



L-Università ta' Malta
Doctoral School

Professional Development Programme for Doctoral Researchers

2020/21



There is no limit to the number of workshops you can attend but since some of the training sessions are in high demand and come at a cost to the University, it is of utmost importance to register only if you are sure you are able to attend the workshop on the day and time advertised. The Doctoral School has a cancellation policy whereby failure to attend more than three workshops without a valid reason for doing so will lead to not being able to attend other doctoral school workshops in future. Valid reasons for late cancellation or for missing a workshop involve illness (this needs to be corroborated with a doctor's certificate) and unplanned leave of absence (this needs to be corroborated with documentation).

Please note that you will not receive a separate certificate for each workshop. The workshops you attend will appear on the official transcript.

WELCOME



Dear Doctoral Researchers,

Earlier this year, when the University of Malta was celebrating its 250th anniversary from its re-foundation, the world confronted the spread of coronavirus COVID-19. As humanity navigated its way through this pandemic, unique challenges beckoned for doctoral education worldwide. In particular, universities and doctoral schools had to adjust to situations which saw campuses shut down, researchers disconnected from colleagues as social interaction was curtailed, and many activities, not least the professional development/transferable skills training and thesis defences moving online. Anxiety came to the fore as students felt overwhelmed and isolated.

The University of Malta moved fast to mitigate the impact as far as possible. In March, Senate took note of the fact that the pandemic was bound to have a severe effect on early career researchers, in particular on those who had to conduct research while balancing caring responsibilities from home, and on those who had major disruptions in access to materials, research subjects and locations. It was decided that extraordinary suspensions and extensions of studies will be granted. Senate also agreed to suspend the requirement that *viva voce* examinations be held in person on its main campus as required by the regulations. New guidelines were approved and published and several students defended their thesis

remotely. In late spring, some of the face-to-face transferable skills training moved online and only a few workshops which were not suitable for remote delivery were postponed. The feedback received has been overwhelmingly positive. Academics have also provided supervision remotely, providing that much needed link with the institution for those doctoral candidates who, for a variety of reasons, felt lost.

This year's Professional Development Programme offers a combination of workshops that prepare you for the journey that you have embarked upon – workshops to help you develop your communication skills, others that introduce you to different research methods, that help you improve your self-awareness, interaction and management skills, and workshops that are meant to get you to think of your professional progression. New workshops dealing with research methods are being offered for the first time. This year's Annual Symposium will be held on 23 April 2021. At the time of going to print, the intention is to deliver the workshops in the normal manner whilst ensuring adequate social distancing. The majority of workshops can move online if required.

On behalf of the Doctoral School team, I welcome you to our workshops and events. Do not forget to provide us with formal, anonymous feedback for each workshop you attend as this will enable us to improve our service.

Prof. Nicholas Vella,
Director, Doctoral School

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GENERAL WORKSHOPS

DOC6001 STARTING ON YOUR PH.D.

TUTOR/S: Prof. Nicholas Vella and Prof. Ronald Sultana

DURATION: 3 hours

MAX. NO. OF PARTICIPANTS: 12

BRIEF DESCRIPTION

The Ph.D. (Doctor of Philosophy) degree is the highest academic award that the University of Malta can bestow on its students. It is conferred after a period of systematic and structured research and the successful completion of a thesis and a *viva-voce* examination. A Ph.D. project has the goal of developing you into an independent researcher capable of improving knowledge in a given field and producing results of the highest quality. The journey leading to the award of a Ph.D. degree is a challenging and meaningful experience. Knowing about the rules, regulations, procedures, milestones, and what is expected of you during this journey should make the journey less daunting than is often anticipated.

OUTCOMES

By the end of this workshop, doctoral researchers should:

- ⌚ be able to reflect on the demands of a doctoral research degree
- ⌚ be aware of the University's administrative and support structures concerning doctoral research
- ⌚ be aware of the relevant regulations, procedures, deadlines, and expectations
- ⌚ be cognisant of ethical considerations
- ⌚ be cognisant of the programme of professional development offered by the Doctoral School for doctoral researchers
- ⌚ have shared experiences about supervision





DOC6017 MANAGING YOUR DOCTORAL JOURNEY SUCCESSFULLY*

TUTOR/S: Dr Christian Bonnici

DURATION: 6 hours (3 hours + 3 hours)

MAX. NO. OF PARTICIPANTS: 12 (minimum: 10 applicants per session)

**This workshop is split into two parts – Part 1 and Part 2. Attendance is required in both parts.*

BRIEF DESCRIPTION

The Ph.D. project presents a number of challenges and pitfalls that any doctoral researcher would do well to become aware of and learn how to overcome through a number of different strategies. This workshop aims to provide a number of insights and allows for the sharing of experiences that characterise the Ph.D. project. It is open to doctoral researchers at all stages of their Ph.D.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

- ④ define the scope of the research project
- ④ assess possible opportunities and challenges
- ④ use milestone planning to diminish possible pitfalls
- ④ better handle different aspects/elements/phases of the project
- ④ identify potential stakeholders that may influence the project
- ④ frame the Ph.D. experience in the right academic context

DOC6016 UPGRADING FROM M.PHIL. TO PH.D. – THE TRANSFER PHASE*

TUTOR/S: Prof. Ing. Simon Fabri and Prof. Valerie Sollars

DURATION: 3 hours

MAX. NO. OF PARTICIPANTS: 12

**This workshop is being offered to students who are looking to transfer from an M.Phil. to a Ph.D. degree.*

BRIEF DESCRIPTION

Transferring one's registration from M.Phil. to Ph.D. status is not simply an administrative procedure. This stage of the doctoral journey is a formal assessment and should be considered an opportunity for doctoral candidates to share and discuss the research being undertaken with colleagues and experienced academic members of staff in order to obtain feedback and constructive critical insights. This workshop will focus on the students' preparations as well as the *ad hoc* committees' expectations with regard to documentation and oral presentation.

OUTCOMES

By the end of this workshop, doctoral researchers should be:

- ⌚ aware of salient components which need to be included in the documentation to be submitted for formal assessment
- ⌚ aware of a range of communication skills (written and oral) which can be drawn upon to support and clarify the submitted products
- ⌚ familiar with the criteria used when examining work in progress
- ⌚ more cognisant of the role of the *ad hoc* committee
- ⌚ better informed of the administrative processes involved





DOC6002 PREPARING FOR THE VIVA*

TUTOR/S: Prof. Ronald Sultana

DURATION: 3 hours

MAX. NO. OF PARTICIPANTS: 12

**This workshop is being offered to students who have successfully completed their transfer from M.Phil. to Ph.D. and to Pharm.D. students.*

BRIEF DESCRIPTION

This workshop sets out to help doctoral researchers prepare for their oral examination. The form and style of *viva voce* examinations differ depending on the academic discipline involved. They also vary depending on the traditions and rituals associated with different higher education institutions. Nevertheless, while acknowledging this diversity, the workshop will identify the key components common to *viva* examinations, the expectations that examiners have of doctoral candidates, and the behaviour and responses that are most likely to lead to positive outcomes. The workshop will also provide participants with the opportunity to experience a mock *viva* and to benefit from feedback about their performance.

OUTCOMES

By the end of this workshop, doctoral researchers should:

- ④ be familiar with the nature of doctoral *viva* examinations and traditions underpinning them
- ④ understand the expectations that examiners have of candidates sitting the *viva*
- ④ be acquainted with the kinds of questions that are likely to be asked during the *viva*, including the sequence in which they might occur (e.g. general questions followed by questions on context, methods, analysis and findings, discussion, conclusion/implications)
- ④ be able to give a synthesis of the main findings and/or main arguments in a thesis as well as its contribution to knowledge
- ④ understand how to respond to questions in ways that do justice to the work invested in the thesis
- ④ be aware of different examiner styles and how to respond to them
- ④ be able to identify typical errors made by students during a doctoral *viva* and know how to avoid them
- ④ understand the different possible outcomes of a *viva* and the follow-up to it before graduation

DOC6018 INTRODUCING THE UNIVERSITY OF MALTA'S LIBRARY SERVICES TO DOCTORAL RESEARCHERS

TUTOR/S: Mr Silvio Cortis, Ms Agata Derkowska,
Mr Martin Lochman, and Ms Kaja Slonina

DURATION: 3 hours

MAX. NO. OF PARTICIPANTS: 12

BRIEF DESCRIPTION

The University of Malta library offers a number of services that support doctoral researchers. Its team of service providers supports students in procuring information, and demonstrates ways of planning and searching for literature, gaining access to bibliographic management software, and enhancing research visibility.

