EPIGEUM

***PROFESSIONAL SKILLS FOR RESEARCH LEADERS*:**

SUPPLEMENT

CONTENTS

INTRODUCTION TO THE *PROFESSIONAL SKILLS FOR RESEARCH LEADERS* SUPPLEMENT

Introduction

A message from the Lead Advisor

The Professional Skills for Research Leaders (PSRL) program is designed to help independent researchers enhance their leadership, management and engagement strategies to increase their competitiveness and effectiveness. Completing the program will help academics and established researchers to improve their grant writing skills, increase their research impact, ensure robust collaborations, lead productive research teams and projects, communicate across a range of media and extend their reach and influence.

PSRL also encourages the development of transferable skills and can assist universities in meeting funder compliance requirements. The program may also support high-talent doctoral candidates nearing completion of their candidature and postdoctoral researchers.

This program is the culmination of ten years' hard work and research. During that time, I have seen researchers and research leaders become increasingly aware of the importance of professional skills development. There is a growing concern for helping research-active faculty reach their full potential through effective guidance and signposting of core principles and strategies. Thus, the release of these online courses is very timely. My goal with the *PSRL* project was to create a program of courses that would be accessible to a large number of researchers around the world, many of whom might not previously have had the kind of support and guidance that they need in order to navigate the complex world of research successfully. My experience has shown that there is a keen desire to understand how the professional role of researcher operates. This program draws the expertise of international experts together to guide individual learners in a very accessible way.

For those who are fortunate enough to have trusted mentors, advisors, coaches and others around them, the *PSRL* courses can signpost them towards areas to discuss with these support networks. This *Supplement* contains a list of portfolio activities and a number of additional communicative activities (which can be carried out in face-to-face sessions or via online discussion boards) and these should facilitate discussions between researchers and their mentors. In my experience, the active interaction with institutional members will greatly increase the learning transfer from participating in the program. The *Supplement* offers a very helpful guide to maximize the program's impact.

This *Supplement* begins with a series of key questions you need to answer as you prepare to implement the *PSRL* program. Implemented effectively, this program will enable researchers to grow and develop, as they increase their understanding of what it means to be a research leader, as well as communicating to them your institution's commitment to their professional development.

I wish you and your staff every success with the *Professional Skills for Research Leaders* program. For further updates and information, you can visit the support pages on the Epigeum website (www.epigeum.com).

Professor Shelda Debowski, Lead Advisor

The Professional Skills for Research Leaders program

The *Professional Skills for Research Leaders* (*PSRL*) program is designed to help independent researchers enhance their leadership, management and engagement strategies to increase their competitiveness and effectiveness. It encourages the development of transferable skills and can assist universities in meeting funder compliance requirements. The program may also support postdoctoral researchers and high-talent doctoral candidates nearing completion of their candidature. The program is made up of a shorter introductory course (containing a guide to the program's features and tools, and a diagnostic quiz to highlight the courses most relevant to individual participants' needs) and five full-length courses.

- Introduction
- Developing and consolidating your research career
- Funding your research
- Managing a research team
- Research collaboration
- Communicating your research.

The *Professional Skills for Research Leaders* Supplement

This *Supplement* is provided as an accompaniment to the online *PSRL* courses to support an effective skills development program for researchers at your institution.

The *Supplement* is divided into three main sections:

Section 1: Implementation for course leaders

This section is for those responsible for the delivery of the *PSRL* program at their institution and responsible for monitoring the participants[1] of the course. This section contains:

- A general introduction to the components of the *PSRL* program
- Guidelines on the key decisions you need to make on how to integrate the *PSRL* program into your existing training provision
- Advice on how to ensure that your target audience knows about the program and can access it easily, so that it attracts users and is well supported by your institution
- Suggestions on how to gather feedback and evaluate the effectiveness of the program.

Section 2: Installing the courses in your LMS

This section is for those who are in charge of the technical implementation of the courses in your institution's LMS. It contains links to online support videos to help your IT team with every aspect of installing and customizing the courses to your institution's particular needs and preferences.

[1] The term 'participant' is used in this *Supplement* to mean individuals who are taking the *PSRL* program.

Section 3: Supplementary activities

This section contains over 20 hours of additional material written by the authors to accompany their courses, and is divided into two parts:

- An overview of the material available, to help you map it against the online course content
- A range of instructor-led and peer-to-peer communicative activities, including implementation instructions and resources where applicable.

This *Supplement* is available in both Word and PDF form – the former so that you can extract and edit the activities should you so wish. If you are viewing the *Supplement* in Word document form, you may find navigation easier with the 'Document Map'/'Navigation Pane' enabled (go to the 'View' toolbar and check 'Document Map' or 'Navigation Pane'). You can then move between sections using the left-hand navigation bar.

For further updates and information, you can visit the support pages on the Epigeum website at: www.epigeum.com/help-and-support.

SECTION 1: IMPLEMENTATION FOR COURSE LEADERS

The Epigeum 11-stage implementation method

Epigeum courses can be used in a wide variety of different ways – in fact, no two institutions have yet implemented the courses in exactly the same way.

Epigeum has developed an 11-stage method covering all aspects of implementation – from developing the initial vision through to resourcing and timelines (see box below for an overview). This *Supplement* covers some highlights and key areas, focusing in particular on steps 3, 4, 8 and 9.

For a more in-depth training session covering all eleven stages, or for answers to any other implementation-related questions, please do contact our Senior Learning Consultant at implementation@epigeum.com.

The Epigeum 11-stage implementation method

1. Vision, goals and stakeholders
2. Your team
3. Your pedagogical approach(es)
4. Your technical implementation
5. Your organizational implementation
6. Use of pilots
7. Training and support
8. Communication plan
9. Evaluation
10. Timeline
11. Resources.

Components of the *Professional Skills for Research Leaders* program

<table>
<tr><th>Component</th><th>Description</th><th>Approx. duration per course</th><th>Where can I find this material?</th></tr>
<tr><td>Self-study courses</td><td>Core online component: The core of the PSRL program consists of the 6 self-study courses, including an introductory course to help participants become familiar with the features and tools available throughout the program.

Each course consists of a series of screens (web pages) containing text, videos and activities.</td><td>2–3 hours</td><td rowspan="2">Please refer to the ‘release’ email sent by Epigeum to download and log into your PSRL courses.

For further information on installing the courses, see Section 2 of this Supplement.</td></tr>
<tr><td>Portfolio activities</td><td>Additional online component: Portfolio activities are placed in ‘Portfolio activity’ boxes on the right-hand side of the screens, within the online self-study courses. They provide the opportunity for participants to research and reflect further and to relate the topic of a screen to their own context. They can be completed by users independently and do not require an instructor or customization.</td><td>4–10 hours</td></tr>
<tr><td>Communicative activities</td><td>Additional content: These activities are not contained in the core online component. Instead, they are optional, additional content, contained in this Supplement and designed to accompany and augment material worked through in the self-study courses. There are two types of communicative activity:
Peer-to-peer activities, which encourage participants to interact with one another and share experiences through LMS-hosted discussion boards
Instructor-led activities, which are designed to be led by an instructor, and include topics for workshop discussions and assignments.
These activities can be incorporated by universities/institutions throughout the PSRL program, according to their requirements.</td><td>20+ hours</td><td>Section 3 of this Supplement (either PDF or Word document form)</td></tr>
</table>

An ‘Index of supplemental activities’ is provided later in this guide to show where the portfolio and communicative activities map onto the screens in the self-study courses.

Key implementation decisions

From a pedagogical perspective, the courses in the *PSRL* program can be implemented in a number of different ways, starting with a straightforward ‘plug and play’ (where courses are simply installed and used as they are) and moving through various levels of customization and instructor input.

Our strong recommendation for institutions using the *PSRL* program is that they spend some time considering the key questions outlined below in order to make sure that it is implemented as effectively as possible for their particular context. Time spent planning and tailoring your implementation strategy early on will pay dividends in terms of the effectiveness of the courses.

The key questions covered are:

1. Stand-alone or with additional materials and support?
2. Online or blended?
3. With or without communicative activities?
4. With or without instructors?
5. With or without customization?
6. In what order?
7. How to make best use of the *PSRL* portfolio documents?
8. How to assess learning?
9. How to encourage further study?

Don’t hesitate to contact Epigeum or arrange to attend one of our implementation workshops if you would like to explore any of these issues in more detail than is covered below.

Question 1: Stand-alone or with additional materials and support?

Stand-alone

The courses in the *PSRL* program can be used as stand-alone training, without any additional engagement. The opening course – ‘Introduction’ – explores the benefits of professional skills training for researchers and provides a detailed overview of pedagogical features and tools used throughout the program, to help to engage participants and ensure they make the most of the program. It also contains a diagnostic quiz to help participants target the most relevant courses for their needs.

If course participants are sufficiently motivated, we are confident that they will learn a great deal and develop their professional skills through the core course content alone – particularly if they complete the ‘Portfolio activities’ that are contained in the right-hand boxes placed throughout the online course. Not offering any additional learning opportunities, whether online or in person, also keeps costs to a minimum.

With additional materials and support

In the online courses we have presented an excellent foundation in all of the course topics. However, the advice and over 20 hours of online and in-person materials we have provided in this *Supplement* can be used to develop a more extensive, challenging and effective skills training program that:

- Highlights the importance of professional skills training for researchers and demonstrates institutional commitment to it
- Supports participants in developing a wide range of skills designed to improve their competitiveness and effectiveness as independent researchers

- Engages participants in discussion and debate with other researchers, under the guidance of an instructor.

If you decide to extend and supplement your offering in this manner, we would suggest using the core online courses as background preparation for workshops/webinars as part of a fuller program of training in research and transferable skills.

The remainder of the questions in this section set out the options available if you **do** choose to enrich the *PSRL* program by providing additional materials and support.

Question 2: Online or blended?

The additional materials and support you provide could be delivered face-to-face, online, or as a combination of the two.

Online

The primary advantages of the completely online approach are convenience and cost. Purely online courses are convenient because participants can take them at a time and place of their choosing. This is particularly advantageous if participants have difficulty in attending training sessions because of different locations and varied timetables.

