

# AGENDA



- 1400-1430 Transfer of Status Presentation  
Prof. David Kay
- 1430-1515 “Owning” Your DPhil  
Ulrik Lyngs, JCCG  
Student Panel Discussion
- 1515-1600 Research Question Workshop
- 1600-1700 Wine and other drinks!



# “OWNING” YOUR DPHIL

CS Dept. JCCG  
22 May 2019

# OWNING YOUR DPHIL...?

You've just heard all about the process and requirements...

...but how does it actually work --- and what goes wrong?

This is about **Supervisor Relationships** and **Project Management**

# WHAT CAN POSSIBLY GO WRONG?

## Supervisory relationships

- Good relationships lead to fewer delays and finishing sooner

## Working Hours

- Keep work-life balance! Consistency builds trust and fosters balance.
- Studies have shown 4<sup>th</sup> year students tend to work 10 hours more per week than 1<sup>st</sup> years, on average

## Deadlines & Goals

- Managing a long project takes practice & patience
- Your deadlines and progress are ultimately your responsibility

# SUPERVISOR RELATIONSHIP

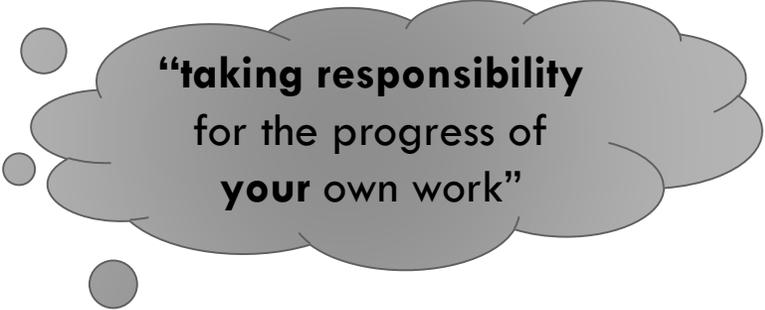
Have you discussed **expectations** with your supervisor?

## Supervisor Relationships

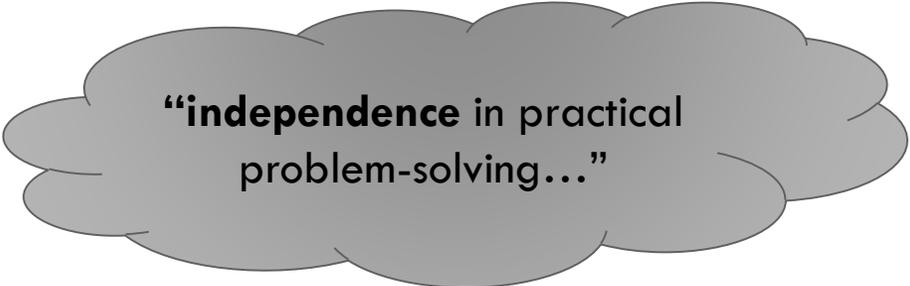
- How often do you meet?
- How involved (personally, professionally)?
- Resources --- conferences, travel, equipment, space...



“**Your** job is to keep **your** project moving”



“**taking responsibility** for the progress of **your** own work”



“**independence** in practical problem-solving...”

# WHAT DO YOU NEED TO COMPLETE YOUR DPHIL?

What type of supervisor do you have and what do you expect them to provide?



# WHAT DO YOU NEED TO COMPLETE YOUR DPHIL?

What type of supervisor do you have and what do you expect them to provide?

What skills do you have now and what can you realistically learn?

## TRAINING NEEDS ANALYSIS: INTRODUCTION

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Carrying out a training needs analysis (TNA) with your DPhil student will help assess the competencies they will need to carry out their DPhil and ultimately take the first steps towards their career. It will identify, prioritise and record the discipline-specific, research and broader skills and experience they need to develop.

# PROJECT MANAGEMENT

Do you have a plan?

(aka what's your previous experience in managing large-scale projects?)

What do you do when you meet with your supervisor?

(aka do you identify issues, actions, and accountability in your meetings?)

# PROJECT MANAGEMENT

My own dirty laundry:

<https://tinyurl.com/dphil-planning>

# RESOURCES

## Internal

- CS Department Handbook
- Students (especially in your group/theme)
- Your JCCG representatives
- CoGS Coffee/brunch

## External

- College advisor
- MPLS division skills website:  
<http://www.mpls.ox.ac.uk/training>  
Training Needs Analysis:  
<https://www.mpls.ox.ac.uk/graduate-school/information-and-resources-for-supervisors/tna-for-dphil-students>
- Oxford Learning Institute:  
<http://www.learning.ox.ac.uk/supervision/>
- Vitae: <http://www.vitae.ac.uk/>



**STUDENT PANEL** |

# RESEARCH QUESTION WORKSHOP

At transfer, one of the goals should be to have a solid **research question(s)/ statement(s)**

Use as a vehicle to guide interactions with your supervisor

Recall the transfer requirements

- Topic and approach are suitable
- Clear knowledge and understanding of background
- An articulated plan
- You can describe your results

# RESEARCH QUESTION WORKSHOP

Break into groups of ~4-5 with one or more academics

Move to the tables in the atrium

Take turns discussing your research questions

- Focus on the question/statement (not necessarily the research area, but the presentation)
- Use the feedback to see if you can refine
- Practice for your transfer interview, report preparation
- Non-judgemental!

Eat cake!

*Goal: A clearly articulated question (or at least an idea about what it could be!)*

# RESEARCH QUESTION WORKSHOP (CONT.)

## **Example generic format for a research question / statement:**

X is good for Y (in the context of Z).

X can be extended to achieve Y (in the context of Z).

The application of X to Y produces an improved result (in the context of Z).

An X approach to the problem of Y avoids the need for Z.

**Each supervisor/theme will have their own expectations!**

# RESEARCH QUESTION WORKSHOP (CONT.)

## Examples:

- Too broad and does not define the segments of the analysis:

*Why did the chicken cross the road?*

- Too narrow and overly specific:

*How many chickens crossed Broad Street in Oxford, on February 6, 2014?*

- A more precise question:

*What are some of the environmental factors that occurred in Oxford between January and February 2014 that would cause chickens to cross Broad Street?*



**RESEARCH QUESTION WORKSHOP**

**1515-1600**

# PAST STUDENTS

“The major thing I'd say is don't be afraid to talk to your supervisor as often as you can. They find nearly everything else they do more boring than your results”

“Don't just go to your supervisor with problems and no solutions”

“Know what's a reasonable amount of time for things to take”

“Don't ignore problems. If is broken then tell your supervisor(s)”

“The key is to plan to complete and submit within the duration of the initial funding, to work consistently”

An ingredient for success is to write and submit one or more substantial papers before half-way through the funding.

“My work always went better when I was talking regularly to them”

“If you get to a point in your work where you can't make any progress due to one serious bottleneck, you need to start developing alternative strands of research”