Participants will be given a brief overview of the University's library services and an explanation of how to search for academic information using HyDi and how to use the bibliographic management software, RefWorks. An overview of the Open Access Repository (OAR@UM) will then be provided followed by an explanation of how to create a Google Scholar User Profile (GSUP) and how to add publications in it.

OUTCOMES

By the end of this workshop, doctoral researchers should be more aware of:

- ⌚ the library's services, including its provision of workshops
- ⌚ how to access research, including peer-reviewed journal articles and other primary sources of information from subscribed UM online databases
- ⌚ how to manage research outputs
- ⌚ how to share research outputs





WRITING AND COMMUNICATION SKILLS

DOC6005 ARTICULATING THE RESEARCH GAP IN THE DOCTORAL THESIS*

TUTOR/S: Dr Natalie Schembri

DURATION: 6 hours (3 hours + 3 hours)

MAX. NO. OF PARTICIPANTS: 12

**This workshop is split into two parts – Part 1 and Part 2. Attendance is required in both parts.*

BRIEF DESCRIPTION

The workshop will focus on the research gap as the driving force of the doctoral thesis. It will examine the practicalities of creating and filling the research gap at both macro and micro text levels. It will develop an awareness of the research gap as the underlying rationale of different academic text structures at macro levels; and as the verbalisation of its various aspects at specific points in the text at micro levels. Special attention will be paid to the articulation of aims and research questions. The workshop will initially focus on the analysis of academic texts from various fields. Doctoral researchers will then be guided in applying the skills learnt to their own research projects.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

- ④ identify parts of an academic text that create a research gap
- ④ create a research gap in their own writing both at macro and micro text levels

DOC6039 THE LITERATURE REVIEW*

TUTOR/S: Dr Natalie Schembri

DURATION: 6 hours (3 hours + 3 hours)

MAX. NO. OF PARTICIPANTS: 12

**DOC6005 Articulating the Research Gap in the Doctoral Thesis is a prerequisite for this workshop. This workshop is split into two parts – Part 1 and Part 2. Attendance is required in both parts.*

BRIEF DESCRIPTION

This workshop will assume doctoral researchers have an understanding of the rationale behind the literature review and will address aspects of source use and the critiquing of sources in the process of writing up the literature review chapter. It will address issues related to working with source material at sentence and paragraph level and will focus on both the technical and paraphrasing aspects of the use of source material. Particular attention will be paid to the avoidance of plagiarism.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

- ④ distinguish between source material that is peripheral to their topic and material that is strictly relevant and reflect this in the writing up of their literature review
- ④ reflect the relevance/significance of source material in their writing and critique previous knowledge on the topic accordingly
- ④ cite sources in accordance with the accepted conventions in their field and accepted norms of research integrity





DOC6019 PRESENTATION TECHNIQUES*

TUTOR/S: Prof. Gorġ Mallia

DURATION: 6 hours (3 hours + 3 hours)

MAX. NO. OF PARTICIPANTS: 12

**This workshop is split into two parts – Part 1 and Part 2. Attendance is required in both parts.*

BRIEF DESCRIPTION

This workshop will outline the skills needed to maximise personal communications and present messages efficiently and coherently. The different elements needed for maximising personal communications will be delved into and will include verbal and non-verbal communications, presentation media (when to use presentation media, what to use, and how), and the various preparatory phases needed for creating presentations. Participants will be asked to prepare a ten-minute presentation, preferably related to an element of their research, and to deliver it in front of the group during the following workshop session. Each presentation will be peer and tutor analysed so that each participant receives individual feedback on his/her performance.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

- ⌚ better understand how to give presentations that convey the message intended by the presenter
- ⌚ be more aware of the nuances of non-verbal communications
- ⌚ maximise the use of voice and body language as means of communications
- ⌚ evaluate audiences and their needs to then apply these to communication solutions
- ⌚ discern what media will aid personal communications

DOC6006 CONVINCING AND DEBATING

TUTOR/S: Prof. Andrew Azzopardi

DURATION: 3 hours

MAX. NO. OF PARTICIPANTS: 12

BRIEF DESCRIPTION

Debating is a fundamental part of everyday life. Our ability to discuss lies at the heart of a democratic and open-minded society. Added to this, to be critical is central in the life of any scholar. Structured and well-thought-out strategies in expressing oneself have the potential to unpack one's scholarly competencies and expertise. This workshop will help candidates develop and exercise debating skills. More importantly it will help stimulate the critical thinking of our up and coming scholars by shaking candidates free from time-honoured and conventional opinions.

OUTCOMES

By the end of this workshop, doctoral researchers should:

- ⌚ be familiar with the major themes related to convincing
- ⌚ be familiar with the major themes related to debating
- ⌚ understand the value of critical thinking
- ⌚ understand how they can benefit from critical thinking in the cultivation of analytical discourse
- ⌚ have improved their analytical abilities in philosophical work
- ⌚ have improved their critical abilities in philosophical work
- ⌚ have developed a more acute awareness of how to approach a debate and convince
- ⌚ have developed practical skills on how to improve communicability





DOC6020 DEBATING WITH THE MEDIA*

TUTOR/S: Rev. Dr Joseph Borg

DURATION: 6 hours (3 hours + 3 hours)

MAX. NO. OF PARTICIPANTS: 10

**This workshop is split into two parts – Part 1 and Part 2. Attendance is required in both parts.*

BRIEF DESCRIPTION

Writing for the media is radically different from writing an academic piece. In a similar manner, speaking on the radio or on TV and addressing academic gatherings require very different skills. Researchers do their utmost to be precise, base their conclusions on solid information, and refrain from rendering matters trivial or sensational. The media, on the other hand, does not harbour such 'scruples' many times. Also whereas an academic audience listens with attention, media audiences are not as attentive.

In a world dominated by the media, it helps a researcher to also be a savvy media user. Given the right skills, researchers can use the media sagely to increase the impact of their work, increase visibility, influence policy (if this is part of the scope of their research), give back to society and attract others to research. The aim of this workshop, which will consist of both a theoretical and a practical element, is to help instil in participants the necessary skills to communicate effectively and efficiently with the broadcasting and print media, and with the media audience.

OUTCOMES

By the end of this workshop, doctoral researchers should be increasingly:

- ⌚ aware of their message
- ⌚ cognisant of their medium
- ⌚ conscious of their audience
- ⌚ familiar with different kinds of interviews for print and broadcasting
- ⌚ equipped to handle different situations, including the phone-in format

RESEARCH, INTEGRITY AND VALORISATION

DOC6043 RESEARCH INTEGRITY AND RESEARCH ETHICS*

TUTOR/S: Prof. Patrick J. Schembri, Dr Dennis Mizzi and Dr Marie Briguglio

DURATION: 6 hours (3 hours + 3 hours)

MAX. NO. OF PARTICIPANTS: 12

**This workshop is split into two parts – Part 1 and Part 2. Attendance is required in both parts.*

For Part 1, participants are to attend EITHER the session primarily aimed at science- and technology-based disciplines (Life Sciences, Medicine, Architecture and STEM) OR the session primarily aimed at humanities-related disciplines (Humanities, Education, Law, and Social and Behavioural Sciences).

BRIEF DESCRIPTION

The value of academic research lies in its reliability, which in turn depends on the adherence to codes of practice, the integrity and honesty of the researchers carrying it out, the research process itself, and the way results are disseminated. Maintaining the highest standards every step of the way safeguards both the reputation of the researchers as well as the sustained trust in their work and in the respective institutions under whose auspices the researchers carry out their research. This workshop tackles key aspects of research ethics and research integrity.

