

# PhD induction

## Feb 2017

Research & Enterprise

# Thursday

9.10	Welcome and information from DRC/GRS
9.45	PhD Confirmation Event
10.15	Morning Tea
10.45	Library Services
11.30	Data Management
12.00	Lunch
1.00	How well do you know...
1.15	Researcher Development opportunities at Massey University
2.15	Writing your Literature review: A critique not a summary
3.15	Afternoon tea
3.45	Using technology to keep track of your documents
4.10	Research Bazaar
4.15	Finish

# Friday

9th Dec - Day Two 9.00	Resilience
10.00	Research: Responsible Code of Conduct and Ethic procedures
10.30	Morning tea
11.00	Managing your Supervisor/y team
11.40	What would you do if....
12.00	Wrap up - reflect
12.10	Finish

# How well do you know?

- College
- Pro- Vice Chancellor
- Academic Unit
- Head of Academic Unit
- PG Coordinator
- PG Administrator

[http://www.massey.ac.nz/massey/about-massey/university-management/university-management/university-management\\_home.cfm](http://www.massey.ac.nz/massey/about-massey/university-management/university-management/university-management_home.cfm)

# Scenarios

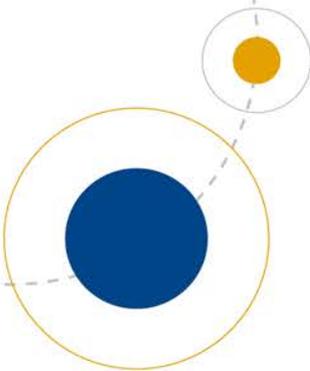
1. Your supervisor and co-supervisors give you conflicting advice so often you don't know what to do
2. You find it very difficult to talk to your supervisor, he is not very approachable
3. Your supervisor is regularly away so it is very difficult to find a meeting time with her.
4. You feel like your meetings with your supervisory panel go round in circles, and you leave feeling that you haven't made any progress



## Scenarios cont.

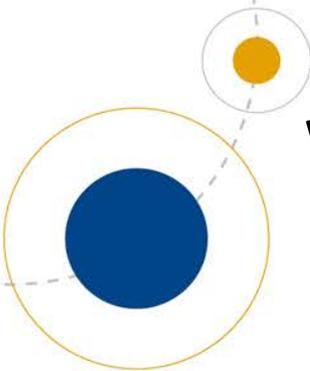
5. Your supervisor has asked you to share your data with another student. You don't feel very comfortable about doing this
6. Your confirmation event is approaching and you don't know what to expect. You have never had to present your work before and are terrified that you will not be able to explain what you are doing and why
7. You have been offered a part-time teaching position. You don't know whether to accept it, it would be a good experience but you are worried about the amount of preparation time involved.





# Copyright for HRD Candidates

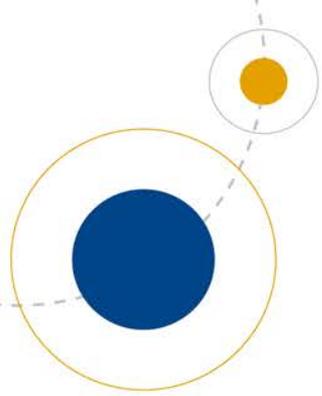
Amanda Curnow  
Digital Technologies Librarian  
Massey University Library



# What we'll cover today

## Copyright –

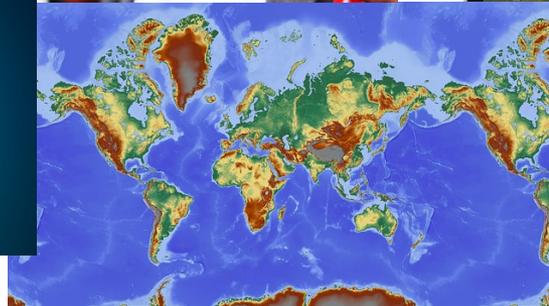
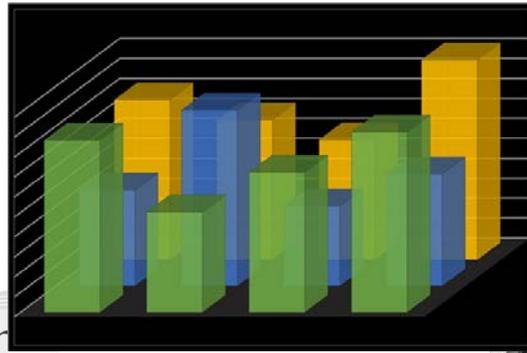
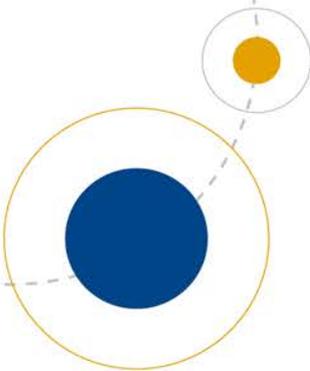
- What is it?
- Why is it important
- Key point!
- Potential copyright Milestones in HRD
- Resources
- Help!



# Copyright - what is it?

- Copyright is a form of intellectual property
- Copyright does not exist until a work is recorded, in writing or otherwise
- Copyright applies automatically
- In NZ lasts for 50 years from death of author
- Exceptions for private research and study

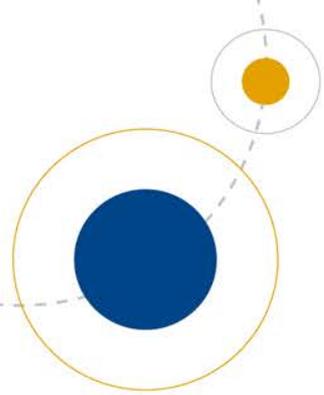
# What does copyright cover?



# Why is it important?

Students are both users and creators of copyright work:

- as authors they will be owners of copyright
- as researchers they will be users of copyright works



# Key point

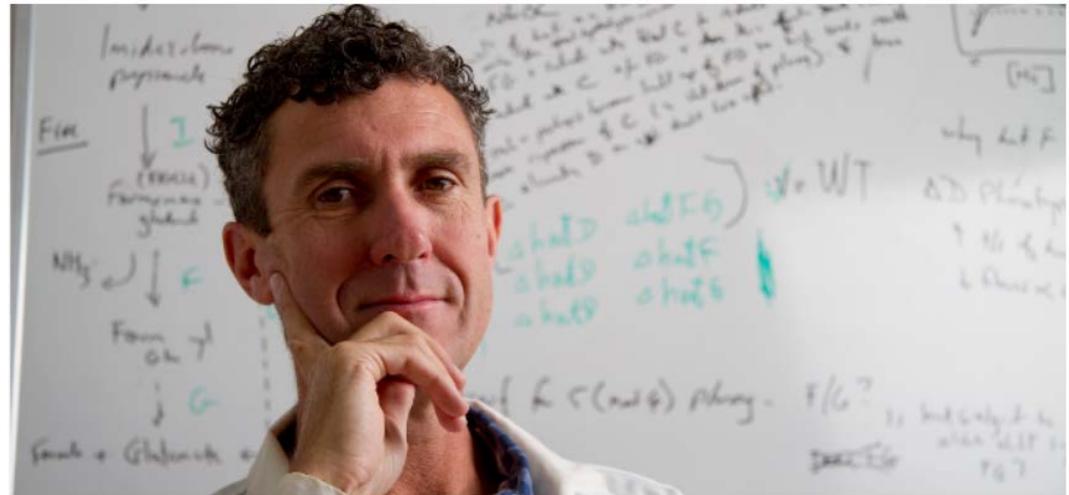
ALL theses unless embargoed are publicly available online in MRO\*

\*MRO = Massey Research Online, the university's institutional repository

<http://mro.massey.ac.nz>



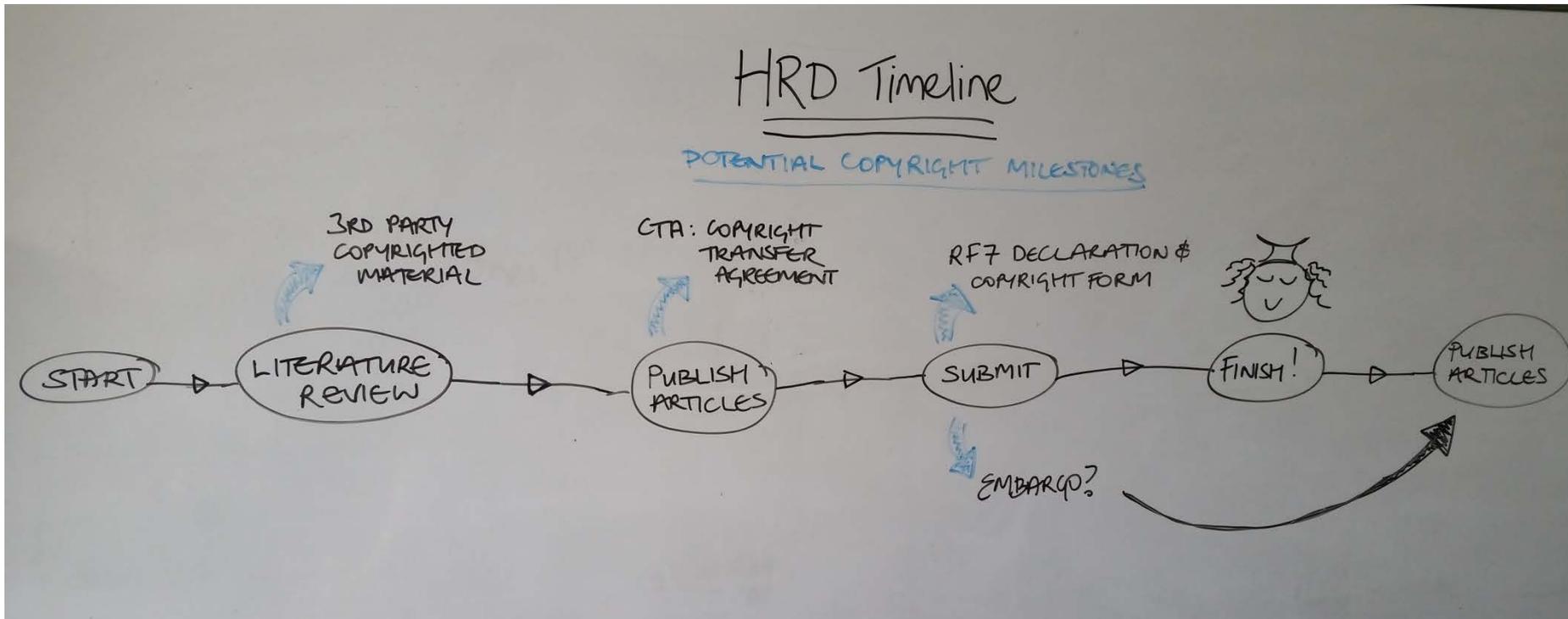
**MASSEY RESEARCH ONLINE**



## Welcome to Massey Research Online

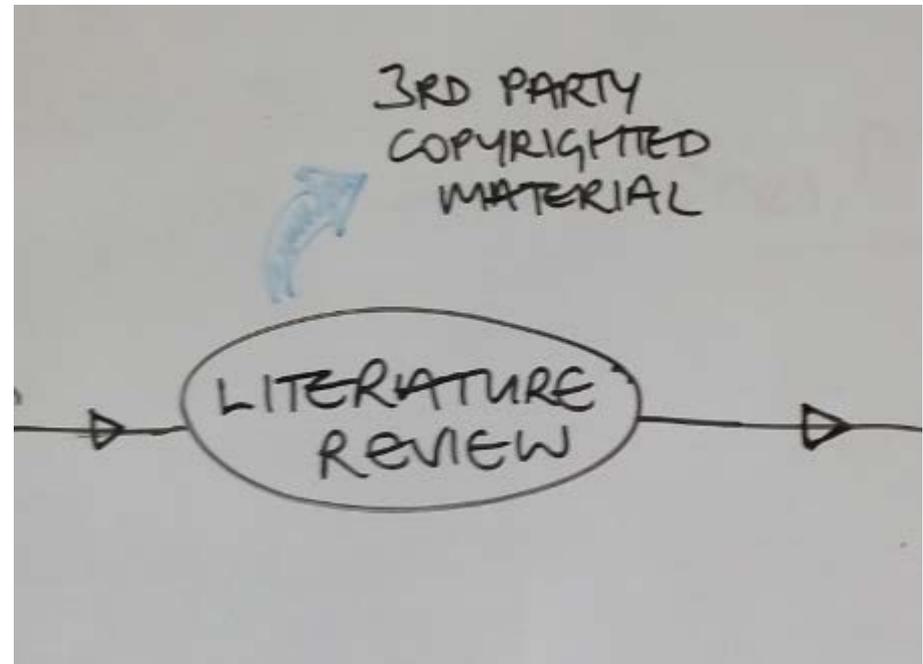
Massey Research Online is an open access digital archive of the research and scholarship of Massey University and is jointly managed by the University Library and Information Technology Services.

# Higher Research Degree Timeline Potential Copyright Milestones



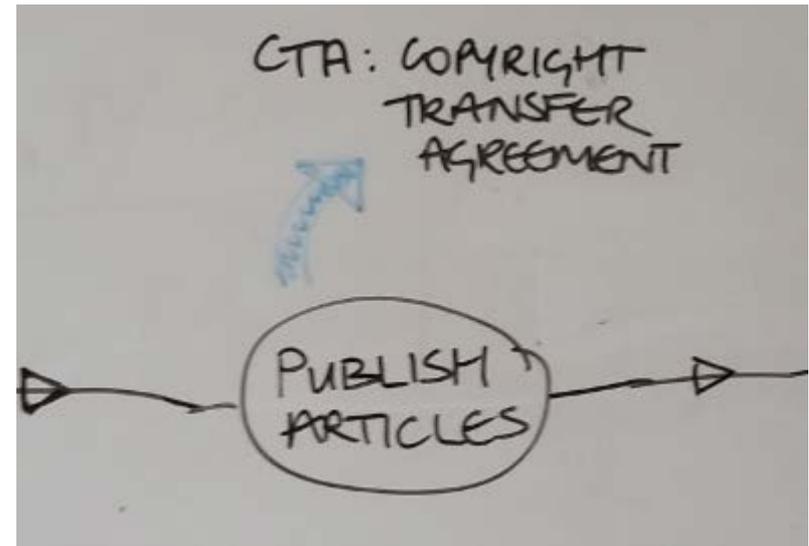
# Literature review

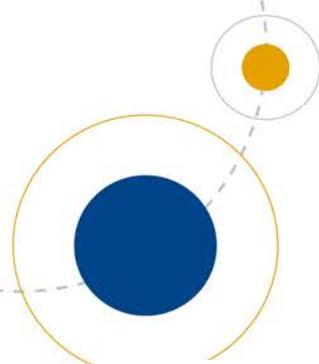
- Most obvious time using 3<sup>rd</sup> party copyright
- Seek permission early



# During research/writing: Publishing articles

- CTA: Copyright Transfer Agreement





# Submission



## COPYRIGHT FORM AND DECLARATION CONFIRMING CONTENT OF DIGITAL VERSION OF THESIS

Student ID number:

Student's name:

Thesis title:

Complete this section only if you opted to self-print your thesis

I confirm that the content of the digital version of this thesis is the final amended version following the examination process, and is identical

In signing this form I understand that...

- This material will be freely available on the internet
- I am still the copyright owner
- The digital copy will only be used for private research and will not be reproduced elsewhere without my permission as per Access information

AND [tick one]

I confirm that my thesis **DOES NOT** contain **ANY** material of which copyright belongs to third parties, (or) that all such material falls within the limits permitted by the Copyright Act 1994.

OR

I confirm that my thesis **DOES** contain material of which copyright belongs to third parties and which I **HAVE** obtained written permission, for all material of which copyright belongs to third parties and which does not fall within the limits permitted by the Copyright Act 1994.

OR

I confirm that my thesis **DOES** contain material of which copyright belongs to third parties and which I **HAVE NOT** obtained written permission. I have identified all such material in the digital copy of my thesis, and attach documentation fully referencing the material and where possible providing links to electronic sources of the material. I understand that this content will be removed before my thesis is made available in the institutional repository, Massey Research Online.

Signed on:  Day  Month  Year

Student's signature:

**AND [tick one]**

I confirm that my thesis **DOES NOT** contain **ANY** material of which copyright belongs to third parties, (or) that all such material falls within the limits permitted by the Copyright Act 1994.

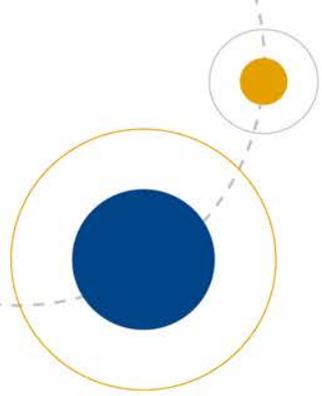
**OR**

I confirm that my thesis **DOES** contain material of which copyright belongs to third parties and which I **HAVE** obtained written permission, and attach copies of all permissions, for all material of which copyright belongs to third parties and which does not fall within the limits permitted by the Copyright Act 1994.

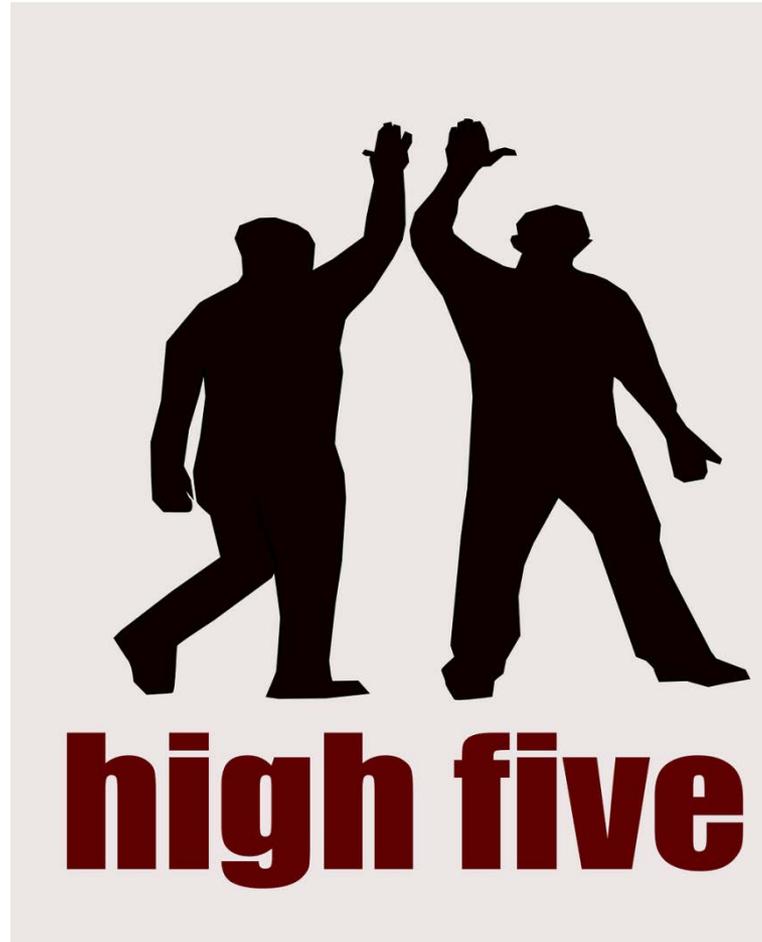
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# Finish!





