



**Trinity College Dublin**

Coláiste na Tríonóide, Baile Átha Cliath

The University of Dublin

# School of Education Handbook

## For Postgraduate Research Students 2024–2025



This Handbook has been prepared to give you background information about the School of Education's postgraduate research degree programmes (M.Litt. and Structured Ph.D.).

We have attempted to ensure that it is as comprehensive as possible to help you to navigate the different aspects of the programme from registration to thesis submission and everything in between. It is intended to answer most of your questions, but if it does not, you should feel free to ask those who are involved in the course (academic and administrative), no matter how 'big' or 'small' your enquiry might be.

It is also essential that, as well as being familiar with this Handbook, you acquaint yourself with the Graduate Studies Office website (part of the Academic Registry service) as this contains a range of information sources concerning your time as a research student in Trinity College. This website is updated regularly and will provide more detail regarding some of the more formal 'rights and duties' of being a Trinity College Dublin research student. A further key source of information is Part 3 of the University Calendar which can be found on the college website.

As a registered research student of the School of Education, you become a member of the School's research culture and are warmly encouraged to participate in the many and varied research activities and events that we put on during the academic year. We hope that your time with us is enriching, challenging and ultimately successful.

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## **SECTION 1 WELCOME AND INTRODUCTION TO COLLEGE AND THE SCHOOL**

Dear Students,

I am delighted to welcome you to the School of Education and to Trinity College, the University of Dublin. I wish you every success and joy in your studies with us over the coming year.

Trinity College has been a central part of the academic, cultural and social fabric of Irish society for over 400 years. The University is the leading university in Ireland and the School of Education is the top ranked School of Education in Ireland and 62<sup>nd</sup> in the world (QS rankings). In the School of Education, we work at the forefront of research, policy and practice in the field of education so that we can contribute to the creation of a more just and sustainable society.

We are delighted that you have made the choice to join us on your educational journey. The continued growth and success of the School is a reflection of the welcome, care and attention we extend to all our students, both new and established. We have been preparing for your arrival this academic year as ever with all of our staff focused on ensuring that our course provides a premier teaching qualification, highly valued by post-primary schools.

We believe in the transformative power of education for all. Our mission as educators is to provide an inclusive learning community for our diverse student body which is student-centred and based on innovation, collaboration and critical thinking. In our teaching and research we embody our core values of curiosity, inclusion, collaboration, sustainability, transformation and innovation. Collectively, we work to bridge the gap between research, practice and policy in order to effect positive change. By modeling best practice in teaching learning and assessment, we prepare you, our student teachers, to carry these principles into your classrooms on placement and onwards in your future careers.

This handbook is your resource to prepare for and navigate your progress through this programme. It highlights the many resources which you can access in the School and the wider University to support you on this journey.

We invite you to get involved in all that the College and the School have to offer. We warmly welcome your input to help shape and inform the programme into the future. Together we will make it a success and ensure that you develop to your full potential within the programme.

Tá súil agam go mbainfidh tú aoibhneas as do chuid ama linn is go n-éireoidh leat le do chúrsa i mbliana.

I wish you every success in the year ahead and look forward to meeting you during your time with us in the School.

**Professor Ann Devitt**

**Head of School**

## Welcome from the Ph.D. team

Welcome to the Ph.D. programme offered by the School of Education.

We are confident that you will find the Ph.D. programme challenging and demanding, but also hope that you will find your studies at Trinity College Dublin interesting and rewarding.

Throughout the year, School of Education staff and invited speakers give seminars on a wide range of topics. You are very welcome to attend any of these. Details can be found on noticeboards throughout the School, on the School's webpage, and through the School's social media:

**Website:** <https://www.tcd.ie/Education/>  
**Facebook:** <https://www.facebook.com/education.tcd/>  
**Twitter:** <https://twitter.com/SchoolofEdTCD>  
**Instagram:** <https://www.instagram.com/schoolofedtcd/>

The information contained in this Ph.D. Handbook applies to all students studying on the Ph.D. programme, so we would advise all Ph.D. students to read the Handbook thoroughly. We wish you every success.

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## About Trinity College Dublin

Trinity College, the single constituent college of the University of Dublin, was founded by Queen Elizabeth I in 1592, and so celebrated its quarter centenary in 1992. It is the oldest university in Ireland, and one of the older universities of Western Europe. Based on the general pattern of the ancient colleges at Oxford and Cambridge, Trinity is larger, with a main campus extending over 40 acres in a unique site in the heart of the city. The west end of the