Although by definition the online-only approach excludes face-to-face teaching, it can still include peer-to-peer interaction (for example, through discussion boards) and online instructor support, as outlined in questions 3 and 4 below. If this approach is taken, you will need to consider what support processes are required to ensure that the learning experience is engaging and accessible, e.g. online instructors, forums, support videos and documents.

Blended

By 'blended' we mean combining the online course content with face-to-face teaching and learning. The blended approach is more demanding in terms of time and resources, but adding a face-to-face element to your skills training provision is likely to motivate and benefit your researchers by giving them the opportunity to debate, challenge and extend the learning offered in the core online courses with peers, colleagues and instructors. A blended approach also provides a valuable opportunity to foster a sense of collaboration and community among researchers across all disciplines.

Question 3: With or without communicative activities?

The aims of the communicative activities (which are included in Section 3 of this *Supplement*) are threefold:

- To facilitate dialogue between course participants
- To provide ideas for activities and workshop sessions (the 'instructor-led' activities)
- To provide opportunities for assessment beyond the objective questions included in the core course files.

The communicative activities represent a substantial body of additional material (20+ hours across the program) to support and extend learning and, as mentioned above, can be used to extend the online course or as a basis for face-to-face contact time.

While the courses *can* operate independently of them, we would strongly recommend that, as a minimum, institutions spend time (not much is required!) to add them in online form throughout the courses in line with their needs. Further advice on how to implement the communicative activities can be found:

- In Section 2 and at www.epigeum.com/help-and-support, which includes guidelines on how to add the activities from a technical perspective
- In Section 3, which includes a complete index of supplemental activities and where they slot into the online *PSRL* courses.

Question 4: With or without instructors?

Courses in the *PSRL* program have been designed to work either with or without instructors. Again, there are advantages to both approaches.

Without instructors

As mentioned, individual participants can work their way through the courses entirely independently, without intervention, instructors or customization. Using the courses in this manner enables participants to study at a time of their choosing and at little additional cost in terms of your time and money.

With instructors

Having instructors helps improve the effectiveness of the courses by:

- Prompting reflection and discussion of individuals' particular research contexts
- Discussing case studies and problems and exploring/sharing ideas for appropriate courses of action
- Getting feedback on strategies, plans and other practical outputs from the program.

These kinds of processes are introduced to participants in the 'Portfolio activities' that appear throughout the program – but they are more likely to take place if an instructor initiates and manages them to some extent. This can be done either face-to-face or online:

- **Face-to-face meetings involving a number of participants:** As mentioned above, many of the communicative activities can be used as a basis for face-to-face discussion. The online courses also include video interviews with researchers, activities and scenarios featuring a cast of characters, and real-life case study material – all of which could usefully be viewed and discussed in a face-to-face session.
- **Online discussion with individual participants:** If you can establish online contact right at the start, and maintain it through regular, light nudges, the courses are much more likely to be successful. There are activities specifically designed to prompt and support online teaching and learning in every course, but this kind of instructor role is as much about encouragement and reducing the loneliness experienced by independent researchers as it is about expertise in transferable skills.

In addition, instructor s (whether online or face-to-face) can:

- Track participants' progress through the courses, assisting them as they get started, motivating them to reach the end and encouraging further study
- Respond to participants' questions on the material, both through asynchronous tools, such as discussion boards, and also by scheduling online office hours
- Enable the instructor -led communicative activities to be used
- Carry out more nuanced assessment of participants' learning, through their *PSRL* portfolios and participation in discussions and workshops/webinars (see below)
- Distribute reports on participation to stakeholders.

Question 5: With or without further customization?

As well as incorporating communicative activities, your license agreement for the *PSRL* program also allows you to customize the courses in other ways – specifically:

- **Deleting pages** (e.g. if certain pages are less relevant to your particular context)
- **Adding your own pages** (e.g. to include your institution's information and branding at the start of the course or to add extra case studies or material in line with your particular syllabus. We do ask that you make it clear that these are your own work, and not the authors')
- **Moving pages** (e.g. if you feel that certain sections are high priority and should be moved forward in the course)
- **Editing the 'Resource bank'** (e.g. to include institution-specific links)
- **Adding your own institution's logos and livery**.
- **Editing the 'Your context' pods.**

Customizing the program in this manner will ensure that it is as appropriate as possible for your particular context. More specific information on selected customization options is included below. If you would like to customize the material beyond the steps outlined above, then please contact us. We try to be flexible.

'Your context' pods

Throughout the PSRL program you will find 'Your context' pods in the right-hand margin, suggesting that participants research and locate their local policies and relevant personnel. These pods have been specifically designed so that they can be customized to contain links and information particular to your needs.

We would strongly recommend customizing the 'Your context' pods with links to national, institutional, departmental or subject-specific information relevant for your researchers.

Details on how to do this are provided in Section 2, and a summary of the locations and suggested content of the 'Your context' pods is provided in the table below for ease of reference.

Once you have inserted this information at relevant points throughout the course, you may also wish to provide a single, complete list of institution-specific policies and resources in summary form at the end of the course, within the 'Closing' section. You can do this by inserting a new page – see Section 2 for further information on how to do this.

List of your context pod locations and content
Screen
Introduction
The higher education context
Becoming a successful researcher
Mentorship
The importance of reflection
Building your research development plan
Developing and consolidating your research career
Taking stock of your current situation
Module summary (Module 3)
Enhancing your track record
Increasing your public profile: Online

Funding your research
Types of funding
Key stages in the grant process
Identifying the best funding source
Contacting the program officer
Developing a budget
Managing your grant requirements
Managing a research team
Identifying needs and setting expectations
Attracting the best applicants
Starting the recruitment process
Avoiding the bias trap
Preparing for the interview
Meetings: Reviewing progress and keeping on track
Reviewing performance
Letting a team member go
Module summary (Module 4)
Research collaboration
Identifying collaborators
Developing a management plan
Establishing a timeline and milestones
Intellectual property
Solving difficult problems
Communicating your research
Choosing appropriate channels and reducing noise
Open access
Other types of academic publication
Dealing with the media
New media: Tools, benefits, challenges
New media: Case studies and advice
Engagement activities

Course quizzes

A further element of customization we recommend you perform is to convert the course quizzes from the default HTML format to your LMS format. This enables you to make use of the more sophisticated functionality offered by your LMS.

Default format	Customized format	Benefit of customization
Quizzes will not be tracked via your LMS	Quizzes can be tracked via your LMS	You can gain valuable information regarding the participation and performance of those who have taken the courses
Same set of 15 questions will appear every time the quiz is taken	Quiz questions will be drawn from test item file of 30 questions	Participants will not be able to pass the test by 'learning' the answers to the quiz, as the quiz will be different each time

For information on the technical aspects of customizing these courses, please see Section 2 and the technical implementation section on the Epigeum website (www.epigeum.com/help-and-support).

Question 6: In what order?

When worked through from start to finish, each course will provide participants with the essential skills and knowledge related to that course area. However, if you have a particular cohort of participants with specific needs, you may wish to select particular modules or revise the order.

The two main options are:

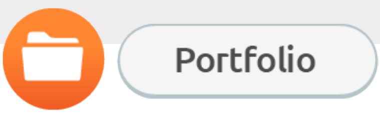
- Planning for an entire cohort to be studying the same materials at the same time, so that they can communicate with each other about them. The communicative activities (mentioned above and in Section 3) prompt online interaction with others, but in order for them to be useful, there need to be others who are doing much the same thing at much the same time.
- Enabling participants to learn what they need to 'just in time', i.e. when they are facing a particular challenge or have reached a particular milestone in their research career.

Question 7: How to make best use of the *PSRL* portfolio?

Many of the portfolio activities in the online courses generate material that participants may wish to include in a portfolio. These are indicated by the icon shown below. Portfolio templates are available for participants to download and fill in as they work through each course.

The resulting portfolios can be used either as learning tools or as evidence that can be submitted to gain recognition or professional accreditation.

In default mode, participants are encouraged to take advantage of these opportunities. When implementing the courses you may want to determine a policy regarding the *PSRL* portfolios and communicate this to those taking the course. For example, the portfolios (or indeed, selected elements of them) could contribute towards the assessment of your training program.



If you are planning to use the courses with instructors (see above) then they can encourage participants to begin on their portfolios as soon as they start work on the program. Instructors can also provide feedback on draft sections of a portfolio and could convene meetings between participants who are at a similar stage of developing their portfolio, to share and discuss the experience and how to make the most of it.

Question 8: How to assess learning?

End of course multiple-choice quizzes

The final **multiple-choice quizzes** at the end of each course are the default assessment mode[2], testing both completion of the course and understanding. If you are using the *PSRL* program without instructors (see above), this is generally the best option. Don't forget to customize the end-of-course quiz so that the questions are selected from the test bank of 30 questions, rather than the default setting of 15 (see above).

Activities, portfolio and assignments

When instructors **are** present, other methods can be used to provide additional and perhaps more nuanced opportunities to assess learning:

- The **communicative activities** (see above and Section 3)
- The ***PSRL* portfolios** (see above).

Question 9: How to encourage further study?

Each course lists additional resource materials for those who would like to read more and explore beyond the core course content. Some of these sources might not be easy for participants to get hold of. Instructors can provide useful support by making available additional reading material – either what is listed in the courses or their own favorites.

[2] Please note that, because some institutions will want to use the end-of-course quizzes for official assessment and credit, we are unable to provide accessible/print versions of the quizzes, as these would reveal the correct answers. We would be happy to discuss options for providing the course quizzes to participants at your institution who are unable to use the interactive functionality and to provide support on a case-by-case basis.

Marketing and encouraging uptake

The *PSRL* program **can** be used as an off-the-shelf solution to skills training for researchers: courses can be downloaded and installed directly on to your LMS and are then 'ready to go'. However, the best way to get the most out of the program is to spend some time **planning a strategy** for course implementation. As well as considering the questions in the previous section, you also need a plan for:

- How to secure buy-in from key project stakeholders
- How you will ensure that the courses reach those who need them.