# Resources



Study ▾

Admission ▾

Student life ▾

Research

Home > Staffroom

All

Events

Staff

Papers

News releases

Courses

About 89,600 results (0.83 seconds)

## [Copyright - Massey University](#)

[www.massey.ac.nz/massey/staffroom/.../copyright/co](http://www.massey.ac.nz/massey/staffroom/.../copyright/co)

Links to information about Massey University's policies and procedures on copyright and

## [Copyright - Massey University](#)

[www.massey.ac.nz/massey/.../help.../copyright/copyright\\_home.cfm](http://www.massey.ac.nz/massey/.../help.../copyright/copyright_home.cfm)

Massey University **Copyright** Information - information for staff and students ( including C

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[www.masseyworldwide.ac.nz/pages/copyright.html](http://www.masseyworldwide.ac.nz/pages/copyright.html)

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Aug 16, 2016 ... Massey University encourages public access to University information at

## Students

It is important for students to be aware of copyright as you will be creating copyright works.

As students you are creators of copyright works in the present and future. Your works will be as literary, dramatic, musical, or image works.

As well as creators of copyright works you will make use of copyright works.

There are a number of issues you need to be aware of when using copyright works.

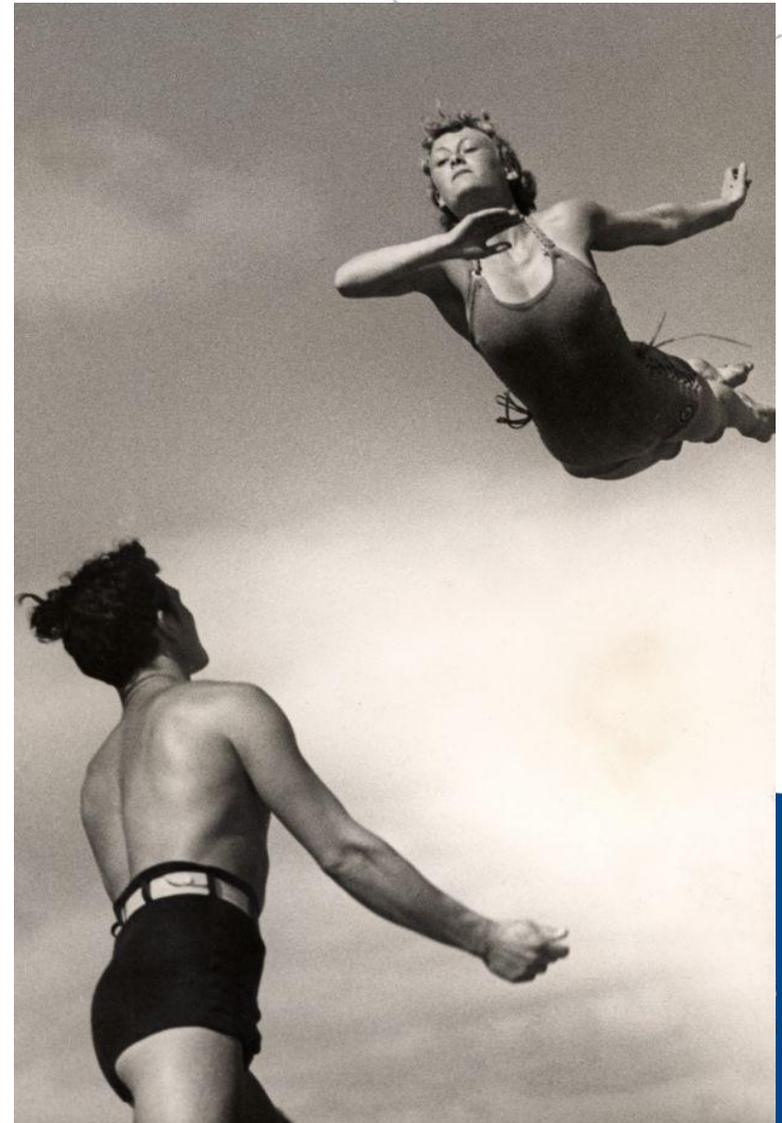
- [Research & writing assignments](#)
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- [Internet Resources](#)
- [Attribution](#)
- [Moral rights](#)
- [Copyright expiry](#)
- [Crown copyright](#)
- [Additional resources](#)

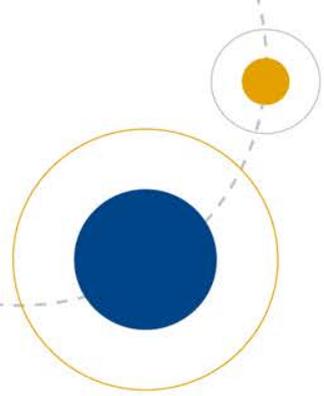
# Help!

## Seek help early!

- Talk to your supervisor
- Guide to the Presentation of Theses
- Contact the Library

[library@massey.ac.nz](mailto:library@massey.ac.nz)



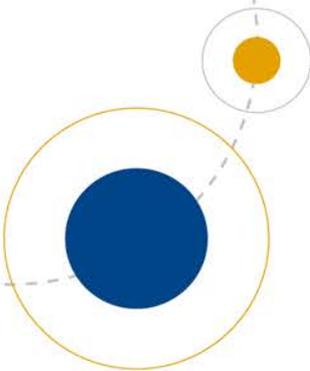


# Finished!

Thank you! 😊

Questions???





# Research Data Management (RDM) Basics

Workshop preview

# What is research data?

**Research data are collected, observed or created, for the purpose of analysis to produce and validate original research results.**

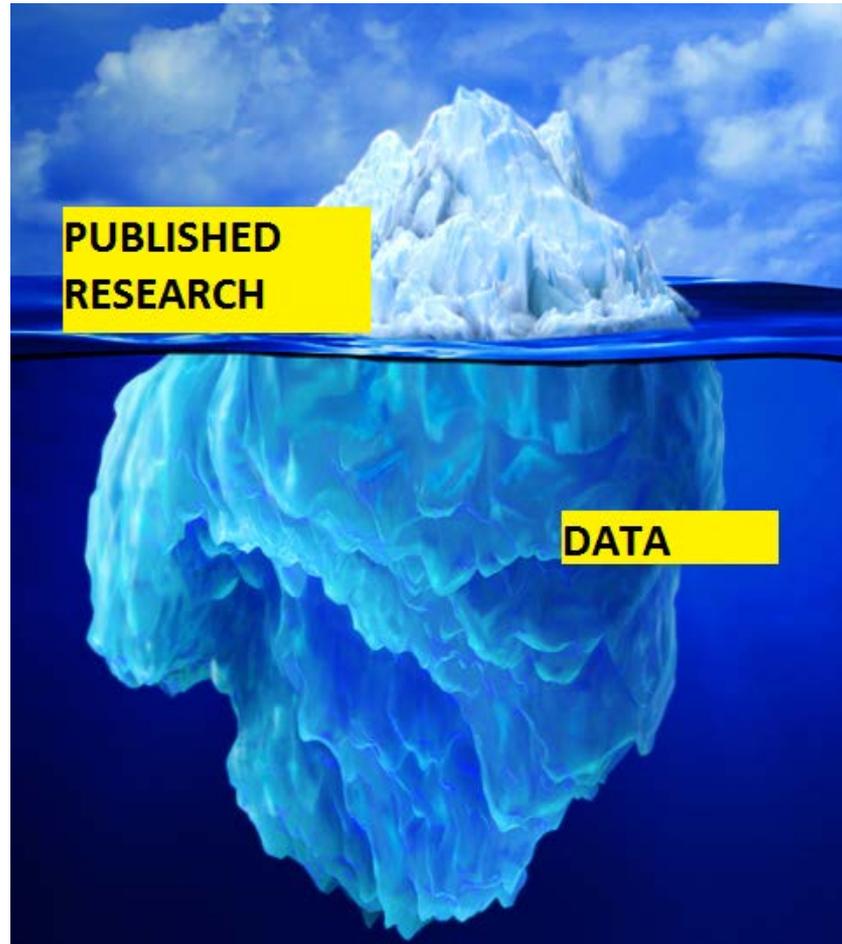
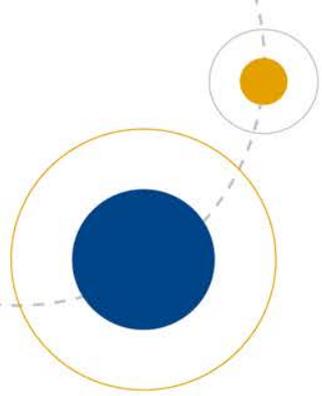
- Both analogue and digital materials are ‘data’

## *Types of data*

Observations, sensor readings, text, images, video, audio, lab notes, documents, transcribed text etc. Quantitative numerical arrays, or diaries of auto-ethnographical reflections, codes or scripts if you deal with modelling or software as your main research topic.

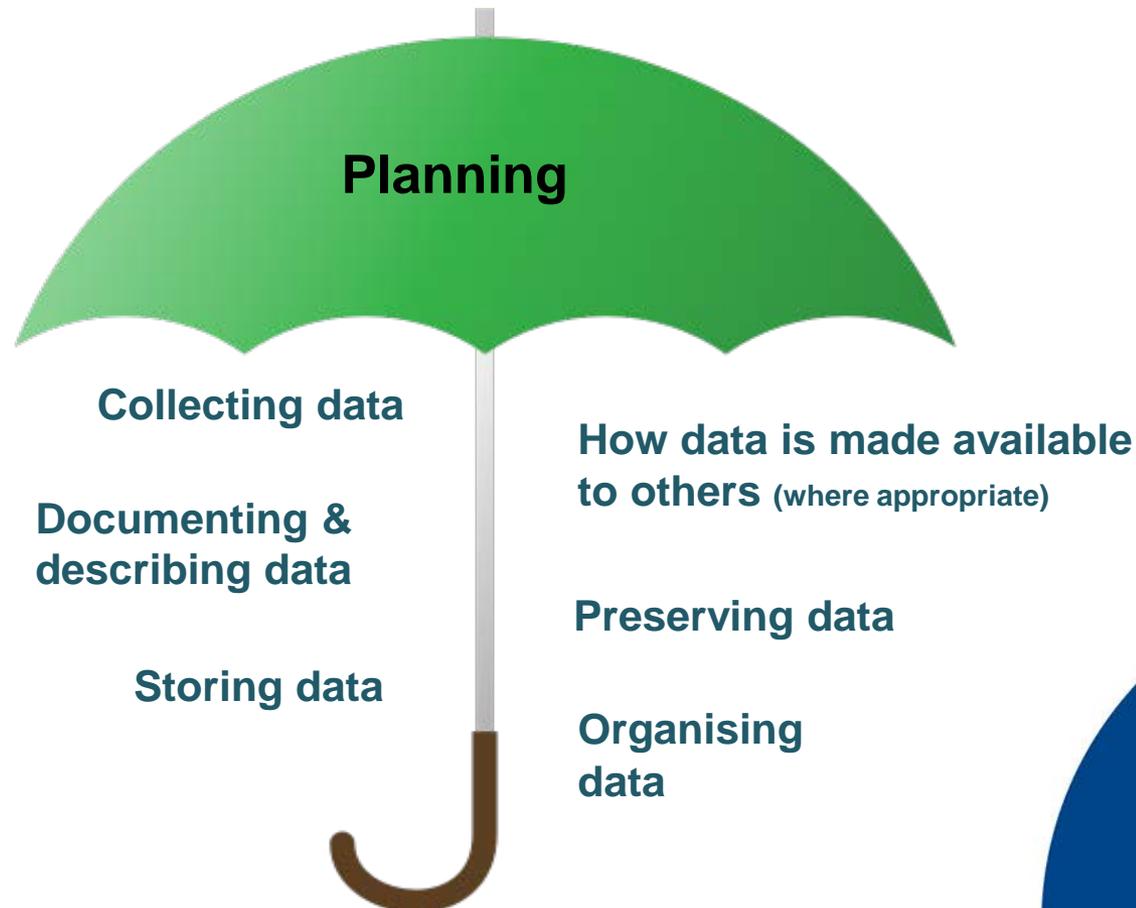
## *Critical information associated with the data*

- The how, when, where it was collected and with what (for example, instrument).
- The software code used to generate, annotate or analyse the data.



# What is RDM?

*It's good research practice.*



# Why should you actively manage your research data?



# Even with the best of intentions, your data is at risk



## Some horror stories

- A PhD candidate relying on statistical analysis software that could only be used by their supervisor...who left Massey.
- A culture critical to the scientific research of a number of post-graduate students was not 'backed up' before being accidentally destroyed.
- Non-anonymised data of 6,000 subjects saved onto a USB drive.

# Thieves nab study material and specialty computer equipment from blind woman

MIRI SCHROETER

Last updated 19:05, October 27 2016



David Unwin/Stuff

Olivia Godfrey, who is blind, had her laptop and other gear stolen on Labour Weekend and is now unable to finish her thesis work.

A blind Palmerston North woman's dream of attaining her masters degree is in tatters after thieves stole her braille laptop and backup devices.

Olivia Godfrey, a mother of three children, lost more than 400 hours of research and writing towards her thesis when her Palmerston North home was burgled at Labour weekend.

The thought of having to rewrite notes and reconfigure thousands of pages of articles into braille has Godfrey on the brink of giving up on her thesis.

# Stolen laptop puts honours at risk

TOM CARNEGIE

Last updated 14:05, September 18 2015



TOM CARNEGIE / FAIRFAX NZ

Felicity Bain sits in her bedroom window that is believed was used by thieves to break into her flat.

An Auckland university student's honours degree hangs in the balance after her laptop was stolen containing vital thesis research.

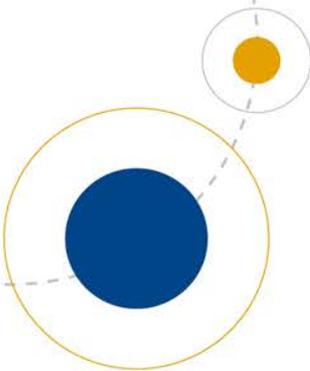
After four years of hard study Felicity Bain is five weeks away from handing in her final submission for her bachelor of fine arts with honours at Elam School of Fine Art.

In the early hours of September 16 an intruder came through the window of her Grafton flat and took her laptop, charger and \$60 cash, Bain says.

She says she desperately needs the laptop back as it has her draft thesis saved on it and is unsure what impact the theft will have on completing her degree.

"It had all my research for my degree finals on it. Five years of photography, art works, writings and draft thesis which is due in five weeks."

The first draft of Bain's 4000 word thesis was due on September 18 and she has had to get a two-day extension to try piece it all back together.

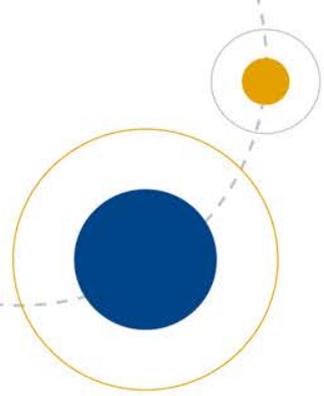


# MU has a position on data management:

*You need to know your obligations.*

***Code of Responsible Research Conduct's Principles of  
Research Integrity (Pg. 2):***

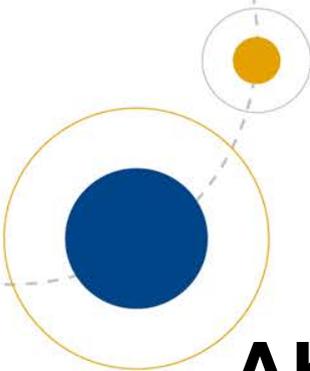
**“...Proper storage and availability of data, and accessibility  
for interested colleagues as appropriate and subject to  
privacy, confidentiality and intellectual property  
requirements...”**



# Nationally, RDM expectations are growing

**Prepare now, and stay ahead of the curve.**





# Above all, good data management benefits you

-  Save time down the line
-  Protect your valuable data
-  Maintain research integrity
-  Data management skills transfer to other areas of your professional life

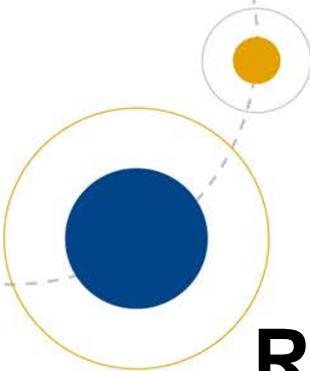


# About the RDM Basics workshop

- A New offering from the Library that will be offered as part of the Researcher Development Workshops Series in 2017.
- It's part of the formal Massey PhD Induction programme co-ordinated by Research and Enterprise.