campus includes five 'quadrangles' or squares with many buildings from the 18th century, notably the Old Library - home to the priceless ninth century manuscript, 'The Book of Kells'. The most recent of these squares was completed in 1978 and is situated opposite the award-winning Arts Building. Further east, the recently built Hamilton and O'Reilly buildings house many of Trinity's science and technology departments and complement the recently completed Dental Hospital. In a number of ways, Trinity is central to Irish life. Many famous people of Irish letters and history were educated at Trinity including writers such as Jonathan Swift, Oliver Goldsmith, Oscar Wilde and Samuel Beckett. Ireland's first President, Douglas Hyde and former Presidents Mary Robinson and Mary MacAleese were all either educated in Trinity College or on the staff of the College or both. Most academic activity is concentrated in the main College campus. However, recent developments have allowed expansion of the Health Sciences Faculty off-campus in two major locations - a purpose built facility in the largest teaching hospital in Ireland, at St. James's Hospital in Dublin and another in a newly completed regional general hospital in the Dublin suburbs at Tallaght. In addition, sporting facilities and accommodation are provided both on and off-campus. The vigour of any university must be judged by its commitment to research. To this end, it should be noted that Trinity College Dublin is recognised, nationally and internationally, as Ireland's premier university.

## **The School of Education**

The School of Education was established in Trinity College in 1905. Over the past 100 years it has grown in size and stature and now provides undergraduate and postgraduate courses in education, as well as undertaking research into many different aspects of educational life. The School is committed to engaging with educational issues through teaching and research at a number of levels: initial teacher education, postgraduate teacher education and continuing professional development. In this context of informed practice, the School is dedicated to undertaking high quality research that permeates teaching at both levels. The result of this scholarly activity has gained national and international recognition in both the academic and professional community and contributes to the understanding and practice of education.

As well as the more generic Master in Education, M.Litt. and Ph.D. research degrees, the School is the first leading Irish university to offer a professional Doctorate in Education (D.Ed.). In addition to the provision of undergraduate and postgraduate programmes, the School has a long and distinguished history of undertaking high quality research which has gained both national and international recognition in the academic community. All the SOE's academic staff are research active, either pursuing personal or collaborative research that is underpinned by a thriving research culture in which the interchange of ideas is a vibrant part of everyday life.

As a fundamental part of the research culture of the School, there are a number of points during the year where seminars, guest lectures and conferences take place. It is not a requirement for students to attend all of these activities but we regard participation in some of them as being a constituent part of becoming a researcher. Information concerning these

sessions can be found on the notice boards or on the SoE's website (<http://www.tcd.ie/Education/>).

One of the benefits of being a postgraduate student in TCD is that it is an energetic and engaging research environment involving interaction with other Schools and Departments in the social and natural sciences and arts, at various junctures during the academic year. It is well worth the time and effort to try, where possible, to attend sessions in other parts of College.

## Academic Management of the School of Education

The day-to-day management of the School of Education is undertaken by the Head of School, the Director of Postgraduate Teaching and Learning, the Director of Teaching and Learning (Undergraduate) and the Director of Research. Additionally, school policy is developed and implemented by the School Executive and the School Committee (made up of all full-time, permanent professors). Research in the School of Education is coordinated and supported by the Research Committee and the Director of Research. Research training for postgraduate students, whether on research or taught degree programmes, is jointly managed by the Director of Research and the Director of Postgraduate Teaching and Learning.

## Research in the School of Education

Current key areas of research in the School include (but are not limited to) educational policy and curriculum; educational assessment; system evaluation; further and higher education; ICT in education; language and language pedagogy; science and mathematics education; learning theory; philosophy of education; history of education; inclusion, special educational needs; autistic spectrum disorders; drama in education; prejudice; psychology of education; guidance and counselling and educational leadership and management.

Staff members of the school participate in a number of leading collaborative research groupings. For further details, see: <https://www.tcd.ie/education/research/research-groups/>.

The school hosts two College Research Centres. The Cultures, Academic Values and Education (**CAVE**) research centre is located in the School while the Centre for Research in IT in Education (**CRITE**) is a partnership between the Schools of Education and Computer Science and Statistics. The School of Education also hosts four research groups: the Arts Education Research Group (**AERG**), Inclusion in Education and Society (**IES**), Language Use and Multilingualism in Education Research Group (**LUMIERE**), Research in School Education (**RISE**), and the **Science and Society** Research Group.

**CAVE** is convened by Dr John Walsh and Dr Andrew Gibson ([walshj8@tcd.ie](mailto:walshj8@tcd.ie); [andrew.gibson@tcd.ie](mailto:andrew.gibson@tcd.ie)), and is currently actively researching in the field of higher education, with a focus on critical higher education policy studies, and the philosophy of higher



education. Dr Nina Bresnihan ([nina.bresnihan@tcd.ie](mailto:nina.bresnihan@tcd.ie)) in the School of Computer Science is Director of **CRITE**, which is currently exploring the process of promoting key skills in Junior Cycle curricula using technology-mediated pedagogy.

