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...?

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 4th year students tend to work 10 hours more per week than 1st 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…”

Source: Oxford Materials Dept JCCG
WHAT DO YOU NEED TO COMPLETE YOUR DPHIL?

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

Source: Oxford Materials Dept JCCG
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

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.
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/

Source: Oxford Materials Dept JCCG
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

Source: Dept. of Computer Science Research Student Handbook 2014
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?*

Source: What Makes a Good Research Question?  
“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 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”

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

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

“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”

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

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

Source: Oxford Materials Dept JCCG