

Workshops

Session 1

Thursday 15 June, 16:00 – 17:00

'Dealing with writer's block' workshop

Hilda Clark Suite

Sometimes we all struggle to get into the flow of writing. In this workshop we will discuss the habits and routines that enable an effective writing practice. We will also practice techniques that can help to 'break the block'. Participants must come prepared to discuss their current work.

The workshop will cover general topics including: explaining what writers block is and why we experience it; and offering techniques that can be used to overcome it. There will be a focus on the common causes of writers' block in PhD students and opportunities for participants to ask questions to the presenters.

Workshop facilitator: Rose Cook, UCL

Building peer networks: action learning

Elizabeth Fry Suite

From project planning to fieldwork and writing up, every stage of a PhD involves grappling with a range of practical and theoretical issues. Action learning is a process for working on real and complex challenges using the support, challenge, and skills of a small group. Through questioning and the qualities of listening, reflection and feedback, group members are encouraged to test and rethink deep-rooted (and possibly flawed) ideas and assumptions. It is a powerful method for solving problems and for developing self-aware, responsible, creative and independent thinkers and leaders. The process is based on the work of Reg Revans – Cambridge scientist, Olympic athlete, and Management Consultant. Revans' equation $L = P + Q$ demonstrates that L (learning) is the sum of P (programmed knowledge – what we know or think we know from information sources such as books, teachers, colleagues, on line sources) plus Q (questioning insight – the asking of open questions to test and explore thinking, understanding, assumptions and new perspectives). Action learning sits firmly in the realm of 'Q'.

Working in an action learning set involves the whole person and encourages set members to become more fully aware of what they feel, how they think, what they believe, what they value, and how they behave and act as a result. Key traits developed are integrity and authenticity. Action learning, therefore, helps us understand who we are as well as what we do. Learning is made explicit through the process and working in a set allows set members to become practiced in a rigorous and collaborative way of working which offers opportunities for close observation of how others feel, think, behave, and learn. In this way, set members learn with and from one another.

Workshop facilitator: John Heywood, Senior Associate at Action Learning Associates
john.heywood@actionlearningassociates.co.uk

Disseminating to non-academic audiences

The Light

We will be joined by Professor Michael Thomas (Birkbeck) for this practical workshop which will discuss how to disseminate research to non-specialist audiences. This session will involve a mixture of activities that will enable participants to consider the factors that they need to take into account in order to effectively convey key messages from their research through non-academic channels.

Workshop facilitators: Professor Andrew Tolmie
Panel Speaker: Michael Thomas, Birkbeck

ESRC and the Parliamentary Office of Science and Technology

George Fox Room

Too much social science falls through the cracks and fails to affect public policy; we are all worse off for it. This session will explore ways to maximise the chance of you and your research being relevant to public policy.

UCL Department of Science, Technology, Engineering and Public Policy (STeAPP) mobilises science, technology, engineering and policy expertise to help change the world for the better.

Workshop facilitators: Dr Jason Blackstock, Head of Department, Senior Lecturer, Science and Global Affairs, STeAPP, UCL

Dr Chris Tyler, Director of Public Policy, Deputy Head of Department (Policy), STeAPP, UCL

<http://www.ucl.ac.uk/steapp>

Session 2

Friday 16 June, 09:15 – 10:15

External collaboration

Hilda Clark Suite

In this panel session, we will be joined by Desiree Lopez (BMRB), Guy Lansley (ESRC CDRC, UCL) & Paul Longley (ESRC CDRC, UCL) who will be sharing their experiences of working on collaborative projects. They will talk about their collaboration activities: how the collaboration was established, what it involved, the impact of their project, any particular challenges they faced, and how it benefited their career. The presenters come from different fields in the social sciences and have worked with a variety of different partners.