**AERG** is convened by Dr Carmel O’Sullivan ([carmel.osullivan@tcd.ie](mailto:carmel.osullivan@tcd.ie)) and is concerned with research into the policy and practice of arts and aesthetic education, including Drama and Theatre in Education, Music, Museum Studies, Artistic Biography, and the Visual Arts. **IES** is convened by Dr Conor Mc Guckin ([mcguckic@tcd.ie](mailto:mcguckic@tcd.ie)) and is currently actively researching inclusive education; transitions for students with disabilities and/or special educational needs into third level and further education and the special class model in Ireland. **LUMIERE** is convened by Prof Noel Ó Murchadha ([murchadn@tcd.ie](mailto:murchadn@tcd.ie)), and has a focus on four interrelated research strands: language and education policy; multilingual theories and practice; multimodality in language development; language curriculum, pedagogy and assessment. **RISE** is convened by Dr. Damian Murchan ([damian.murchan@tcd.ie](mailto:damian.murchan@tcd.ie)) and focuses on theoretical and practical issues concerning curricula, assessment, teaching and learning in primary and second level schools and in teacher education. **Science and Society** is convened by Prof Joseph Roche, and explores the relationship between science and society in citizen science, science communication, higher education science, informal science learning, and public engagement with science.

The School of Education is also active in the provision of postgraduate research supervision and currently has approximately 80 students at Masters (M.Litt.), and at doctoral (Ph.D. and D. Ed.) levels engaging in research across a wide range of matters relating to education.

## Administration of Research Degrees in the School

Research degrees in the School of Education come under the auspice of the Director of Postgraduate Teaching and Learning and are administered by a research officer whose office is situated in the Arts Building in room 3088. All correspondence should be addressed to: Research Officer; Postgraduate Research Degrees Office, Room 3088, School of Education, The Arts Building, Trinity College University of Dublin, Dublin D 2, Republic of Ireland.

Tel: 01 896 3583

Email: [phdrsrch@tcd.ie](mailto:phdrsrch@tcd.ie)

## Your Contact Details

In order to contact you efficiently it is vital that we have your current postal address, email address and telephone numbers. Please note that all official correspondence between the School, University and you will be conducted through your Trinity email account. Please ensure that you check your account regularly. If your personal contact details change during the year, please inform the research officer as soon as possible.

## Registration

It is mandatory for every research student to register (or re-register) annually. Students who have registered in September are required to do so at the same point in each year of study. Registration is now carried out on line, please see the TCD website for exact details: <https://www.tcd.ie/academicregistry/registration/how-to-register/>.

(NB: Please submit all routine enquires to the Academic Registry via the my.tcd.ie portal, using the “AskAR” button. Anyone without access to the portal, should email [academic.registry@tcd.ie](mailto:academic.registry@tcd.ie)).

Students who wish to start (or have started their studies) in March are required to register online via the web portal at [www.my.tcd.ie](http://www.my.tcd.ie). Please see the TCD website for dates and times. Please also note that there is a late registration fee if you fail to register in the time period allotted. If a student fails to register by the requisite date he/she will be deemed to be withdrawn and services such as Library and e-mail accounts may be suspended. In such circumstances postgraduate students must apply to the Dean of Graduate Studies for re-admission and pay a replacement fee.

#### Off Books

Students may apply to suspend their registration (i.e. go ‘off books’) only under certain circumstances (given in Part-Two of the College Calendar) such as prolonged illness. This application is made via the student’s supervisor to the Dean of Graduate Students and should be accompanied by a letter of recommendation from the Director of Postgraduate Teaching and Learning. Off books status can be granted for a year, and in exceptional circumstances extended to a second year. When returning to studies after a period off-books you should contact your supervisor in time for him/her to indicate your return to College before the deadline (See University Calendar for details).

#### Fees

In relation to fees it is TCD policy that fees are paid prior to registration. Procedures are as follows.

***New taught students:*** deposits and fees must be paid online using e-pay.

***New research students:*** an invoice will be sent to you with your offer letter.

***Continuing students:*** an invoice will be sent from the Fees Office annually.

#### General Regulations

In the event of any conflict or inconsistency between the General Regulations published in the University Calendar and information contained in programme or local handbooks, the provisions of the General Regulations in the Calendar will prevail.

**Graduate Studies and Higher Degrees:** [Calendar Part III, Section 1: General Academic Regulations](#)

## **SECTION 2    STUDYING FOR A RESEARCH DEGREE: PH.D.**

Four Years Full-time or Six Years Part-time

Maximum length of thesis: 100,000 words

Undertaking doctoral level research represents a huge commitment on the part of both the student and the supervisor, and those ‘critical others’ (fellow students, colleagues, other academics, family etc.), who weave in and out of the process. Given the scope and scale of the work which goes into producing a final thesis, it is important that you establish a framework for the process that supports your educational goals and contributes to your development as a student. The successful completion of a doctoral thesis does require adherence to a ‘research recipe’ but, more importantly, the engagement in a creative and intellectual process which (we hope) open up new and unexpected avenues. The SoE’s Ph.D. programme is of the structured variety. What this means for students is that, as well as being allocated a supervisor, the SoE also provides a research methods module (see Appendix 8) and the opportunity to participate in any of the SoE’s postgraduate taught modules up to a value of 30 ECTS in the first two years of study. Whereas your participation in the research methods and research integrity modules is mandatory (See Appendix 8), the ‘taking’ of other modules needs to be negotiated with your supervisor[s]. This is to ensure that the modules which are attended are related to the needs of a student and do not provide an ‘interesting distraction’ away from the research work.