The sessions will be highly interactive, and participants will be expected to contribute actively to the discussions. Part 1 will cover ethical aspects of supervision, collaboration, authorship, plagiarism, data handling and publication of results with particular focus on science- and technology-based disciplines or humanities-related disciplines. Part 2 is a practical session consisting of two parts: a detailed explanation of the research ethics and data protection (REDP) form that all University of Malta (UM) researchers are required to fill in followed by a session where participants will collectively review and discuss a number of case studies on research ethics and research integrity that refer to the material covered in Part 1.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

- ⌚ define, interpret, and apply the fundamental principles of research integrity as defined in the university's guidelines on research ethics and the *European Code of Conduct for Research Integrity*
- ⌚ discuss, debate, and solve quandaries relating to research integrity issues
- ⌚ differentiate between ethical and unethical research and publication practices
- ⌚ understand the UM procedures for research ethics clearance and be able to fill in the REDP form required of all UM researchers





DOC6007 UNDERSTANDING INTELLECTUAL PROPERTY (IP)*

TUTOR/S: Dr Ruth Vella Falzon and Dr Ing. Anton Bartolo

DURATION: 6 hours (3 hours + 3 hours)

MAX. NO. OF PARTICIPANTS: 12

**This workshop is split into two parts – Part 1 and Part 2. Attendance is required in both parts.*

BRIEF DESCRIPTION

Intellectual Property (IP) is a term frequently bandied about without much understanding of its meaning and implications. The concept of IP is crucial to the existence of universities and their academic programmes, yet even here the awareness and understanding is often lacking. The aim of this workshop is to give the doctoral researcher an understanding of IP, explain the legal basis around IP Rights (IPR) and discuss practical applications of IP and IPR within and outside universities.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

- ④ understand the meaning of intellectual property
- ④ understand the value of intellectual property
- ④ appreciate intellectual property rights and their legal basis
- ④ understand IP and IPR in practical situations (plagiarism, journal submission agreements and the copyright obligations and implications therein, studies involving data owned by a third party, confidentiality, embargo, publication vs. protection of IP, publications and IP in collaboration and contract research projects)

DOC6008 RESEARCH IMPACT: MAKE YOURSELF RRI READY

TUTOR/S: Dr Edward Duca, Ms Daniela Quacinella and guest speaker

DURATION: 3 hours

MAX. NO. OF PARTICIPANTS: 12

BRIEF DESCRIPTION

Most funding opportunities for doctoral researchers (such as the EU Horizon 2020 programme) aim to embed RRI (Responsible Research and Innovation) in research and research institutions. Incorporating the concept is essential to receive funding.

RRI is based on the principle that society should be involved in every step of the research process. This helps ensure a greater commitment to addressing societal needs, an understanding of stakeholders' needs and role in the research, reflection on the impact that today's decisions may have in future, and increased transparency and openness in the research and innovation processes. Critical awareness and a sense of social responsibility are also considered necessary skills in RRI.

This workshop will break down the concept of RRI into a series of tools and processes that will allow doctoral researchers to put RRI ideas into practice and become "RRI ready". By engaging in group activities and mapping exercises, the workshop will encourage researchers to critically reflect on how RRI can be practically implemented in their own domain and context, and demonstrate how RRI can be incorporated in grant proposals to increase funding success.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

- ⌚ understand the concept of RRI
- ⌚ understand its implications on the researcher's work
- ⌚ creatively incorporate the concept of RRI into their own work
- ⌚ change their research process and writing in the hope of increasing grant application/project writing success





Cost per sq. ft.	sq. ft.	Sub Total
THB16	22	THB332
THB22	42	THB464
		THB817.20
Cost	Qty	Sub Total
THB220	1	THB220
THB15	1	THB15
		THB335
Cost per hour	Hours	Sub Total
THB35	10	THB350
THB45	20	THB900
		TH2250

DOC6021 QUANTITATIVE RESEARCH METHODS: AN INTRODUCTION

TUTOR/S: Dr Gianmarco Alberti

DURATION: 3 hours

MAX. NO. OF PARTICIPANTS: 12

BRIEF DESCRIPTION

Any research, be it framed in the context of hard sciences or social sciences, inescapably has quantitative components. Pursuing research, addressing research questions, and finding meaningful data structures, entail mastering different approaches and techniques that allow researchers to get the most out of their data. This workshop aims to provide participants with a broad picture of quantitative methods and approaches to data analysis. It will put emphasis on ideas rather than calculations, and will provide a demystified view of statistics and, more importantly, of their practical application and interpretation. All the approaches and techniques will be put in context and illustrated by means of practical examples in order to make participants aware consumers, as well as producers, of statistics.

OUTCOMES

By the end of this workshop, doctoral researchers should be:

- ⌚ more aware of how data are described meaningfully using a range of statistics
- ⌚ aware of the potential and limitations of each descriptive statistic in the context of their analytical goals
- ⌚ able to highlight relevant information and specific aspects of data using appropriate charts and tables
- ⌚ able to develop a background for a critical approach to data analysis and interpretation

DOC6022 QUALITATIVE RESEARCH METHODS: AN INTRODUCTION

TUTOR/S: Dr Emanuel Said

DURATION: 3 hours

MAX. NO. OF PARTICIPANTS: 12

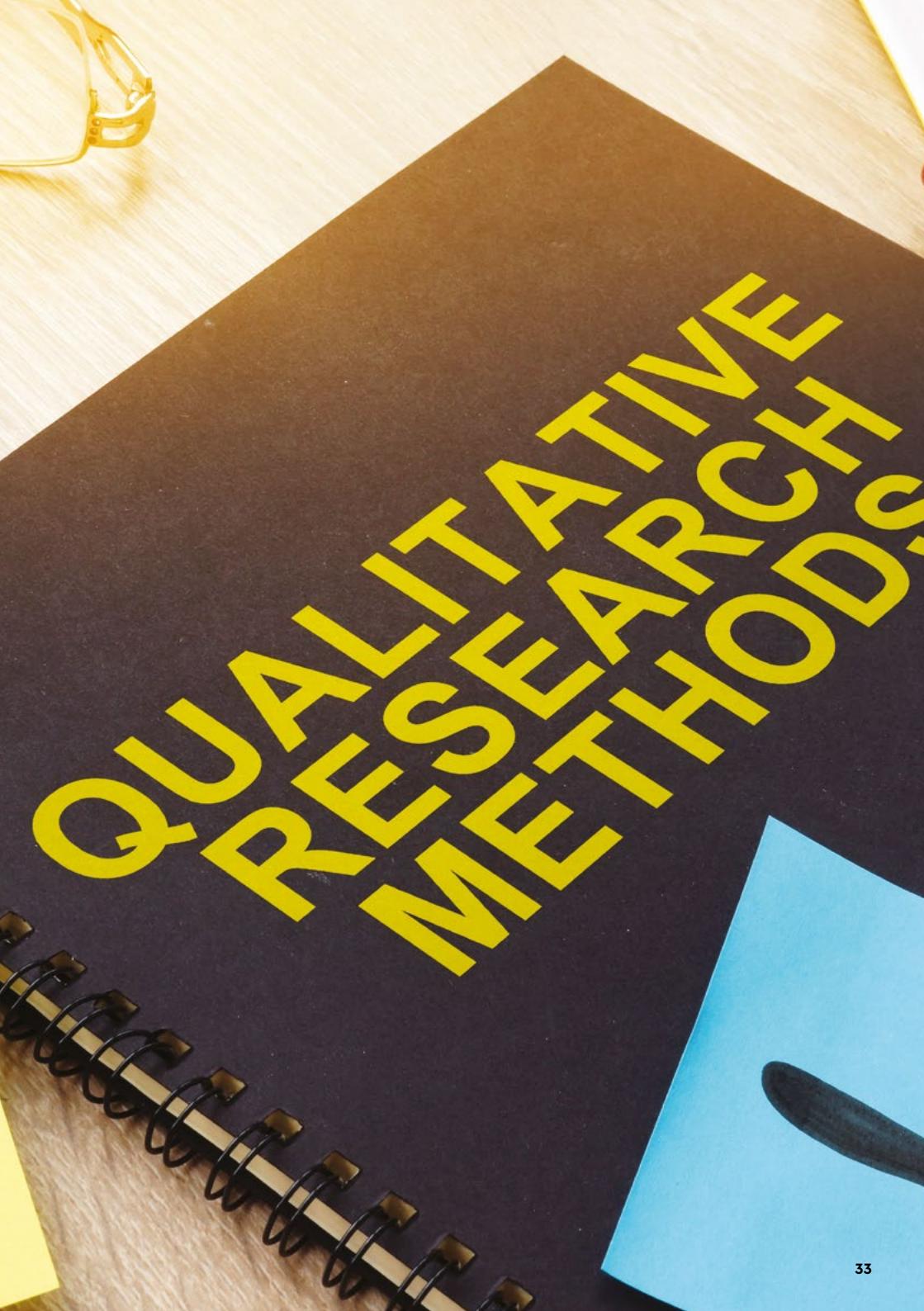
BRIEF DESCRIPTION

This workshop will introduce the principles of qualitative research to candidates in a variety of domains. An outline of the research strategy principles of qualitative research will be provided and will be followed by a discussion on the five key traditions of qualitative research in several research contexts: grounded theory, ethnomethodology, narrative studies, ethnography and hermeneutic approaches.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

- ⑤ locate and justify qualitative research across the four different types of research strategies (inductive, deductive, retroductive and abductive)
- ⑤ distinguish between the five traditions of qualitative research
- ⑤ envisage the requirements for effective conduct of research in any one of the five traditions of qualitative research
- ⑤ justify each tradition depending on the nature of the research question
- ⑤ identify the basic premises for effective data collection in each of these traditions





DOC6023 APPROACHING DOCTORAL RESEARCH THROUGH MIXED METHODS*

TUTOR/S: Dr Marie-Louise Mangion

DURATION: 3 hours

MAX. NO. OF PARTICIPANTS: 12

**Applicants are kindly requested to submit to the tutor an abstract/summary of their thesis by Monday 4 January 2021 (for the 11 January 2021 workshop) and Thursday 7 January 2021 (for the 14 January 2021 workshop) through the following e-mail address: marie-louise.mangion@um.edu.mt*

BRIEF DESCRIPTION

This workshop is intended for doctoral students who are in the early stages of their research. It aims to provide candidates, particularly those undertaking social science research, with an appreciation of the value of employing a diversity of approaches to investigate complex challenges.