Panel speakers: Desiree Lopez, BMRB
Guy Lansley, ESRC Consumer Data Research Centre, UCL
Professor Paul Longley, ESRC Consumer Data Research Centre, UCL

Use of longitudinal data resources

Elizabeth Fry Suite

The UK is home to the world's largest and longest-running longitudinal studies. Following the lives of generations of Britons, these rich resources have been used for decades to answer some of the most pressing questions facing our society. Inequality, social mobility, parenting, children's outcomes, health, education, employment, ageing – the possible areas for investigation are endless.

These resources are increasing in value year on year – new survey data is collected from participants, and older data is repaired using new methods. But some of the most exciting developments are in resources for cross-study comparisons. Studies in the CLOSER consortium are leading efforts to harmonise data across studies, link survey responses to administrative records, and – crucially – enhance the discoverability of meta data through a new search platform.

This workshop will introduce delegates to a range of longitudinal resources and highlight opportunities for life course and intergenerational research. Participants will learn what the datasets cover, how they've been used, and what research resources are available – with plenty of time for questions.

Workshop Facilitator: Meghan Rainsberry, CLOSER's Communication Manager

Writing grant proposals

The Light

Professor Andrew Tolmie and Charlene Perrier will join to discuss how proposals from early career researchers are evaluated – highlighting common strengths and weaknesses. In addition, a member of UCL grants team will provide general advice on the mechanics of submitting a grant – giving examples of good and bad practice by grant writers. Following the presentation, attendees will be able to ask questions to the facilitators.

Session 3

Friday 16 June, 10:45 – 11:45

Writing for journals

The Light

In this panel session current editors from a variety of social science journals will present on the route to publication in their journals and share their perceptions of the key points that ease the passage from submission to acceptance for publication. This will be followed by a Q&A session between the floor and the panel.

Panel Speakers: Professor Patrick Leman, Kings College London, current co-editor of the British Journal of Developmental Psychology)

Professor Imran Rasul, UCL, current co-editor of the Journal of the European Economic Association; Co-editor of the Review of Economic Studies (2009-13)

Professor Amanda Sacker UCL, Associate Editor of Longitudinal and Life course Studies

Multidisciplinary work

Hilda Clark Suite

This session will explore the reasons for the rise in multidisciplinary work and the different forms this can take. We will be joined by Carey Jewitt (UCL IOE) and Sara Randall (UCL) who will present on their experiences of multidisciplinary work– what gets work of this kind off the ground, what skills are involved, and whether strong disciplinary background or early experience of multi-disciplinary work and methods is better. Presentations will be followed by a Q&A session.

Panel Speakers: Professor Carey Jewitt, UCL Institute of Education
Professor Sara Randall, UCL Anthropology

Effective use of social media

Elizabeth Fry Suite

Tweeting your way to a better academic career! This workshop will be led by a Nazlin Bhimani (UCL) who uses social media extensively in her work. Participants will be introduced to different social media platforms and explore their benefits and limitations. By the end of the workshop, participants will be

more aware of the ways that they can use social media to build professional networks and advance their academic careers. Participants will be able to put their new digital skills into practice by tweeting using the conference's hashtag.

Workshop Facilitator: Nazlin Bhimani, UCL Institute of Education

Making the most of conferences

Waldo Williams Suite

Conferences are not just about travelling to an exotic destination to give a five-minute presentation. Students can expect to learn about new trends in the field, gain some new skills and make a series of connections. But all those speakers, sessions, contacts, and conversations can also be overwhelming. Besides bringing boatloads of business cards and collecting them from other people, what else should they be planning on when they have an event coming up? This session aims to inform students on what they need to know to make the most of their next conference. Dr Emily Henderson will present some insights from the field of conferences research. A DTC student (Matt Quaife) and an experienced academic (Prof Richard Fardon) will present their experiences with conference participation and how to get most of them.

Panel Speakers: Professor Richard Fardon, SOAS
 Dr Emily Henderson, University of Warwick
 Matt Quaife, LSHTM