The aims of the Ph.D. mirror those of the SoE and TCD more generally in the endeavour to undertake research of the highest quality and contribute to communities of practice (however defined), both nationally and internationally. More specifically we actively encourage and educate students to engage with their work in the spirit of critical enquiry that permeates the SoE. In short, the aims of the Ph.D. are to:

- enhance and deepen knowledge and understanding of domain specific educational issues;
- develop expertise in and a critical understanding of, the nature, design and undertaking of empirical and non-empirical educational research;
- produce an original study that demonstrates the ability to conceptualise, design and undertake educational research;
- enable students to work autonomously as well as collaboratively in professional or equivalent environments;
- make an original contribution to knowledge.

### **Learning Outcomes**

Embedded in the more general aims of the Ph.D. are a series of learning outcomes and skills which the programme is intended to develop. The National Framework of Qualifications says that, for a research doctorate (Level 10) to be awarded, a student should be able to demonstrate:

- a systematic comprehension of a field of study and mastery of the skills and methods of research associated with that field;
- that they have the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity, rigour and discrimination, which may involve the development of new skills, techniques, tools or materials;
- that they are capable of critical analysis, evaluation and synthesis of new and complex ideas;
- that they have made a significant contribution through original research which extends the frontiers of knowledge by developing a body of work, some of which merits publication in national or international refereed publications;
- that they can communicate with their peers, the larger scholarly community and with society in general about the areas of expertise in a sustained and exact manner and
- that they can be expected to be able to promote, with due regard to ethical considerations, within academic contexts, scientific, technological, social or cultural advancement.

However, such statements may be regarded as suggestive, and should never be thought of as defining the essence of doctoral research.

## **Timetable for the Ph.D.**

Although it is impossible to prescribe exactly what should happen at every stage when undertaking a Ph.D. – especially at the start - it is useful to try to see it as an entire process.

One of the key activities students engage in with the supervisor[s] is the planning of the research work and the mapping out of major (and minor) events in the ‘life-cycle’ of the study. This ‘project management’ work is important as it underpins the completion of the study. Obviously for part-time students this process is extended over a longer period.

It is not possible to foresee what may happen during the Ph.D. at the beginning of the programme, but it is important to be aware that the College sets an overall limit that students have to work within; two to four years full-time and three to six years part time in the case of the Ph.D. Undertaking a Ph.D. should not be seen as an open-ended commitment on the part of either the student or the University. The University has a strict policy on adherence to the time limits set and will only grant extensions in very rare circumstances.

## **Integrated Ph.D. thesis format**

Approval for an ‘integrated thesis format’ was granted by the Graduate Studies Committee following a submission from the School in December 2022. Following the College Calendar (Part III, §83) which states:

A thesis submitted for a higher degree may be based on, or include single authored or multi-authored/collaborative papers and writings already published by the

candidate, if the studies from which they derive have been carried out during the period of registration on the higher degree register. Such writings must be fully integrated into the body of the thesis.

As such, the Calendar allows for the inclusion of materials which the Ph.D. candidate has published previously, but it can also be interpreted as providing for an integrated thesis that includes research papers. This model of the integrated Ph.D. thesis is thus an alternative to the traditional monograph format. It also differs from the approach known as a 'Ph.D. by publication' in that the latter is understood by College to refer to the award of the degree of Ph.D. based on the retrospective body of published work by an author without registration as a student (an option for the Higher Doctorate in Trinity, but not the standard Ph.D.).

If you are interested in pursuing an integrated Ph.D. thesis format, you must discuss and agree this with your supervisor. The proposed structure of the integrated Ph.D. thesis format would need to meet the following criteria:

- Cohesive narrative: The work should constitute a cohesive whole, with a single, core line of research running through the entire document, a line of research for which the student is independently responsible and capable of defending. Any papers integrated into the thesis would relate directly to each other and to the candidate's approved field of study;
- Number of papers: Integrated theses in the School of Education should ordinarily contain a minimum of three papers and a maximum of five. The work will still be required to adhere to the word count (100,000 words) for the Structured Ph.D. thesis;
- Publication status: The School of Education's integrated thesis format allows students to include published or submitted papers and students will be requested to outline the status of the papers;
- Standards and examination: The publication status of papers will not be taken as evidence that the thesis meets the requirements of the Ph.D. Students submitting in the integrated format would need to demonstrate that they have met the learning outcomes of the Structured Ph.D. and they would be assessed according to these learning outcomes and according to the existing regulations;
- Joint-authored papers: According to Part III of the Calendar (§ 83) a thesis may contain multi-authored/collaborative papers. Where students submit jointly authored papers, they should clearly outline the nature of their contribution. Ordinarily, students would be the main author of the papers and/or would have made a significant and independent contribution to the papers;
- Structure: The research papers should be fully integrated into the body of the thesis. A sample structure is as follows: 1. Introduction; 2. Methodology; 3. The First Research Paper; 4. The Second Research Paper; 5. The Third Research Paper; 6. The Fourth Research Paper; 7. Conclusion.
  - As well as providing the theoretical background and framework of the study and the overall research questions for the thesis, the Introduction should provide a thorough justification as to how the content of the thesis represents a coherent line of research and as to how the papers relate to one another.