Planning a strategy for implementation

Your decisions at this stage will have the largest impact on the rate of participant adoption.

1. Raise awareness with departments and other stakeholders
Securing the support of stakeholders at an early stage is a key way to ensure that you get the most out of the courses and that they are implemented in the best way to benefit your institution (see diagram below). Input from stakeholders will be important to help you decide the rest of your implementation strategy.

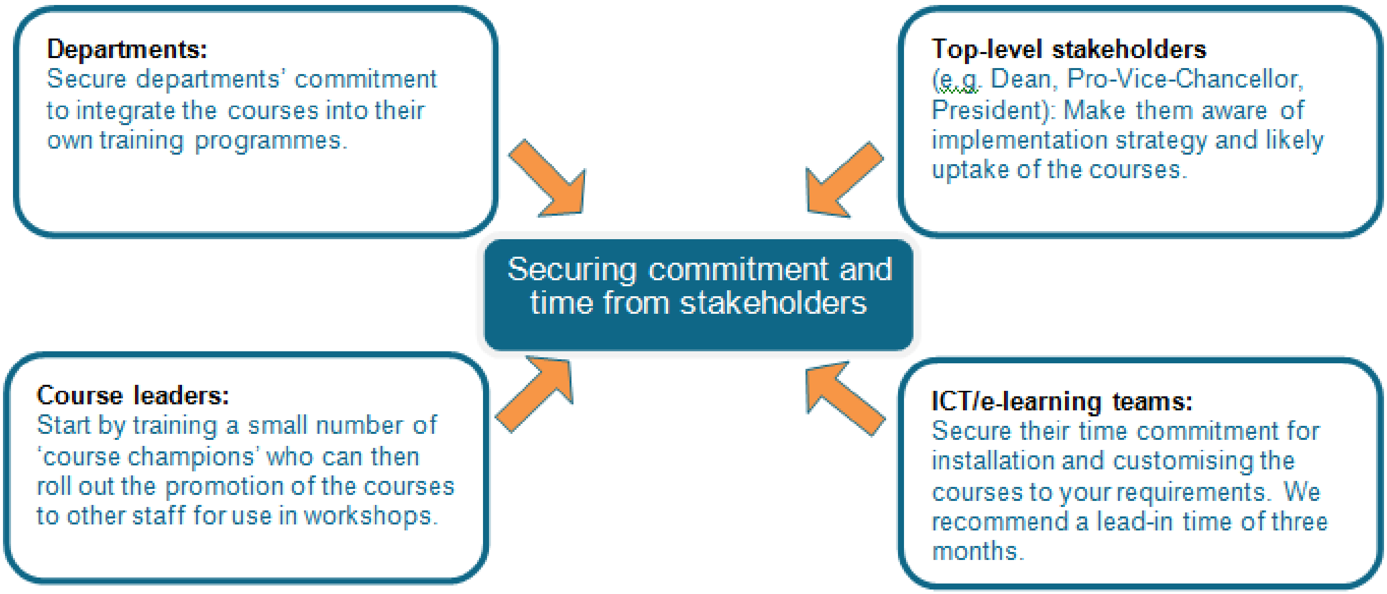
2. Choose whether to run a pilot or to roll all courses out immediately
This will largely be determined by the immediacy of the demand for the training at your institution. If you have the time, a pilot study is an effective way to troubleshoot and refine your use of the courses.

3. Choose your delivery mode – blended learning or purely online
The courses are designed to function as stand-alone units; however, they can be particularly effective when used as part of a blended approach to staff development (for further information, see 'Key implementation decisions'), allowing more time for detailed and higher-level discussion in face-to-face workshops.

4. Adaptation
As we have already seen, courses can be adapted to your context. Add your own university/institution logos, livery and links to give the courses the feel of a home-grown product.

Securing commitment of time and support from stakeholders

We have seen courses sit unused for over a year because key stakeholders have failed to give prior commitment of support. The diagram below gives some advice on how to avoid this happening at your institution.



Incentivizing participation

- ✓ Participants work best when there is an **incentive**. For example, you could award a certificate, course credits or digital badges to those who have completed the courses. This sends the message that your institution takes the program seriously, and it will significantly increase uptake rates.
- ✓ Use your department stakeholders – encouragement and direction from the top will also increase the level of adoption.

Following good practice for marketing and web promotion

- ✓ Ensure that your target audience knows about the *PSRL* program and can access the courses easily.
- ✓ Advertise links to the courses prominently within your LMS. The general principle for web browsing is that users have an attention span of 'three clicks' to be taken to information.
- ✓ Give your online courses as much promotional prominence as your face-to-face workshops.
- ✓ Incorporate awareness of the availability of the online courses into induction training for new staff.
- ✓ Promote the courses using the 'six Ws of marketing' principle:

  - **What**: What are they expected to do? What's in it for them?
  - **Why:** Why are they being asked to do this?
  - **When:** When do they need to do this? When can they access the courses?
  - **Who:** Who is asking them to complete this training?
  - **How:** How do they use the courses?
  - **Where:** Where can they access the materials?

The above exercise will help you develop a marketing message which you can promote through various communication channels, such as email, e-newsletters, induction activities and marketing materials.

Epigeum is on hand to help you with promoting the *PSRL* program within your institution. We run implementation workshops (both online and face-to-face) in which we share our experiences of effective marketing. We can also provide you with marketing material, such as posters and handouts. Please contact us for more information.

Launching the program

- ✓ Set a date to officially launch the online courses at your institution. Include this date in any web promotion.
- ✓ Follow up the launch with email promotion to potential users.
- ✓ Ask the course instructor(s) to send out an email to potential users recommending the *PSRL* program and highlighting its importance and how it relates to any upcoming workshops.

Feedback, evaluation and refinement

Once the courses in the *PSRL* program have been implemented, a range of tools are available to help you monitor and evaluate their effectiveness.

Monitoring course usage

- An **LMS monitoring system** can indicate whether a student has opened a course page and how long that page has remained open.
- The **final course quiz** screens in Epigeum courses can be adapted in your LMS so that the results can be monitored and stored within assessment systems.

This data will give you information about usage **and** student engagement with the material. It will show which sections are popular and successful with participants, and which might need further adaptation and support from workshops.

Gathering feedback

A sample 'Course feedback questionnaire' is provided on the next page and can also be downloaded, customized to your needs, and installed directly on to your LMS.

The questionnaire will allow you to track and gather useful data about the user experience of the *PSRL* program.

It is also important to keep in touch with your key stakeholders and to gather feedback from course leaders, heads of department or department chairs about the effectiveness of the online courses.

Refinement

Universities sometimes cite three years as the time needed to achieve a 'steady state' for a new e-learning program. Monitoring, evaluating and refining the usage of the course will ensure that your institution continues to get the best from the Epigeum program.

Helping Epigeum gather feedback

As well as helping you refine your use of courses internally, feedback can also greatly assist Epigeum in planning improvements to the program.

As a default setting, each course in the *PSRL* program includes a link to an 'Optional course evaluation' form (similar to the one included below) in a box on the right-hand side of the 'Course summary' screen. Information collected via this form is gathered centrally by Epigeum and used to help shape future updates and modifications to the program. All information collected is completely anonymous.

If you would prefer to gather and analyze your own institution-specific feedback, then the 'Optional course evaluation' pod can be removed and replaced with a link to your own evaluation form. If you choose to do this, Epigeum would be most grateful if you could pass on any suggestions for improvements to the program arising from the feedback you receive from participants at your institution.

Epigeum will continue to support your institution by providing you with updates to the courses, as and when they are released.

Sample course feedback form

This questionnaire is available to download and install on your intranet and can be used to replace the default questionnaire that appears on the 'Course summary' screen.

1. What was your overall impression of the course?

5 Very positive
4 Positive
3 Adequate
2 Negative
1 Very negative.

Comments:

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2. How effective was the course in improving your understanding of the subject?

5 Very effective
4 Effective
3 Adequate
2 Ineffective
1 Very ineffective.

Comments:

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3. How relevant was the course to you and your needs?

5 Very relevant
4 Relevant
3 Adequate
2 Irrelevant
1 Completely irrelevant.

Comments:

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4. How clear, coherent and easy to follow was the course?

5 Always very clear and easy to follow
4 Usually clear and easy to follow
3 Adequate
2 Sometimes unclear or hard to follow
1 Frequently unclear or hard to follow.

Comments:

5. What did you think of the quality and frequency of the interaction and activities throughout the course? (For example, was the interaction enjoyable/relevant/helpful to learning, or inadequate/overbearing/boring /irrelevant/window dressing?)

5 Excellent
4 Good
3 Adequate
2 Poor
1 Very poor.

Comments:

6. How much did you feel the videos added (or did not add) to the learning experience?

5 Very positive effect
4 Positive effect
3 No real impact either way
2 Negative effect
1 Very negative effect.

Comments:

7. What did you think about the amount of information presented on each screen in the course?

5 Much too much material on each screen
4 A bit too much material on each screen
3 Just right
2 A bit too little material on each screen
1 Much too little material on each screen.

Comments:

8. Did the course take less or more time than you expected to complete? Do you think it ought to be lengthened or shortened? (Select all that apply.)

- Course was too long
- Course was too short
- Course was the right length
- Course took longer than expected
- Course took less time than expected
- Course was the length I expected.

Comments:

9. What did you think of the design, look and feel of the course?

5 Excellent
4 Good
3 Adequate
2 Poor
1 Very poor.

Comments:

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10. The following statements relate to the learning outcomes set out at the start of the course. Select all statements that are true now that you have completed the course.

Introduction

- I can identify my strengths and developmental needs.
- I can set myself new and more challenging goals that encourage higher levels of performance and more advanced roles.
- I can understand how my career strategy might be impacted by the broader higher education research context.
- I have a better awareness of sources of support.
- I have created a development plan to help me achieve my goals.