The workshop is divided into two parts. The first part will provide doctoral candidates with a foundational understanding of a mixed methods approach. It will focus on the reasons for mixing methods and the contributions mixing methods provide. Participants will be encouraged to reflect on the applicability of a mixed methods approach to their research and the contribution this may make. Approaches to design for mixed methods research will then be discussed. Participants will be alerted to the importance of the philosophical underpinnings of their research, theoretical frameworks and the framing of appropriate justifications for their methodological decisions.

The second part of the workshop will focus on integrating the strategies for analysis. Participants will be encouraged to explore different integrative analysis strategies that may be applied to their own research.

OUTCOMES

By the end of this workshop, doctoral researchers should:

- ⌚ have a better appreciation of mixed methods
- ⌚ be able to reflect on the chosen field of research and identified research question(s) and assess whether mixed methods are applicable, and if so which
- ⌚ be able to identify areas for improvement in the research proposed
- ⌚ be able to question the philosophical underpinnings, assumptions and theoretical frameworks supporting their research and the implications for research design
- ⌚ be more aware of the importance of justifications for methodological decisions
- ⌚ be able to identify what methodological decisions need to be reviewed and further justified
- ⌚ be alert to the implications that arise for the form, direction, and conclusions of the study
- ⌚ be able to appreciate different integrative analysis strategies and identify potential ones

DOC6048 VALIDITY AND RELIABILITY IN QUANTITATIVE AND QUALITATIVE RESEARCH

TUTOR/S: Prof. Sandra C. Buttigieg

DURATION: 3 hours

MAX. NO. OF PARTICIPANTS: 12

BRIEF DESCRIPTION

Validity and reliability are two vital concepts in scholarly research. Validity refers to the accuracy of the results and the extent to which an instrument measures what it is supposed to measure. It therefore concerns the strength of the conclusions that are derived from the results. Reliability concerns the trust in the data obtained through an instrument, and therefore the extent to which any measuring tool is free from random error.

Doctoral researchers using both quantitative and qualitative methodologies would need to discuss the validity and reliability of their studies, and therefore of the instruments used in their research processes. During this workshop, participants will be made aware of the distinct philosophies underlying quantitative and qualitative research and their assumptions to ascertain the correct applicability of these concepts.

This workshop will address the key issues of quantitative research, with its assumption of objectivism that embraces realism so as to ensure that the study is valid, reliable, generalizable and reproducible. It will also address validity and reliability in qualitative research, which is based on subjective, interpretive and contextual data, with an emphasis on establishing credibility, transferability, dependability and confirmability. The findings of qualitative research must be convincing, coherent, consistent, relevant and trustworthy if they are to be meaningful.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

- ④ define and explain the importance of validity, reliability, falsifiability, generalisability, and reproducibility in quantitative research
- ④ identify ways to examine validity and reliability in quantitative research
- ④ define validity and reliability in qualitative research
- ④ list strategies to improve validity and reliability in qualitative research



DOC6049 STATISTICAL METHODS FOR THE HUMANITIES AND THE SOCIAL SCIENCES*

TUTOR/S: Prof. Albert Gatt and Prof. Patrizia Paggio

DURATION: 18 hours (over three weeks)

MAX. NO. OF PARTICIPANTS: 12

** This workshop runs over three consecutive weeks and is split into parts as follows: week 1 (3 + 3 + 1 hours), week 2 (2 hours), week 3 (4 + 3 + 2 hours). Attendance is required for all parts. This is a bring-your-laptop workshop. Since there is a practical component, your laptop will need to have R and RStudio installed. Prior to the workshop, participants will be given clear instructions on how to install this software and what additional libraries they will need. All software used is freely available and/or open-source.*

BRIEF DESCRIPTION

Statistical methods are an important part of the researcher's toolbox, especially in cases where research is empirically grounded, and necessitates the description, interpretation and/or modelling of significant amounts of data. Recently, scholars in the humanities and social sciences – such as linguists, historians, archaeologists, literary theorists and practitioners in the burgeoning field of Digital Humanities – have turned increasingly to quantitative methods, to complement more established methods in these fields.

This workshop focuses on how statistical methods can be used to make sense of data. It does not assume prior knowledge of statistics but seeks to give doctoral researchers a good overview of the following:

1. Organising data, identifying variables, and describing the trends they exhibit;
2. Constructing statistical models (especially the class of models subsumed under the heading of 'Generalised Linear Models'), evaluating them and using them to make predictions;
3. Understanding the concept of statistical significance and the logic of hypothesis-testing.

As well as introducing the above topics and discussing their theoretical underpinnings, an important aim of the workshop is to develop practical skills for data analysis. To this end, the workshop will also introduce the R language and associated packages for statistical analysis.

Sessions will be divided into theoretical and practical components. Participants will be strongly encouraged to bring their own data for use during the practical sessions. Prior to the workshop, participants will be asked to give a brief description of their research, as well as the type of data they are working with. This will help the tutors develop the practical sessions to be maximally useful to participants.

OUTCOMES

By the end of this workshop, doctoral researchers should:

- ④ distinguish types of variables and formulate empirical, testable hypotheses
- ④ identify the right statistical methods to apply to address specific research questions using different kinds of data
- ④ construct statistical models to address hypotheses or explore trends in large datasets
- ④ write simple R scripts for data analysis and visualisation of data
- ④ interpret statistical data
- ④ evaluate reports of empirical findings.





DOC6050 INTRODUCTION TO THE REPERTORY GRID TECHNIQUE*

TUTOR/S: Dr Emanuel Said

DURATION: 3 hours

MAX. NO. OF PARTICIPANTS: 12

* This is a bring-your-laptop workshop. The software can be downloaded for free from www.idiogrid.com/order_24.html

BRIEF DESCRIPTION

The workshop introduces the principles of Repertory Grid as a versatile method that is gaining widespread popularity among mixed methods research strategies. The programme covers a comprehensive approach starting from the principles of mixed methods down to the choice of Repertory Grid by relating to the nature of the research question and the method's implications on sampling, data collection, analysis and interpretation of results.

OUTCOMES

By the end of this workshop, doctoral researchers should:

- ⑤ locate repertory grid across the ontological continuum of research
- ⑤ differentiate between the different types of mixed methods research strategies and justify repertory grid as the method of choice with respect to specific research questions
- ⑤ plan and conduct repertory grid data collection in a diversity of organizational and social settings relying on the Personal Construct theory
- ⑤ analyse qualitative data collected through a repertory grid approach using Idiogrid™ software to bring out principal components from individual grids both separately and collectively
- ⑤ plan and implement precautions to maximize the robustness of the repertory grid method

DOC6051 INTRODUCTION TO NVivo™ FOR QUALITATIVE DATA ANALYSIS*

TUTOR/S: Dr Emanuel Said

DURATION: 3 hours

MAX. NO. OF PARTICIPANTS: 12

**This is a bring-your-laptop workshop. The software can be downloaded for a 14-day trial period from www.qsrinternational.com. A student licence can be purchased from the University of Malta IT Services.*

BRIEF DESCRIPTION

Qualitative data analysis can be a very daunting task without the help of any analysis software. NVivo™ is a software application that simplifies qualitative data analysis, supporting text, multimedia, pictures, and PDFs; open-ended surveys from Excel and Survey Monkey among the many more data formats. NVivo™ supports a range of inductive and deductive methods for qualitative data analysis such as thematic and content analysis, within and cross-case analysis and many more. The workshop covers the key steps involved in qualitative data analysis using QSR NVivo™ starting with data types and the creation of an NVivo™ project, the uploading of data, data coding, code categorizations, query building and interpretation of output from queries. No prerequisite knowledge of NVivo™ is required.