# It's one of a number of RDM advice avenues available to you at Massey





# The learning outcomes of the RDM Basics Workshop are to:



Gain an understanding of the research data management landscape, and how good practices support your research

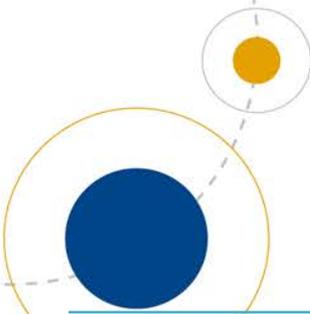


Understand some key aspects of planning, & what you need to do to securely store, make sense of and ensure continued access to your data



Apply your knowledge to create a basic data management plan for your own research data

# Workshop Scope

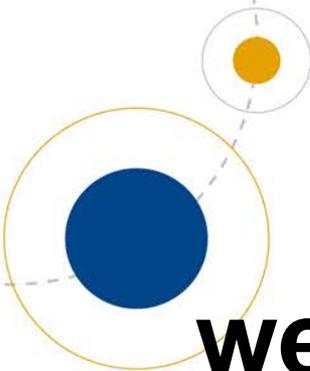


## IS

- ✓ RDM good practice principles
- ✓ Designed to complement (not replace) procedures and protocols your departments/schools already have. Seek advice from them in the first instance
- ✓ About equipping you with enough knowledge to complete a basic data management plan
- ✓ A chance to find out what support for RDM is available to you at Massey, and to ask questions

## IS NOT

- ✗ A technical course looking at specific data types
- ✗ About software packages and research tools
- ✗ The answer to everything on RDM (but it's a good start)



# RDM activities we'll look at in the workshop

Planning

(create a plan for  
your own research)

Organising

Describing  
&  
Explaining

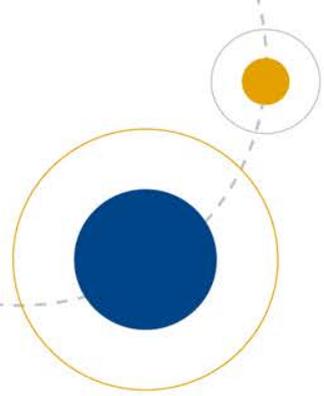
Storage

# We will also look at the University's online guidance



Massey University > Student life > Library >  
Services/Nga Ratonga > Research

[http://www.massey.ac.nz/massey/research/library/library-services/research-services/research-services\\_home.cfm](http://www.massey.ac.nz/massey/research/library/library-services/research-services/research-services_home.cfm)

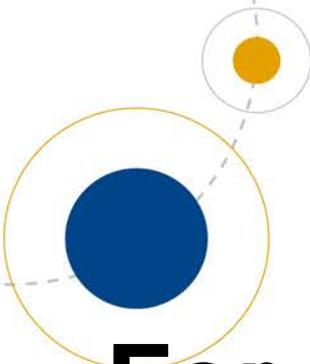


# How to register

**Library Events website**

<http://massey.libcal.com>

**Browse upcoming events**



**For further advice/information  
contact:**

**Natalie Dewson**

(Research Data Management Librarian)

[n.m.dewson@massey.ac.nz](mailto:n.m.dewson@massey.ac.nz)

# *Writing the Literature Review*

Dr Lilia Sevillano  
Postgraduate Learning Consultant  
Centre for Teaching & Learning

# OVERVIEW

- What is a literature review?
- Your voice in the literature review
- Organizing a literature review

## *What is a Literature Review?*

- What has been researched before?
- How will your study fill the current research ‘gap’?
- Why is it necessary to conduct your research?

## More specifically:

- Do the results of the existing research agree with one another, or is there disagreement?
- How is this research relevant to / different from my study?
- Are there flaws in the existing literature?

## Scope & Length

- Scope
  - Current state of the theory
  - How far back? Roughly 10 years (for Master's)
  - More extensive investigation (Doctoral)
- Length
  - Will vary, discuss with supervisor
  - Shows your ability to *synthesize* a body of literature
  - Fairly brief but focused

## *Research Materials*

1. Articles in refereed, international journals
2. Articles in national, refereed journals
3. Conference papers / Research reports (govt, com, org)
4. Books / chapters in edited books
5. PhD theses
6. MA theses



## *Examination of the key research done on your topic*

- Summary of existing knowledge on your topic
- Synthesis of information
- Critical evaluation of this work

## *Summarizing existing work*

- How has the topic been studied?
- What has been found?
- How have the key terms or concepts been defined or used?

## Example

A study by Smith (1998) showed that gender differences exist online.

- How?
- Why?

Smith (1998) investigated the existence of gender differences in chatroom participation. By measuring the proportion of responses made by male and female participants, taking into account the amount of time spent accessing the chatroom, findings showed that males were more likely than females to post messages (67% and 33%, respectively). This evidence supports the view...

## *Features to include*

- Participants' characteristics, criteria for inclusion
- Sample size
- Location of study
- Type of study – experiment, interviews, survey
- Nature of task – what was done, details of tests used
- Findings – numerical, descriptive
- How the findings relate to your research question

## *Synthesizing information*

- Identify **issues** highlighted in the research
- Highlight differences and similarities in findings across the research
- Identify areas of consensus among researchers

## Extract:

### 2.3. Likely causes of obesity

#### 2.3.4 Advertising, children and obesity

The cause for concern lies in the fact that advertising targeting children is a high growth area, as is children's buying power (Eagle & de Bruin, 2001). Marketers target this youth market, hoping to establish early trends of brand loyalty and influence parents' buying decisions (Dobrow, 2002). Furthermore, whilst children may influence their parents' spending habits, advertisers recognise that children also have their own money to spend (Strasburger, 2001)...

## Extract:

### ***2.15 Correlates of Burnout***

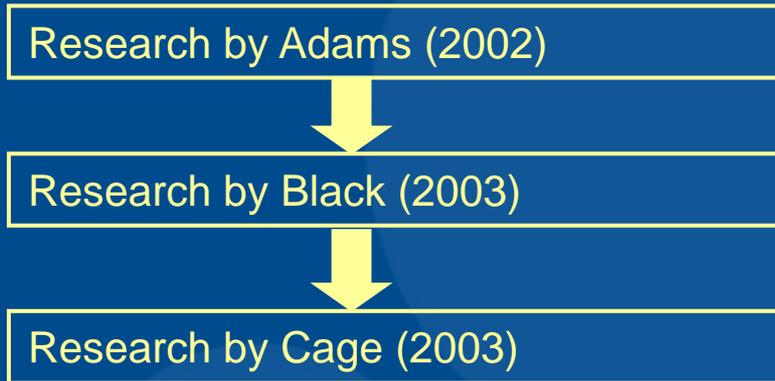
#### *Individual Level Correlates*

... Gender has been frequently investigated as a correlate of burnout, although findings for this variable are varied. Although there are some studies showing that burnout occurs more often among women than among men (Maslach & Jackson, 1981b; Bussing & Perrar, 1991; Poulin & Walter, 1993a), the opposite is also found (Price & Spence, 1994; Van Horn et al., 1997). Women have, however, tended to score slightly higher on emotional exhaustion, whereas men scored significantly higher on depersonalisation (Schaufeli & Enzmann, 1998).

## *Your Voice in the Literature Review*

Guide the discussion using your voice

- Show the relationship between the studies
- Show how the research is linked to your research



## *Critical Evaluation*

- Critical examination of the material is essential (include methodology)
- Justifies and shows *how* your work is different and *why* it is necessary to conduct research



## *Beyond description → analysis, critique*

Smith and Jones (2004) analysed the content of advertisements on New Zealand television during a one week period between the hours of 3 pm to 6 pm, with the intention of examining the nutritional quality of food in television food advertisements targeted at children. They found that the majority of the food advertisements analysed were for foods that were high in fat, sugars and sodium.



Description only

Smith and Jones (2004) analysed the content of advertisements on New Zealand television during a two year period between the hours of 3pm to 6pm each day, with the intention of examining the nutritional quality of food in television food advertisements targeted at children. They found that the majority of the food advertisements analysed were for foods that were high in fat, sugars and sodium. The study provides a basis for comparing advertising patterns over time. However, it does not include any discussion of eating situations or eating behaviour as shown in the advertisements.

- *Strengths of research*
- *Showing gap(s) in current knowledge*

## *Synthesize & Critique*

### 2.3.4.3. Television advertising and nutrition practices

Television advertising may influence children's nutrition practices, particularly in regard to food requests, purchases and consumption (see for example, Hutchings & Moynihan, 1998; Kotz & Story, 1994; Borzekowski & Robinson, 2001). Story and Faulkner (1990) state that television exposure may impact on actual eating behaviour... Similarly, Kotz and Story (1994) note that television is such a ubiquitous medium that it is difficult to measure its behavioural effects... Whilst these and other such studies report a positive correlation between television viewing and food requests, purchases and consumption, there is limited conclusive evidence to support a direct cause and effect relationship between the messages portrayed and the actual eating patterns of children.

(Hawkins, 2003, p. 29)

## *Critiquing methodology*

### *Midwifery research*

In New Zealand as well as elsewhere there are also a few reported studies on continuing education for midwives. Allen (1991) was commissioned by the New Zealand College of Midwives to research the continuing education needs of midwives. A questionnaire was sent to both midwives and consumers seeking their opinion on various aspects of education and its applicability to practice. The author claimed that qualitative and quantitative methods were used for analysis of the questionnaire but the framework for analysis was generally unclear. The reliability and validity of the study were also questionable as results could not be linked back to the questionnaire.

# Critiquing theory

## Theoretical Position

### *Liberal feminism*

Despite the obvious success of liberal feminism, the concept has several limitations which render it unsuitable as a basis for this midwifery research. These derive from the principles of “individual autonomy” which is grounded in the liberal conceptualisation of “rationality.” By its focus on the mind to the exclusion of the body, liberal feminism ignores ideas of biology, in particular reproductive biology, which has contributed greatly to the social structures in which we exist. Further, liberal feminism makes the assumption that human characteristics are the properties of individuals without taking into consideration why these exist. The idea of women acting the same way as men as fully rational agents is now being disputed by research which shows that women conceptualise and reason differently from men (Belenky, Clinchy, Goldberger & Tarule, 1986; Nye, 1990). Liberal feminism, therefore, ignores the way in which women’s beliefs, values and desires are socially constituted (Jaggar, 1983).

## *Indicating Gaps*

- Using negative openings
- Using contrastive statements
- Raising a question, a hypothesis or a need

## *Negative openings*

### *Feminist critique of the medical model of childbirth*

It is interesting to note that many of the feminist critiques of childbirth have been written in the early to mid 1980s. There can be no doubt that these publications have influenced women and midwives throughout the world to take political action but there has been very little literature which links feminism with midwifery and none which specifically addresses the issues of partnership within the midwife/client relationship...



## Contrastive statements

### 2.15 Correlates of Burnout

#### *Individual Level Correlates*

Despite the obvious relevance of personality variables such as 'hardiness,' and individuals denoted as 'feeling types' or 'thinking types,' little attention has been given to these variables in empirical research, and evidence for their association is inconclusive. More attention has been given, however, to attitudinal variables such as job involvement, job satisfaction and commitment to the organisation...

## *Raising hypotheses, questions or needs*

Bushnell and Choy (2001) conducted an analysis of permanent long-term arrivals and departures for the period 1992-2000 in various skill categories – low skilled, semi-skilled and high skilled occupations. They found that, during the 1990s, there was a net in-flow of people in high-skill occupations, and net out-flows of people in semi- and low-skilled occupations. Their conclusions was... rather than a 'brain drain,' ...New Zealand is experiencing a 'brain exchange' with the rest of the world. This of course raises a critical question, whether employers are accessing all the skills that new immigrants are bringing to New Zealand.

## Organizing a Literature Review

The goal of the library search is to assemble what other researchers have said about your topic of interest and to distil this into a coherent statement... What you come up with at the end of all this should read much more like a **short essay** than simply a jumble of disordered notes.

## *Starting to Write*

1. Organize discussion into topics / themes /main findings
2. Choose *headings* to define each topic category & sub-categories
3. Structure as an **argument** that *flows*

## *Concluding your review*

- **General conclusions** : the overall direction of work on the topic in relation to earlier more fundamental work.
- **Specific conclusions** : identify gaps, fallacies and failures in previous work to show the legitimacy of your own approach.



## Extract:

### *Conclusion*

It may be seen from the literature reviewed above that both the research and non-research based literature has the potential to profoundly affect midwifery practice. As discussed above the findings from a number of research projects from a variety of disciplines are proving influential for New Zealand midwives in both practice and education. None of these studies, however, specifically offers an in-depth look at independent midwifery practice, from either the perspective of women or midwives. This study aims to fill this gap.

## Extract:

An individual needs to perceive that they are similar in some aspect with another individual, but the individual also needs to perceive that the ‘other party’ supports or positively responds to them in order for attraction to take place. For similarity-attraction effects to take place, two people need to both have ‘good vibes’ about each other, or as Carr (2003) puts it, “A has to find similarity in B, and B has to find similarity in A” (p. 295). Until now a greater portion of research has examined the perspective of B, immigrants, in securing employment. Our study seeks to focus on A, the employers’ perspective, and their attraction towards candidates from similar countries-of-origin.

## Further tips

- Cover seminal work, leading theories, concepts in the area  
*Einstein's (1923) theory of relativity...*
- Use Multiple authors when your assertion is important or may be questioned

*A plethora of literature exists about men and women masquerading as the opposite gender online (Curtis, 1997; Dickel, 1995; Kendall, 1996; McRae, 1996, 1997; Reid, 1995, 1996a, 1996b; Turkle, 1995; Van Gelder, 1991; Whitty, 2002).*



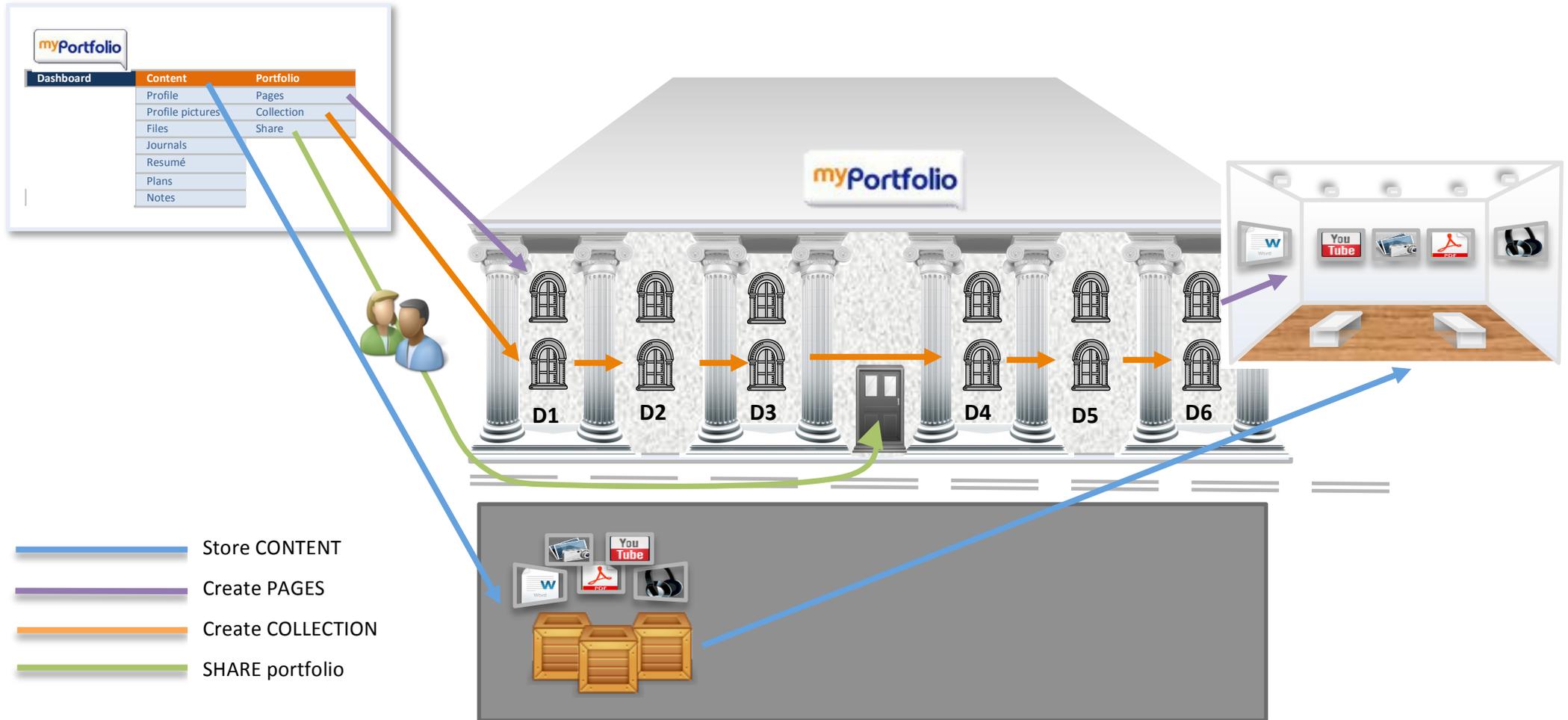
## *Filing & storing notes*

- Ensure easy access to your documents
- Saving your work
  - ✓ Save frequently and print multiple copies
  - ✓ Save multiple copies

# SUMMARY

- What is a literature review?
- Your voice in the literature review
- Organizing a literature review

# Using MyPortfolio to create your portfolios



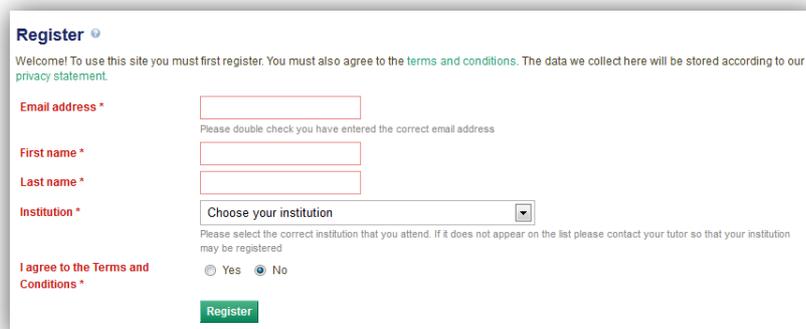
## Introduction

You'll be using the MyPortfolio system to present your portfolio. MyPortfolio is a specially designed programme where you can store and present your information. The benefits of using MyPortfolio are that all your work will remain available to you after your course and programme finishes. MyPortfolio is a valuable tool for documenting your ongoing professional development and can be used as you continue in your professional work to store your resources, as an appraisal tool or to share and connect with others in your community of practice.

Steps involved in myPortfolio	Using the metaphor of an art gallery
Step 1: <b>Store your content</b> 	In the art gallery metaphor this would be like storing your artefacts/content in the basement of the gallery to use later. Organising your storage well will help to find artefacts later!
Step 2: <b>Create pages</b> 	In the art gallery metaphor this would be like showing your artefacts/content in different rooms of the gallery – a different room for each domain area.
Step 3: <b>Create a collection</b> (link pages into your portfolio) 	In the art gallery metaphor this would be like linking the rooms into an exhibition - your final portfolio is made up of all the domain pages.
Step 4: <b>Share your collection</b> (open your portfolio to be viewed) 	In the art gallery metaphor this would be like allowing people into the gallery to view your exhibition - provide people with a link to view your MyPortfolio.

## Registering on MyPortfolio

1. Open your browser(NB: Firefox or Google Chrome are the preferred browsers)
2. Go to the MyPortfolio website: <http://myportfolio.ac.nz>
3. Click on the **Register** link in the middle of the screen.
4. In the next screen (see below) type your first and last name, your email address and select xxxxxx University as your institution.
5. Type the text that is displayed on the screen in the box provided.
6. Click on the **Yes** button for the Terms and Conditions
7. Click on the **Register** button
8. You will now receive a confirmation email. You will have to open the message in your email and then click on the URL provided (this will be the link in your email message)



**Register** 

Welcome! To use this site you must first register. You must also agree to the [terms and conditions](#). The data we collect here will be stored according to our [privacy statement](#).