Developing and consolidating your research career

- I can identify strategies, tools, opportunities and people to help me establish myself as a research leader.
- I can set short-, medium- and long-term career goals for my career development.
- I understand the importance of measuring my progress towards these goals.
- I have constructed a career development plan for my own context, taking into account my motivations and values.

Funding your research

- I have a good understanding of the funding process, from idea conceptualization and planning, through writing and component assembly, to submission and review.
- I have a better awareness of factors that influence funding decisions, commonly overlooked elements and potential pitfalls.
- I have the skills necessary to write applications for grants and other types of funding (fellowships, contracts, philanthropic support) that are compelling and competitive to help secure funding for my research.

Managing a research team

- I have the skills and knowledge necessary to assemble a research team with the right mix of people.
- I can set the vision and tone for that team.
- I recognize my team members' individual needs, in order to direct and support them appropriately.
- I can motivate my team members, encouraging them to work towards their own goals while contributing to the team's output and practicing effective communication.

Research collaboration

- I can identify and evaluate reasons for engaging in research collaborations.
- I understand how to plan a research collaboration.
- I understand how to manage a research collaboration.
- I understand how to end a research collaboration.
- I can recognize and respond professionally to problem situations that can arise in research collaborations.

Communicating your research

- I understand the key principles that underpin all effective communication.

- I can identify the most appropriate channels – from traditional publishing to media and new media – in order to communicate effectively with my key audiences.
- I can develop a tailored communication strategy that takes account of my personal style and circumstances.

Comments:

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11. Do you have any general comments about the course or any specific suggestions as to how we can improve it? (e.g. expanding or reducing certain sections, adding new interactive features or functions, etc.)

Positive comments:

Suggestions for improvement:

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12. Tick any statements that apply.

- I am an undergraduate researcher
- I am a postgraduate researcher
- I am a postdoctoral researcher
- I am a senior researcher
- I have taken this course because it was mandatory
- I have taken this course because I thought it was important
- I would recommend to others in my position that they take this course.

Comments:

SECTION 2: INSTALLING THE COURSES ON YOUR LMS

Installing the courses on your LMS

The link below is to our online guide, which gives you all of the information you will need to successfully install the Epigeum courses on to your LMS. The online guide gives system-specific information and step-by-step instructions on how to:

- Install a course package
- Install a quiz unit
- Add and remove screens
- Add a discussion forum (for use with the communicative activities)
- Customize the end-of-course quiz so that it selects questions from the test bank item file.

The guide also has a section outlining which parts of the course you can customize and how to do this.

INSTALLATION GUIDE

www.epigeum.com/help-and-support

SECTION 3: SUPPLEMENTAL MATERIALS

Index of supplemental activities

As noted previously, the following supplemental material is provided to support your use of the *PSRL* program:

- **Portfolio activities** are embedded within the online courses in right-hand pods
- **Communicative activities** are provided within this *Supplement* and can be customized and incorporated into the courses to support the requirements of your institution.

To help you make sense of the additional content, we have prepared tables which map the location of all portfolio and communicative activities against the individual course screens in which they appear or which are related to the communicative activity topic.

Please note that all course and activity durations are approximate – all participants will work at different speeds.

Key

(60) Approximate activity length in minutes
[CIL] Communicative instructor-led activity
[CP2P] Communicative peer-to-peer activity

Introduction

Online course duration: 1.5 hours		
Section/Module/Screen title	**Portfolio activities (located online)**	**Communicative activities (located within this *Supplement*)**
ORIENTATION		
Introduction	Portfolio template download	
MODULE 1: INTRODUCTION		
The *Professional Skills for Research Leaders* program		
The researcher as a professional	Expectations *(60)*	
The higher education context	The higher education context *(60)*	Mapping the research landscape [CIL] (60)
Becoming a successful researcher	Your priorities *(60)*	
MODULE 2: YOUR CONTINUING PROFESSIONAL DEVELOPMENT PLAN		
Mentorship	Choosing a mentor *(30)*	Career storyline [CP2P] (60)
The importance of reflection	Reflection exercise *(30)*	
The PSRL diagnostic review		
Building your research development plan	Your development needs *(60)*	
CLOSING		
Course summary	Notes on scenario *(30)*	
	Personal statement *(30)*	
Total activity time	360 minutes / 6 hours	120minutes / 2 hours

Developing and consolidating your research career

Online course duration: 2.75 hours		
Section/Module/Screen title	**Portfolio activities (located online)**	**Communicative activities (located within this *Supplement*)**
ORIENTATION		
Introduction	Portfolio template download	
MODULE 1: WHAT RESEARCH CAREER DO YOU WANT?		
When to consider your research career	Transition points *(30)*	
Your goals and motivations	Personal goals and motivations *(20)*	
Different types of researcher and research position	Types of researcher and research position *(60)*	
Different types of research context		
Module summary	Potential workplaces *(20)*	
MODULE 2: CONTEXT AWARENESS		
Taking stock of your current situation	SWOT analysis *(30)*	
Context awareness: Your environment and spheres	Your environment *(20)*	
Context awareness: People	Power web *(45)*	
Module summary		
MODULE 3: YOUR CAREER STRATEGY		
Standing out from the crowd		
Building depth into your strategy	Career T 1 *(30)*	
Building breadth into your strategy: Other roles and responsibilities	Career T 2 *(30)*	
Balancing it all	Achieving balance *(30)*	
Module summary	Depth and breadth *(45)*	
MODULE 4: DEVELOPING YOUR PROFILE		
Enhancing your track record	Key factors *(30)* Personal statement *(20)*	
Increasing your public profile: Networking	Opening lines *(20)*	
Increasing your public profile: Online	Improving your online profile *(30)*	Google a role model [CIL] (60)
Module summary		Ranking factors [CP2P] (30)
MODULE 5: MOVING YOUR PLAN FORWARD		
Tools for planning and evaluation		Additional project planning tool [CIL] (75)
Monitoring and mentoring		Personal agency video [CP2P] (30)
Case studies: Dealing with challenges and overcoming setbacks		

Self-evaluation and reflection	Career development plan *(60)*	
Module summary		
CLOSING		
Course summary	Personal statement *(30)*	
Total activity time	550 minutes / 9 hours 45 minutes	195minutes / 3hours 15 minutes

Funding your research

Online course duration: 2 hours		
Section/Module/Screen title	**Portfolio activities (located online)**	**Communicative activities (located within this *Supplement*)**
ORIENTATION		
Introduction	Portfolio template download	
MODULE 1: INTRODUCTION		
Types of funding		
Grant readiness		
Key stages in the grant process		
Module summary		
MODULE 2: SELECTING YOUR FUNDING SOURCE		
Stating your problem	Abstract *(30)*	Evaluating title and summary statements [CP2P] (60) Mock grant application review [CP2P] (60)
Identifying the best funding source	Funding search *(30)*	
Matching your project to the funding opportunity	Grant readiness questionnaire *(30)*	Finding an appropriate funding opportunity [CIL] (60)
Contacting the program officer		
Module summary		
MODULE 3: PLANNING YOUR GRANT		
Writing timeline	Project task list *(30)*	
Research resources	Research resources *(30)*	
Developing a budget	Time machine budget *(30)* Budget template (30)	
Supporting materials		
Managing your grant requirements		
Module summary		
MODULE 4: WRITING THE GRANT		
Creating a persuasive argument		
Project narrative	Project narrative*(30)*	
Review and proofreading		
Handling feedback and making improvements		
Module summary		
CLOSING		
Course summary	Personal statement *(30)*	
Total activity time	240 minutes / 4 hours	180 minutes / 3 hours

Managing a research team

Online course duration: 3 hours		
Section/Module/Screen title	**Portfolio activities (located online)**	**Communicative activities (located within this *Supplement*)**
ORIENTATION		
Introduction	Portfolio template download	
MODULE 1: EFFECTIVE TEAMS, EFFECTIVE MANAGERS		
What makes an effective team?		
What makes an effective leader and manager?	Leaders and managers *(30)*	Experiences of effective leadership [CIL] (45)
Leadership styles	Leadership styles *(30)*	
Module summary		
MODULE 2: ESTABLISHING YOUR TEAM		
Identifying needs and setting expectations	Your team members *(30)*	
Attracting the best applicants		
Starting the recruitment process		
Avoiding the bias trap	Minimizing bias *(30)*	Exploring bias in academia [CIL] (45)
Preparing for the interview		
Conducting the interview	Interview questions *(30)*	
Sealing the deal		
Module summary		
MODULE 3: THE FOUR M'S OF LEADERSHIP: MISSION, MOTIVATION, MEETINGS AND MENTORING		
Mission: Establishing the tone and direction of the team	Vision statement *(15)*	A mission for your team [CP2P] (45)
Motivation: Working together towards a common goal		
Meetings: Reviewing progress and keeping on track		
Mentoring: Supporting and promoting growth	Reflective exercise *(15)* Mentoring needs *(30)*	
Module summary		
MODULE 4: YOU AS MANAGER		
Understanding team dynamics		
Reviewing performance	Performance review *(30)*	
Dealing with underperformance	Performance problems *(30)*	
Letting a team member go		
Module summary		
MODULE 5: ORGANIZING YOUR TIME AND WORKLOAD		
Balancing and prioritizing		
Strategies to protect work time	Time inventory *(45)*	

Module summary		
CLOSING		
Course summary	Personal statement *(30)*	
Total activity time	345 minutes / 5 hours 45 minutes	135 minutes / 2 hours 15 minutes

