***PLEASE NOTE:*** These Research Capacity Development (RCD) Workshops are free and open to all postgraduate students and staff in the University.

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| **WORKSHOP** | **DESCRIPTION** |
| Constructing and Presenting a Conference Paper | This workshop will guide participants in the process of constructing and presenting a conference paper in a practical and interactive manner.  **A theoretical overview of conference presentations will be given, where after practical issues will be discussed and role-played, including:**   * Effective time management * How to keep the audience interested * Dress code * Body language     **Participants will gain knowledge and understanding of the following:**   * Structure of a typical conference paper * Effective planning of the design and layout of a presentation using mind maps * How to (mentally) prepare for the presentation * Keeping the attention of the audience * Dealing with questions and feedback * Practical application of theoretical principles |
| Constructing and Presenting a Poster Workshop: Basic and Advanced | Persons who consider themselves to be novices with respect to poster presentations at academic and scientific conferences are invited to attend two workshops in poster presentations – a Basic Workshop, which will be followed by an Advanced Workshop 10 days later.  Participants will gain the basic skills with respect to the constructing of a poster during the Basic Workshop, where after they have 10 days to work on their own draft poster, that will be refined, evaluated and presented during the Advanced Workshop. Workshop participants must therefore already have a proposed topic and basic results for a poster that they need to bring with them to the Basic Workshop. Both qualitative and quantitative research poster designs will be covered. |
| Two-Part Workshop which entails Proposal Writing, Research Design and Thesis Writing **(Separate workshops offered for M&D candidates and Honours & BTECH students)** | This four-day workshop covers the entire research process, and each day builds on what was covered the previous day. The workshop is divided into two parts, each two days in duration:   * Part 1 looks at the research proposal and research design and methodology, while Part 2 focusses on thesis writing. |
| Plagiarism and Referencing Workshop | The word 'plagiarism' comes from the Latin 'plagiare' meaning to 'kidnap' thus "the plagiarist steals someone" and threatens to undermine traditions of scholarly research (Kaposi & Dell 2012:817). Definitions of plagiarism differ widely in Higher Education, ranging from near obsessive fear to reduced student responsibility (Thompson & Pennycook 2008:126), but how we define plagiarism can affect the extent of our plagiarism (Sutherland-Smith 2008:203).  **This workshop can assist postgraduate students to avoid plagiarism by:**   * Practicing paraphrasing and source citation as well as referencing techniques; and * Developing an argument through stance-taking. |
| Planning Postgraduate Research Workshop | Research and management/supervision of research is a complex undertaking, requiring multiple skills and abilities. To plan and manage research effectively we have to be aware of these multiple required abilities and have a plan to obtain them, practice them, and use them effectively. In this workshop participants have the opportunity to plan their research activities for the year. Effective planning helps us to maintain realistic focus, gain a clear understanding of the relationship between various research activities and how to sequence them, keep track of resources, and set intermediate and long term targets and milestones in order to maintain motivation. |
| Approaching Academic Writing | In this workshop participants are encouraged to think about writing as a way of thinking, as linked to reading and a method for the generation of ideas rather than merely for recording ideas.  **The following topics will be covered:**   * Undoing the conventional wisdom about academic writing. * What practices successful writers adopt. * Steps in the writing process. * Writing as learning rather than writing after learning. * Pre-writing strategies – keeping reading and research journals. * Free writing. * The relationship between reading and writing. * Knowing your reading. * Developing voice. * Defending and substantiating arguments. * Polishing. |
| Literature Review Workshop | Literature reviews are where our research problems come from. Understanding where the gaps are in the existing academic conversation on your topic provides you with the opportunity to meaningfully enter the conversation and make a worthwhile contribution to knowledge. This is essential not only for those writing theses but also for those who wish to have their work published in academic journals – unless we are able to show clearly where our work fits into an existing academic conversation and how our work adds value to that conversation we are unlikely to have our work published.  In this workshop participants are provided with a set of tools to enable them to quickly gain an overview of key authors, key debates and unanswered questions in any field of study. The workshop deals with why we do a literature review, what a literature review is, how exactly to go about doing a literature review and how to write the literature review. |