**Email address \***   
Please double check you have entered the correct email address

**First name \***

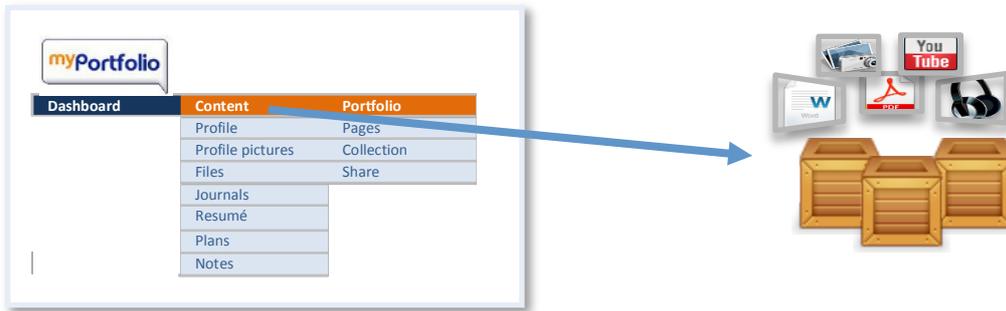
**Last name \***

**Institution \*** Choose your institution

Please select the correct institution that you attend. If it does not appear on the list please contact your tutor so that your institution may be registered.

**I agree to the Terms and Conditions \***  Yes  No

## STEP 1: Storing your content (artefacts)



In the MyPortfolio system you can load different types of files into your content area. These files will become your artefacts for your pages.

Here are the types of artefacts you can add to the MyPortfolio area:

- Word files
- PDFs
- Audio files
- Videos (up to 50MB, anything larger will have to be stored on YouTube and embedded on one of your pages)
- Images (pictures or graphics)
- Scanned documents (useful for consent forms in Year 2)
- Journal entries

### Profile

If you are new to MyPortfolio you'll need to add some details to your Profile by selecting on the **Content > Profile** option in the menu.

1. Type in your relevant information in the drop down menus
2. Type in your profile / bio in the INTRODUCTION text box
3. Click **<Save Profile >**

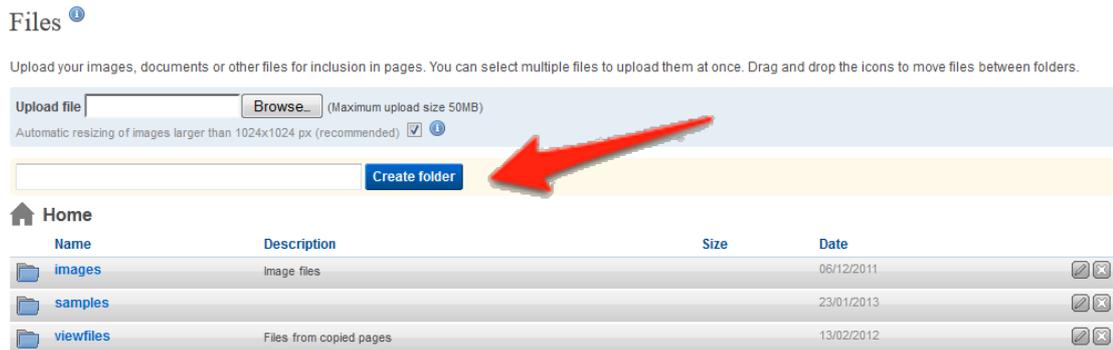
Add a picture to your profile by selecting **Content > Profile Pictures**.

1. Select your picture from your computer documents
2. Click **<Upload >**

## Folder structure

Create a file structure in your MyPortfolio area to reflect your courses or practice indicators. This will provide a good base so that you can ensure you know where all your artefacts are located.

1. Select on the **Content > Files** option in the menu.
2. Type the name in the box and then select the **Create folder** box.
3. Repeat this to create folders for all areas you'd like to use for 'storage' of files.

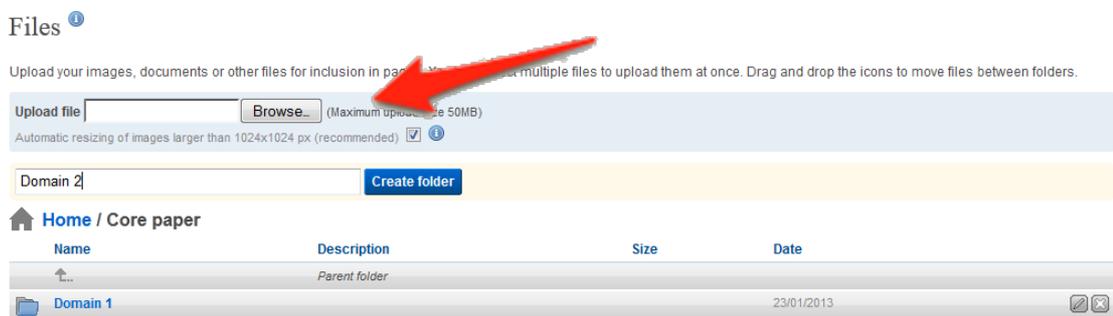


4. When your New Folder is displayed below the Home icon, you are ready to add documents or files to go into the folder.

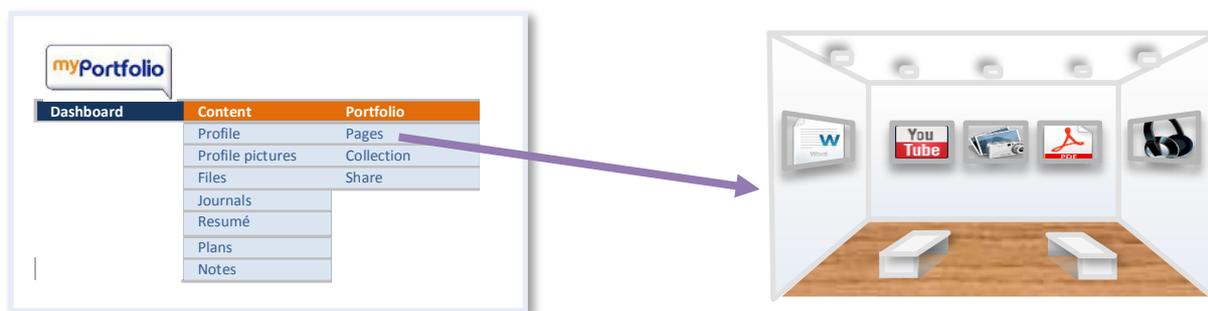
## Adding files

1. In the appropriate folder, add your related files by navigating to the folder (once you are in the **Content > Files** area, click into the paper folder and then the domain folder).
2. Select the **Browse** button next to the Upload file box.
3. Find the file on your computer and select it by double-clicking on the name of the file.

The file will appear in the folder.



## STEP 2: Creating Pages



### Creating a Cover Page

1. Select **Portfolio > Pages**.
2. Select the **Create Page** button.

Untitled

The screenshot shows the 'Create Page' form. At the top, there are tabs for 'Edit title and description', 'Edit layout', 'Edit content', 'Display page', and 'Share page'. The 'Edit title and description' tab is active. The form has several sections: 'Page title \*' with a text input field containing 'Untitled'; 'Page description' with a rich text editor toolbar and a large text area; 'Tags' with a text input field and a 'Show my tags' link; and 'Name display format \*' with a dropdown menu showing 'Display name (Amy Wilson (amywilson))' and a 'Save' button at the bottom.

3. Type in the title of the page, for example "Cover page".
4. Select the **Save** button.

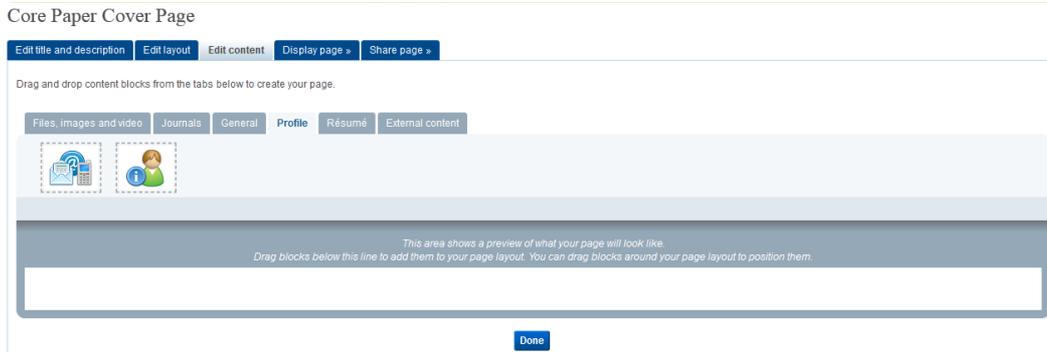
### Changing the layout

1. When you are editing your page, select the **Edit layout** tab.
2. Select the **Larger right column** option list within the **2 columns**.
3. Select the **Save** button near the bottom of the screen.

Once you have created the page and edited the layout you'll be ready to add content to your page.

## Placing a profile block on your page

1. When you are editing your page, select the **Edit content** tab.
2. To place a Profile block on the page you'll need to select on the **Profile** tab.



3. Drag and drop the icon onto the page area (the white box).
4. Select the items you would like to include and choose whether to include your picture.

## Placing a Notes block on your page

1. Select the third tab **General**
2. Drag and drop the **Notes** icon onto the area of the page you would like it to appear.



3. When the dialogue box appears type in the title and add content, possibly by copying and pasting from a Word document you've already created
4. Select the **Save** button.

## Linking to a file

You have some options for how you link to files in your **Content > Files** area. You can use the **Files to Download** and/or **Folder** option (in the **Files, image and video** tab when you edit your page). You would drag and drop the icon to your page area and then select a file or folder.

### OR COPYING OR HYPERLINKING to a FILE

1. You'll need two tabs open in your browser. One to edit the page and the other to open your **Content > Files** area.
2. In your **Content > Files** area, navigate to the folder which contains the file you want to link to.
3. Copy the file **OR** Click on the file and it should appear in a new tab and copy the URL by pressing **Ctrl C**.
4. Click back on the tab that has the page you were editing.
5. Edit the **Notes** block on your portfolio where you want the link.
6. Paste the file name in **OR** highlight the text you want to link to and then press on the **Insert/Edit Link** icon.
7. Paste the URL in the **Link URL box** and then click on the arrow for the Target menu.
8. Select **Insert** to insert the hyperlink.
9. Select the **Save changes** button.

## Placing an Image block on your page

1. Select the first tab **Files, images and video**
2. Drag and drop the **Image** icon onto the area of the page you would like it to appear.



3. When the dialogue box appears you can edit the name of the image. In this case the image does not require a name so we'll leave that blank. Next you'll have to find the image in your folders on MyPortfolio (if it's not loaded, you'll need to upload it).
4. Navigate to the appropriate folder and click the **Select** button next to the image you would like to add.
5. Select the **Save** button.

## Placing an embedded video clip on your page

NB: You don't need to complete this step at the block course and may instead choose to reference this section for a different YouTube video for your portfolio.

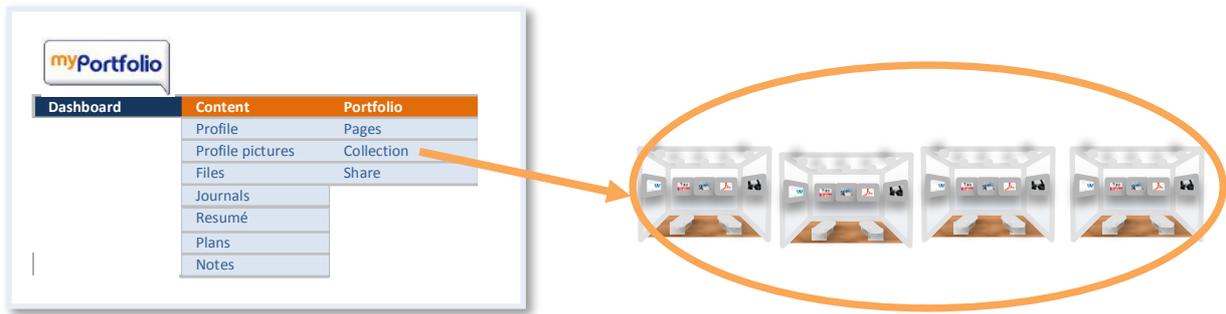
### >Process

1. Select the last tab **External Content**
2. Drag and drop the **YouTube** icon onto the area of the page you would like it to appear.



3. When the dialogue box appears you can edit the name of the video. Then you'll need to retrieve the embed code.
4. Navigate to <http://youtube.com> and find the video.
5. Select the **Share** button and then select the **Embed** button  
**NB:** If you want to change the size the video displays, YouTube makes suggestions when you are viewing the clip. You have a few different choices, to view them scroll down on the YouTube page and you will see your options. Select the one you want and the embed code will change automatically. Do this before you select the Embed button.
6. Copy the code in the box on the YouTube page and then paste it in the box on MyPortfolio.  
**NB:** The embed code will look after itself the size for you so can leave the height and width entries in MyPortfolio blank. Select the **Save** button.

## STEP 3: Creating a Collection



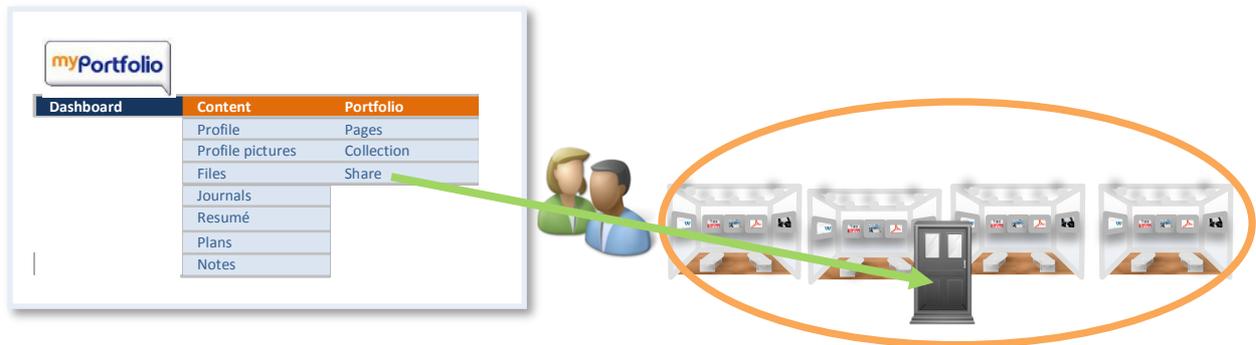
Collections keep all your domain pages together so that you / your viewers can easily find them. It's like having all the rooms on one floor of a museum for one special exhibit.

1. Select on the **Portfolio > Collections** option in the menu.
2. Select the **New collection** button.
3. Type in a **Collection name** and **Collection description**.
4. Ensure that the **Page navigation bar** has a tick next to it. This navigation structure will make it easy for your lecturer to find all your pages
5. Select on the **Next: Edit collection pages** button
6. You'll see a list of pages that aren't attached to any other collections.
7. Select the Pages you want to add to your collection by ticking the box and then select the **Add Pages** button
8. Select the **Done** button.

**NB:** You can add pages to your collection at any time during the year by selecting **Pages > Collections** and selecting the **Manage pages** icon to the right of your collection name.

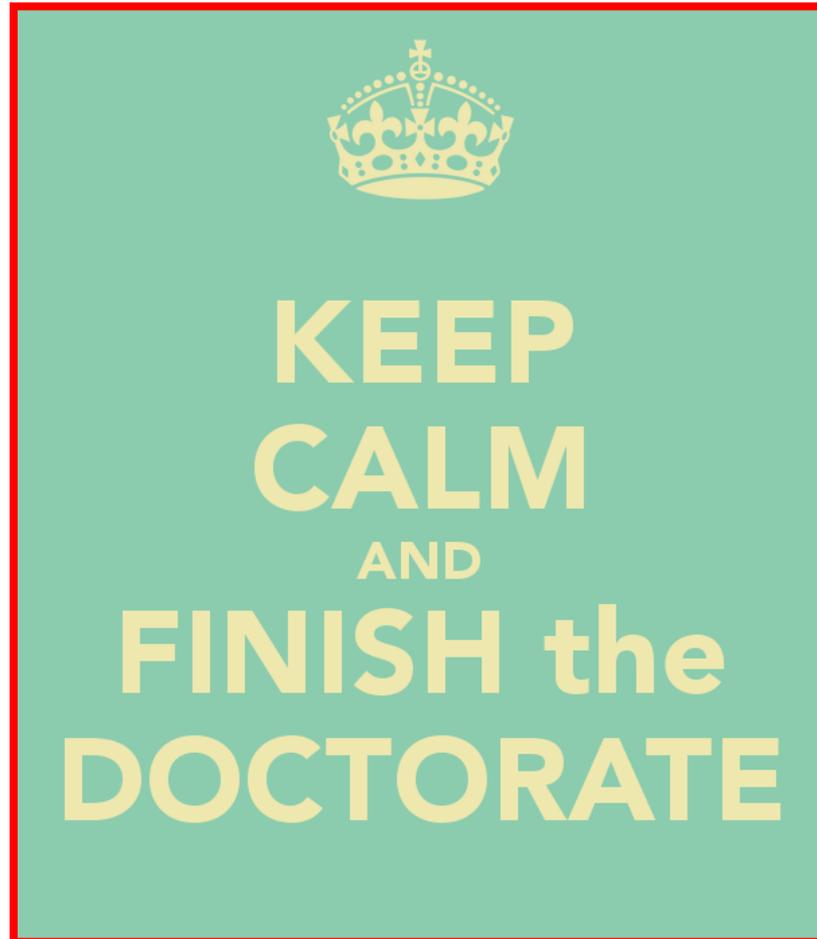
## STEP 4: Sharing your Collection

---



At the end of the year your lecturer and markers will need to get access to your portfolio so you'll need to provide a special key for them to enter your collection. This key is called a **Secret URL**.

1. Click on the **Portfolio > Share** option in the menu. This will take you to your pages and collections. You might notice that for a collection it only lists the name of the collection and not the individual pages in the collections.
2. Select the **Secret URL** button (it is on the right).
3. Click on the **Add** button
4. A rather long URL will appear on the page.
5. Highlight the entire **Secret URL** with your mouse and copy it (Press either **Ctrl C** together or right click with the mouse and select Copy).
6. As you'll have to submit by Moodle, you'll need to be logged in.
7. Navigate to the submission link in your Core Theory, Specialist or Practicum paper.
8. You'll be adding the link to the **Notes section of the STREAM** assignment submission area, click on the **Edit** notes button.
9. Type "MyPortfolio submission" in the editing box.
10. Leave a space and then paste the secret URL.



