use it? - [RD23-58](#)

Writing tips sessions are different from regular workshops. The session's topic will be covered in the first 30-45 minutes, and then the rest of the session will be given to writing and getting feedback. You are welcome to attend the first half or the whole session.

This session will explain the basics of the passive voice. It will explore the advantages and disadvantages of using the passive voice in different circumstances.

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Writing Tips: Writing about Hypothetical Situations: the conditional, the future perfect, the subjunctive – [RD23-76](#)

Writing tips sessions are different from regular workshops. The session’s topic will be covered in the first 30-45 minutes, and then the rest of the session will be given to writing and getting feedback. You are welcome to attend the first half or the whole session.

This session will focus on writing about hypothetical and future situations. It will cover the basics of the conditional, the future perfect, and the subjunctive.

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