| Finding your gap and making the case for your question | In this workshop, participants are provided with a set of tools to enable them to quickly gain an overview of key authors, key debates and unanswered questions in any field of study. The workshop deals with why we do a literature review, what a literature review is, how exactly to go about doing a literature review and how to write the literature review. |
| Nailing your research question | This is an intensive workshop in which participants are encouraged to turn their research topic into a research question and to work with their research question in order to develop it into a robust question that will lead to quality research. |
| Building and using a conceptual framework | The workshop deals with the contrast between theory-laden ways of working with data and grounded theory – and how to choose which would be suitable for a particular project. The aim of the workshop is to leave participants feeling more confident with finding an appropriate theoretical framework for their work in different contexts and understanding the relationship between theory, the literature review, the research question and the research methodology. |
| Coding Qualitative Data Workshop | The workshop introduces participants to a wide variety of possible coding strategies; the importance of memo writing as an aspect of coding; how to move from codes to categories and from categories to themes and hierarchies. The relationship between (and difference between!) coding and analysis of data is discussed. Participants are provided with interview transcripts to work with in order to experiment with different levels and types of coding. |
| Autoethnography Workshop | The workshop introduces different forms of, and approaches to, autoethnography, ways of writing autoethnographic accounts and ways of thinking through issues of reliability, generalizability and validity in autoethnographic research. |
| Focus groups (Advanced Workshop) | The workshop will address the kinds of questions that focus groups can be used to answer; the do’s and don’ts of focus group research and what to do with focus group data. This is a hands-on workshop in which learning takes place through a mix of experiential learning and lecture-style presentation. |
| Introduction to Action Research | “To do action research is to plan, act, observe and reflect more carefully, more systematically and more rigorously than one usually does in everyday life” (Kemis and McTaggert, 1992). In action research multiple sources of data are used to better understand the field of study that one is engaged in.  **The following topics will be covered:**   * The history of action research. * The approach to research that is implied by action research. * The action research cycle. * The organisation of data. * The interpretation of data. * The relationship between data, action and reflection. |
| Doing research with Discourse Analysis | Recent years have seen a great deal of interest in the way in which language structures influence how we perceive reality. In contrast to the idea of a world which exists prior to, and independently of, language, we have begun to understand the ways in which how we talk about or describe something is never simply a neutral observation. The way in which we talk about things reflects the context, power relations, inequalities and historical and political processes in which we are embedded. The analysis of discourse then can be a very significant tool in coming to understand power. Critical discourse analysis sees language as a social practice. That is to say, language and its use arise in a specific socio-historical context. As a social practice language is part of a broader set of mechanisms for the reproduction and/or contestation of existing social and political relations. Critical discourse analysis is the critical analysis of texts in order to be in a position to say something about how the text is revelatory of power relations and the way in which these unequal relations of power are reproduced for instance through taken-for-granted assumptions about the way things are.  Participants are introduced to a range of tools that can be used for the analysis of discourse and are given the opportunity to work with the tools. The focus is on critical discourse analysis and in particular a Foucauldian approach to discourse analysis incorporating questions of subjectivity, power, and institutions.  **The following topics will be covered:**   * Textual analysis; analysis of social context; linguistic analysis and intertextual analysis. * Lexical choices. * Speech acts. * Categorisation and polarisation. * Theme; mood; grammar; form versus meaning. * Fairclough’s dimensions of discourse and discourse analysis. * Janks’s questions. Estrangement and engagement – with and against the text. |