The papers should also each have their own introductory and concluding sections that situate the papers within the overall narrative. The research questions in the papers should be cross-referenced with the Introduction chapter. The Conclusion should draw together and discuss the conclusions, implications and recommendations of the thesis as a whole;

- **Methodology:** Ordinarily, theses following the integrated thesis format should include a comprehensive discussion of methodology. Normally, this will be included as a discrete chapter. The methodology chapter would be explicitly linked to, and would provide the background to, the methodology sections of the research papers.

## **SECTION 3    STUDYING FOR A RESEARCH DEGREE: M.LITT.**

Two Years Full-Time or Two to Three Part-Time

Maximum length of thesis: 60,000 words

The M.Litt. is a research degree that is examined by written thesis only. Students usually undertake a piece of research (empirical or non-empirical) under the guidance of a supervisor, who is normally a member of the academic staff of the School of Education and has knowledge and expertise in the area chosen.

### **Learning Outcomes**

Embedded in the more general aims of the M.Litt. are a series of learning outcomes and skills the programme is intended to develop. The National Framework of Qualifications says that for an M.Litt. (Level 10) to be awarded, an applicant should be able to demonstrate:

- knowledge and comprehension that is founded on, extends and enhances that associated with the Bachelor's level and is at the forefront of a field of learning;
- a critical awareness of current problems and new insights, new tools and new processes within their field of learning, or the development of professional skills;
- that they can apply knowledge and comprehension, critical awareness and problem-solving abilities, in the context of research, or in the development of professional skills, in broader or multidisciplinary areas related to the field[s] of study;
- that they have the ability to integrate knowledge and handle complexity, to formulate judgements with incomplete or limited information, either individually or in groups, which includes (where relevant) reflecting on social and ethical responsibilities linked to the application of knowledge and judgements;
- that they can lead or initiate activity and take responsibility for the intellectual activities of individuals or groups;
- that they can communicate conclusions and the knowledge, rationale and processes underpinning these, to specialist and non-specialist audiences clearly and unambiguously and
- that they possess the learning skills to continue to study in a manner that may be largely self-directed or autonomous.

## SECTION 4 WORKING WITH YOUR SUPERVISOR

The successful completion of a research degree is through writing a supervised thesis study. All students, prior to registration, are allocated supervisors on the basis of each academic's familiarity and expertise in the knowledge domain that is the focus of a student's work. In most cases students will have had prior contact with the potential supervisor(s) during the application process.

However, one of the most daunting aspects of starting and, in many instances, continuing a research degree programme, is the sheer magnitude of the task. The conception, planning and undertaking of a study has not only to demonstrate criticality, methodological rigour, intimate knowledge of the literature, internal coherence etc. (and these to exacting standards), but takes place over a relatively long period, requiring support and guidance. Key to this support is the supervisor. This is a multifaceted role which has, at its core, a relationship with the student. This can be characterised as being analogous to that of mentor and mentee, a form of apprenticeship. This is a relationship which is also based on the development of trust. The role of the supervisor is discussed in more detail below; also see Appendix 1 for TCD's 'Supervision Guidelines'.

College regulations are not overly explicit as to how frequently student and supervisor should meet, as this will inevitably vary depending on the discipline (e.g., physics, biology, history) in which the student is located. All that is required is that meetings are regular. However, in an attempt to quantify this the following is suggested. At the first or second meeting with a supervisor (or supervisors, if the student is to be supervised jointly), all parties should set out a timetable of meetings for the coming academic year. Ideally this would be approximately once a month for part-time students and there can be more frequent meetings in the case of full-time students. Regular contact between supervisor and student is a critical component in the research process and provides a foundation for student work. But circumstances do vary.

Given that many students are registered as part-time and may not live near College, meetings do not necessarily always have to be face-to-face, but can take some other form, for example e-mail, web conferencing/skype, telephone and so on. What is essential is that contact is maintained. Without this, your supervisor will not know what is happening with your work.

The early stages (i.e. the first few months) of the research degree programme are crucial for:

- establishing a working relationship with your supervisor and
- beginning the research.

It is at the beginning of a research degree that students require considerable support and guidance to influence the direction of the proposed study. As the research progresses, and the relationship between student and supervisor develops, there may well be less of a need for intense interaction between the two. However, this does not mean that the student should metaphorically or literally disappear from view. It is crucial that contact is maintained, but this needs to be commensurate with the stage at which the student stands in his/her research. It should also be noted that the onus is on students to make contact with their supervisor.



