

RESEARCH SKILLS DEVELOPMENT COURSE

COURSE DESCRIPTION

This is a **residential course (four days/three nights)**.

The Research Skills Development (RSD) course is designed to cover the **key transferable skills** needed by **early stage PhD researchers**.

The course has been designed to be challenging, involving and memorable. There are several diverse elements which cover the varying aspects of the PhD experience. This course offers the opportunity to **work as part of an interdisciplinary team, examine your impact on group dynamics, receive peer feedback on your performance** (within a team) and **get to know researchers from various departments and campuses**. The students are encouraged to **participate** fully during the course and be prepared **to be involved in both indoor and outdoor activities** and to **discuss their own experiences to date**. They will have an opportunity to provide feedback at the end of the three days as well as comments and suggestions regarding the course.

STUDY LOAD

ACTIVITIES	NUMBER OF HOURS
Lectures	8h
<ul style="list-style-type: none"> - Communication (individual and group presentation skills); - Team working (group roles, team dynamics, impact upon others); - Creativity (techniques and application); - Managing and understanding the PhD process (planning, problem-solving); - Interdisciplinary collaboration (communicating science in a broader context, negotiation, decision making). 	24h
Reading/ Self-study/ individual exercises	18h
Networking Activities	6h
TOTAL	56h

ASSESSMENT TASKS

A brief written report about the course focusing on three main take home messages you would like to point out and also explaining the reasons of your choice (1 page max.)

LEARNING OUTCOMES

The primary purpose of the course is to **enhance both the personal and research effectiveness of participants.**

The focus is on **experiential learning achieved by a series of challenging group exercises.** It is also a chance to **get away from your normal working environment, meet people from other disciplines and have fun!**

By the end of the Curricular Unit the students will be able to **demonstrate personal and research effectiveness skills.**

COURSE CO-ORDINATOR

Patrícia Rosado Pinto (NMS | FCM)

TEACHERS

Alexandra Dias Santos (External)
Elsa Caetano (NOVA Doctoral School)
Guilherme Victorino (NOVA IMS)
Joana Marques (NOVA Doctoral School)
João Cordeiro (ENSP/NOVA)
Roberto Henriques (NOVA IMS)

RECOMMENDED READING

Bridget Juniper, Elaine Walsh, Alan Richardson & Bernard Morley (2012) *A new approach to evaluating the well-being of PhD research students*, *Assessment & Evaluation in Higher Education*, 37:5, 563-576, DOI: 10.1080/02602938.2011.555816

Elaine Walsh (2011) *Publishing from your PhD: negotiating a crowded jungle*, *Studies in Higher Education*, 36:8, 1003-1005, DOI: 10.1080/03075079.2011.643072

Rugg, G. and Petre, M. (2004) (first edition) *The unwritten rules of PhD research*. Open University Press UK.

Creativity:

De Bono, E. (1972) *PO: a device for successful thinking*. New York: Simon and Schuster.

De Bono, E. (1995) *Serious creativity*. *The Journal for Quality and Participation*. **18**. 12 – 18. Team

Elaine Walsh, Katie Anders, Sally Hancock & Liz Elvidge (2013) *Reclaiming creativity in the era of impact: exploring ideas about creative research in science and engineering*, *Studies in Higher Education*, 38:9, 1259-1273, DOI: 10.1080/03075079.2011.620091

Dynamics:

Tuckman, B. (1965) Development sequence in small groups. *Psychology Bulletin*. **63**. 384 – 389.

Tuckman, B. and Jensen, M.A.C (1977) Stages of small group development revisited. *Group Organisation Studies*. **2**. 384 – 389.

Note: The learning material (Student's pack) will be delivered on paper during the course so that the students may follow the different topics and take notes.