| Narrative Analysis | Narrative research takes as its starting point the assumption that human beings make sense of the random events of their lives by imposing story structures on those events. Rather than all experiences being equally or similarly meaningful to us, we tend to select items of experience that we pay attention to and these selections are then structured into a story-like pattern. Stories are ways of making sense of the world. And the stories that we choose to tell and the structure that they have reflect a great deal about the social world in which we have grown up and are immersed in. Stories take a particular (temporal) form so that present experiences are understood, in stories, to arise out of what has gone before and in turn to give rise to future outcomes. No matter how fictionalised, all stories provide a window into people’s beliefs and experiences    **The following topics will be covered:**   * What is narrative research? * Sources of narrative data. * Methods of narrative interviewing. * Forms of narrative research. * Thematic narrative analysis. * Structural analysis of narrative data. * Uses of genre in narrative analysis * Label coding of narrative data. * Ethics of narrative research.   This is a hands-on workshop in which participants learn about narrative analysis through a mix of lecture-style presentations and exercises. Participants are afforded the opportunity to ‘do’ narrative analysis as well as being introduced to issues of transcription and writing approaches for the use of data generated through narrative analysis. Different forms of narrative analysis are practiced in the workshop including the opportunity to make use of genre analysis, thematic analysis, coding of narrative transcripts and more structural forms of narrative analysis. |
| Content Analysis | Content analysis is a widely used qualitative research technique. The desired result of content analysis is “to provide knowledge and understanding of the phenomenon under study” (Downe-Wamboldt, 1992). Content analysis extends far beyond simple word counts, however, what makes the technique particularly rich and meaningful is its reliance on coding and categorising of the data. Categorising can be summed up in these quotes: "A category is a group of words with similar meaning or connotations" (Weber, 1990). |
| Selecting material and planning articles from a thesis or dissertation | Academics and postgraduate students often miss the opportunity to publish good research, because they do not know how to convert the information in their theses or dissertations to articles. Owing to a lack of experience in this regard, potentially valuable contributions to the body of knowledge are also lost.  In this workshop, you will receive step-by-step guidance about the process and have the opportunity to analyse your own work, in order to select relevant material for an article. There will be peer feedback as well as feedback on your work from the facilitator.  **The following topics will be covered:**   * Have identified viable material for an article from their existing research. * Have identified an argument on which to base the article. * Have planned the framework for at least one article. * Know how to use and present both quantitative and qualitative evidence. |
| For Masters and Doctoral Students: Literature review and Problem identification workshop | Entails proposal writing which includes the literature review and problem identification. This hands-on workshop will aim to provide Masters and Doctoral candidates with the knowledge and understanding of aspects that influence proposal writing and to provide them with practical and effective guidelines to apply in their proposal writing processes and activities. |
| For new supervisors and Postdoctoral Fellows: How to supervise the literature review and problem identification workshop | Entails proposal writing which includes the literature review and problem identification.  This hands-on workshop will aim to provide students and new supervisors with the knowledge and understanding of aspects that influence proposal writing and to provide them with practical and effective guidelines to apply in their supervising of student proposal writing processes and activities. |
| Introduction to Questionnaire Development  **(Separate workshops offered for M&D candidates and Honours & BTECH students)** | The aim of the workshop is to provide participants with thorough grounding in questionnaire development.  **The following topics will be covered:**   * Importance of questionnaire design * Identify measurement objectives * Draft questions * Test questions * Format questionnaire |
| **Module 1:** Introduction to Qualitative Research Methodology | This is the first module of 3 on how to understand and go about qualitative research.  **Topics covered in this introductory workshop:**   * Assigning qualitative codes and the coding process * Building deductive and inductive coding * The function of computer-aided data analysis in qualitative research * Installing and managing Atlas.ti software database * Importing documents and coding in Atlas.ti * Introduction to outputs from Atlas.ti |
| **Module 2:** Focus Groups and Focus Group Interviews | This module will cover focus group interviews as a method of qualitative data collection and the introduction to in-depth interviewing and facilitating focus groups.  **Outline of Module 2 Focus Groups and Focus Group Interviews in Qualitative Research:**  **What is a focus group?**   * How is a focus group interview (FGI) different from other interviewing techniques? * Why does a poorly managed FGI contaminate your research? * What is expected from a professional focus group researcher/interviewer? * How to prepare and plan for a focus group interview   **This interactive workshop gives you:**   * Understanding of the dynamic of an FGI * Practice in managing and facilitating a focus group interview * Coaching to upgrade your own professional skills in directing a focus group * Direct feedback on the strengths of your presence in front of a focus group * Application of aligning focus group interview questions with your own research |