Research collaboration

Online course duration: 2.5 hours		
Section/Module/Screen title	**Portfolio activities (located online)**	**Communicative activities (located within this *Supplement*)**
ORIENTATION		
Introduction	Portfolio template download	
MODULE 1: ESTABLISHING AND MANAGING A COLLABORATION		
Setting priorities	Research priorities *(30)*	
Recognizing needs	Research needs *(30)*	
Identifying collaborators	Connections *(60)*	
Developing a management plan	Management plan *(60)* Regulatory checklist *(30)*	Establishing a collaboration: Part 1 [CP2P] (90)
Establishing a timeline and milestones	Collaboration timeline *(30)* Management tools *(30)*	Establishing a collaboration: Part 2 [CP2P] (60)
Module summary		
MODULE 2: CONDUCTING A COLLABORATION		
What can go wrong?		
Intellectual property		
Publications		
Interdisciplinary collaboration		
Cross-sector collaborations		
Module summary		
MODULE 3: INTERNATIONAL COLLABORATIONS		
Principles and challenges		Guiding principles for international collaboration: The Montreal Statement [CP2P] (60)
Logistics and culture		
Dealing with regulatory differences		
Module summary		
MODULE 4: PROBLEM SOLVING AND ENDING A COLLABORATION		
Solving difficult problems		Making difficult decisions [CIL] (50)
Ending a collaboration		
Module summary		
CLOSING		
Course summary	Personal statement *(30)*	
Total activity time	300 minutes / 5 hours	260minutes / 4 hours 20 minutes

Communicating your research

Online course duration: 3.5 hours		
Section/Module/Screen title	**Portfolio activities (located online)**	**Communicative activities (located within this *Supplement*)**
ORIENTATION		
Introduction	Portfolio template download	
MODULE 1: WHAT IS COMMUNICATION?		
A model of communication	Communication model *(15)*	Communication: When it works and when it doesn't [CIL] (60)
Understanding your audience	Audiences *(15)*	
Encoding your message	Take-home message *(15)*	
Choosing appropriate channels and reducing noise		
Module summary	Attitude to communications *(15)*	
MODULE 2: ACADEMIC PUBLISHING		
Introduction to academic publishing		
Peer-reviewed journals: Quality vs. quantity	Publishing strategy *(30)*	Journal publishing: Measures of success [CP2P] (30)
Peer-reviewed journals: Strategies for success		
Open access		The advantages and disadvantages of open access [CP2P] (60)
Other types of academic publication	Book publishing strategy *(45)*	
Module summary	Reflection *(30)*	
MODULE 3: CONFERENCES AND PRESENTATIONS		
Conferences and posters	Conferences *(30)* Posters *(15)*	
Preparing a presentation	TED structures *(90)*	
Audio-visual aids and accessibility	PowerPoint *(30)*	
Delivering your presentation	TED techniques *(90)*	
Troubleshooting		
Module summary		
MODULE 4: MEDIA AND NEW MEDIA		
Dealing with the media		Developing our media skills [CIL] (120)
TV and radio	Researcher interview *(30)*	
Print media		
New media: Tools, benefits, challenges	Digital footprint *(15)*	Your digital footprint [CP2P] (60)
New media: Case studies and advice	Using new media *(30)*	
Engagement activities	Ways to get involved *(30)*	

Module summary		
MODULE 5: A COMMUNICATION STRATEGY		
How well do you communicate?	Your communication *(30)*	
Developing your communication skills	Promoting your research *(30)*	
Your communicating strategy	Action plan *(30)*	
Module summary		
CLOSING		
Course summary	Personal statement *(30)*	
Total activity time	615 minutes / 10 hours 15 minutes	330minutes / 5 hours 30 minutes

Communicative activities

The following pages contain the communicative activities, designed to accompany and extend on material worked through in the self-study course. There are two types of communicative activity:

- ***Peer-to-peer activities (CP2P)***, which encourage participants to interact with one another and share experiences, either through LMS-hosted discussion boards or in face-to-face discussions
- ***Instructor-led activities*** **(CIL)**, which are designed to be led by an instructor, and include topics for workshop discussions and assignments.

These activities can be incorporated by universities throughout the *PSRL* program according to their requirements. They can be used either online (for example, via discussion boards and webinars) or face-to-face. Instructions on how to add them to the online course are included in Section 2.

Introduction

Communicative activity 1	
Activity title	**Mapping the research landscape**
Activity type	**Communicative, instructor-led**
Suggested location	**MODULE 1: The higher education context**
Implementation description	**This activity can be implemented in a face-to-face workshop session or in online discussion boards.**
Suggested duration	**60 minutes (90 minutes with optional extension)**
Learning outcome	**At the end of this exercise, participants will have gained a deeper understanding of the local, national and international influences that impact their research context.**
Instructions for the instructor	This exercise will increase the participant's understanding of how the various external and institutional influences impact their research context, rewards and recognition. **Your role as a facilitator will be:** • Organizing participants into groups around tables, with marker pens and paper. • Encouraging the participants to think intensively about the activity during the group discussion. • Debriefing the activity and mapping the full range of answers. • Encouraging broader discussion about the commonalities and differences in influencing forces. The participants will map their environment on a large sheet of paper. They will be asked to identify all of the agencies/bodies/industries (including **local/institutional**, **national** and **international**) that influence their research, and to consider how they have been affected by each one. If relevant for the participants' disciplines, they should also consider industries that might influence their work. The influence of more experienced peers within a particular discipline should not be overlooked, as these people often have input into funding and policy decisions. You will then facilitate a group discussion exploring how each participant has been impacted and needs to monitor/recognize these influences. **Optional extension:** This activity could be paired with a panel of experienced researchers who might be asked to share their insights. Some potential questions to get the discussion going include: • How did you get into research? • What has changed in that ensuing time?

<table>
<tr><td></td><td>

If you were starting out again, what would you do differently now?
How do you stay aware of and keep up-to-date with emerging opportunities or issues?
What, do you think, has been the biggest external influence on your career strategy?

</td></tr>
<tr><td>Instructions for the participant</td><td>

In your group, identify and document the different agencies, bodies, industries, policies and practices that influence how you research and what you research. These may include national, international, institutional and disciplinary factors. Discuss how these have each affected you. You have fifteen minutes to complete this task.
As a whole group you will now be asked to whiteboard all of the factors the various groups have identified.
As a final discussion, consider the following questions:

Which groups / influences did you miss? Why?
Which are most influential? How do they affect the role you play?
If you compared the landscape now with that of ten years ago, what has changed? Why?
What are the key issues you need to be conscious of in your particular context? (e.g. understanding the rules; keeping abreast of external changes; monitoring institutional policy and expectations)
How do you find out about these issues or emerging opportunities?

</td></tr>
</table>

<table>
<tr><th colspan="2">Communicative activity 2</th></tr>
<tr><td>Activity title</td><td>Career storyline</td></tr>
<tr><td>Activity type</td><td>Communicative, peer-to-peer</td></tr>
<tr><td>Suggested location</td><td>MODULE 2: Mentorship</td></tr>
<tr><td>Implementation description</td><td>This exercise is designed for use on a discussion board or a face-to-face workshop.</td></tr>
<tr><td>Suggested duration</td><td>60 minutes</td></tr>
<tr><td>Learning outcome</td><td>Completing this activity will give participants a better understanding of significant milestones in a research career and the factors that contribute to the achievement of these milestones, including the influence of mentors on career progression.</td></tr>
<tr><td>Instructions for the instructor</td><td>Participants will have two roles. First, they will need to map their career journey. Second, they will be asked to explore their mentoring experiences with their peers.

The first part of the activity is undertaken as an individual reflective exercise, (possibly before attending or participating in the session). The second part encourages group discussion and sharing.</td></tr>
<tr><td>Instructions for the participant</td><td>Do mentors really make a difference? In this exercise, you will be the litmus test.

‣ Take a blank sheet of paper and map out your career to date. Put in the key events and pivotal experiences that have led you to this point. Make sure you put in the good things and the bad. (You can do this exercise as a timeline, a snakes and ladders figure, a storyline: whichever way you wish).

‣ Now, share your experience with other members of your group. You might find it helpful to explore the following questions:

▪ What are the talents, skills and capabilities that you have developed through that time?
▪ What role have mentors played in your career progress?
▪ If you have had mentors, how did they help you? Did they re-orient you to a different path? Did they encourage you to be more ambitious? What value did they add?
▪ If you did not have mentors, how did that affect you in planning and managing your career? Have you progressed as effectively as you might have if someone had given you more guidance? Might you have done some things differently?
▪ Were some mentors better than others? Why? What have they taught you about mentoring?
▪ What are the common issues that you have all experienced? Has someone had more success in addressing these issues?
▪ How can you help each other? Is there value in creating a peer network to support your mutual needs? How might you make this work?</td></tr>
<tr><td>Activity resources</td><td>Debowski, S. (2012) The New Academic: A Strategic Handbook. Berkshire, McGraw-Hill/Open University Press. Chapter 5.</td></tr>
</table>

Developing and consolidating your research career

Communicative activity 1	
Activity title	**Additional project planning tool**
Activity type	**Communicative, instructor-led**
Suggested location	**Module 5: Tools for planning evaluation**
Implementation description	**The first part of the activity is an individual reflective exercise that could be completed prior to attending the session. The second part of the activity encourages group work and sharing and could be implemented either in the classroom or an online discussion board.**
Suggested duration	**75 minutes**
Learning outcome	**By the end of this activity, participants will have an in-depth understanding of the impact of using one key planning and evaluation tool in relation to their own research leadership career plan.**
Instructions for the instructor	This exercise will aid participants in the development and organization of their research career plan by introducing them to key planning tools. **Your role as a facilitator will be:** • Assisting participants in guiding their choices and answering any specific questions about how the tools are implemented. This will include providing assistance to individuals as they complete their chosen planning tool template. • Organizing participants into small groups relevant to their chosen planning tool and encouraging participants to summarize their findings regarding the overall usefulness and evaluation of their selected tool. • Inviting individual groups to share the results of their discussion with the plenary group. • Compiling a table (on the white/black board) summarizing the key advantages and disadvantages of each tool and making a note of any common issues that arise in applying the tools to their career plans. **Optional extension:** An optional additional part to the activity could be to invite participants to supplement the list of planning tools with alternatives they have experience of using. This could be guided, e.g. a 100-word description of the tool; a 100-word review of its effectiveness; a 100-word review of what it added to their career planning process and a list of any relevant links.
Instructions for the participant	This exercise will increase your understanding of the key planning tools and how they might prove useful in the development of your own career plan. • Begin by completing the activity on the 'Tools for planning evaluation' screen by reading the overviews for each planning tool and selecting a tool for evaluation. • Follow the links to the tool you have selected in the 'Useful advice' pod on the right hand side of the screen. Read the information until you feel confident that you understand how to use the tool.