OUTCOMES

By the end of this workshop, doctoral researchers should:

- ⌚ locate the diverse features and capabilities of NVivo™ Qualitative Data Analysis Software (CAQDAS)
- ⌚ understand the nature of the different data types that call for qualitative analysis and how NVivo™ can help in this process
- ⌚ undertake coding on text data using NVivo™ to create a structure of nodes
- ⌚ keep memos and a journal during NVivo™ work
- ⌚ build and conduct queries using NVivo™'s query generating capabilities
- ⌚ understand the output of NVivo™ queries
- ⌚ construct models from coded data
- ⌚ create other forms of data analysis output such as word clouds and cluster analysis
- ⌚ understand the limitations of NVivo™ software as well as the precautions analysts need to adopt during the use of NVivo™





DOC6052 REFLECTIONS ON THE USE OF GROUNDED THEORY IN QUALITATIVE RESEARCH

TUTOR/S: Dr Emanuel Said

DURATION: 3 hours

MAX. NO. OF PARTICIPANTS: 12

BRIEF DESCRIPTION

Selecting an appropriate research method is one of the most critical challenges presented to doctoral researchers. This workshop introduces the principles of Grounded Theory (GT) as one of the traditions of interpretive and qualitative inquiry that offers a reliable and credible product. The workshop is of particular interest to researchers of social studies as it is suitable for the investigation of complex multifaceted phenomena. It is also well equipped to explore socially related issues. The workshop takes a comprehensive approach and covers the principles of Grounded Theory, the implications on sampling, data collection, and coding and interpretation of results.

OUTCOMES

By the end of this workshop, doctoral researchers should:

- ⌚ locate Grounded Theory across the ontological continuum in organizational studies
- ⌚ formulate a suitable Grounded Theory method in addressing the requirements of specific research questions
- ⌚ classify the different types of data that can be collected for a Grounded Theory study;
- ⌚ appraise and choose sampling approaches that lend themselves to effective Grounded Theory studies
- ⌚ plan and conduct Grounded Theory data collection in a diversity of settings
- ⌚ analyse qualitative data collected through a Grounded Theory approach
- ⌚ assess theoretical saturation and implement associated data collection and analysis steps
- ⌚ plan and implement precautions to maximize the robustness of the Grounded Theory method

DOC6024 DATA ANALYSIS WITH PYTHON*

TUTOR/S: Prof. Matthew Montebello

DURATION: 6 hours (3 hours + 3 hours)

MAX. NO. OF PARTICIPANTS: 12

**This workshop is split into two parts – Part 1 and Part 2. Attendance is required in both parts.*

BRIEF DESCRIPTION

Most doctoral researchers generate or measure data in their research which they would like to analyse, process and visualise. Python is one of the easiest and widely-used programming languages which allows reading and writing from files, and plotting data in very few lines of code. It is open-source (free) and runs on any operating system. This workshop will assume no prior experience with programming whatsoever, and will guide researchers to write their first Python script, process basic datasets, and visualise the data.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

- ④ write a basic script in Python
- ④ make use of standard libraries, such as numpy, pandas and matplotlib
- ④ make use of basic data structures
- ④ perform numerical operations on data
- ④ read and write data to and from a file
- ④ visualise data using several plots





DOC6042 MACHINE LEARNING WITH PYTHON*

TUTOR/S: Prof. Matthew Montebello

DURATION: 6 hours (3 hours + 3 hours)

MAX. NO. OF PARTICIPANTS: 12

**DOC6024 Data Analysis with Python or proven experience in Python programming is a prerequisite for this workshop.*

This workshop is split into two parts – Part 1 and Part 2. Attendance is required in both parts.

BRIEF DESCRIPTION

Machine learning is the science of training algorithms to learn from data without the use of rules or analytic approaches. The vast amount of data gathered from sources varying from sensors and instrumentation to healthcare, social media and finance often require automated processing in a timely manner to extract information useful for decision-making. In this workshop, doctoral researchers will get the opportunity to “look under the hood” and understand the basics of typical machine learning algorithms related to regression, classification and clustering using Python.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

- ④ fit a model to data using regression techniques
- ④ understand the basic mathematical foundations of supervised and unsupervised machine learning algorithms
- ④ train a neural network to perform classification
- ④ use unsupervised learning techniques to cluster data
- ④ use Python machine learning libraries, such as keras and scikit-learn

DOC6046 INTRODUCTION TO LaTeX: TYPESETTING YOUR THESIS OR RESEARCH PAPER*

TUTOR/S: Prof. Gordon Pace

DURATION: 6 hours (3 hours + 3 hours)

MAX. NO. OF PARTICIPANTS: 12

**This workshop is split into two parts – Part 1 and Part 2. Attendance is required in both parts.*

BRIEF DESCRIPTION

This workshop (the slides and content of which were prepared by Mr Luke Collins) introduces LaTeX (pronounced Lay-tek). LaTeX is the most prevalent document preparation system for academic writing in the mathematical and scientific fields. Advantages of using LaTeX over more common systems, such as Word or LibreOffice, include the high typographical quality of the documents, the longevity of the document format, the clear separation of concerns of the content of the document and the formatting, the lightweight nature of the software, requiring only a plain-text editor, and the fact that LaTeX is free software (libre). Learning even the basics of LaTeX will allow researchers to produce high-quality, academic documents faster and more efficiently. In some areas where equations play an important role, such as computer science, mathematics, statistics, and physics, LaTeX is the de facto default document typesetting system for scientific publications. However, it may also be used in many other areas, as highlighted by the many academic texts (books, posters, slides, theses, etc.) typeset with LaTeX.

OUTCOMES

By the end of this workshop, doctoral researchers should have learnt about the LaTeX commands to:

- ⌚ write up a basic LaTeX document
- ⌚ compile a LaTeX document into a PDF
- ⌚ format text in LaTeX
- ⌚ create ordered (numbered) and unordered (bullets) lists
- ⌚ use Tables and Figures environments
- ⌚ typeset beautiful mathematical formulas
- ⌚ create automatic bibliographies and indices
- ⌚ use popular LaTeX packages
- ⌚ use the University of Malta Dissertation/Thesis LaTeX template
(https://github.com/jp-um/university_of_malta_LaTeX_dissertation_template)





DOC6026 GETTING PUBLISHED: THE CONFERENCE PAPER*

TUTOR/S: Dr Belinda Gamin

DURATION: 3 hours

MAX. NO. OF PARTICIPANTS: 12

**Applicants are kindly requested to submit to the tutor an abstract relating to their research by Wednesday 4 November 2020 through the following e-mail address: belinda.gamin@um.edu.mt*

BRIEF DESCRIPTION

Conference participation is an important element of the doctoral experience. Such an event enables researchers to showcase their research, exchange ideas and knowledge, and network with other members in their field. This workshop will focus on the whole process: from conference selection, the call for papers and abstract preparation, through to delivery (if accepted) and finally publication of the proceedings.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to :

- ⌚ describe the different event types: seminar, workshop, symposium and conference (national vs. international)
- ⌚ understand the practical requirements for selecting an event, preparing a conference paper and subsequently publishing the paper
- ⌚ approach academic conference participation more effectively

DOC6027 GETTING PUBLISHED: THE JOURNAL ARTICLE

TUTOR/S: Prof. Maria Attard (Humanities, Education and Law)

DURATION: 3 hours

MAX. NO. OF PARTICIPANTS: 12

BRIEF DESCRIPTION

This workshop will deal with the process of preparing articles for publication, in particular negotiating the peer review process, which is the basis for all credible published work. The workshop will be organised along four broad research domains and will be led by University of Malta academics who are actively involved in journal editing in their respective fields.

OUTCOMES

By the end of this workshop, doctoral researchers should:

- ⌚ be aware of how to approach the publication process systematically
- ⌚ have insight into the needs of readers and reviewers
- ⌚ be aware of skills required to write journal articles
- ⌚ be aware of the procedures involved in dealing with the peer review process
- ⌚ understand the purpose of each section in a research paper
- ⌚ understand how online platforms have changed how research papers are discovered and read





DOC6029 GETTING PUBLISHED: THE JOURNAL ARTICLE

TUTOR/S: Prof. Giuseppe di Giovanni (Life Sciences and Medicine)

DURATION: 3 hours

MAX. NO. OF PARTICIPANTS: 12

BRIEF DESCRIPTION

This workshop will deal with the process of preparing articles for publication, in particular negotiating the peer review process, which is the basis for all credible published work. The workshop will be organised along four broad research domains and will be led by University of Malta academics who are actively involved in journal editing in their respective fields.

