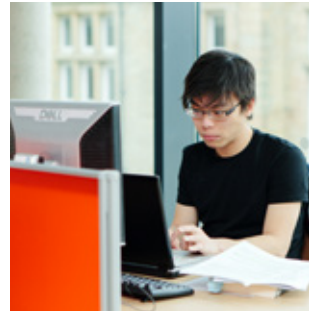




UNIVERSITY OF LEEDS

DEVELOPING RESEARCH AND STUDY SKILLS PROGRAMME



As a research intensive institution, the University of Leeds recognises the value of research-based projects and the enormous benefits to students that complete one. Undertaking a research assignment develops students' skills in independent study, provides academic confidence and prepares them for degree-level study.

The Education Outreach team works with schools and colleges across the UK to offer a series of research skills workshops, suitable for students of all disciplines, at all stages of their project. Delivered by experienced postgraduate researchers, our support programme is divided into **CORE** and **SUPPLEMENTARY** sessions allowing you to create a tailored package for your students.

CORE – introductory sessions covering the key skills needed for students to be successful throughout their research project.

SUPPLEMENTARY – workshops which explore key research skills in greater depth. These are split into 5 categories:

1. **Planning your research project**, aimed at students in the early stages of their research project.
2. **Working with and evaluating sources and information**, for students once they have started or are starting to collate their research.
3. **Critical thinking**, encourages students – who have chosen their subject and research question – to critically evaluate the resources they have found.
4. **The final project**, designed to help students compile their research before completion of the project.
5. **Teacher guidance**, sessions for teaching staff involved in supporting students undertaking research projects.

Important Information

Information provided by the University such as in presentations, University brochures and the University website, is accurate at the time of first disclosure. However, courses, University services and content of publications remain subject to change. Changes may be necessary to comply with the requirements of accrediting bodies or to keep courses contemporary through updating practices or areas of study. Circumstances may arise outside the reasonable control of the University, leading to required changes. Such circumstances include, industrial action, unexpected student numbers, significant staff illness (where a course is reliant upon a person's expertise), unexpected lack of funding, severe weather, fire, civil disorder, political unrest, government restrictions and serious concern with regard to the transmission of serious illness making a course unsafe to deliver. After a student has taken up a place with the University, the University will look to give early notification of any changes and try to minimise their impact, offering suitable alternative arrangements or forms of compensation where it believes there is a fair case to do so. Offers of a place to study at the University will provide up to date information on courses. The latest key information on courses, entry requirements and fees can be found at www.leeds.ac.uk/coursefinder. Please check this website before making any decisions.

All workshops are labelled with the appropriate project stage at which they should be delivered. Please refer to the key for details.

B Beginning

E End

M Middle

A Any

CORE SESSIONS	STAGE OF PROJECT
<p>Why do the EPQ? The University view</p> <p>An overview of the EPQ, along with information and advice on how to become an effective researcher. The session will also explore the benefits of research and how it equips students with a wide range of valuable skills for their future studies and beyond.</p> <p>Duration: 50 minutes</p> <p>Skills: n/a</p>	B
<p>Grand Designs: An introduction to research</p> <p>A session which allows students to focus and plan their research question. Offers an introduction to vital research skills such as time/project management, online researching and working with data.</p> <p>Duration: two hours – two and a half hours</p> <p>Skills: Working with sources (primary and secondary), searching for information (online and offline), focusing questions, research ethics, project management</p>	B
<p>Critical thinking and working with sources</p> <p>Explores the skills needed to implement and conduct a research project. Students will learn how to work with a variety of sources and understand how to critically evaluate the information they collect.</p> <p>Duration: two hours</p> <p>Skills: Working with sources (primary and secondary), data management, critical thinking</p>	M
<p>Summarising and presenting research projects</p> <p>Students will learn to bring together their ideas and research to create a comprehensive research project. Students will also explore how to create abstracts and how to present data academically.</p> <p>Duration: two hours</p> <p>Skills: Referencing, writing academically, drawing conclusions, presenting, debating</p>	E
<p>Research skills day: Using libraries and archives</p> <p>Delivered on campus only, students are given unique access to resources held in our Special Collections, libraries and subscription-only online journals. This can be developed into a full day session to develop specific skills.</p> <p>Duration: half or full day</p> <p>Skills: n/a</p>	A

SUPPLEMENTARY SESSION: PLANNING YOUR RESEARCH PROJECT

Time and project management

An interactive workshop to help students plan and manage their research project. Students work in small groups to create realistic goals for themselves.