	- Download or create the relevant template, and apply it to your research leadership career plan. - Your instructor will now divide you into small groups, depending on your chosen planning tool. In your group, identify the key advantages and disadvantages of your chosen planning tool: How useful/user-friendly was the tool? What, specifically, did it add to your research leadership career planning? - As a whole group, you will now be asked to share the results of your discussion.

Communicative activity 2	
Activity title	Google a role model
Activity type	Communicative, instructor-led
Suggested location	Module 4: Increasing your public profile: Online
Implementation description	This is an individual self-reflective exercise and should be implemented via an online discussion board or in a face-to-face workshop. Participants should either share their answers to the questions with the class or post to an online discussion board at the end of the session.
Suggested duration	60 minutes
Learning outcome	At the end of this exercise, participants will have a greater understanding of how to build an effective online profile.
Instructions for the instructor	This activity asks participants to choose a role-model and evaluate how that individual's profile has contributed to their career development to date. From this, they will be in a better position to develop their own online profile. ▸ Participants should begin by selecting an appropriate role-model. Their selection should be shared with the group before embarking on the activity to ensure diversity, and to avoid overlap. They should google their selected role-model and follow the links, before proceeding to consider their responses to the two questions. Encourage participants to write down their answers to the questions. ▸ Beyond ensuring that participants have an appropriate role-model to consider, you should focus on guiding their answers to the questions. This might include gentle prompting. In the first question, for example, suggest participants think about the variety of platforms being used and whether they are well-suited to the messages being presented, and also whether the content is up-to-date. With respect to the second question, encourage participants to balance effort and sustainability– suggestions ought to be straightforward enough to be worth the time investment. **Optional extension:** An optional supplementary part to the activity could be to repeat the process with a particular focus on publications and grants.
Instructions for the participant	▸ Begin by selecting someone that you admire in your field. This will be a person whom you might regard as a role-model – preferably someone who is a few steps ahead of you in their career and in a position that you aspire to. ▸ Google your role-model and build up a picture of their online profile by following the various links. ▸ How do you think their online profile has contributed to their career development to date? What improvements might you suggest to their online profile?

Communicative activity 3	
Activity title	Ranking factors
Activity type	Communicative, peer-to-peer
Suggested location	Module 4: Module summary
Implementation description	This activity works best by organizing participants into small groups and either setting up an online discussion thread for each group or face-to-face within a classroom setting.
Suggested duration	30 minutes
Learning outcome	The purpose of this activity is for participants to appreciate the range and variety of key factors that could enhance their profiles and to identify which factors are most important to the advancement of their careers.
Instructions for the instructor	‣ Participants will have two roles. First, to compile a list of key factors and to prioritize them. Second, to work in small groups of 3-4 to compare and justify their decisions in light of their discipline and current level of seniority. ‣ Your primary role as instructor is to ensure that participants understand the relevant key factors and to facilitate a group discussion. ‣ Set some time aside at the end of the activity for participants to process feedback and revise their list of priorities.
Instructions for the participant	‣ Compile a list of key research factors, associated research factors and broader disciplinary factors discussed throughout Module 4. ‣ Prioritize these factors within your own context, taking into account your discipline, career-level and personal preferences. ‣ Your instructor will now divide you into small groups of 3-4 participants. Share your list, along with any justifications, with other members in your group. Discuss the key differences between your lists. ‣ Revise your list in light of any further considerations.

Communicative activity 4	
Activity title	Personal agency video
Activity type	Communicative, peer-to-peer
Suggested location	Module 5: Case studies: Dealing with challenges and overcoming setbacks
Implementation description	This activity is an individual self-reflective exercise and should be set-up using an online discussion board. By posting their reflections to the board, participants are then encouraged to engage in group discussion.
Suggested duration	30 minutes
Learning outcome	This activity is designed to help participants recognize the importance of personal agency in consolidating and developing a research leadership career, and to reflect on their own degree of personal agency.
Instructions for the instructor	As instructor, your role is minimal. You should assist those participants who are struggling to relate to the situations, or to reflect on the consequences of their decisions. One way of encouraging group discussion is to invite participants to comment on each other's problems and suggestions and to consider what alternative consequences might have been.
Instructions for the participant	• Watch the personal agency video on the 'Case studies: Dealing with challenges and overcoming setbacks' screen and make notes on how you would have acted in each of the two situations described. Consider what the likely consequences for you might have been. • Reflect on how you typically react when faced with tough decisions. Can you think of a particular instance where you were faced with a tough decision in the past? How did you handle the situation? In light of this exercise, how would you approach a similar situation now? What repercussions might this have for your current career plans? • Post your responses to the videos and the answers to these questions in the online discussion forum set up by your instructor and compare your responses to others in the group.
Activity resources	Personal agency video on the 'Case studies: Dealing with challenges and overcoming setbacks' screen.

Funding your research

Communicative activity 1	
Activity title	Evaluating title and overview statements
Activity type	Communicative, peer-to-peer
Suggested location	Module 2: Stating the problem
Implementation description	This activity is best carried out in a face-to-face workshop.
Suggested duration	60 minutes
Learning outcome	Completing this activity will give participants a clearer perspective of what constitutes an effective title and overview statement for their grant application.

Instructions for the instructor	This activity asks participants to prepare and evaluate each other's title and overview statements for their current research projects.
	- Prior to the start of the session, each participant should prepare a title and overview statement relevant to their current research project. These should be distributed among the participants at the beginning of the workshop. Each participant should have access to a title and overview statement for every member of the group.
	- Participants should then award marks out of 10 for:
	  ▪ Effective description of the work
	  ▪ Novelty/innovation
	  ▪ Potential impact
	  ▪ Topicality/link to current trends
	  ▪ Their suitability to carry out the research.
	- Hand back the title and overview statements to the relevant participants and give them 5-10 minutes to reflect on the feedback provided by their peers.
	- Facilitate a group discussion, where participants discuss their critique with the rest of the group. Invite participants to share justifications and suggestions for amendments.
	- Set some time aside at the end of the activity for participants to process feedback and revise their title and overview statements.

Instructions for the participant	- Prepare a title and overview for your current research project, using the advice on the 'Stating the problem' screen. This work should be completed prior to attending the session.
	- Your instructor will circulate each of your title and overview statements among the other members of the group. Award marks out of 10 for:
	  ▪ Effective description of the work
	  ▪ Novelty/innovation
	  ▪ Potential impact
	  ▪ Topicality/link to current trends

	▪ Their suitability to carry out the research. ▸ Spend 5-10 minutes reflecting on the feedback provided by your peers. ▸ Your instructor will now invite you to discuss feedback and suggestions for amendments with other members of the group. ▸ Revise your title and overview statement in light of the comments and suggestions offered.

Communicative activity 2	
Activity title	**Mock grant review**
Activity type	**Communicative, peer-to-peer**
Suggested location	**Module 2: Stating the problem**
Implementation description	**This activity could be carried out using an online discussion board or in a face-to-face workshop**
Suggested duration	**60 minutes**
Learning outcome	**Completing this activity will give participants an insight into how their application might be assessed and will encourage them to reflect on how well their abstract meets the review criteria.**
Instructions for the instructor	• Before the beginning of the session, each participant is required to write a 200-word abstract for their proposed research project using the portfolio activity at the bottom of the 'Stating the problem' screen. If using a discussion board, invite participants to post their abstracts online. If conducting a face-to-face workshop, request that participants bring enough printed copies of their abstract to be distributed throughout the group. • Once participants have access to the abstracts, ask them to critique them honestly, taking into account **impact**, **significance**, **innovation** and **approach**. • Participants should then spend 5-10 minutes reflecting on the feedback provided by their peers. • Facilitate a group discussion where participants discuss their critique with the rest of the group. The aim of this discussion is to provide participants with the opportunity to discuss elements of personal taste and how this might influence the review process, as well as more fundamental issues about the abstract. Invite participants to share justifications and suggestions for amendments. • Set some time aside at the end of the activity for participants to make a list of changes for revising their abstracts.
Instructions for the participant	• Before the session begins, write a 200-word abstract for your proposed research project, by completing the portfolio activity at the bottom of the 'Stating the problem' screen. If using a discussion board, post your abstract online. If attending a workshop, bring enough printed copies to distribute to members of the group. • At the beginning of the session, your instructor will invite you to critically analyze your peer's abstracts.

	- Once this task is complete you will be provided with the opportunity to reflect on the critique of your abstract by your peers. How did it go? Did they raise any unexpected issues? - Your instructor will now facilitate a group discussion based around the issues raised in the mock review. - At the end of the session, you will have time to write down a list of the changes you need to make to amend your abstract.
Activity resources	Portfolio activity on the 'Stating the problem' screen.