Mark Rainier  
Student Services (Manawatu)



# OVERVIEW

- Challenges
  - Supervisors!
- Emotional Wellbeing
  - Advantages
  - Strategies
- Resources



# MARRIAGE vs. The Ph.D.



Marriage

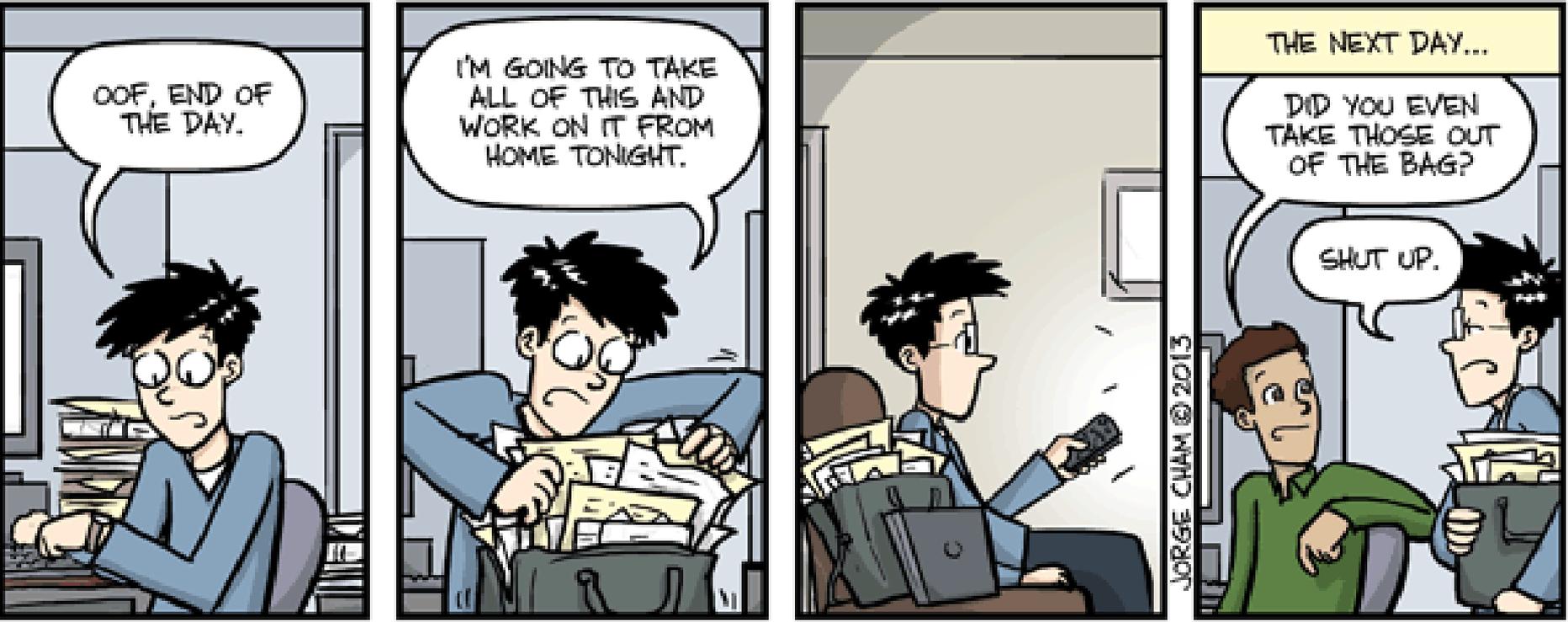


Ph.D.

Typical Length:	7.5 years	7 years
Begins with:	A proposal	A thesis proposal
Culminates in a ceremony where you walk down an aisle dressed in a gown:	✓	✓
Usually entered into by:	Foolish young people in love	Foolish young people without a job
50% end in:	Bitter divorce	Bitter remorse
Involves exchange of:	Vows	Know-how
Until death do you part?	If you're lucky	If you're lazy

JORGE CHAM © 2010



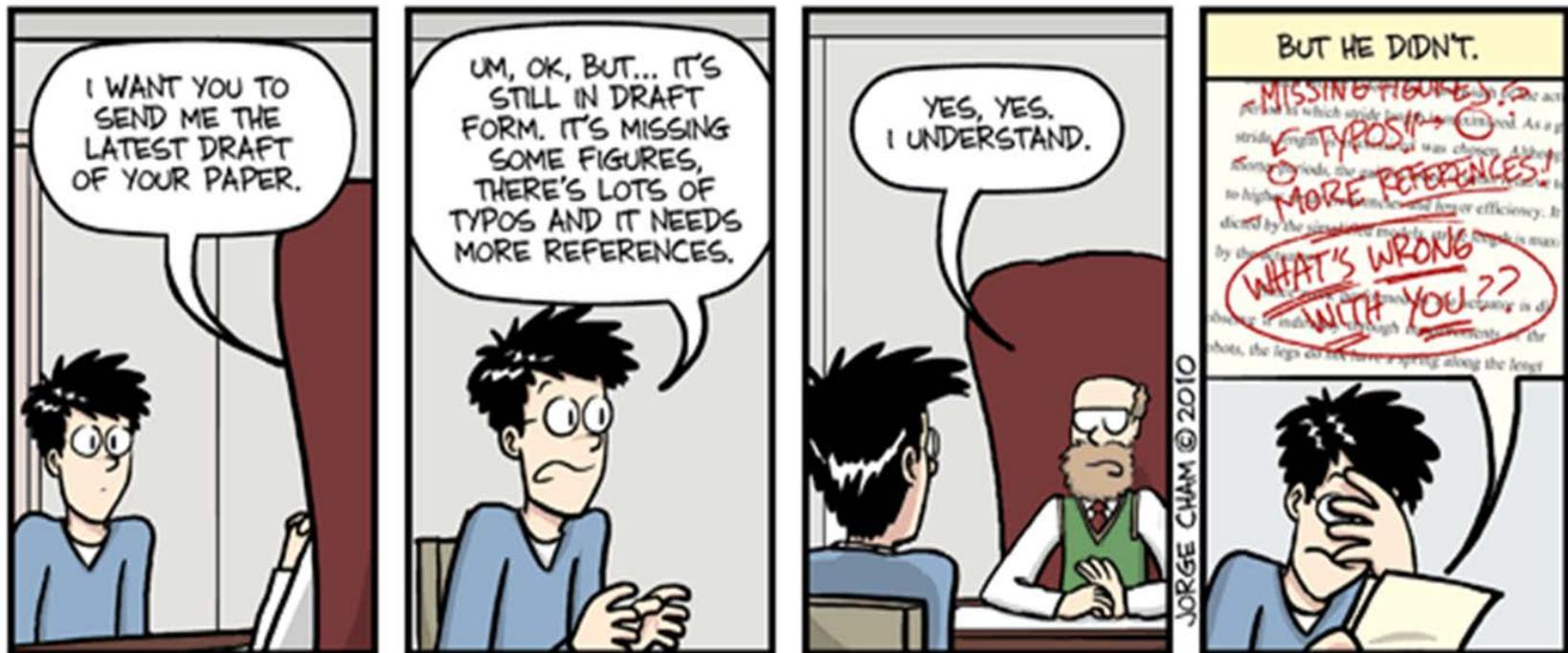


What are the things that interfere with your study?



# Communicating with your Supervisor

- What can students realistically expect from their supervisor



# The 10 Most Substantial Problems Faced by Students in Graduate Research Supervision

1. Supervisor is too busy to be effective
2. Poor feedback
3. The supervisor lacks commitment and interest
4. Tensions or conflicting within the supervisory panel
5. Poor communication and disagreements about the project
6. Conflicting or unrealistic expectations of each other
7. The supervisor is not up-to-date with the field
8. Lacks experience in research and / or supervision
9. Personality clashes
10. Lack of cultural competence

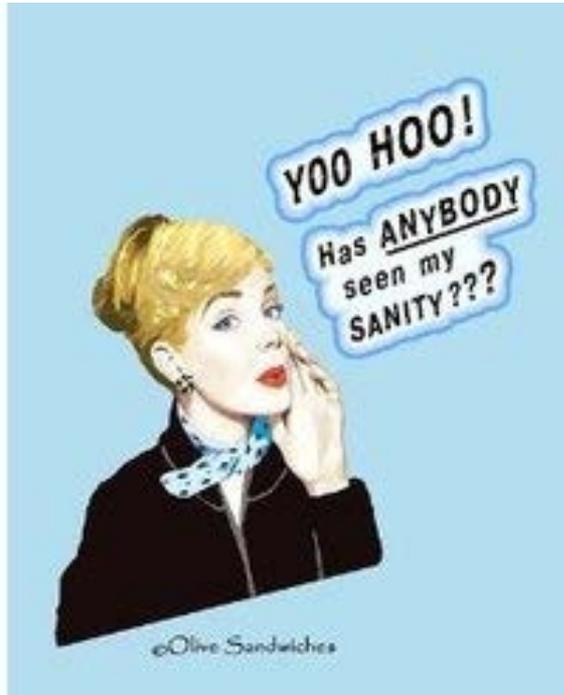


# Communicating with your Supervisor

- What can students realistically expect from their supervisor
  - Practicalities
  - Emotional support
  - Intellectual support
  - Career Support



# What is Mental Well-Being?



i thought i  
was losing  
my mind,  
but it was  
only my  
sanity.

56

- Feeling good and functioning effectively
  - *Lieben und arbeiten* (Sigmund Freud!)
- What does the research say about enhancing it?

# Importance of Mental Wellbeing

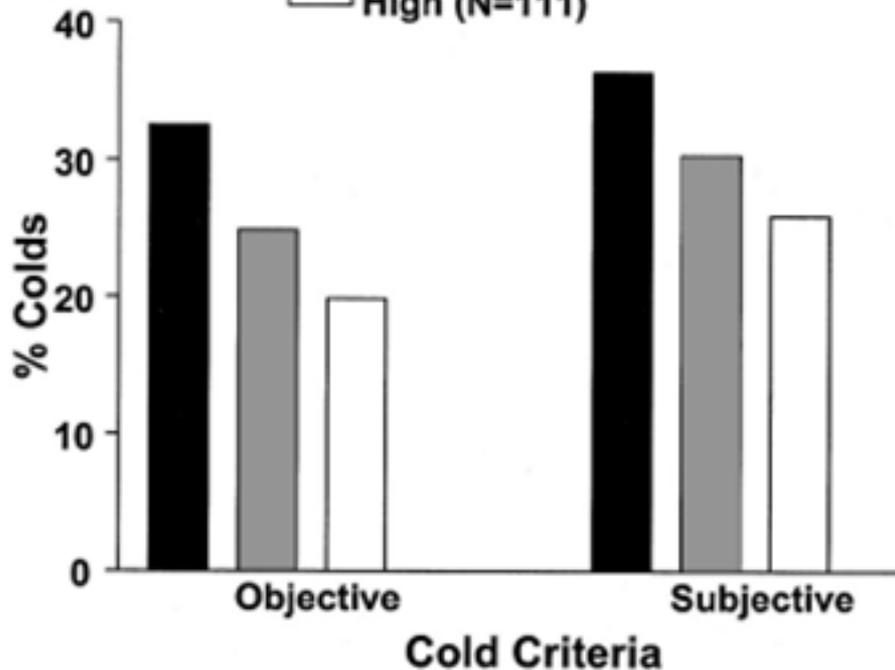
- Creative thinking
- Enhanced physical health
- Better immune function
- More successful
- Harder working
- More caring
- More socially engaged
- Key criterion of mental health
- Longevity



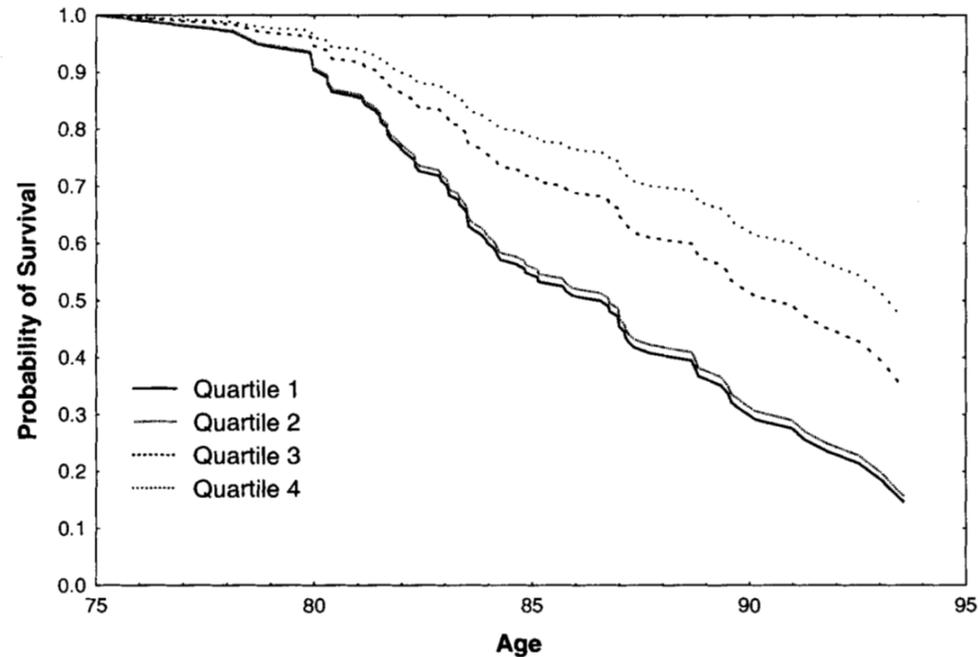
# Benefits of mental well-being

## Positive Emotional Style

- Low (N=112)
- Middle (N=111)
- High (N=111)



Positive Emotional Style & incidents of clinical colds using objective and subjective measures



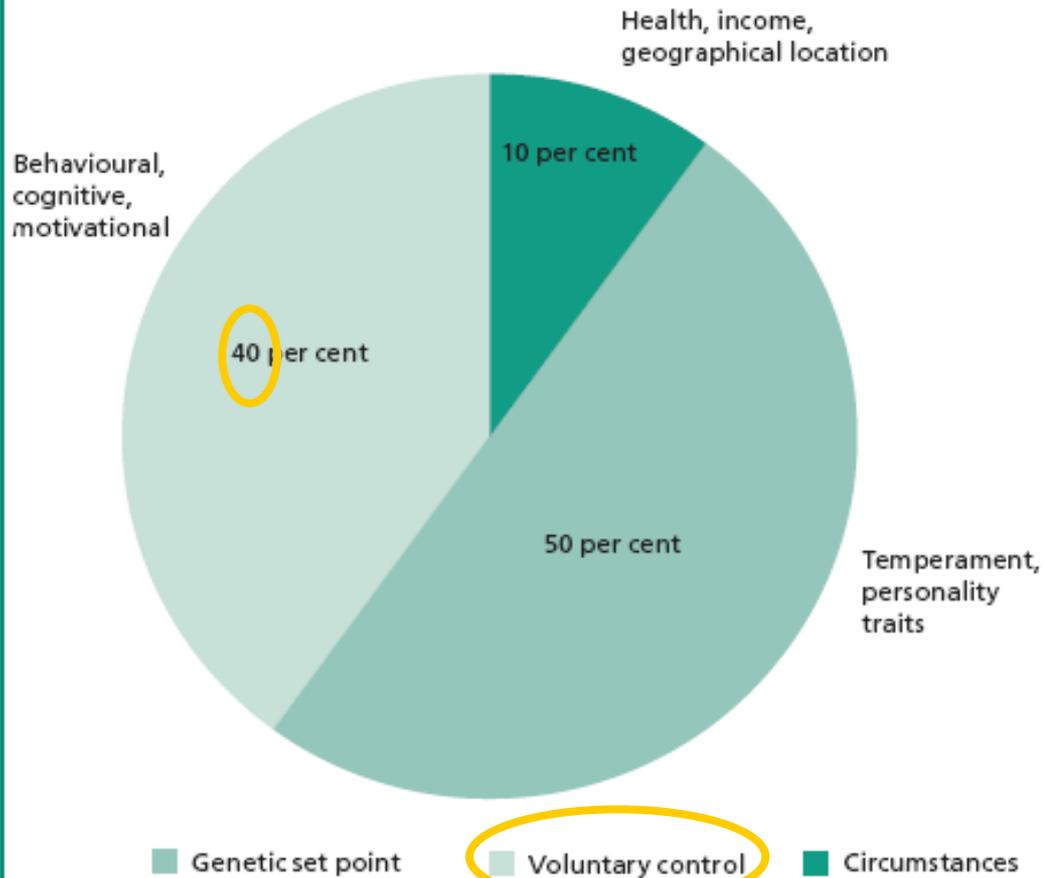
Quartile ranking for the number of positive emotion sentences in autobiographies written in early life and the probability of survival in later life for 180 participants in the Nun Study

# What determines well-being?

- Genetic set point = ? %
  - Temperament, personality
- Circumstances = ? %
  - Health, income, geographical location, weather etc.
- Factors under our voluntary control = ? %
  - Intentional and effortful practices a person can choose to engage in



## Determinants of wellbeing



Adapted from Lyubomirsky and others (2005)

# Lifestyle factors you have control over

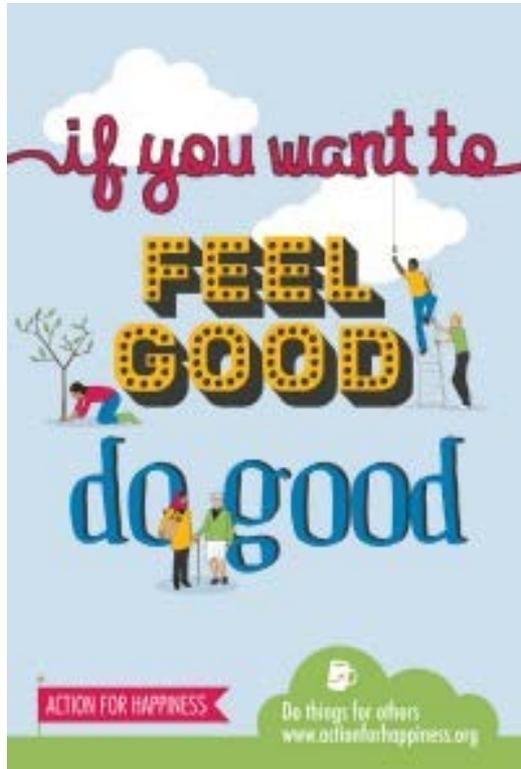
**GREAT DREAM**  
Ten keys to happier living

<b>GIVING</b>	 Do things for others
<b>RELATING</b>	 Connect with people
<b>EXERCISING</b>	 Take care of your body
<b>APPRECIATING</b>	 Notice the world around
<b>TRYING OUT</b>	 Keep learning new things
<b>DIRECTION</b>	 Have goals to look forward to
<b>RESILIENCE</b>	 Find ways to bounce back
<b>EMOTION</b>	 Take a positive approach
<b>ACCEPTANCE</b>	 Be comfortable with who you are
<b>MEANING</b>	 Be part of something bigger