Supervisors, like their students, have other roles to undertake and, therefore, are not always able to initiate meetings. Having an annual schedule of meetings should alleviate this problem, but it is no guarantee, as other 'life issues' may arise for the student which need to be addressed. If this is the case, then it is important to notify the supervisor of any impending changes to the schedule.

The relationship between the supervisor and the student is not one that can be easily codified, as it will develop organically over the period of study. However, the following points may help set the terms of the relationship and should be taken into consideration as appropriate. Equally, it is important to be aware that students also have responsibilities and these are also set out below. It is intended that by having a framework in which the student-supervisor relationship can develop, the process of working together will, for the most part, be engaging, enjoyable and enlightening. If for any reason the relationship becomes problematic, you should immediately make contact with and subsequently discuss this with the Director of Postgraduate Teaching and Learning. It is crucial for you and your supervisor that any difficulties that emerge are dealt with sensitively and as quickly as possible.

## **Roles and Responsibilities of the Supervisor**

During the course of a research programme the typical role of the supervisor is to:

- guide the student in a choice of research topic and the development of the research questions and/or issues to be explored;
- be closely involved in drawing up the research plan and in following the progress of the research in general;
- give the student all possible assistance identifying material, equipment and other resources relevant to their research;
- guide the student, especially during the early stages of the research to appropriate literature and/or materials;
- establish, monitor and guide the student's training needs that go beyond that which is already covered in the Ph.D. research methodology modules (for example, the use of certain statistical procedures etc.);
- monitor the student's academic progress on all facets of their research work;
- ensure that the student is aware of the School's Ethical Guidelines and that the work is in compliance with such guidelines;
- communicate to the student at appropriate points in the lifetime of the supervisory relationship, that their written work has reached or is working towards the appropriate standard which is expected of doctoral level students;
- encourage the student to attend relevant seminars and/or conferences both internal and external to TCD as part of their academic development;
- encourage and facilitate students in submitting and presenting aspects of their research work at seminars, conferences and any other appropriate scholarly forum both internal and external to TCD. Students may be invited to collaborate with the supervisor[s] in relation to two or more presentations over the course of their doctoral studies;

- encourage and facilitate students in publishing selected academic work in appropriate journals. Students may be invited to co-author two or more articles in scholarly journals or other monographs with the supervisor[s] over the course of their doctoral studies, thus providing valuable research training and involvement in the process of disseminating the results of research;
- prepare regular (i.e. annual) written reports on the student's progress;
- inform the Director of Postgraduate Teaching and Learning of any such issues or circumstances which may lead to extensions or the need to go 'off books';
- recommend internal and external examiners to the Director of Postgraduate Teaching and Learning;
- ensure that there is an agreed agenda as to the content of supervisory meetings;
- ensure there are written records of supervisory meetings;
- comment within a reasonable length of time on a student's written work and offer constructive and critical feedback on this material;
- offer appropriate guidance on preparation for the upgrade process;
- be alert to any non-academic areas of concern which may affect the student's progress in which the student may need to be guided to appropriate resources (for example, Disability Services, Student Counselling);
- ensure that the student is aware of examination procedures;
- read and comment on the whole of the draft thesis prior to submission provided that it is made available by the student in reasonable time;
- advise the student on the readiness of the thesis for submission if so requested by the student;
- ensure that the student is aware of the regulations governing postgraduate students whilst they are registered with TCD and any changes that may from time to time arise.

## **Roles and Responsibilities of the Research Student**

During the course of a research programme it is expected that the role of the student will be:

- to prepare with guidance from the supervisor, an appropriate schedule of work for each academic year;
- to prepare with guidance from the supervisor, an appropriate (albeit at times provisional) schedule of meetings for each academic year. This is particularly important for part-time students;
- to present and discuss regularly, and in agreement with the supervisor(s) work relating to the research;
- to make regular contact with the supervisor;
- to provide an agreed agenda as to the content of supervisory meetings so they are as productive as possible;
- to abide by the Ethical Guidelines in the carrying out of all aspects of their research work;
- to bring to the attention of the supervisor as a matter of urgency any aspect of the research work that has or could potentially run counter to the aforementioned Ethical

Guidelines (for example, problematic relations with gatekeepers, or key informants etc.);

- to contact the supervisor regarding issues that may affect any aspects of the research work (for example, illness, change of job, etc.);
- to write a summary of the supervisory session which covers both the content of the session and plan of action stemming from this. A copy of which is to be sent to the supervisor and lastly;
- the student (and not the supervisor) is responsible for producing and writing the thesis.

## **Supervisor – Research Student Agreement**

One possible way to start the conversation regarding the roles and responsibilities of both research students and supervisors is through the [Supervisor - Research Student Agreement](#). This has been introduced by College's Graduate Studies Office, and is intended to be in line with the European University Association's 'Salzburg II Recommendations' on doctoral education.

