



Intensive week methods training for postgraduate students

Overview programme and introduction

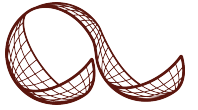
Asynchronous preparatory activities:

- Enrolment (contact details and biographical information; please send to Saraswati.Dawadi@open.ac.uk)
- Reading materials suggested by experts: PhDmethodstraining.education
- Short abstracts of expert sessions can be found on the website
- Online forum to get to know participants and peer support (starting on 8th July, moderated by Saraswati.Dawadi@open.ac.uk and S.Winchester@open.ac.uk)

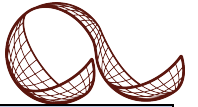
Intensive week: Mon 13 July – Fri 17 July 2020

Comprising:

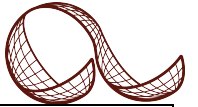
- Five days with three to four 1-hour training sessions per day with synchronous presentation, recorded for asynchronous viewing and later use. Experts will present their method specialism. Followed by discussion sessions led by students or experts and / or practice sessions with peer support. these sessions are not recorded.
- Asynchronous discussion strands in forums to summarise discussions and share practical advice.
- Five allocated hours for doctoral students to present their own work; plus website area for poster presentations if needed. Peer feedback and expert feedback on presentations and posters.



Async hro- nous	Time UK	Monday 13 July	Tuesday 14	Wednesday 15	Thursday 16	Friday 17
Foru m: gettin g to know	9am-10 am	Session 1: Introduction to the programme Thematic Analysis (Teresa Cremin)	Session 5: Meaning Making in Digital Environment (Apparatus Theory and Multimodal Discourse Analysis Online) (Jan Krasni)	Session 8: Autoethnography (Neil Summers)	Session 12: Grounded Theory in practice (Helene Pulker)	Session 16: Ontology: From Socio- culturalism to Post- Humanism (Martina Emke)
Pre- readin g	10am- 10.30 am	Peer social: Getting to know each other	Peer presentations: My Research question (3 lightning presentations)	Peer presentations: My data/my participants (3' lightning presentations) Sarah Huxley	Peer presentations: My motivation for research (3' lightning presentations) (Ann Storkey)	Discussion: Locating my research in the field
Short break						
	10.45am - 11.45am	Session 2: Questionnaire design for beginners (Bart Rienties)	Session 6: Gathering research data online: practical and ethical considerations (Claire Hewson)	Session 9: Discourse and critique (Benno Herzog)	Session 13: Ethnographic Discourse Studies: Historical Foundations (Jaspal Naveel Singh)	Session 17: Eyetracking in a socio- cultural framework (Ursula Stickler & Lijing Shi)
	11.45am - 12.15pm	Discussion phase	Discussion phase	Discussion phase	Discussion phase	Discussion phase



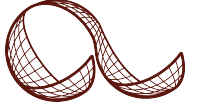
Short break						
	12.45pm-1.45pm	Practice phase	Practice phase: Ethics application forms	Session 10: Critical Discourse Analysis: concepts, methods, applications (Franco Zappettini)	Session 14: Multimodality/ Social Semiotics (Müge Satar)	Online poster session
	1.50pm-2.50pm	Session 3: Using interviews as a research instrument (Christine Pleines)	Session 7: Ethnography (Jackie Tuck)	Peer presentations: your work (four 15-minute long presentations) <ol style="list-style-type: none"> 1.The problem of authorship in Noam Chomsky: linguist, activist and intellectual (Julio Bonatti-Santos-OU) 2.Unpacking the layers of English-medium instruction policy and planning in Nepal through a critical ethnography Pramod Sah- University of British Columbia, Canada 3. An investigation into gender equity and inclusion in corporate 	Peer presentations: your work (four 15-minute long presentations) <ol style="list-style-type: none"> 1.The discursive construction of leadership: Decision-making in a German start-up (Christian Schmitt- OU) 2. A discursive look at firehosing in Brazil (Lilian Pereira de Carvalho- Federal University of São Carlos (UFSCar) 3. European penology: discourses, meaning-construction, and knowledge production (Sarkhan Huseynov University of Urbino) 	Peer presentations: your work (four 15-minute long presentations) <ol style="list-style-type: none"> 1.Two EFL teachers' explorations of their own coursebook usage (Stefan Rathert, Kahramanmaraş University, Turkey) 2.Enacting Social Justice in Teaching First-Year Writing Course at the Undergraduate Level in the US: Some Considerations (Jagadish Poudel- University of Texas USA) 3. Information and Communication Technologies in Education in Crisis Situations



				training and development programmes (Ingeborg Kroese, OU)		(Sagun Shrestha- Dublin City University 4. Sociolinguistic education and multiple literacies for rural educators training in brazil: a new perspective (Vangela Vasconcelos – Universidade de Brasília, Brazil)
Short break						
	3pm-4pm	Discussion phase	Recap of day one and two (Ursula Stickler)	Session 11: Discourse Analysis: (Johannes Angermüller)	Session 15: Social network analysis (Victoria Murphy)	Session 18: Ethnographic Discourse Studies: Methodological Operationalisations (Yannik Porsché)
	4pm – 5pm	Session 4: Exploratory practice (Mirjam Hauck)	Discussion phase	Discussion and/or practice phase	Discussion and/or practice phase	Discussion and/or practice phase

[Note: Recordings and forums will be available for a further 5 weeks after 18th July)

Peer Presentation: It refers to a session in which PhD students will make a 3-minute long presentation (each day) on the topic included (i.e., My research question on 14 July, My data/my participants on 15 July, and My motivation for research on 16 July) and there will be some opportunities to have a discussion on the topics presented.



Peer Presentation: Your work: PhD students will give a 15-minute long presentation (each) on the topic of their own choice and there will be follow up questions and answers at the end of the presentations.

Discussion Phase: All the students (participants) and presenters will get an opportunity to have a discussion on the topic presented just before the session.

Practice Phase: If suitable for the topic, students will practise their skills on the method presented (e.g. interviewing, filling in ethics applications).