| **Module 3:** Qualitative Content Analysis and Coding- including ATLAS.ti | This module zooms in on how to analyze qualitative research data.  **Outline of Module 3: Qualitative Content Analysis and Coding - including ATLAS.ti:**    **What is data transcription?**   * How to transcribe data generated in a focus group or in-depth interview * Observation, note-taking and transcription of qualitative data * Verbatim transcription   **What is coding?**   * How to do manual ‘open coding’ * Conceptualizing, interpreting and analyzing are interwoven levels of scrutinizing data and determining codes * What is the difference between deductive and inductive coding?     **What is ATLAS.ti?**   * What is the function of computer-aided data analysis in qualitative research? * How does Atlas.ti work? * Atlas.ti for ‘open coding’, ‘axial coding’, ‘selective coding’ and creating ‘network views’ |
| Introduction to Postgraduate Supervision | Both novice and experienced supervisors who wish to improve the supervision process with their students. Honours, Masters and PhD level supervision.  **The following topics will be covered:**   * Relationships: expectations and boundaries * Approaches: strategies for development * Process: the phases of research * Issues: academic integrity * Outcomes: development of research identity |
| Using Interviews as a research technique | This is a hands-on workshop in which participants are given the opportunity to practice their interviewing skills.  **The following topics will be covered:**   * Gain knowledge of the various types of interviews * Develop an interview guide * Be aware of interview techniques * Plan and conduct interviews |
| Doctoral Supervision Workshop | Both beginner and more experienced doctoral supervisors as well as their students are encouraged to attend this workshop on enhancing doctoral supervision practices.  **The following topics will be covered:**   * The postgraduate supervision context * The pre-supervision process * The supervision process * Completing the process * Research identity development |
| Using ATLAS.ti for Qualitative Data Analysis | This is an introductory programme and it covers the basics of ATLAS.ti.  Sound analysis and visible tracking of data are increasingly seen as important for qualitative studies which researchers undertake as a strategy for enhancing rigour/trustworthiness of research findings. Computer Assisted Qualitative Data Software (CAQDAS) packages are widely recognised for their ability to enhance this capability by making the analysis stage of research and decision-making more transparent: ATLAS.ti™ is a leading CAQDAS package that is used globally by government, academics, business and other analytical industries.  Not only does ATLAS.ti™ assist with analysis, but it also speeds up the reading and making-sense of vast or complex documentation. While ATLAS.ti has a wide-range of functionalities, it is important to get the basics right to ensure rigour. The workshop provides an introduction to the basics of ATLAS.ti, which will equip the researcher with practical and analytical skills to make sense of literatures and qualitative data, and in turn, provides a methodological audit trail. |
| **Workshop 1:** Introduction to Participatory Visual Methodology | This is the first workshop of 3 and the purpose of the set of workshops is to promote the use of participatory visual methodology (PVM) across disciplines. Participatory visual research has gained ground worldwide, also in South Africa, enabling doing research differently, deepening an understanding of the issues under study while simultaneously opening up opportunity for community and policy dialogue, and so doing contributing to social change. Participatory visual methodology opens up spaces for thinking about indigenous and decolonizing methodologies.  The workshops aim to address the theoretical underpinnings of PVM as well as provide practical experience and examples of using visual methods, such as drawing, photovoice, and participatory video (cellphilms). The workshops on collage and Mmogo method (Dr Cherrington) complement this set of workshops.  The workshops are aimed at social science researchers (academics and postgraduate students) who are interested in doing research which makes a difference.  **Outline of Workshop 1 Introduction to Participatory Visual Methodology:**   * Why do Participatory Research? * Why use Participatory Visual Methodology? * In this workshop the theoretical underpinnings of PVM will be engaged with. * This includes visual ethics. |
| **Workshop 2:** Photovoice as Research Method | Photovoice, putting cameras in the hands of marginalized groups and working with the photographs in various ways, requires participants, for example, to access meanings that they attach to situations of injustice and to explore whether and how these social conditions could be changed. Caroline Wang (1999) coined the term photovoice. … De Lange, Mitchell and Stuart (2007) in Putting People in the Picture, Visual Methodologies for Social Change, draw together examples of how photovoice has been used with various groups of participants and in different contexts in South Africa to engage communities about conditions that require change (Mitchell, De Lange, & Moletsane, In Press).  In this workshop participants will be exposed to the theory, process, analysis, and dissemination of photovoice work. |