<table>
<tr><th colspan="2">Communicative activity 3</th></tr>
<tr><td>Activity title</td><td>Finding an appropriate funding opportunity</td></tr>
<tr><td>Activity type</td><td>Communicative, instructor-led</td></tr>
<tr><td>Suggested location</td><td>Module 2: Matching your project to the funding opportunity</td></tr>
<tr><td>Implementation description</td><td>This activity can be implemented through an online discussion board or in a face-to-face discussion group. Participants should work in small groups for the first part of the activity, and individually for the second part.</td></tr>
<tr><td>Suggested duration</td><td>60 minutes</td></tr>
<tr><td>Learning outcome</td><td>This activity provides participants with the opportunity to practice extracting key information from the Requests for Applications (RFAs), and identifying issues to discuss with a program officer.</td></tr>
<tr><td>Instructions for the instructor</td><td>Part 1
Prior to the group session, select a variety of RFAs (3-4) that present potential funding opportunities. Ideally, these will be from different funding sources and aimed at different disciplines.
Divide participants into groups and assign one RFA to each group.
Allow each group 15 minutes to pick out key information, including:
What are the funder’s main interests/priorities?
Who is eligible for this opportunity?
What type of research is the funder looking for?
What size team seems most appropriate?
What stage research is the funder looking to fund (exploratory, early stage, well developed or applied/translational)?
How much time is left to prepare the application before it is due?
Reassemble the class, and invite each group to report back their findings.
Part 2
Ask each participant to identify and write down any points on which they might want to seek further clarification. Are there any terms that might be considered subjective or ambiguous?
Ask participants to prepare a list of questions which they might pose to a program officer to determine whether this source of funding is a good match for their research project</td></tr>
<tr><td>Instructions for the participant</td><td>Your instructor will begin the class by diving you into small groups. Each group will be given an RAF and you will be asked to work together to identify key information, including:</td></tr>
</table>

	▪ What are the funder's main interests/priorities? ▪ Who is eligible for this opportunity? ▪ What type of research is it looking for? ▪ What size team seems most appropriate? ▪ What stage research is it looking to fund (exploratory, early stage, well developed or applied/translational)? ▪ How much time is left to prepare the application before it is due? - Report your findings to the class. - Return to the RAF assigned to your group and write down any issues that require further clarification. Are there any terms that might be considered subjective or ambiguous? - Imagine that you have arranged a meeting with your program officer. Prepare a list of questions in preparation for the meeting to help you determine whether this funding source is a good match for your project.
Activity resources	Examples of RAFs: - NRSA Postdoctoral Fellowships - http://grants2.nih.gov/grants/guide/pa-files/PA-11-113.html - Behavioral and Social Sciences Research – R01's - http://obssr.od.nih.gov/funding_opportunities/foas/foas.aspx - National Science Foundation Major Instrumentation Grant - www.nsf.gov/pubs/2013/nsf13517/nsf13517.htm - Keck Foundation Science and Engineering Grant - https://research.ku.edu/LSO-wm-keck-foundation-grant-programs-science-engineering-medical-research-undergraduate-education - National Endowment for the Humanities grants - www.neh.gov/grants - Navy SBIR - www.acq.osd.mil/osbp/sbir/solicitations/sttr2013A/af13A.htm

Managing a research team

Communicative activity 1	
Activity title	**Experiences of effective leadership**
Activity type	**Communicative, instructor-led**
Suggested location	**Module 1: What makes an effective leader and manager?**
Implementation description	**This activity should be implemented using an online discussion board or in a face-to-face workshop setting.**
Suggested duration	**45 minutes**
Learning outcome	**The primary aim of this activity is to provide participants with a better understanding of the attributes necessary for effective leadership, including managing resources and inspiring team members.**
Instructions for the instructor	Participants should complete the portfolio activity on the 'What makes an effective leader and manager?' screen prior to attending the session. The session will then involve a group discussion structured around their responses to this activity. **Use the following questions to help guide discussion:** - What kinds of characteristics emerge as common to most or all effective team leaders? - How much variation can you see between different leaders' working styles? - To what extent is a leader's practice shaped by the nature of their team? For example, how might a trait like authoritativeness be more important in a team which is struggling to work together towards a common goal? - Looking at those people you have identified as strong managers but not leaders, can you see how they could have improved their leadership skills? - When you listen to your peers' descriptions, are there some shortcomings that come up more often than others? Why might this be the case? (Think about factors like a lack of opportunities for professional development, insufficient mentoring, and so on). - What do you need to do in order to develop your own leadership styles? - If you have identified any gaps in your leadership inventory, how might you go about addressing these? Could you ask your mentor(s) for advice or look into opportunities for training?
Instructions for the participant	- Complete the portfolio activity on the 'What makes an effective leader and manager?' screen. This work should be completed prior to attending the session.

	- Your instructor will facilitate a group discussion during the workshop based on a number of questions relevant to the task.
Activity resources	Portfolio activity on the ‘What makes an effective leader and manager?’ screen.

Communicative activity 2	
Activity title	**Exploring bias in academia**
Activity type	**Communicative, instructor-led**
Suggested location	**Module 2: Avoiding the bias trap**
Implementation description	**This activity is best implemented in a face-to-face workshop or via an online discussion board.**
Suggested duration	**45 minutes (Not including the time it takes to read the article and makes notes before the class)**
Learning outcome	**By the end of this activity, participants will have a better awareness of the types of bias that potentially influence hiring decisions in academia.**
Instructions for the instructor	Bias and discrimination are sensitive areas, but a better awareness of these topics is crucial for fair and responsible recruitment. The aim of this activity is to explore some of the issues surrounding bias, using an article as a prompt to guide participants' thinking. Participants will be expected to have read the Berezow article (link below) and made notes before the start of the session. The session will then involve a group discussion structured around their responses to the reading. Use the following questions to help guide discussion: - To what extent can gender disparities in certain disciplines be explained by Berezow's suggestion that 'men and women do not always share the same interests or priorities'? - Berezow claims that 'gender disparity, not gender discrimination, exists in academia, but it is a self-correcting phenomenon'. Do you agree with this? - Can gender disparity self-correct or do we need to take direct action to solve this issue? - Towards the end of the article, Berezow talks about an 'ideology gap' in academia. How valid do you think this point is? Is it appropriate for political affiliations to inform recruitment decisions? How does this relate to ensuring that new recruits will be a 'good fit' with other team members? Set some time aside at the end of the session for students to discuss any of their own insights or queries about the paper.
Instructions for the participant	- Before attending the session, read the Berezow article assigned to you by your instructor and make notes on your thoughts and reactions. - Your instructor will now lead a discussion of the article and on the issue of gender bias more broadly. This discussion will focus on a number of key questions prepared by the instructor, but you will also be expected to contribute discussion points from your notes.

	Remember that bias is a sensitive issue – ensure that all of your contributions are relevant and appropriate.
Activity resources	Berezow, A. B. (January 12, 2011) 'Gender discrimination in science is a myth', *National Review*. Available online at: www.nationalreview.com/articles/256816/gender-discrimination-science-myth-alex-b-berezow

Communicative activity 3	
Activity title	A mission for your team
Activity type	Communicative, peer-to-peer
Suggested location	Module 3: Mission: Establishing the tone and direction of the team
Implementation description	This activity should be implemented using an online discussion board.
Suggested duration	45 minutes
Learning outcome	By the end of this activity, participants should have a clearly drafted mission statement for their team.
Instructions for the instructor	• Participants should have written a mission statement using the portfolio activity on the 'Mission: Establishing the tone and direction of the team' screen, and posted this to the online discussion board for peer review. • During the session, each participant should provide feedback for at least three mission statements submitted by their peers and engage in a discussion about their own feedback. The results of this discussion should then be incorporated into redrafting their mission statements. • Your role as facilitator will be to supervise this discussion.
Instructions for the participant	• Write a mission statement for your team using the portfolio activity on the 'Mission: Establishing the tone and direction of the team' screen. Post your mission statement to the online discussion board. • Read and provide feedback on a minimum of three mission statements submitted by your peers. • Consider the comments and suggestions made by your peers regarding your mission statement. Do their comments suggest ways in which you might improve or refine your mission for the team? Do any of their responses reflect on issues that might support or weaken the justification for funding in a grant for this work? • Taking comments on board, redraft and then repost your mission statement to the board. • Re-examine the three mission statements re-submitted by your peers. How well have they taken on board the points listed above? Offer further suggestions for refinements.

Activity resources	Portfolio activity on the 'Mission: Establishing the tone and direction of the team' screen.

Research collaboration

Communicative activity 1	
Activity title	**Establishing a collaboration: Part 1**
Activity type	**Communicative, peer-to-peer**
Suggested location	**Module 1: Developing a management plan**
Implementation description	**This is a small group activity and should be implemented in a face-to-face workshop. The results of the workshop should then be posted online to be viewed by the whole class.**
Suggested duration	**90 minutes**
Learning outcome	**Completing this activity will give participants experience in developing a collaboration and producing and critiquing a management plan.**
Instructions for the instructor	• This activity asks students to work together in groups to come up with an idea for a collaborative project based on their shared interests and to produce a management plan. As instructor, you will primarily be involved with overseeing the smooth running of these groups, making suggestions and answering questions where necessary. • At the end of the session, each group should upload their management plan to the class online discussion board for peer review. Ensure that each member of the group participates in the peer review process by posting a minimum of one criticism or suggestion for each.
Instructions for the participant	• Before attending the session, write a short paragraph summary of your research interests. • Your instructor will begin the session by organizing you into groups. Introduce yourself to the group, summarizing your research interests – use the summary written before the session as a guide. • Work together to develop an idea for a collaborative project that encompasses all of your research interests. For ideas of inter-disciplinary and cross-sector collaborations, see the case study pods distributed throughout the course. • Using the information in the first activity on the ‘Developing a management plan’ screen as a guide, work together to create a management plan for your collaborative project. • Post your management plan to the online message board. • Review the management plans submitted by your peers. Offer at least one useful criticism or suggestion for each.
Activity resources	Portfolio activity on the ‘Developing a management plan’ screen.

Communicative activity 2	
Activity title	**Establishing a collaboration: Part 2**
Activity type	**Communicative, peer-to-peer**
Suggested location	**Module 1: Establishing a timeline and milestones**
Implementation description	**This is a small group activity and should be implemented in a face-to-face workshop. The results of the workshop should then be posted online to be viewed by the whole class.**
Suggested duration	**60 minutes**
Learning outcome	**Completing this activity will give participants experience in critiquing a management plan and developing a timeline for a collaborative project.**
Instructions for the instructor	• On the basis of the previous activity, this session should begin with a facilitated discussion of the key strengths and weaknesses of the submitted management plans. • Participants should then work together in the same groups to amend their management plan in light of the comments made. They should develop a timeline for their collaborative project using the first portfolio activity on the 'Establishing a timeline and milestones' screen. • At the end of the session, each group should upload their timelines to the class online discussion board for peer review. Ensure that each member of the group participates in the peer review process by posting a minimum of one criticism or suggestion.
Instructions for the participant	. • Your instructor will begin the session by facilitating a discussion of the key strengths and weaknesses of your management plans. • Working in the same groups as in the previous session, amend your management plan in line with the comments made during the discussion. • Work together to develop an idea for a collaborative project that encompasses all of your research interests. For ideas of inter-disciplinary and cross-sector collaborations, see the case study pods distributed throughout the course. • Using the first portfolio activity on the 'Establishing a timeline and milestones' screen as a guide, work together to create a realistic timeline for your collaborative project. • Post your timeline to the online message board. • Review the timelines submitted by your peers. Offer at least one useful criticism or suggestion for each.