OUTCOMES

By the end of this workshop, doctoral researchers should:

- ⌚ be aware of how to approach the publication process systematically
- ⌚ have insight into the needs of readers and reviewers
- ⌚ be aware of skills required to write journal articles
- ⌚ be aware of the procedures involved in dealing with the peer review process
- ⌚ understand the purpose of each section in a research paper
- ⌚ understand how online platforms have changed how research papers are discovered and read

DOC6030 GETTING PUBLISHED: THE JOURNAL ARTICLE

TUTOR/S: Prof. Cristiana Sebu (Architecture and STEM)

DURATION: 3 hours

MAX. NO. OF PARTICIPANTS: 12

BRIEF DESCRIPTION

This workshop will deal with the process of preparing articles for publication, in particular negotiating the peer review process, which is the basis for all credible published work. The workshop will be organised along four broad research domains and will be led by University of Malta academics who are actively involved in journal editing in their respective fields.

OUTCOMES

By the end of this workshop, doctoral researchers should:

- ⑤ be aware of how to approach the publication process systematically
- ⑤ have insight into the needs of readers and reviewers
- ⑤ be aware of skills required to write journal articles
- ⑤ be aware of the procedures involved in dealing with the peer review process
- ⑤ understand the purpose of each section in a research paper
- ⑤ understand how online platforms have changed how research papers are discovered and read





DOC6028 GETTING PUBLISHED: THE JOURNAL ARTICLE

TUTOR/S: Dr Jean-Paul Baldacchino (Social and Behavioural Sciences)

DURATION: 3 hours

MAX. NO. OF PARTICIPANTS: 12

BRIEF DESCRIPTION

This workshop will deal with the process of preparing articles for publication, in particular negotiating the peer review process, which is the basis for all credible published work. The workshop will be organised along four broad research domains and will be led by University of Malta academics who are actively involved in journal editing in their respective fields.

OUTCOMES

By the end of this workshop, doctoral researchers should:

- ④ be aware of how to approach the publication process systematically
- ④ have insight into the needs of readers and reviewers
- ④ be aware of skills required to write journal articles
- ④ be aware of the procedures involved in dealing with the peer review process
- ④ understand the purpose of each section in a research paper
- ④ understand how online platforms have changed how research papers are discovered and read

DOC6025 GETTING PUBLISHED: PREPARING THE BOOK PROPOSAL*

TUTOR/S: Prof. Ivan Callus

DURATION: 6 hours (3 hours + 3 hours)

MAX. NO. OF PARTICIPANTS: 10

**This workshop is split into two parts - Part 1 and Part 2. Attendance is required in both parts.*

Registration for this workshop is only open to candidates who are in their final year of studies. Applicants are kindly requested to submit to the tutor an abstract/summary of their thesis by Friday 6 November 2020 through the following e-mail address: ivan.callus@um.edu.mt

BRIEF DESCRIPTION

This workshop is intended for doctoral students who are in the final stages of their research or who may have recently submitted their thesis for examination.

The workshop is spread over two sessions. The first part of Session 1 provides an overview of current and changing trends in academic publishing in the United Kingdom, the United States, Europe and Malta. It moves on to consider the place of the scholarly book, or monograph, within contemporary academia.

Publishers' expectations concerning a book proposal will then be discussed and workshop participants helped to identify those aspects of their thesis that they might need to revise as they go about adapting it to a form appropriate to the academic book. Participants will be alerted to the timeline management required when preparing a book manuscript, and will be advised about the importance of fair, credible and effective pitching of their project.

An important aspect of the workshop is close analysis of different book proposal forms across various academic publishers and presses, and the factors to bear in mind when filling in one of these forms. Matters of good practice and professional ethics within academic publishing will also be discussed.

Session 2 will take place a few weeks after Session 1, allowing participants to have prepared a draft book proposal document in the meantime. Feedback on the proposals submitted will be provided, with areas for improvement identified and addressed.

OUTCOMES

By the end of this workshop, doctoral researchers should be:

- more informed about realities of academic publishing across a range of contexts, particularly relating to monographs and critical collections
- able to identify the ways in which their thesis will need to be adapted for consideration as a monograph, in view of the different genre expectations concerning the doctoral thesis and the academic book
- better placed to assess the appeal and viability of any book project that might emerge from the doctoral thesis
- better placed to assess the ways in which the project can be effectively pitched to publishers
- aware of aspects of timeline management that need to be borne in mind when drawing up a book proposal
- aware of the factors to bear in mind when filling out the different parts of an academic publisher's book proposal form
- able to identify aspects of broader research (beyond the thesis) that might need to feature in the book proposal to make it appealing for publishers
- able to put together solid book proposals for a single-authored volume and for an edited collection of essays
- aware of forms of good and ethical practice in book publishing





PERSONAL DEVELOPMENT

DOC6004 UNDERSTANDING AND DEVELOPING ASSERTIVENESS

TUTOR/S: Dr Natalie Kenely

DURATION: 3 hours

MAX. NO. OF PARTICIPANTS: 12

BRIEF DESCRIPTION

Assertiveness is respecting yourself, being clear about what you want and taking responsibility for it, while at the same time respecting others. It is a skill, and as such can be practised and learnt. An assertive person can communicate well, and can deal well with different personalities, in different situations. A certain amount of self-confidence is basic to assertiveness.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

- ⌚ describe assertive, non-assertive and aggressive behaviours
- ⌚ distinguish between these behaviours when observed in different contexts
- ⌚ recognise verbal and non-verbal features of these behaviours
- ⌚ apply verbal and non-verbal features in becoming more assertive
- ⌚ demonstrate self-confidence and the ability to communicate assertively

DOC6003 RECOGNISING STRESS AND DEVELOPING COPING STRATEGIES

TUTOR/S: Ms Sharon Martinelli and Ms Niamh Donoghue

DURATION: 3 hours

MAX. NO. OF PARTICIPANTS: 12

BRIEF DESCRIPTION

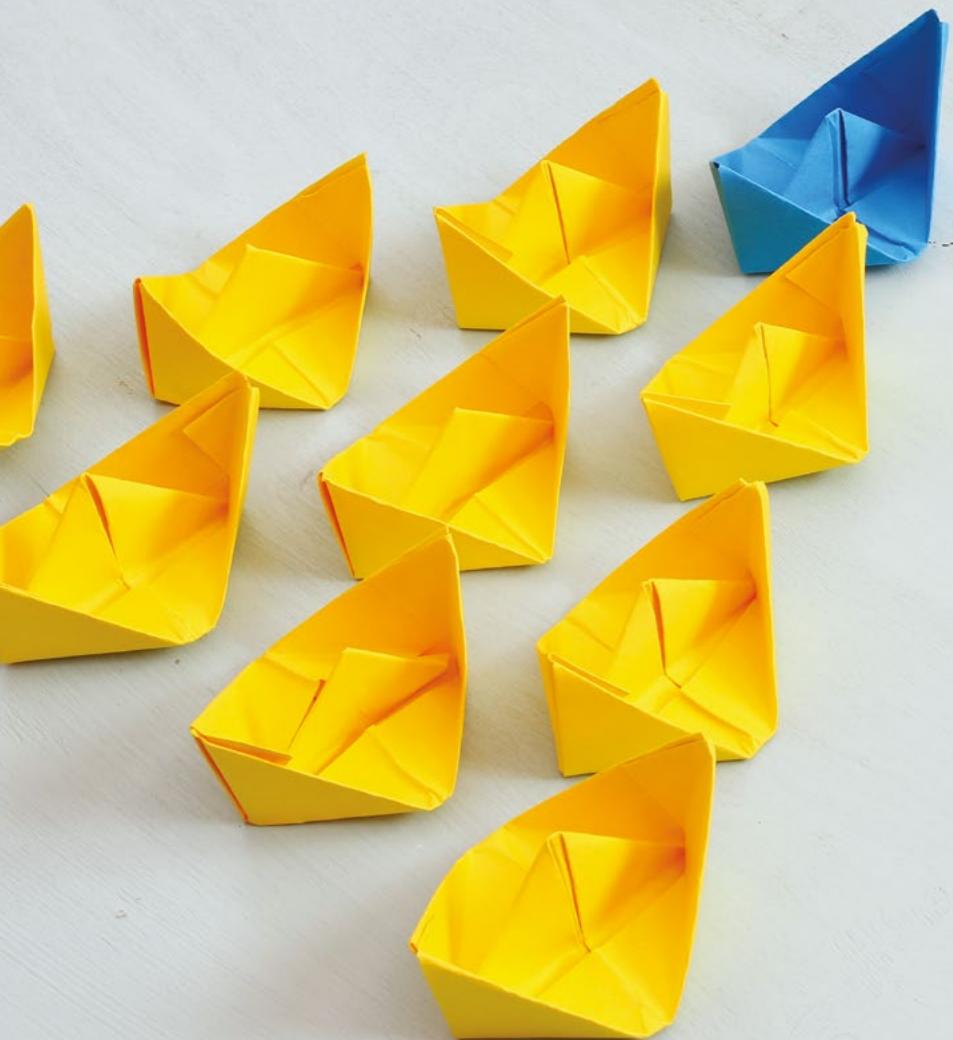
The doctoral journey is not an easy one. Academic stress experienced by doctoral researchers is often not given its due attention. Evidence suggests that stress may hinder the performance and efficiency of individuals on a personal and professional level. Stressors, perceptions, reactions, and coping mechanisms constitute a personal journey. The aim of this workshop is to provide a safe space to identify, explore and share experiences of stress and coping techniques to support all participants through their doctoral journey.