The Supervisor / Research Student Agreement has been developed to serve as a foundation for a positive and productive relationship between the supervisor and their student. It outlines the expectations for both parties and promotes a shared understanding of goals and milestones on the student journey. The agreement encourages open and transparent communication between the supervisor and the Ph.D. student and it creates a platform for discussing concerns and addressing issues. It is not to be regarded as a 'contract', but instead is for guidance purposes, and should be understood as a 'living document' that can and should change over the course of the doctorate.

Some of the benefits hoped for from the use of Supervisor / Research Student Agreement include:

1. Increased clarity around the roles and responsibilities of both parties in the supervisory relationship.
2. Improved management of mutual expectations of doctoral researchers and supervisors.
3. Enhanced transparency and accountability throughout the different stages of student journey.

## **Annual Progression and Progress Reports**

For all continuing PGR students, registration for the next year is conditional on having successfully completed the relevant stage of the structured Ph.D. in the previous year. This means that in the case of a full-time student registration for the second and fourth year of the Ph.D. (or the second year of a research masters), is conditional on submission of a successful first/third year progress report, and registration for third year of the Ph.D. is conditional on having successfully passed the confirmation process at the 18 month stage. For a part-time

student registration for the second and third year of the Ph.D. is conditional on submission of a successful first/second year progress report, and registration for fourth year of the Ph.D. is conditional on having successfully passed the confirmation process at the 30 month stage. The deadline for the submission of completed annual progress reports (i.e. both student and supervisor sections completed) to the PGR Office for the attention of the DTLPG is the 30th June annually. The outcome is subsequently communicated to Academic Registry who in turn will (where a student has been successful) activate an invitation to register for the next year of the programme. Please see Appendix 6 for a copy of the Progress Report template.

## **Thesis Committee**

A thesis committee are appointed for all Ph.D. entrants since September 2019. These committees comprise the supervisor(s) and at least two other academic persons. The role of the committee can be seen as an expanded version of the confirmation panel — reviewing all of the progression aspects of the student’s structured Ph.D. journey (i.e. reviewing the progress reports in the first and third years, and acting as the confirmation panel in the second year. See Section 6 below for more details on the Confirmation Procedure). The role of the committee is not to provide pastoral or other similar advice to students and the non-supervisor members of the committee do not have a supervisory role.

## **Complaints concerning supervision**

According to Part III of the University Calendar complaints about the adequacy of supervision should normally be made first to the Director of Postgraduate Teaching and Learning. If the Director of Postgraduate Teaching and Learning is unable to resolve the problem, or where the Director of Postgraduate Teaching and Learning is the supervisor, the student should contact the Dean of Graduate Studies. Where the Dean of Graduate Studies is also the supervisor, the student should consult the Dean of his/her Faculty. The Dean of Graduate Studies, or if appropriate the Faculty Dean, should first attempt to resolve the issue by consultation with the persons immediately involved. If this fails, the student may make a formal complaint in writing to the Dean of Graduate Studies. Complaints about the adequacy of supervision will not be entertained once a thesis has been presented for examination. In any case where a dispute between a student and his/her supervisor and/or Director of Postgraduate Teaching and Learning has been brought to the notice of the Dean of Graduate Studies, the examiners of that student may both be selected from outside the School.

## SECTION 5 PH.D. RESEARCH METHODOLOGY MODULE AND OPTIONAL MODULES

Research is the essence of the M.Litt. and Ph.D. programmes. The successful completion of a thesis is as much about the *process* of creating a contribution to knowledge, as it is the finished product i.e. the thesis. In this sense, research is much more than learning and developing technical competence in, for example, questionnaire design or document analysis; it is also about creative and intellectual growth, which does not end when the thesis is proudly sitting on a bookcase.

Research training for students is undertaken via a specific module offered during the first year. As of the academic year 24/25 this module will be captured in SITS for all incoming entrants. The overarching function of this module is to act as a critical introduction to major aspects of educational research methodology, which, in turn, should support methodological work undertaken with your supervisor[s]. The module is not intended to be a replacement for methodological discussions with a supervisor, but a supplement to them. The research methods module also functions as a forum for students to explore, criticise and evaluate issues around undertaking research. In the past the module sessions have become 'spaces' where students can 'test' and 'tease' out their own ideas in a non-judgemental environment, which can be helpful in advancing their own work.

The module will offer students the opportunity to explore a number of cognate themes and issues within educational research on two levels. The first level concerns the broader philosophical and socio-political questions around the nature, purpose and functions of educational research. The second level concerns the methodological aspects of empirical educational research and will focus on specific approaches such as surveys, experiments and case studies, and methods such as interviews and observations. During the course of the module sessions, students will be encouraged to develop a critical understanding of the linkages between these two levels through both theoretical and practical engagement. In turn this should allow for critical reflection upon a number of emerging and recurring issues around what constitutes educational knowledge, its construction and evaluation and how it relates to their own research work.