| **Workshop 3:** Participatory video (and cellphilming) as Research Method | Participatory video (and cellphilming), a method for working with communities, has been used to explore issues troubling them. This approach allows participants to engage with an issue/topic through collaboratively planning, filming, and, sometimes, showing the video. This process includes generating solutions to the issues, as Choudry and Kapoor (2010) put it, in a from-the- ground-up approach. … As we point out in the Handbook of Participatory Video (Milne, Mitchell & De Lange, 2012), while participatory video “often aims to reveal hidden social relations and provoke collective action” (p.1) it enables a deeper engagement with communities and allows and promotes agency while also offering opportunity for reflexivity on the lived experiences and how these might be changed (Mitchell, De Lange, & Moletsane, In Press).  In this workshop participants will be exposed to the theory, process, analysis, and dissemination of participatory video (cellphilming) work. |
| The Mmogo-method® data generation tool | **Understanding relational and group experiences: The Mmogo-method® data generation tool**  The Mmogo-method is a visual data collection tool developed by a clinical psychologist for generating relational and contextual knowledge around subjective experiences, specifically within rural South African contexts (Roos 2012). It is a method founded on the theory that people are relational beings, and therefore what is constructed visually can be a symbolic representation of how they experience themselves within a particular context (Roos, 2009). Using simple materials such as clay (or play-doh), coloured buttons and sticks, participants (of all ages) are facilitated through a process of expressing their subjective experiences within existing relational systems of the self in relation with others, as well as the different social and cultural contexts of these interactions. This workshop is a practical one aimed at allowing participants to experience the Mmogo-method process first hand, and opening discussions on how this method could be incorporated into a research engagement to enhance the quality of the data generation process. |
| Collage making: A visual tool for accessing experiences of change in qualitative research | A collage entails sticking existing images and/or words (in this case from magazines or newspapers) on paper, cardboard or another surface, to create a story or portray an idea or experience. Sometimes referred to as a synthesis of shattered fragments, collage work has gained status as a visual form of inquiry in qualitative circles for its intuitive and creative way of accessing subconscious connections and new understandings. It has also been used effectively in the South African context with vulnerable population groups (children and rural communities) demonstrating that the method is accessible, deeply engaging, provides immediacy, and opens dialogue and critical reflection about sensitive topics.  Collages can be used with individuals or groups, they can present multiple aspects or facets of one idea or experience, or to capture a participants’ evolving, changing experience over time. The presented has also used collages to capture how the participants’ thinking or experience around the research topic changed over the period of the engagement, and served as a pre- and post- intervention assessment tool in a qualitative study.  This workshop is a hands-on introduction to the systematic and rigorous application of collage-making as a visual participatory method for data generation in qualitative research. It will also provide participants with an overview of the different types of data that can be generated through this tool and an example of how the data can be analysed qualitatively. Participants are encouraged to attend with their own research topic or question in mind, as this will be an applied workshop. |
| Setting up & Managing Large Files | This hands-on workshop will focus on how to manage your research data. In addition, the Library and Information Services (LIS) staff will present a session on EndNote a computer-based referencing management tool.  **The following topics will be covered:**  1. **Drop Box**   * Introduction to Drop Box; Syncing Files; The Web interface; File Sharing; and Online Backup   2. **MS Word**   * The basics; The thesis template; References; Headings and captions; Adding preliminary pages; Creating table of contents and lists of tables and figures; and Appendix styles   3. **In addition, EndNote will be presented by the Library and**  **Information Services (LIS) Staff**   * Computer-based referencing management tool |
| **Introduction** to Qualitative Research Coding with Atlas.ti software | This is the first workshop of a series of 3 on using ATLAS.ti for qualitative data analysis. This workshop introduces the basics of ATLAS.ti (qualitative data analysis software).  **Topics covered in this introductory workshop:**   * Assigning qualitative codes and the coding process * Building deductive and inductive coding * The function of computer-aided data analysis in qualitative research * Installing and managing Atlas.ti software database * Importing documents and coding in Atlas.ti * Introduction to outputs from Atlas.ti |
| **Intermediary level** Qualitative Research Coding with Atlas.ti software | The ATLAS.ti intermediate training workshop will provide more depth than the introductory session.  **Topics covered in this intermediary workshop:**   * Managing and sharing the Atlas.ti database * Atlas.ti research methodology * Managing qualitative codes in Atlas.ti * Developing outputs from Atlas.ti |