**ACTION FOR HAPPINESS** [www.actionforhappiness.org](http://www.actionforhappiness.org)



# Lifestyle factors you have control over



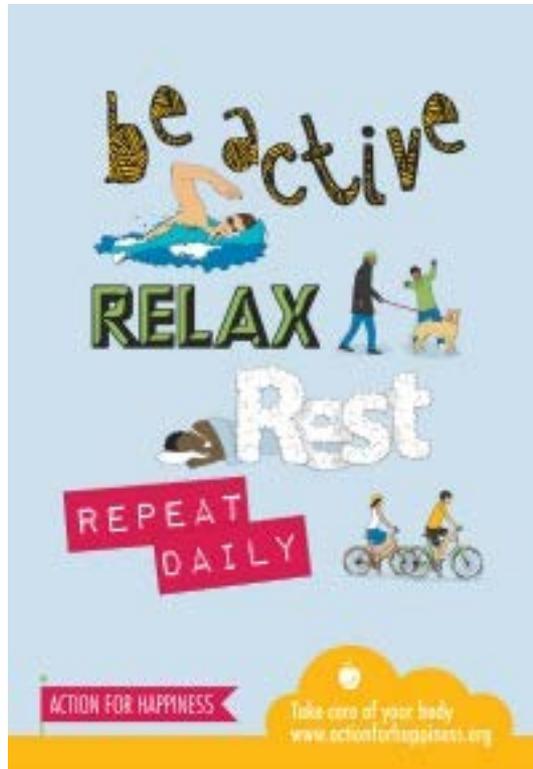
**Giving:**  
Help others

# Lifestyle factors you have control over



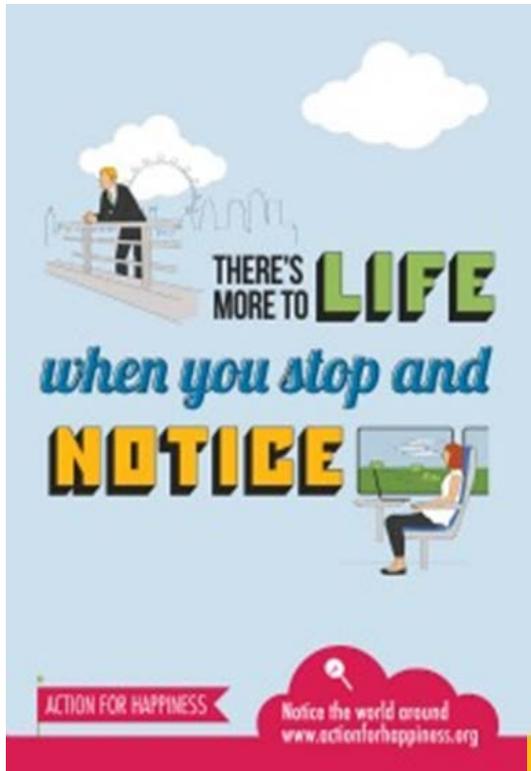
**Relating:**  
Connect with  
people

# Lifestyle factors you have control over



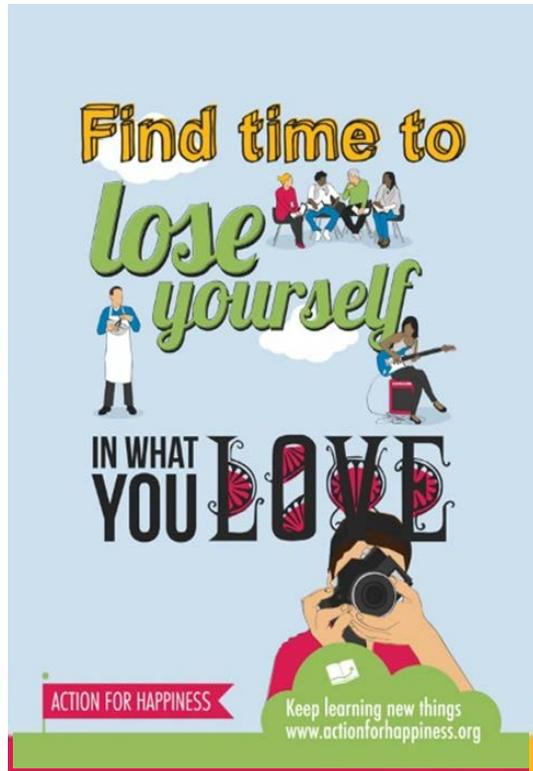
**Exercising:**  
Take care of  
your body

# Lifestyle factors you have control over



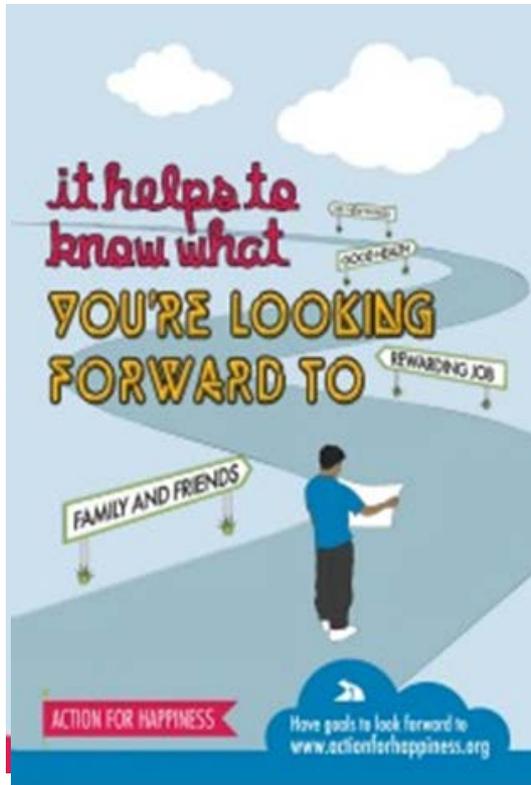
**Appreciate:**  
Notice the world  
around you

# Lifestyle factors you have control over



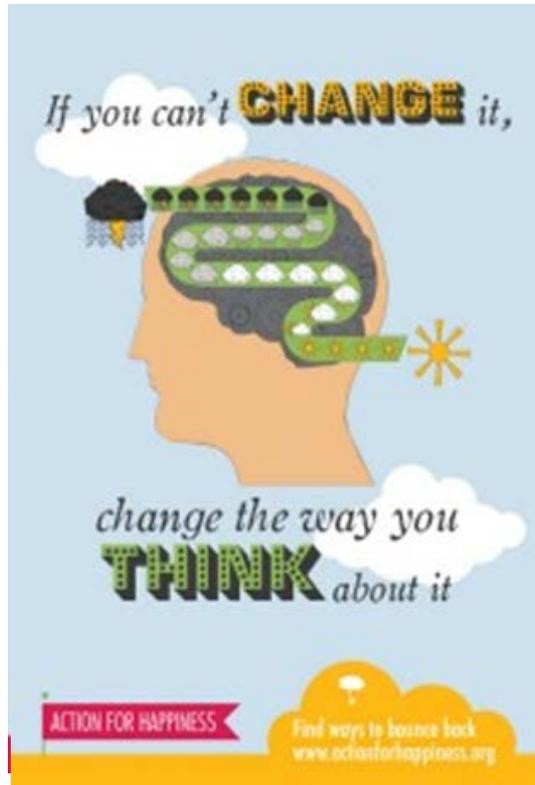
Trying out:  
Keep learning  
new things

# Lifestyle factors you have control over



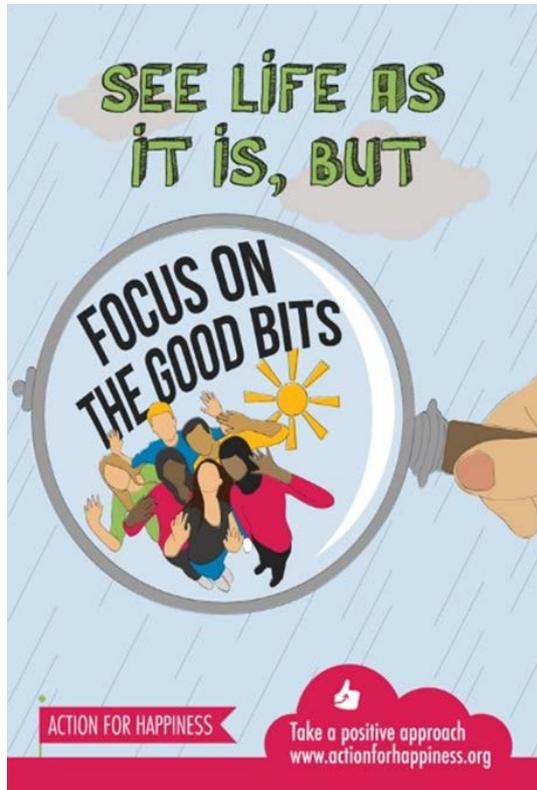
**Direction:**  
Have goals to  
look forward to

# Lifestyle factors you have control over



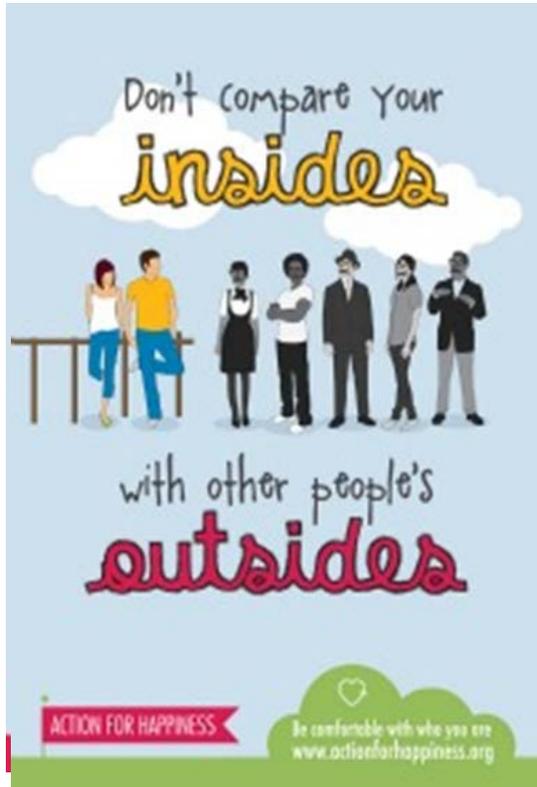
**Resilience:**  
Find ways to  
bounce back

# Lifestyle factors you have control over



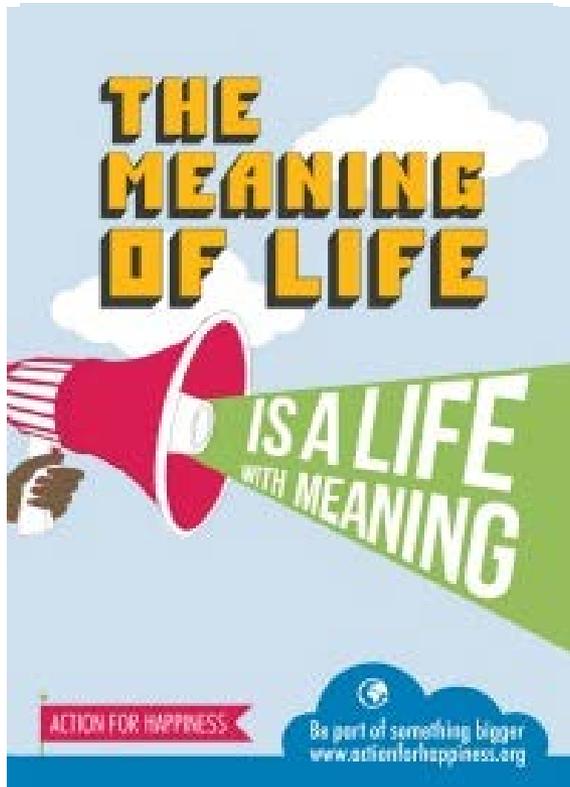
**Emotion:**  
Take a positive  
approach

# Lifestyle factors you have control over



**Acceptance:**  
Be comfortable  
with who you  
are

# Lifestyle factors you have control over



**Meaning:**  
Be part of  
something bigger

# Support Systems

## Career & Employability Service

- <http://careers.massey.ac.nz>
- <http://careerhub.massey.ac.nz>

## Health & Counselling Services

- [www.massey.ac.nz/selfhelp](http://www.massey.ac.nz/selfhelp)

## Centre for Teaching & Learning

- <http://owll.massey.ac.nz>

## Chaplaincy



# Student Counselling Service

*We assist students to minimise the impact of emotional or psychological difficulties on academic achievement, through the provision of a range of services.*

- Not a “Mental Health Service”
- More than talking to a friend
- Someone who will listen without criticism
- Way of putting into words your thoughts and feeling to gain some control and perspective
- Develop some strategies
- Confidential



# What kinds of issues does SCS deal with?

## **Emotional difficulties**

Relationships

Anxiety & stress

Depression

Concentration

Eating difficulties

Homesickness

Self-harm

## **Study Difficulties**

Motivation

Exam stress

Time planning

## **Harassment**

Discrimination

Bullying

## Counselling self help resources

Counselling self help resources

[Improve your wellbeing](#) ▶

[Improve your mood](#) ▶

[Improve your grades](#) ▶

[Improve your relationships](#) ▶

[Emergencies and safety](#) ▶

[Resource index](#) ▶

[Contact us](#)

## Counselling self help resources



### Improve your wellbeing

Dive in here to explore what things help make us well and keep us well, in our bodies, minds and emotions.



### Improve your mood

Find useful material on stress, anxiety, alcohol & drug use, depression, grief and issues that may lead to your mood being affected.



### Improve your grades

Check in here for help with procrastination, motivation, concentration and other stuff to help you stay on top academically.



### Improve your relationships

Get information on how to survive a breakup, and how to get your flat working well for everyone.



### Emergencies and safety

Find important information on earthquake procedures, harassment and counselling emergencies.



### Resource index

All our useful PDFs right there in one place!

[Book an appointment](#) ▶

[Info for staff](#) ▶

[Info for parents](#) ▶

[What is counselling?](#) ▶



### Upcoming workshops

We regularly run health, wellness and mindfulness workshops on all campuses. Take a look to see what's coming up next in:

- [Albany](#)
- [Manawatu](#)
- [Wellington](#)

STUDENT COUNSELLING SERVICES PRESENT

MASSEY UNIVERSITY  
UNIVERSITY OF NEW ZEALAND

# STRESS LESS

COME TO OUR FREE WORK SHOP

EVER ASKED: "WHY DOES STRESS MESS WITH MY HEAD AND EMOTIONS?"

LEARN STUFF, GET TIPS THAT ARE DO-ABLE AND CAN REALLY HELP GET YOUR HEAD BACK IN THE RIGHT PLACE.

THE ENGINE OF THE NEW ZEALAND

To register: <http://pncounselling.massey.ac.nz> and follow to Stress Less workshops  
For more info: Nicky Rees [n.rees@massey.ac.nz](mailto:n.rees@massey.ac.nz) or Felicity Samuel [f.samuel@massey.ac.nz](mailto:f.samuel@massey.ac.nz)

## Mindfulness for Academic Success

BALANCE | WELLBEING | SUCCESS

This programme, consisting of 5 weekly sessions, uses the latest mindfulness techniques to help students lower their stress levels and improve their grades.

Mindfulness is an attention training practice which has been shown to improve concentration and enhance wellbeing.

The programme uses specific mindfulness practises to:

- Reduce stress and anxiety
- Overcome procrastination
- Maximise brain performance
- Learn how to learn better

These seminars are FREE for all Massey Students

### Semester One

This is a five week course, meeting weekly for 90 minutes, 1 – 2.30 pm on Tuesdays, starting on 20th March. Please note you need to attend all five sessions. There is an optional additional single booster session for exams on Tuesday 5th June.

### Semester Two

This is a five week course, meeting weekly for 90 minutes, 1 – 2.30 pm on Tuesdays, starting on 7th August. Please note you need to attend all five sessions. There is an optional additional single booster session for exams on Tuesday 5th June.

To register go to <http://pncounselling.massey.ac.nz> (follow the link to Mindfulness for Academic Success)

This programme is used with permission from Monash University Student Counselling Service.

#### FOR MORE INFORMATION

Angela Baker, Senior Student Counsellor | Email: [a.baker@massey.ac.nz](mailto:a.baker@massey.ac.nz)

If you would like to find out more about Mindfulness before enrolling, you may wish to attend or listen to a recording of the WOW seminar 'Taste of Mindfulness' session – see <http://www.massey.ac.nz>



# MASSEY MEDICAL CENTRE

- Providing high quality primary health care for Massey students
- Just as you would expect from your own GP, we provide a full range of service to our patients
- Confidentiality
- PHO Enrolment
  - If you don't sign up, then a \$19.00 charge will apply to a standard doctor's consultation with a Community Services Card, \$34.00 without.



# MASSEY CAREERS

- **Career Choice**

- I really wanted to do a BA but my father wanted me to be scientist
- Specifically focused to needs of University students
- What jobs can I do with my degree?

- **Career Development**

- How can I ensure my employability when I leave Uni?
- What skills do employers really want?
- What skills do I actually have?
- How can I gain real life experience while I am studying?

- **Job Search**

- How can I find jobs I can do with my degree?
- CV and interview preparation
- Employer visits & Expos



# CHAPLAINCY SERVICES

Chaplains help link students with Christian groups and local churches.

Although primarily Christians, Chaplains can link students with other faith communities.

The Chaplaincy team is available to assist students, staff and their families.



# QUESTIONS?

MARK RAINIER

[m.g.rainier@massey.ac.nz](mailto:m.g.rainier@massey.ac.nz)

(06) 951-9364 (extn 86364)



# Responsible Conduct of Research & Ethics Processes

Dr Brian Finch  
Director, Research Ethics

# Learning Outcomes

By the end of the session you will:

Be confident in implementing Massey University's RCR policy and relevant Code of Research Ethics

Be aware of how to be a HRD candidate who:  
observes the Researcher Integrity principles  
produces your best research and gains Ethics approval



# Overview

- Responsible conduct of research policy
  - Principles
  - Guidance
  - Research misconduct
- Research ethics online processes
  - Principles, Massey structure
  - Preparing & applying
  - Following application

# Research Integrity defined

Research integrity can be defined as the 'trustworthiness of research due to the soundness of its methods and the honesty and accuracy of its presentation'

Draft Singapore Statement 2010

Research integrity broadly refers to the thoughtful and honest adherence to relevant ethical, disciplinary, and financial standards in the promotion, design, conduct, evaluation, and sharing of research.