OUTCOMES

By the end of this workshop, doctoral researchers should:

- ④ be able to distinguish between pressure and stress
- ④ be able to identify the impact of stress on health and wellbeing
- ④ be able to recognise doctoral researchers' stress and coping mechanisms
- ④ be able to explore different practical coping techniques
- ④ have shared effectively through conversation





DOC6009 LEADERSHIP FOR THE 21ST CENTURY

TUTOR/S: Prof. Christopher Bezzina

DURATION: 3 hours

MAX. NO. OF PARTICIPANTS: 12

BRIEF DESCRIPTION

The aim of this introductory workshop is to engage participants personally and collectively with the notion of leadership and what it means to be a leader in today's world. It does so by exploring a number of areas, namely the self, positive leadership, sustainability and context. The focus is on developing a model that helps us look at the importance behind character, presence and connections, and the impact these have on us. It will help participants engage and critically reflect on their own existing leadership and professional relationships and the impact these have on their performance and that of others. This introductory workshop is aimed at setting the scene for other workshops where the importance behind leadership traits, one's personal philosophy and style of leadership, and leadership skills among others, will be explored.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

- ⌚ understand themselves more deeply through engagement with a model of leadership that is more inclusive
- ⌚ critique rapport with others and situations in the different institutions that we form part of
- ⌚ relate to the dynamic relationship between leadership, people and context.

DOC6010 AN INTRODUCTION TO CRITICAL AND CREATIVE THINKING

TUTOR/S: Dr Margaret Mangion

DURATION: 3 hours

MAX. NO. OF PARTICIPANTS: 12

BRIEF DESCRIPTION

Critical and creative thinking are often manifested in the different interpretations of information presented to doctoral researchers throughout the progression of their doctoral studies. The introductory workshop aims to motivate doctoral researchers to adopt an increasingly critical and creative outlook while undertaking their studies with the intention of adding value to the quality of the work carried out.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

- ⑤ adopt a more critical outlook
- ⑤ apply creative thinking tools to organise their thoughts
- ⑤ apply creative thinking methods to their reflective thinking





DOC6036 DEALING WITH CONFLICT SITUATIONS

TUTOR/S: Prof. Gordon Sammut

DURATION: 3 hours

MAX. NO. OF PARTICIPANTS: 12

BRIEF DESCRIPTION

Conflict is a pervasive aspect of human existence. This workshop will introduce participants to the psychological underpinnings of conflict that are rooted in human evolution and will provide candidates with a skill-set to identify, understand and negotiate conflict situations. Through recreating a series of landmark psychological experiments, participants will experience natural occurrences of conflict. They will then be able to observe and try out different conflict resolution strategies in an attempt to overcome a relational impasse. Participants will also be provided with the opportunity to evaluate strategies in light of the fact that conflict manifests itself in situations involving competing interests.

OUTCOMES

By the end of this workshop, doctoral researchers should have:

- ⌚ acquired skills to identify conflict situations from the start
- ⌚ developed an understanding of how positioning may help de-escalate or aggravate a situation of conflict
- ⌚ attained reflective skills for negotiating solutions
- ⌚ tried out different techniques to overcome an impasse

DOC6032 INTRODUCTION TO STUDENT MENTORING

TUTOR/S: Dr Sandro Lanfranco

DURATION: 3 hours

MAX. NO. OF PARTICIPANTS: 12

BRIEF DESCRIPTION

This interactive workshop aims to introduce participants to the process of mentoring other students through a series of hypothetical 'situations' that may arise. These will include mentoring of individuals and small groups. Situations requiring sensitivity to cultural or behavioural diversity will also be introduced. The importance of the mentor as a role model, research guide and general advisor will be tackled.

OUTCOMES

By the end of this workshop, doctoral researchers should:

- ⌚ have acquired knowledge of the most frequent situations that are likely to arise during interaction with students
- ⌚ have become more aware of how to interact effectively and sensitively with students, including under difficult circumstances
- ⌚ have attained knowledge about the role of the mentor
- ⌚ have acquired knowledge about the limitations of the role of the mentor





DOC6033 BASIC LECTURING SKILLS

TUTOR/S: Dr James Cilia

DURATION: 3 hours

MAX. NO. OF PARTICIPANTS: 12

BRIEF DESCRIPTION

This workshop is intended for doctoral students who would like to develop basic skills in lecturing large groups. The first part of the workshop focuses on the lecture as a legitimate teaching strategy and on different types of lectures (such as formal paper-reading lectures, discussion-based lectures and demonstration lectures). The second part of the workshop focuses on educational strategies to enhance the lecture including activating prior knowledge, capturing attention and emphasising important points, using multimedia and technology effectively, making concepts meaningful through examples and using questions to promote critical thinking. The workshop also includes a short demonstration of the instructional technologies in a lecture theatre.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

- ④ recognise the advantages and disadvantages of large group teaching
- ④ describe the steps involved in planning and developing an effective lecture
- ④ identify strategies to increase interaction and learning during a lecture

DOC6034 ENHANCING SMALL GROUP TEACHING AND LEARNING

TUTOR/S: Dr Gillian Martin

DURATION: 3 hours

MAX. NO. OF PARTICIPANTS: 12

BRIEF DESCRIPTION

The workshop will delve into 'learning-by-doing' with the aim of demonstrating its effectiveness as an active learning experience. The groups will be introduced to a variety of hands-on techniques, and will be invited to reflect on the benefits of small group teaching, learning and cognition as a social and cultural process, and on power dynamics, authority and trust.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

- ④ identify the advantages of small group teaching and learning
- ④ describe the key requirements in planning and facilitating a session using inquiry-based learning
- ④ discuss the importance of power, authority and social and cultural context in the learning environment





DOC6035 BASIC RESEARCH SUPERVISION SKILLS

TUTOR/S: Dr Ing. Glenn Cassar

DURATION: 3 hours

MAX. NO. OF PARTICIPANTS: 12

BRIEF DESCRIPTION

This workshop is intended for doctoral students involved in supervising undergraduate research. Supervising research requires supporting students, providing guidance to ensure that students get the most out of their project, helping them manage project outcomes and deadlines, and ensuring that they have the necessary resources. This workshop will present general skills, applicable to all fields of study, including the development of student research proposals and corresponding outcomes, meeting ethical and safety standards, and communication strategies. This workshop will also provide a practical toolkit to improve the students' learning experience throughout their research work via effective supervision as opposed to intensely prescriptive mentoring approaches. Participants will also be able to share their supervision practices with their peers, allowing for members to improve the effectiveness of the supervision they provide with the consequence that the supervised students can make the most of the learning opportunities presented by a research project.

OUTCOMES

By the end of this workshop, doctoral researchers should:

- ④ have become aware of their responsibilities when undertaking a supervisory role (including the need to ascertain project feasibility and the availability of resources/funding, as well as the need to procure knowledge and training if required)
- ④ know what procedures need to be followed for projects involving ethical and safety issues
- ④ have become aware of the necessary skills to plan and manage a project to completion
- ④ be able to devise a communication and meeting strategy suitable for the particular student
- ④ have acquired knowledge on how to motivate and guide students in their research
- ④ have become more aware of the importance of prioritising student learning over obtaining the best possible project outcomes
- ④ have become more aware of how to support students who struggle and/or fall behind during their project
- ④ have attained knowledge on how to make best use of the time available/allocated to each research student

LOOKING BEYOND GRADUATION

DOC6011 COMMUNICATING RESEARCH TO DIVERSE AUDIENCES

TUTOR/S: Dr Edward Duca and Ms Daniela Quacinella

DURATION: 3 hours

MAX. NO. OF PARTICIPANTS: 12

BRIEF DESCRIPTION

Would you like to improve your public speaking skills? Would you like to engage citizens further with your research? This workshop will provide you with tips on how to give short talks and how to communicate ideas to different audiences, among others. It will help you develop how you think about your audience (who they are, their motivations, and how to give an impactful experience). It will also provide you with tools such as how to build a narrative, jargon busting, use of questions, gripping introductions, signposting and correct use of body language. The skills learnt in this workshop will not only be useful during your doctoral journey but can also be applied throughout your career.