| **Advanced level** Qualitative Research Coding with Atlas.ti software | The focus of this workshop is on advanced level methods of coding qualitative data and how to process data using the Computer Assisted Qualitative Data Software called Atlas.ti.  **Topics covered in this introductory workshop:**   * Types of media imported into Atlas.ti * How to do use Atlas.ti for literature review * Image qualitative coding and incorporating Photovoice research methodology * Importing survey data and using co-occurrence tables * Advanced network views and building themes with Atlas.ti |
| Using Statistica for QDA | This workshop will focus on using STATISTICA for quantitative data analysis in a practical manner.  **The following topics will be covered:**   1. **A brief overview of Descriptive Statistics**  * Numerical * Graphical * Includes measures of central location and spread of data   **2. A refresher of Basic Inferential Statistics**   * Hypothesis tests * Confidence intervals * Includes testing for central location and spread of data   **3. An introduction to Regression Analysis**   * Simple linear regression * Multiple regression (for both quantitative and categorical data). * Includes the use of hypothesis tests, goodness of fit and tests of significance   **4. An introduction to ANOVA and ANCOVA**  **5. Overviews of the following selective topics:**   * An introduction to categorical data analysis * Exploratory factor analysis * Structural equation modelling |
| Introduction to Quantitative data analysis  (Honours and BTECH Students) | **The following topics will be covered:**   * Descriptive Statistics * Inferential Statistics (Confidence intervals, Hypothesis testing) * Regression(Multiple, Logistic) * ANOVA |
| Doctoral Proposal Development Programme (DPDP) | The NMU Doctoral Proposal Development Programme is an initiative aimed at supporting NMU staff pursuing doctoral degrees to navigate the road of developing a sound proposal. The initiative supports NMU’s Vision 2020 of improving the staff academic qualifications profile for the institution as well as contributing to the broader PhD project for South Africa. |
| Writing for Publication Retreat — From Thesis to Journal article | This workshop is for those who have a Masters or PhD thesis from which they would like to publish but have not yet done so. It would suit also supervisors who wish to work with their graduate students on joint publications stemming from a thesis.  The workshop takes the form of a series of structured working days during which participants work on each step of an article from problem statements to writing introductions, methods, results, conclusions, titles, abstracts, finding a suitable journal and how best to respond to reviewers. A session on specificities of academic writing is included, as is editorial assistance and language editing of draft papers. Participants will also be working with one another’s drafts in a collaborative, cooperative and supportive environment. One-on-one sessions with the facilitators form part of the programme. Participants need to commit to the full five day programme and to be able to work on take-home exercises on at least some of the evenings. |
| The role of the literature in a Master’s dissertation/Doctoral thesis | **This is a one-day workshop and would cover the following topics:**   * Where in the study is literature used? * What is the role of the literature in each of these instances? * How do I integrate the literature I used in the various sections with each other and with the remainder of the study? |
| Preparing Examiner Reports for Masters Dissertations and PhD Theses | **Target Group**: Early to mid-career academics and Postdoc Fellows  **The following topics will be covered:**   * Purpose and target audience of an examination report * The examination process * Various universities' examination policies and guidelines * Role of the examiner * Structure of the report * HEQSF requirements for the M and PhD * Benchmarks for quality * Examination approach * Academic integrity |
| Plagiarism Workshop | **Target Group**: Early to mid-career academics and Postdoc Fellows  **The following topics will be covered:**   * Conceptions of plagiarism * Discourses of plagiarism * Possible reasons for plagiarism * What is already done to limit plagiarism * What more can be done to limit plagiarism |
| Peer Reviewing Journal Articles | **Target Group**: Early to mid-career academics  Part of our contributions to our respective disciplines, as academics, is the role of reviewer of manuscripts submitted by peers to the various scientific journals. RCD would like to extend an invitation to colleagues who either have been involved in the process of reviewing articles or wish to become involved to attend this workshop.  **The following topics will be covered:**   * Purpose and audiences of journal articles * What is peer review? * Process of reviewing an article * Role and stance of the reviewer and the editor * Feedback * Re-reviewing * Reviewer guidelines * Actual reviewing of an article |
| Guiding the Theoretical Framework and Structuring a Doctoral Thesis | Both beginner and more experienced doctoral supervisors as well as their students are encouraged to attend. |
| Enhancing Doctoral Supervision Practices | Both beginner and more experienced doctoral supervisors are encouraged to attend. |