The Continuum from Research Integrity to Research Misconduct,  
Michigan State University

# Principles of Responsible conduct of research

1. Honesty
2. Reliability
3. Use of robust research methodologies
4. Impartiality and independence
5. Open communication
6. Duty of care for participants
7. Fairness
8. High standards of mentorship and supervision
9. Awareness of responsibilities to society



# RCR Policy structure

- Part 1 Code of responsible research conduct
  - » Principles, Responsibilities of institution, researchers
- Part 2 Research misconduct
  - » Categories of breaches, Principles for dealing with breaches, Definitions
- Appendix 1 Guidance on Responsible research conduct
  - » Nine explanatory sections
- Appendix 2
  1. Procedures for dealing with minor breaches and research misconduct
  2. Procedures for dealing with allegations related to an external research agency with its own policy for dealing with research misconduct
- Appendix 3 References

# Appendix 1

## Guidance on responsible research conduct

### General guidance

- Research supervision
- Peer review
- Conflict of interest
- Collaborative research
- Māori and/or Pasifika research

### Research phases guidance

- Research practice
- Research records and data
- Dissemination, publication and authorship
- Public communication



# Research Misconduct defined

The violation of the standard codes of scholarly conduct and ethical behavior in professional scientific research

[http://en.wikipedia.org/wiki/Scientific\\_misconduct](http://en.wikipedia.org/wiki/Scientific_misconduct)

...(research that) deviates from practices commonly accepted in the discipline or in the academic and research communities generally in proposing, performing, reviewing, or reporting research and creative activities

The Continuum from Research Integrity to Research Misconduct

Michigan State University

# Common types of research misconduct

- **Falsification** – manipulating research materials, equipment, or processes, or changing or omitting research data or results, such that research is not accurately represented in the research record
- **Fabrication** – making up research data or results and recording or reporting them
- **Plagiarism** – the appropriation of another person’s ideas, processes, results, or words without giving appropriate credit.

[Turnitin used by Massey for assurance]

# Question for discussion

- I am about to submit a paper to a prestigious journal. It was my idea; should I include my supervisor as an author on the paper?
  - a) Yes, always.
  - b) If the supervisor wrote a significant part of the text.
  - c) Yes, if the supervisor provided the funding.
  - d) No.

# Authorship

Authors named on a publication should:

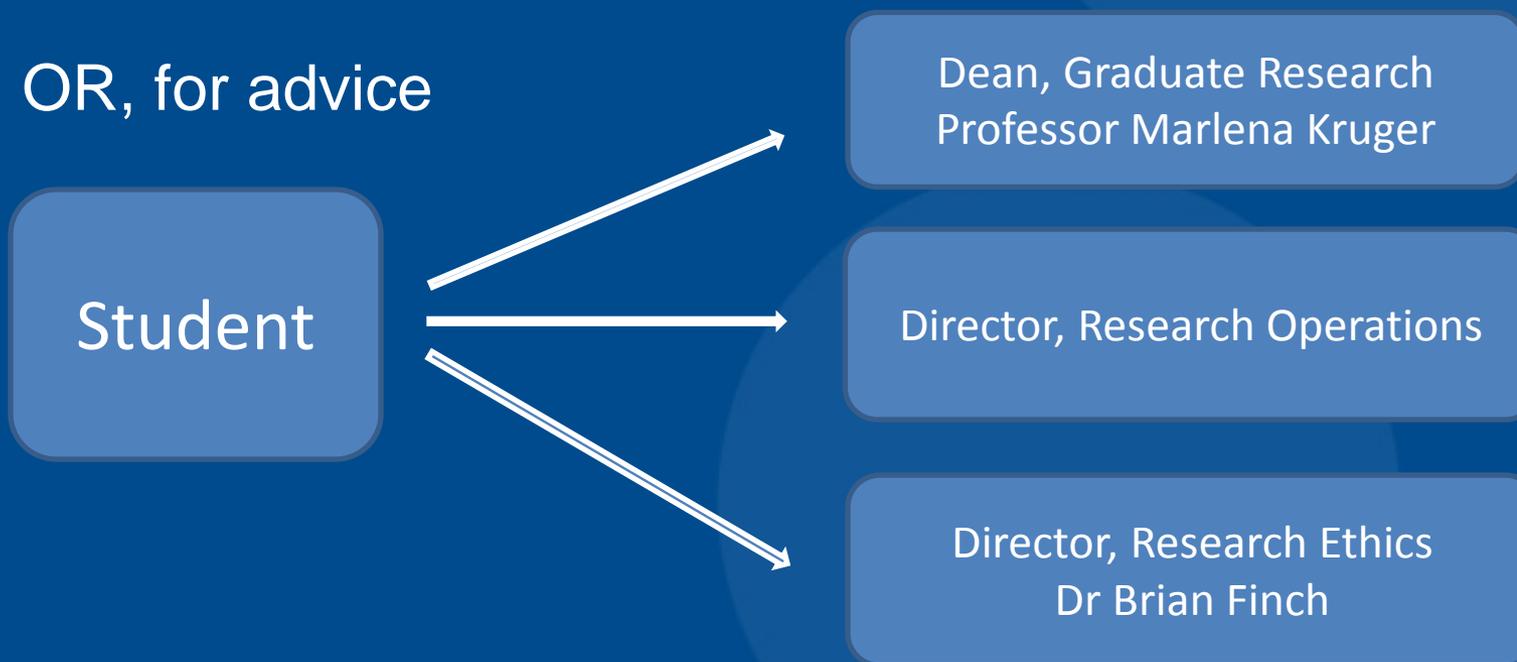
- Have made a creative and significant intellectual contribution to the research;
- Have given their permission to be named as an author;
- Not be named as an author solely on the basis of being the supervisor of the researcher or student undertaking the research, or the leader of the research group, where a creative and significant contribution has not been made to the research;
- Not be involved solely in writing the publication, unless contributing to critically revising the interpretation.

# Processes for dealing with misconduct

See Appendix 2

## 1. **Informal** – between staff and/or students involved

- OR, for advice



## 2. **Formal** – written message to AVC (Research, Academic & Enterprise)

# Code of responsible research conduct



# Question for discussion

- A student has found a publication that is similar to their doctoral research project. Should they:
  - a) Take the ideas and apply them to their research, with appropriate citation.
  - b) Take the ideas and apply them to their research, but don't bother with referencing them.
  - c) Mention the publication and cite it appropriately, but try different ideas.



# Ethical conduct for research, teaching and evaluations involving human participants



# The Code - major ethical principles

- Respect for persons
- Minimisation of harm (participants, researchers, institutions and groups)
- Informed and voluntary consent
- Respect for privacy and confidentiality
- Avoidance of unnecessary deception
- Avoidance of conflict of interest
- Social & cultural sensitivity to the age, gender, culture, religion and social class of participants
- Justice



# Massey research ethics structure

Assistant Vice Chancellor Research, Academic & Enterprise



## Director of Research Ethics

- **Human Ethics Committees**
  - Northern (most Albany applications)
  - Southern B (share of Manawatu & Wellington applications)
  - Southern A (share of Manawatu & Wellington plus any applications involving exercise regime, physiological samples)
- **Animal Ethics Committee**
- **Genetic Technologies Committee**



# Overview of ethics applications, 2015

## Human ethics (across 3 committees)

- Low risk notifications 590 (72%)
- Full applications to Human Ethics Committees 225 (28%)

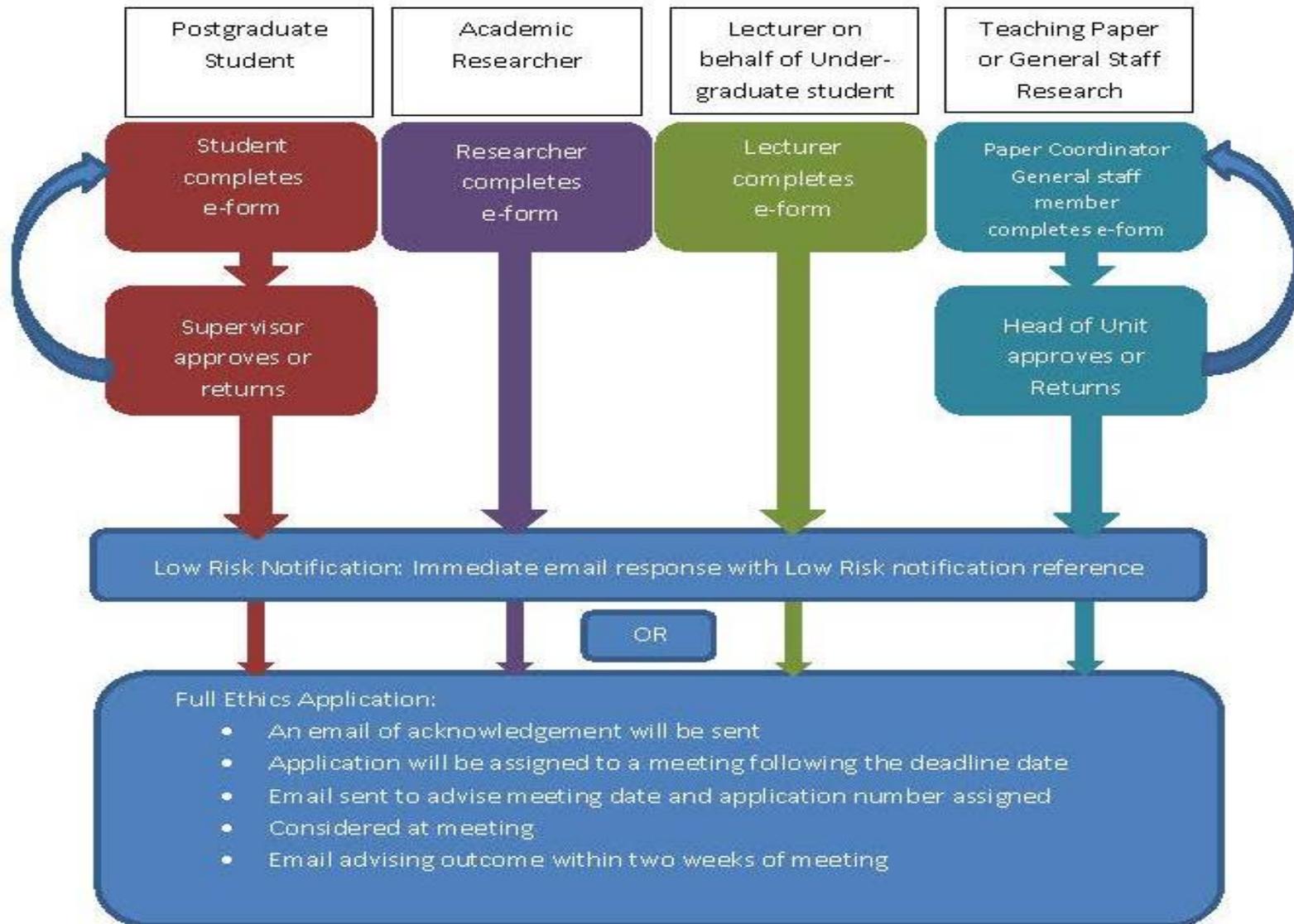
## Animal Ethics

115

## Genetic Technologies

7

# Human Ethics application processes



# Processes involved in preparing and applying

## i) Risk assessment sections

Risk of harm

Informed and voluntary consent

Privacy and confidentiality

Deception

Conflict of interest

Compensation

Procedural

## ii) Identifying, discussing & dealing with ethical issues

- **Identify** issues by talking with several ‘experts’
  - Consider ‘worst case’ scenarios
- **Discuss** design to mitigate issues, minimise problems
  - Further thinking about participants or procedures may be required e.g. - Unicef (2013). *Ethical research involving children*  
[www.childethics.com](http://www.childethics.com)
    - Visual methodologies and confidentiality
- **Communicate fully** -with committee in application
  - with participants in Information Sheet

**Aim to achieve the best research** through negotiation with the  
Human Ethics Committee: - for you  
- for participants

# iii) Thinking ethically about cultural issues

## Treaty of Waitangi section

- Partnership, participation & protection
- Principles of respect, informed consent and privacy apply to collectives (whanau, hapu and iwi)
- Principle of research adequacy – acknowledgement of Kaupapa Māori research and ethical paradigm, a relationships rather than principlist paradigm

Bishop, R. (1996). *Collaborative Research Stories: Whakawhanaungatanga*. Palmerston North: Dunmore Press.

**Principle of cultural sensitivity** requires acknowledgement of cultural diversity, consultation & reciprocity in dissemination, as well as during data gathering

# Low risk notifications: reminders



## **STEP 7: To approve, decline or return an Application**

**Action:** Select Action tab and choose the relevant option

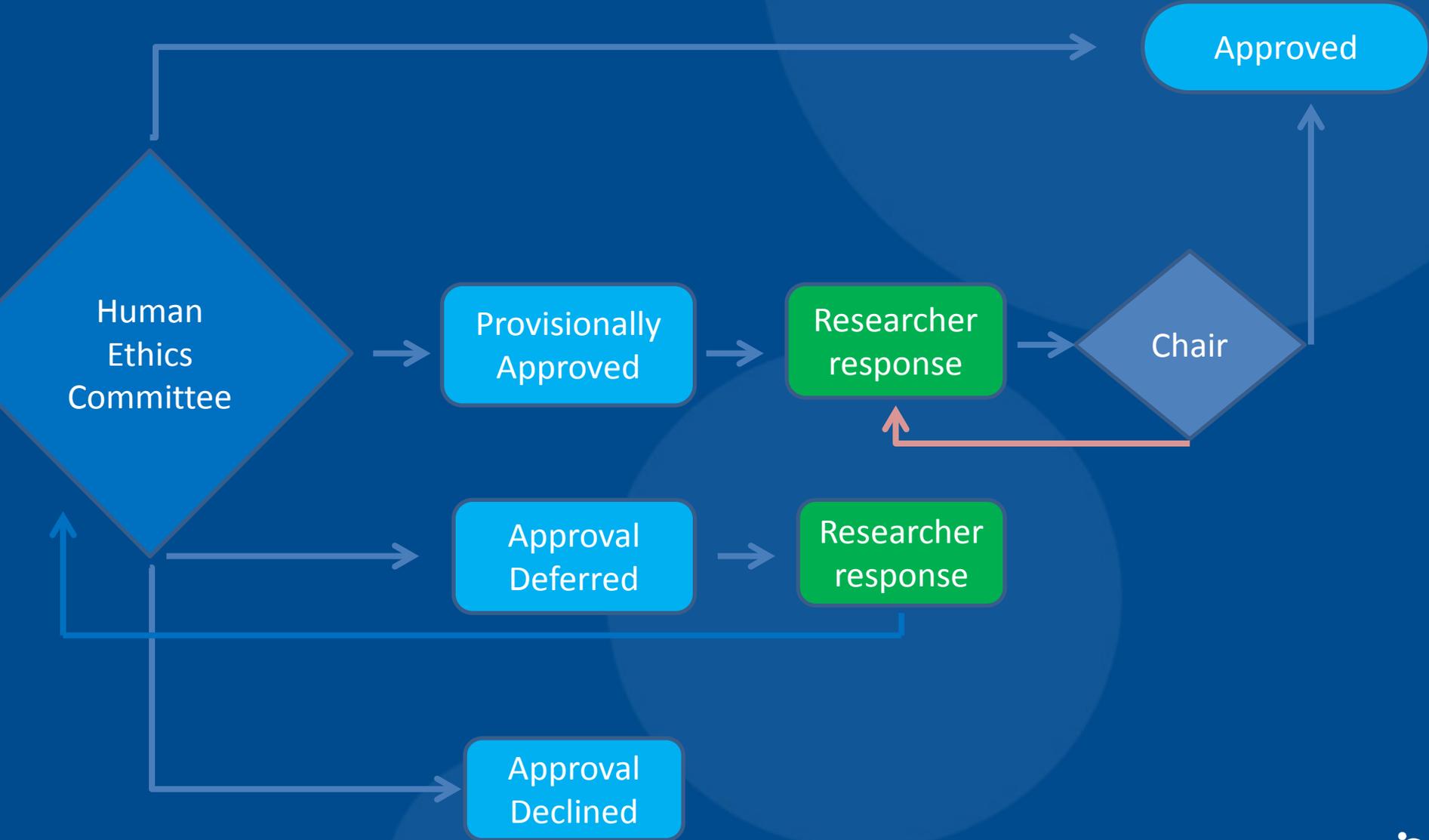
**Result:** Researcher will be notified of your decision.