OUTCOMES

By the end of this workshop, doctoral researchers should:

- ⌚ be familiar with theory behind public speaking
- ⌚ improve communication skills
- ⌚ learn how to speak to different audiences





DOC6038 EMPLOYABILITY SKILLS: PERSPECTIVES FROM EMPLOYERS*

TUTOR/S: Dr Anne Marie Thake

DURATION: 3 hours

MAX. NO. OF PARTICIPANTS: 12

This workshop is being offered to students who have successfully completed their transfer from M.Phil. to Ph.D. and to Pharm.D. students.

BRIEF DESCRIPTION

This workshop is intended for doctoral students who are in the final stages of their research. The first part of the workshop will provide participants with a foundational understanding of the importance of employability skills and what institutional actors (government, employers, professional associations, higher education institutions) are looking for in graduates. The second part of the workshop will focus on eliciting from participants what they view as the necessary skills to be able to enter the labour market.

OUTCOMES

By the end of this workshop, doctoral researchers should:

- ⑤ have a better appreciation of the importance of non-technical skills
- ⑤ be aware of what institutional actors are looking for in terms of skills
- ⑤ have reflected on which skills are needed to be employable
- ⑤ have identified which interpersonal skills need to be enhanced
- ⑤ be conversant with various thematicas of employability

DOC6013 WRITING EFFECTIVE CVs AND JOB APPLICATION LETTERS

TUTOR/S: Dr Karen Cacciattolo

DURATION: 3 hours

MAX. NO. OF PARTICIPANTS: 10

BRIEF DESCRIPTION

This workshop will delve into three types of CVs, namely the academic type, the competency type, and the chronological type, depending on the job one would like to apply for. It will offer an explanation and also encourage discussion on what should and should not be included in a CV, and on how to present a sound job application letter. There will be group and individual case studies wherein the participants will be presented with sample job application letters and CVs, and will have to identify the type of CV presented as well as which CV and job application letter are the most attractive and likely to lead the 'applicant' to be called for an interview. One of the case studies will involve participants drafting a letter of application and a CV, which will be assessed during the workshop by their peers in line with the criteria presented during the workshop.

OUTCOMES

By the end of this workshop, doctoral researchers should:

- ⑤ be equipped with the necessary tools to draw up their own job application letter and CV in an appropriate, clear and presentable manner in accordance with the type of job they would like to apply for

Curriculum Vitae

Telephone: Number
Email: Address

Address, City, Province
Postal Code/Zip Code

PROFESSIONAL PROFILE/ACHIEVEMENTS

Start/End Date

Start/End Date



DOC6014 PREPARING FOR A JOB INTERVIEW

TUTOR/S: Dr Karen Cacciattolo

DURATION: 3 hours

MAX. NO. OF PARTICIPANTS: 10

BRIEF DESCRIPTION

The workshop will outline what to prepare before the interview as well as what to do and what to avoid on the day of the job interview. Sample interview questions and answers will be discussed as well as questions the interviewee should ask the panel during the interview. A couple of simulated academic interviews will take place in which participants will be asked to take on various roles. The participants will also have the opportunity to offer their views and discuss the outcome of the simulated interviews.

OUTCOMES

By the end of this workshop, doctoral researchers should:

- ⌚ be equipped with skills to prepare for a job interview
- ⌚ understand better how to react to and answer interview questions
- ⌚ understand better what questions to ask the interviewing panel

DOC6012 WRITING WINNING GRANT APPLICATIONS

TUTOR/S: Dr Axel Steuwer

DURATION: 3 hours

MAX. NO. OF PARTICIPANTS: 12

BRIEF DESCRIPTION

Are you new to the funding scene? How should a proposal be written? What is the difference between a winning proposal and a scientific paper? Who are evaluators and what do they look out for? How do you structure a winning consortium? These questions, plus many more, will be addressed during this workshop. The model used will be *Horizon 2020*, however, the methodology may be applied to any type of funding application.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

- ④ navigate the participant portal
- ④ search for calls matching their area of research
- ④ build a winning consortium
- ④ write a proposal with salient points in mind
- ④ write a funding application in line with an evaluator's expectations
- ④ read and analyse evaluation summary reports





DOC6044 PRACTICAL ASPECTS TO IMPLEMENTING EU-FUNDED PROJECTS

TUTOR/S: Prof. Suzanne Gatt

DURATION: 3 hours

MAX. NO. OF PARTICIPANTS: 12

BRIEF DESCRIPTION

This workshop will focus on practical aspects of implementing EU-funded projects. A number of challenges will be delved into, such as understanding commitments made in a project proposal and learning how to ensure that work done is aligned to outputs specified; understanding financial rules and using funds appropriately; learning what documentation of work carried out needs to be kept; learning how to organise dissemination efforts and how to document them; becoming familiar with issues of authorship and ownership; becoming aware of difficulties in working with academics who have different language competences; learning how to exploit project results during and post-project phase; and learning how to prepare the final report. During the workshop, real examples will be presented. This workshop is relevant to doctoral researchers who wish to gain confidence in project implementation, or who have limited or no experience of EU-funded projects.

OUTCOMES

By the end of this workshop, doctoral researchers should be able to:

- ④ take a project proposal and identify what commitments of work have been made as well as how flexible one can be with the deliverables
- ④ use a programme's financial regulations to decide how to use the budget to cover costs to implement the project
- ④ plan work on the project within their existing work schedule as well as that of project partners
- ④ deal with difficulties of communication and collaboration, and missed deadlines with academics of different nationalities
- ④ tackle conflicts which may arise within projects
- ④ identify different opportunities for dissemination of the project and its outputs
- ④ identify which project rules apply to ownership and/or authorship of project outputs or dissemination initiatives (such as papers in journals)
- ④ consider different possibilities to exploit project results during and after the project cycle
- ④ collect the proper documentation needed for both financial and academic reporting

DOC6045 AN INTRODUCTION TO ENTREPRENEURSHIP AND THE COMMERCIALISATION OF IP

TUTOR/S: Prof. Russell Smith and Prof. Juanito Camilleri

DURATION: 8 hours*

MAX. NO. OF PARTICIPANTS: 8

**This workshop is taking place between 09:00 and 17:00. It is recommended that participants arrive at the venue 30 minutes early. The use of mobile phones and laptops is not permitted during this workshop except during break/lunch periods. Participants will be served coffee and lunch.*

BRIEF DESCRIPTION

This workshop is the first day of *EBI5001 Introduction to Entrepreneurship*. An intensive introduction to key concepts of entrepreneurship and the commercialisation of IP will be given. This opportunity is important for doctoral researchers with respect to career planning. An explanation of other training and services that can be accessed by doctoral students from the Centre for Entrepreneurship and Business Incubation will also be provided.

OUTCOMES

By the end of this workshop, doctoral researchers should have an understanding of:

- ⌚ the harmonious duality of research and entrepreneurship
- ⌚ the key concepts of enterprise and entrepreneurship
- ⌚ the key concepts of intellectual property (IP) including how to protect it and how to commercialise it



DOC6015 ANNUAL DOCTORAL SYMPOSIUM*

**Participants are invited to register for the Doctoral Symposium only if they are to present their work. Invitations to attend will be open at a later date.*

Applicants are kindly requested to submit to the Doctoral School a 250-word abstract by Friday 29 January 2021 through the following e-mail address: doctoralschool@um.edu.mt

The Doctoral School is organising a Doctoral Symposium on 23 April 2021. The goal of the Doctoral Symposium is to provide doctoral researchers with the opportunity to present and discuss their research in a forum with fellow doctoral researchers and academics. The keynote address will be delivered by Prof. Russell Smith (Centre for Entrepreneurship and Business Incubation).

In exhibiting their work, doctoral researchers will be able to garner independent and constructive feedback while also practising and enhancing their communication skills.

Each presentation will be approximately 15 minutes long and an additional 5 minutes will be allotted for discussion.





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