Duration: **one hour**

Skills: **Time management, planning**

Planning your essay

Introduces the concept of forward thinking in the writing process. Students will consider the aims of their piece of work and what sources will be most successful to support their arguments.

Duration: **one hour**

Skills: **Planning, focusing questions, source management, making connections**

Research ethics

This workshop introduces students to the concept of right and wrong in a research context. Using case studies, students are encouraged to evaluate research practice and debate ethical issues. Students will also consider their own work and be asked to identify any ethical implications that may arise during their research project. Schools have the choice to use a Massai or Facebook case study.

Duration: **one hour**

Skills: **Academic responsibility, research ethics**

A 'Peake' into space: Methodologies and evaluation

An interactive workshop providing guidance and support around the methodology, project design and data collection/interpretation relating to practical research projects. Using space as the theme, this session is suitable for all subject areas.

Duration: **one and a half hours**

Skills: **Planning, working with data, presentation skills**

SUPPLEMENTARY SESSIONS: WORKING WITH AND EVALUATING SOURCES AND INFORMATION

Online researching

Using the theme of gender in sport, students learn how to intelligently and critically research online. **Please note computer facilities are required for this session.**

Duration: **one hour – one and a half hours**

Skills: **Critical thinking, working with online sources (primary and secondary), searching for information**

Creating a survey

This session explores the difficulties in gathering both quantitative and qualitative data. Students will also learn how to design questionnaires.

Duration: **one and a half hours**

Skills: **Working with sources, focussing research, data analysis**

M

Introduction to note taking

What constitutes good note taking? Students will be shown basic techniques and provided with strategies to develop their note taking skills which they can then apply to their own work.

Duration: **one hour**

Skills: **Planning, working with sources, reading effectively**

B

M

Disney on trial: Happily ever after?

An entertaining debating session where students analyse sources, create a short presentation and debate the outcomes of their arguments.

Duration: **two hours**

Skills: **Working with sources, critical thinking, evaluation, presenting and debating**

M

SUPPLEMENTARY SESSIONS: CRITICAL THINKING**Slim by chocolate**

This session aims to help students develop their understanding of critical thinking using a range of sources, focusing on a media report that chocolate can aid weightloss.

Duration: **one hour**

Skills: **Critical thinking, working with sources (secondary)**

B

M

The Great Brotherton Bake Off

Helps students apply their understanding of critical thinking to a range of primary resources focusing on the theme of cooking and household members' roles through the ages. Please note this session is limited to 40 students on campus or multiples of 30 off campus.

Duration: **one and a half hours – two hours**

Skills: **Critical thinking, working with sources (primary), presenting, evaluating, networking**

M

Theory of knowledge: How to think critically

This workshop highlights the importance of questioning "How do we know?" It outlines how students should philosophically consider information to enable them to become academically inquisitive thinkers. Interactive elements aim to embed the philosophies and develop critical thinking skills.

Duration: **one and a half hours**

Skills: **Critical thinking**

M

SUPPLEMENTARY SESSIONS: THE FINAL PROJECT**Report writing**

Focuses on how to structure an abstract and introduces students to the importance of formatting their work to the required standards of a research project. It stresses the importance of first impressions relating to a well-presented piece of work.

Duration: **one hour**

Skills: **Evaluation, working with sources, making connections, writing academically**

M

E

Referencing and plagiarism

Introduces students to referencing and plagiarism, essentially the importance of learning how to cite and reference in order to avoid plagiarism. Using a Harvard style example, the session includes an interactive workshop on how to reference and how to spot plagiarism.

Duration: **50 minutes**

Skills: **Referencing, evaluation**

B

M

Data analysis: Analysing and presenting

Explores the differences between quantitative and qualitative data and how best to analyse and display both types of data.

Duration: **50 minutes**

Skills: **Referencing, evaluation, presenting**

M

E

Presentation skills for the EPQ

Students learn how to present a research project in an academic context and have the chance to practice presenting in a supportive environment.

Duration: **one hour**

Skills: **Presenting, evaluating**

M

E

SUPPLEMENTARY SESSIONS: TEACHER GUIDANCE**Teachers' CPD session**

Aimed at teachers supporting the delivery of the EPQ. This session studies what the EPQ is, the benefits to students undertaking the qualification and advice on how to effectively support your students during the process. We can also deliver any of the supplementary sessions for teachers.

Book an activity

All of our events are free of charge and can be delivered on campus or in schools/colleges nationally. To find out more and to request an activity, email the Education Outreach team educationoutreach@leeds.ac.uk

Please provide your full name, organisation and contact details.

Alternative formats

If you require any of the information contained in this guide in an alternative format e.g. braille, large print or audio, please contact the Education Outreach team.



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