Form	Review	<b>Action</b>
Approve Application		
Decline Application		
Return Application to Applicant		

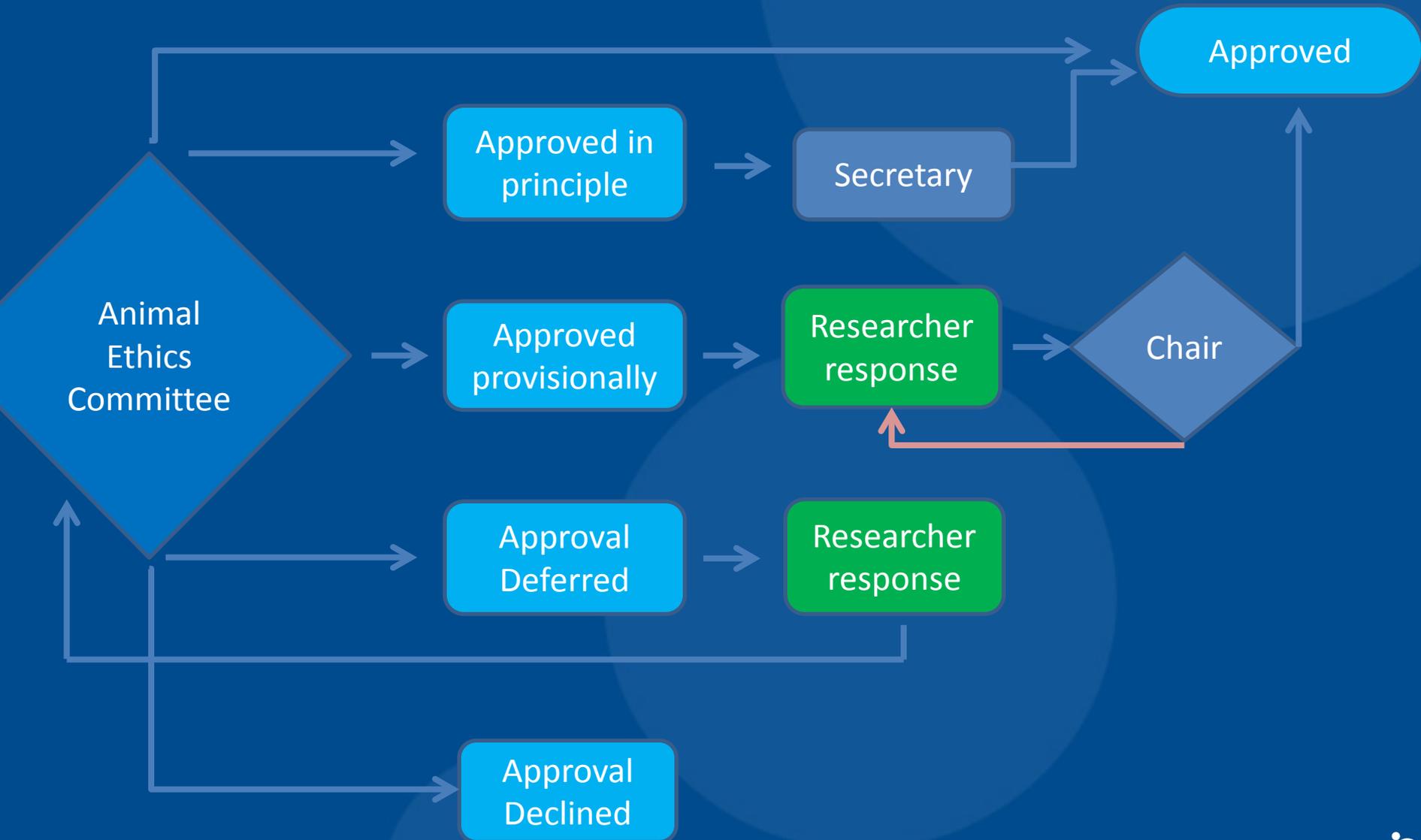
Supervisor press **Approve application**: Student and supervisor should receive an acknowledgement email within 1 minute



# Human Ethics Committee decision pathways

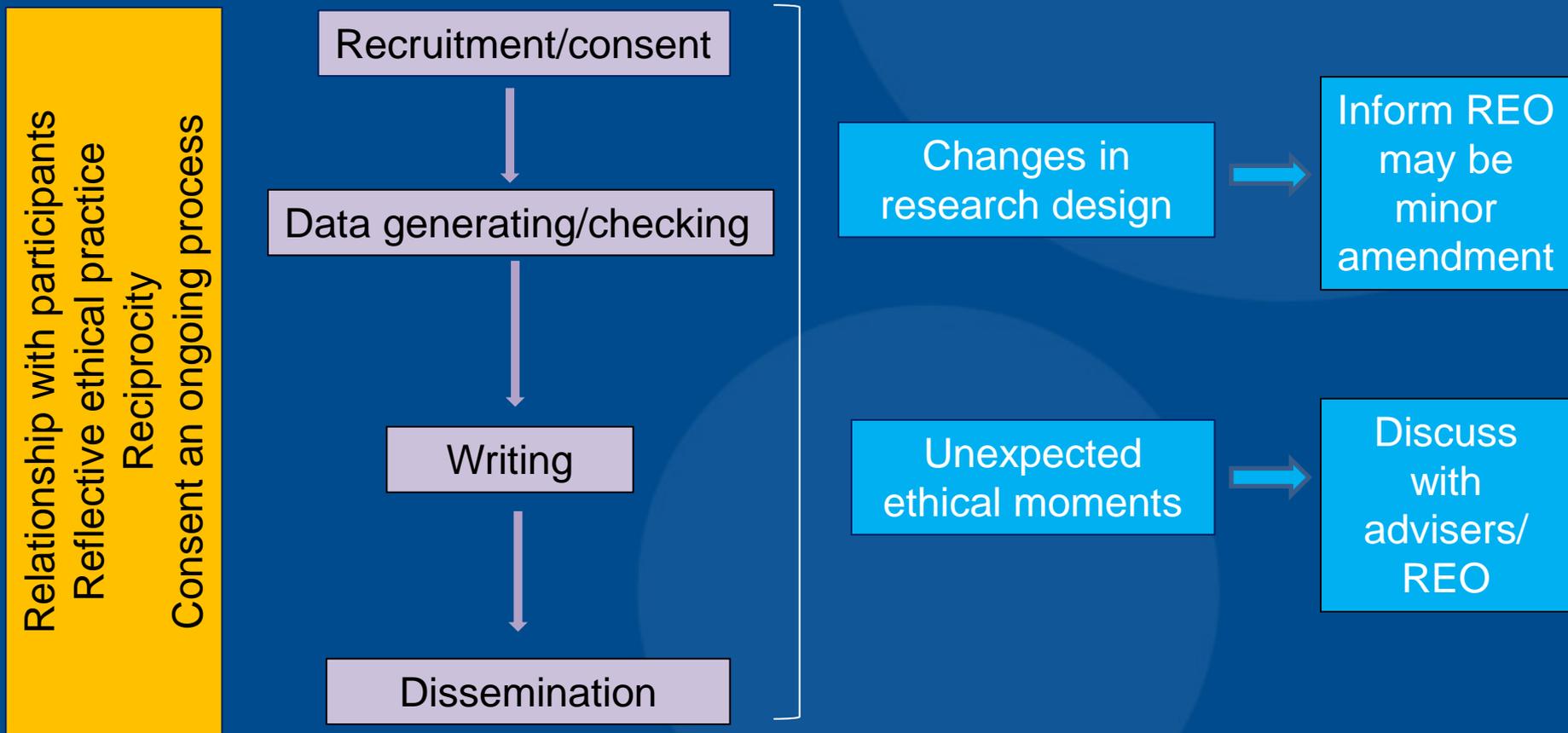


# Animal Ethics Committee decision pathways



# Following approval/notification

## Researcher obligations 'ethics in practice'



**Participant rights** to negotiate with researcher  
to contact Research Ethics Office

# Contact points

- [https://www.massey.ac.nz/massey/staffroom/policy-guide/research/research\\_home.cfm](https://www.massey.ac.nz/massey/staffroom/policy-guide/research/research_home.cfm)  
<https://www.massey.ac.nz/massey/fms/PolicyGuide/Documents/Research/Code%20of%20Responsible%20Research%20Conduct.pdf?BBD750C33827941FCA508DCB59B48210>
- Researcher Development  
[m.d.murrie@massey.ac.nz](mailto:m.d.murrie@massey.ac.nz)
- Research Human Ethics  
[humanethicsoutha@massey.ac.nz](mailto:humanethicsoutha@massey.ac.nz)  
[humanethicsouthb@massey.ac.nz](mailto:humanethicsouthb@massey.ac.nz)  
[humanethicsnorth@massey.ac.nz](mailto:humanethicsnorth@massey.ac.nz)
- Research Animal Ethics  
[M.E.Thomas@massey.ac.nz](mailto:M.E.Thomas@massey.ac.nz)

		Example of current candidate
Year One	<ol style="list-style-type: none"> <li>1. What previous education (Masters etc) have you completed What discipline, subject, institute did you undertake your previous studies in.</li> <li>2. Why Massey University, was it for the expertise in a specific subject, or Supervisors</li> <li>3. How did you get interested in the topic? Do you/did you have a role or job that has spurred on your PhD? Are there questions that have arisen in your work or previous study that encouraged you to undertake your PhD?</li> <li>4. Were you awarded a PhD scholarship – if so by whom?</li> <li>5. Broad outline of the research that you are looking at undertaking</li> <li>6. Draft working title</li> </ol>	? Craig any suggestions, Or Marlena I think you mentioned you had a new candidate, happy to work with them on building theirs☺
Year Two	<p>Post Confirmation: Now is the time to define your profile a bit more</p> <ol style="list-style-type: none"> <li>1. Add in the Title <i>A mini-abstract of your investigation and should put the most important words first</i></li> <li>2. The outline of the research that was presented and approved as part of confirmation procedure. <i>Purpose of the research: Where is the gap in the knowledge, why there's a need for the study</i></li> <li>3. Begin with something interesting, e.g., a quote or story, to engage the reader, who may be a potential collaborator, employer in the future</li> <li>4. Introduce your question or curiosity. What is it that you want to know or understand?</li> <li>5. How did you get interested in the topic? If your question has evolved since you have begun, describe the process.</li> <li>6. Outline the methodology that you will utilise in your research, is there anything unique about the methodology that you will be applying</li> </ol>	Susyn Kelly
Year Three	<ol style="list-style-type: none"> <li>1. Critique what you have already included.</li> <li>2. Add some details about how your research is progressing. Do you have any preliminary findings, or have you had to change anything about your proposed research given work to date. <i>Lab work: i.e. the initial protocol we were using sodium in the autoclave and found that this was significantly stunting the growth of the yeast strains, the resolution has been to change the sterilisation process to autoclaving in a 50% glycerol solution in water solution.</i> <i>Fieldwork, i.e. just completed data collection on season one of the migration of wide-mouthed frogs. We found we had to use motion sensors cameras that had the on light disabled as it was found that these startled the frogs and made observation impossible.</i></li> <li>3. Do you have any outputs from your research yet? <i>Add any links to Papers, presentations, articles</i></li> <li>4. Do you have an images from your research that you could embed</li> </ol>	Craig any suggestions
Year Four	<p>Continuation on from year three – add any significant details of how your research is progressing and any outcomes</p> <ol style="list-style-type: none"> <li>1. Where to next; Seeking a fellowship to continue research, looking to</li> </ol>	Angela Marino-Parody

	apply the skills and knowledge gained in your PhD to the sector.	
--	--	--

# Hypothetical first year PhD candidate profile

James T Kirk

School of Humanities

College of Humanities and Social Sciences



## Profile

### Thesis title

“The Galileo Seven” – draft title

### Research description

Research into the quasar-like formation of four star systems identified as Murasaki 312. This formation was discovered while en route to Makus III, delivering much-needed medical supplies to be distributed at the plague-ridden New Paris Colony. I am keen to understand what gravitational forces are at play and the geology of each of the planets, such as Taurus II, a rocky, fog-shrouded world in the middle of the Murasaki phenomenon.

### Personal Description

I completed a Masters in Astronomy from the Starfleet academy in 2015. I came to Massey University specifically because of its expertise in Geology. My role as a starship Captain is very challenging and rewarding. We are constantly coming across new planets and other inter stellar objects, and while I have a competent advisory team, I am keen to learn more about the structure and formation of planets and moons. Transdisciplinary research between Geography and physics – my two supervisors at Massey University provide me with the expertise to help guide me on the path to answering the many questions that I have.

### Supervisors

Professor Ian Band

Professor Joe Holland

Graduate Research School

# Introducing Doctoral Study

Prof Marlena Kruger, Dean of Graduate Studies and Researcher Development  
Dr Julia Rayner, Manager of the Graduate Research School

# What you need to know about:

The Graduate Research School

The Doctoral Research Committee

Stages of the doctoral programme:

- admission
- confirmation
- examination

Other requirements throughout the candidacy

Where to go for help

Time for questions

# Characteristics of Massey doctoral students

Approx 950 students

50% International

60% female

80% Full-time

Albany 25%, P North 64%, Wellington 11%

## **Types of Doctoral Theses/Types of doctoral degrees**

### **Completion times**

Av completion time 4.7 years

Enrolment time 5.27 years

### **Full Time**

50 hours per week

### **Part Time**

25-30 hours per week

# What is the difference between the GRS and the DRC?

# Do you know who your DRC member is and what their particular role is?

**Chair – A/Prof Keith Tuffin (Psychology, Wellington)**

**College Representatives**

Prof Valentyna Melnyk (Business, PN), Dist Prof Sally Morgan (Creative Arts, WN),  
A/Prof Christine Cheyney (H&SS, PN), Prof Andrew Shilton (Science, PN), Prof Bernhard Breier (Health,  
Albany)

**Campus Representatives**

A/Prof Keith Tuffin (H&SS, WN),  
A/Prof Ian Fuller (PN)  
Prof Kathryn Rountree (H & SS, Albany)

**AVC(Research) Nominee**

Dr Leigh Signal (Sleep/Wake Research Centre)

**Academy for Maori Research & Scholarship nominee**

Dr Spencer Lilley (H&SS, PN)

**Academic Board nominees**

A/Prof Barry Borman (CPHR, WN)  
Prof Jenny Carryer (Health, PN)

**Doctoral Student Representatives**

Aniek Hilkens Full-Time (Science)  
Jacqui Burne Part-Time (HSS)

# Life Cycle of a Doctoral Candidate



# 14 Top Tips

- Be honest and timely with your progress report and treat it as a serious exercise
- Be open with your supervisor-clear communication is essential, avoidance won't help you. If you find that difficult then use the other channels but don't let problems fester
- Don't underestimate how long things take, especially close to submission
- Be very clear about shared expectations regarding feedback on your writing
- If things become just too difficult stand back and reassess. Break down tasks into tiny ones
- Learn to handle criticism
- Talk about your research
- Don't lose sight of the end and be prepared for it
- Learn to manage your own expectations, don't beat yourself up
- Don't isolate yourself-build good relations
- Read strategically
- Establish a writing routine right from the start
- Manage your time well
- Get involved/use what is available to you

# Support Services

- Researcher Development Coordinator
- GRS
- Centre for Teaching & Learning
- Careers and Counselling
- Doctoral Stream Site
- Library
- Doctoral Web Book
- International support team

# Confirmation

9-12 months after provisional registration

## Requirements of candidate prior to event

Submit a research proposal of between 3-10,000 words

Provide timelines and a commentary on how statement of expectations have been met

Prepare to give a 20-30 minute presentation on the work to date to their school

# Confirmation

## – Process

- Candidate submits relevant documents to supervisor who in turn passes this on to the Chair of the panel
- Supervisor in conjunction with Head of Dept. organises confirmation event
- Supervisor completes first section of confirmation report detailing candidate progress
- Chair of panel completes the second part of the report in discussion with supervisor and candidate, the purpose being to ensure the candidate's needs are being met
- The Chair completes his/her report and in agreement with the panel provides a recommendation

# Who is at the confirmation?

- Oral presentation:
  - Academic and students from your school
- Closed session:
  - Head of Unit or representative
  - Supervisor/s
  - External assessor/ examiners (may be more than one)

# Role of Chair of Confirmation Committee

- Discuss candidate's needs and requirements with student and supervisor.  
This includes:
  - Nature and frequency of supervisory meetings.
  - Weekly time commitments.
  - Research plan and timelines.
  - Understanding of what constitutes a good thesis.
  - Massey support resources available.
  - Unit support available.
  - Contribution to research community.
  - Requirements and responsibilities around good researcher conduct.  
Researcher development and career planning.
- Advise student and supervisor of agreed outcome
  - Pass
  - Extend
  - Withdraw
  - Fail

# Confirmation

What the panel is looking for

- A B+ in any course work and that other requirements agreed in the statement of expectations are fulfilled
- The candidate's ability to present and defend their work in front of an academic audience
- That the candidate has a good grasp of the relevant literature
- That he/she is able to formulate research questions and have feasible methods of resolving these
- That the candidate is capable of writing a long academic document that will form a viable 'skeleton' for the thesis

# The report

- A concise statement of the research question(s).
- The rationale and importance of the study.
- A critical summary and analysis of relevant literature.
- An explanation of the conceptual framework to be used and/or a summary of experimental methods and equipment requirements appropriate to the research topic.
- A budget summary detailing resources.
- A proposed schedule and timeline for the phases of the study, including a date for submission which should be on or before the date determined by GRS.

# Checklist of possible sections for research proposals

- Title
- Introduction
- Area and topic
- Background and context
- Statement of purpose
- Research questions: general and specific
- Conceptual framework, theory, hypotheses (if appropriate)
- The literature
- Methods:
  - Design—strategy and framework
  - Sample and sampling
  - Data collection—instruments and procedures
  - Data analysis
- Significance
- Limitations (if appropriate)
- Consent, access and human participants' protection
- References
- Appendices (e.g., timetable, budget, instruments, etc)

# Defending the proposal

- The research you propose is worthwhile for the doctoral level. It will warrant the award of a doctorate.
- The scope and quality of your research is suited to the doctoral level.
- The research as outlined is appropriate for the length of a doctorate.
- The methods you propose to complete the research are appropriate. They will allow you to access the resources needed to complete the research, to conduct any field work required, to access suitable equipment, and so forth.
- The proposed research is viable in terms of time available to complete the doctoral thesis.

- be thoroughly prepared and try to anticipate the questions asked
- be positive and enthusiastic about what you are planning to research
- know your audience
- talk confidently and slowly
- use eye contact
- use pauses
- use technology, and visual and print aids purposefully
- conclude confidently

# Useful resources

- <http://www.nadinemuller.org.uk/category/the-new-academic-guides/>
  - <http://www.conceptstew.co.uk/PAGES/freeresources2.html>
  - <http://www.methods.manchester.ac.uk/>
  - <http://doctoralwriting.wordpress.com/>
  - <http://mesa.ac.nz/>
- 
- How to write a better thesis (Evans & Gruba)
  - Critical reading & writing for postgraduates (Wallace & Wray)
  - Developing effective proposal (Punch)
  - Academic Writing for Graduate Students (Swales & Feak)
  - Reading & Understanding research (Locke, Silverman, Wyrick)
  - Style: ten lessons in clarity & grace (Williams)

# Questions?

Contact details for the Graduate Research School:

Postal Address: Graduate Research School (PN 713)  
Courtyard Complex  
Massey University  
Private Bag 11-222  
Palmerston North 4442

Telephone: (06) 356 9099

Email: [doctoral.office@massey.ac.nz](mailto:doctoral.office@massey.ac.nz)

Thank you

## Resources from PhD Induction

### **Centre for Teaching and Learning**

The Centres for Teaching and Learning provide a range of learning development services and resources to enhance student success. Here is the link to the [Study Up](#) online evening courses that Lilia referred to.

### **Doctoral Web Book**

This [Web Book](#) describes the responsibilities of the individuals and groups participating in a Massey Doctorate. It also provides guidance on related Massey policy and procedures. And as Julia mention the information is grouped under the main stages of the doctoral research cycle, and highlights the roles and responsibilities for each aspect of the candidates, supervisors, heads of department, and examiners.

### **Student profile pages**

This is an opportunity to profile your research, both internally and externally. All current candidates 'My Story' pages are located at.

<http://www.massey.ac.nz/massey/research/higher-research-degrees/phd-student-profiles/>

All candidates have been sent emails requesting them, and advising them how to complete their profile pages. In order for the details of the candidate to appear on a supervisors profile page, the candidates need to complete theirs. Once they have completed it, it come to the supervisor to fact check or verify and then the supervisor can approve. Once that process has been completed the candidates profile goes live in the link above (great for referring funding bodies, scholarship sponsors to) and the candidates name and thesis title will appear on Supervisors profile page.

RIMS team in Research and Enterprise are available help support any questions.

### **FIRST – for Improving Research Supervision and Training**

FIRST was created by a Consortium of Australian and New Zealand universities. Our aim is to review and share existing supervision development resources and to develop new resources for the benefit of Consortium members. Massey is a consortium member which gives our staff access to resources such as:

- online activities individuals can use as self-instructional materials
- case studies, with comments from the authors/developers, that may be useful
- bibliographies on postgraduate research issues
- links to other relevant sites

Access is gained by going to <http://first.edu.au/> and the password is massey5321nz.

Research professional – International Funding Database [research professional.com](http://researchprofessional.com)

Any issues registering please contact Hazel Bruce [h.bruce@massey.ac.nz](mailto:h.bruce@massey.ac.nz)

# your PhD journey...