Activity resources	First portfolio activity on the ‘Establishing a timeline and milestones’ screen.

Communicative activity 3	
Activity title	**Guiding principles for international collaboration: The Montreal Statement**
Activity type	**Communicative, peer-to-peer**
Suggested location	**Module 3: Principles and challenges**
Implementation description	**This activity can be implemented in an online discussion board or a face-to-face workshop**
Suggested duration	**90 minutes (45 minutes for preparation and 45 minutes for discussion)**
Learning outcome	**By the end of this activity, participants will have a deeper understanding of the Montreal Statement and examples of how it can be useful in navigating international collaborations.**
Instructions for the instructor	Participants should have downloaded and read the Montreal Statement before attending the session. They will have looked at examples of international collaborations within their research area and evaluated to what extent the problems that arose in those collaborations could have been avoided by reading the Montreal Statement. They will then present their findings to the class. Your role as instructor is to supervise the presentations and to facilitate the subsequent discussion.
Instructions for the participant	• Before attending the session, download and read the Montreal Statement. • Conduct an online search for international collaborations in your research area. • Find examples of where the responsibilities set out in the statement apply to the research. • Find examples of problems that might have been avoided had the Montreal Statement responsibilities been followed. • Come to class prepared to present and discuss your examples.
Activity resources	The Montreal Statement: http://www.cehd.umn.edu/olpd/MontrealStatement.pdf

Communicative activity 4	
Activity title	**Making difficult decisions**
Activity type	**Communicative, instructor-led**
Suggested location	**Module 4: Solving difficult problems**
Implementation description	**This activity can be implemented on an online discussion board or in a face-to-face workshop**
Suggested duration	**50 minutes (20 minutes for preparation and 30 minutes for class discussion)**
Learning outcome	**By completing this activity, participants will have a better understanding of the dilemmas that can arise in collaborative research and how best to respond to them.**
Instructions for the instructor	Before attending the class, students should have read the 'Solving difficult problems' screen, answered the poll questions and prepared examples of where the described situations might arise in their field of research. Your role as instructor is to lead a group discussion based around their responses. Ask participants to justify their answers and discuss whether they are appropriate and professionally responsible. Try and get participants to understand the significance of the different opinions reflected in the responses to the poll questions.
Instructions for the participant	• Before attending the session, read the 'Solving difficult problems' screen. • Answer the poll questions and prepare examples of where the described situations might arise in your field of research. How might you address the situations? • During the class, discuss your responses to the poll questions and your own examples. Consider how your responses align with the rest of the class. What is the significance of the different opinions reflected by the class?

Communicating your research

Communicative activity 1	
Activity title	**Communication: When it works and when it doesn't**
Activity type	**Communicative, instructor-led**
Suggested location	**Module 3: A model of communication**
Implementation description	**This activity can be implemented in a face-to-face workshop**
Suggested duration	**60 minutes**
Learning outcome	**By the end of this activity, participants will have a greater appreciation of what constitutes good and bad communication.**
Instructions for the instructor	This activity is designed to provide students with the opportunity to reflect on the nature of good and bad communication. • Begin the workshop by discussing your own experiences of good and bad communication with the group. Describe one example of where it worked well and why – (e.g. you understood the audience, delivered a clear message, made a good choice of channel). Describe one example of where it didn't work well and why – (e.g. you pitched it at the wrong level, crammed in too much information, talked too quickly). • Organize participants into small groups to discuss their own experiences of good and bad communication and to identify where they went right/wrong. Hand out a printed copy of the communication model from 'A model of communication' screen for reference and ask students to identify precisely where communication worked and where it broke down. • Bring the group back together and invite participants to share their good and bad experiences of communication, ensuring that everyone in the group has an opportunity to contribute.
Instructions for the participant	. • Your instructor will begin the session by discussing his/her experiences of good and bad communication. • You will be divided into small groups to discuss your own experiences of good and bad communication. Discuss with your group where you think you went right/wrong, with reference to the communication model. • Share your experiences with the plenary group.
Activity resources	Printed copy of the communication model, from 'A model of communication' screen.

Communicative activity 2	
Activity title	**Journal publishing: Measures of success**
Activity type	**Communicative, peer-to-peer**
Suggested location	**Module 2: Peer-reviewed journals: Quality vs. quantity**
Implementation description	**This activity should be implemented using an online message board.**
Suggested duration	**30 minutes**
Learning outcome	**By the end of this activity participants will have a clearer idea of how their own publication record compares to that of their peers.**
Instructions for the instructor	This activity is designed for participants to reflect on their own publishing strategy, and how the quantity and quality of their publication records compares to their peers. Your role as facilitator is to ensure that participants are contributing positively to the online message board, and to assist anyone struggling to calculate their h-index on SCOPUS.
Instructions for the participant	‣ Prior to the start of session, prepare a list of your published papers and the impact factors of each of the journals. Post your list to the online message board. ‣ Compare your list with your peers. Do your track records follow similar trends? Can you account for the differences you observe? For example, has one person concentrated more on quality, while another prioritizes quantity? ‣ Prepare a list of the number of papers you have published in the past three years, along with your h-index according to Scopus. ‣ Compare these with your peers. Can you see any major variations within the group? Can these be explained by differences between disciplines or the impact of other commitments (e.g. teaching)?
Activity resources	This short video shows how SCOPUS is used to calculate an h-index: www.yourepeat.com/watch/?v=TvvJhoqi68k

Communicative activity 3	
Activity title	**The advantages and disadvantages of open access**
Activity type	**Communicative, peer-to-peer**
Suggested location	**Module 2: Open access**
Implementation description	**This activity can be carried out either in a face-to-face discussion or via an online discussion board.**
Suggested duration	**60 minutes**
Learning outcome	**The aim of this activity to is to give participants an overview of the advantages and disadvantages of open access publishing.**
Instructions for the instructor	This exercise will encourage participants to think about open access publishing by working together to discuss the key advantages and disadvantages. **Your role as a facilitator will be:** - Dividing participants into pairs to draw up a list of advantages and disadvantages of open access publishing - Assisting participants in guiding their choices and answering any specific questions about how open access publishing works - Inviting individual groups to share their lists with the plenary group - Compiling a table (on the white/black board) summarizing the key advantages and disadvantages.
Instructions for the participant	- The instructor will begin the session by dividing the group into pairs. Spend 15 minutes listing the potential advantages and disadvantages of making research outputs freely available. How balanced is your list? Do there seem to be more benefits or drawbacks? - Your instructor will now reassemble the class for a group discussion. Compare your list with your peers. What are the attitudes of the group in general? Did anyone come up with any points that you hadn't thought of? - After the group discussion, refer to your list again and make any necessary amendments. Has the balance of advantages and disadvantages shifted?

Communicative activity 4	
Activity title	Developing our media skills
Activity type	Communicative, instructor-led
Suggested location	Module 4: Dealing with the media
Implementation description	This activity should be implemented in a face-to-face workshop
Suggested duration	120 minutes
Learning outcome	The aim of this activity is for participants to improve their skills at responding to journalists and dealing with media interviews.
Instructions for the instructor	‣ Invite the media or press officer from your institution to come and give a brief talk (approx. 20 minutes) about dealing with the media and the role of the press office. ‣ Allow 20 minutes for further questions and discussion. ‣ Organize participants into groups of three, designating one person as the interviewer (from a local radio station), one person as the interviewee and one person as an observer. ‣ Provide the interviewer with a list of the following questions: ▪ What are the funder's main interests/priorities? ▪ Can you tell me what your area of research is? ▪ What are you researching right now? ▪ What have you found? What's interesting? ▪ How does this impact everyday life? ▪ Are there any problems in your research? ▪ Do all researchers agree with your findings or are there different viewpoints? ▪ How did you become a researcher? ▪ What is your next research project? ▪ Where does your funding come from? ▪ Research can take a long time. Do you ever find it boring? ▪ What's the best thing about being a researcher? ▪ What's the most exciting thing you've found? ‣ After each interview, allow participants 10 minutes to debrief ‣ This activity should be repeated so that each participant has a chance to be in each role ‣ Reassemble the plenary group to discuss feedback.

Instructions for the participant	- The session will begin with a talk from your university's press office. Afterwards, you will be invited to ask questions and to discuss any feedback. - Your instructor will now organize you into groups of three to practice mock interviews. These will be based around a set of questions prepared by your instructor. You will each have a chance to take on the role of interviewer, interviewee and observer. After each interview, consider what worked well and one area for improvement. - Discuss feedback with the group
Activity resources	Questions for mock interview

Communicative activity 5	
Activity title	Your digital footprint
Activity type	Communicative, peer-to-peer
Suggested location	Module 4: new media – tools, benefits, challenges
Implementation description	This activity will work best using a discussion board
Suggested duration	60 minutes
Learning outcome	The purpose of this activity is for participants to think about their digital footprints and what new tools they can use to increase their online presence.
Instructions for the instructor	Your role as facilitator is to ensure that everyone is contributing productively to the online discussion board and to help facilitate discussion by offering advice and recommendations for using different online tools.
Instructions for the participant	- Complete the portfolio activity on the 'new media – tools, benefits, challenges' screen, and post to the discussion board. Compare your digital footprint with other members of the group and discuss they key differences. - Make a comprehensive list of the web tools you use, e.g. blogs, twitter, academic repositories. Share this list on the discussion board and discuss the effectiveness of the various tools. - Identify new tools that you might consider using in the future.
Activity resources	Portfolio activity on the 'new media – tools, benefits, challenges' screen.

Contact us

Epigeum is very happy to help with any questions or hear any suggestions for future improvement. Please do not hesitate to get in touch.

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