General aims of the module are critically to explore:

- the relationship between research questions/issues and the research design process;
- the nature and design of educational and social science research;
- issues around building, as well as critiquing, theories and explanations in educational and social science research;
- the diversity of traditions, paradigms and other concepts informing educational and social science research;
- basic philosophical issues in research relating to epistemology, ontology and axiology (or philosophical ethics);
- the range and diversity of research approaches and research methods;
- the nature and role of the researcher as an object/subject in the research process;

- techniques, problems and solutions in the analysis of numerical and non-numerical forms of data and
- issues around re-presentation, trustworthiness, transferability and credibility in education and social sciences.

The research method module sessions will usually be held on Friday afternoon/early evening during the academic year and will take the form of seminars, short lectures and workshops. As these sessions are intended to be generic it is not always possible to capture the full range and diversity of student research training needs. However, the School is open and flexible to helping each student attain appropriate support to assist with their research work. In this case, students are strongly advised to discuss their training needs with their supervisors so that the SoE can try to address their requirements, particularly so if their intended methods are outside the School's range of expertise.

Please note that most module materials such as readings and powerpoint presentations can be found on 'Blackboard' to which registered research students will have access. Tutors on the modules will provide guidance on how this material can best be used.

In addition to the Ph.D. Research Methods module (10 ECTS credits) an online module Research Integrity and Impact in an Open Scholarship (5 ECTS credits) is mandatory for all incoming Ph.D. students from 2018-19 in line with the decision of Graduate Studies Committee (March 2018) and Council (April 2018).

## Optional modules

In addition to the required module, postgraduate students, in consultation with their supervisors, may elect to enrol on or audit other modules available in the School, or College more widely. Students should, in the first instance, discuss their research and education needs and interests with their supervisors who will try to advise them about suitable modules ,and how to go about contacting the relevant module coordinators.

A number of generic 'transferrable skills' modules are available to Ph.D. students in areas such as: Planning and Managing Research; Information Literacy; EndNote; there is also a Diploma in Statistics. These modules are provided by College services such as: the Centre for Academic Practice and e-Learning (CAPSL), the Library; the School of Computer Science and Statistics and the Tangent. For further details on Tangent ("Trinity's Ideas Workspace"), CAPSL and the Student Learning Development group, see:

<https://www.tcd.ie/tangent/programmes/postgraduate/>

<https://www.tcd.ie/academicpractice/resources/>

[http://www.tcd.ie/Student\\_Counselling/student-learning/](http://www.tcd.ie/Student_Counselling/student-learning/)

In the main, these modules are provided free of charge to registered Ph.D. students.

## SECTION 6 THE CONFIRMATION PROCEDURE: PH.D.

All students on the full-time Ph.D. register are formally assessed on their academic progress within the first 18 months of their registration. For part-time students this is extended by 12 months, i.e. within 30 months. This event, a formal requirement of the University, is referred to as the confirmation process and students' continuation on the Ph.D. register, is contingent upon successful completion of this process. The function of the confirmation process is to ensure that the student has progressed from their point of entry onto the programme to a sufficient level to enable him/her to begin to undertake the substantive research element. Although work on the thesis will have begun in years one and two (for example, the literature review, the development and piloting of research tools, identification of participants and so on), what constitutes 'substantive' is nonetheless contingent on: 1) what kind of study is being proposed (empirical or non-empirical) and 2) the knowledge domain and disciplinary frameworks.

### The Confirmation Process

The confirmation process comprises two elements: 1) the confirmation report and 2) the confirmation interview. The date and time of the confirmation interview is the responsibility of the supervisor but the research officer will formally notify you of these details. Students must be prepared to make themselves available for the interview.

### The Ph.D. Confirmation Report

The following are guidelines relating to the written submission for the Ph.D. confirmation process.

The candidate should submit a portfolio of work, consisting of the completed *Confirmation Form* reproduced in Appendix 5 and two draft chapters, two weeks prior to the date of the Confirmation Interview. The portfolio (Continuation Form and two chapters) will not ordinarily exceed 15,000 words.

The following is a short set of guidelines relating to the content of the two written sections (**Literature review** and **Methodology**) which are required as part of the Ph.D. confirmation process. The sections should be shared and discussed with your supervisor(s) prior to being submitted for consideration as part of the formal confirmation process.

The written material submitted is both summative (in that it demonstrates where you have 'got to' in relation to your Ph.D. studies) and formative (in that it enables the confirmation panel to provide guidance and support for the next stages of your research). Although each student's work is read within the context of their theoretical and substantive domains, the following broad questions frame the readers evaluation of the submitted work:

- Does the written work, both in respect of the literature review and the methodology, demonstrate sufficient rigour? e.g. are the research questions grounded in the

literature, is the proposed methodology appropriate for the kind of questions or issues posed?

- Does the written work as presented demonstrate the capacity to work at a doctoral level? For example is there evidence of criticality, ability to synthesize, sufficient depth of understanding etc.
- Is the scale and scope of the planned methodology appropriate and is the study as presented capable of being completed within the timeline of the programme?

#### **Literature review** (guideline 7,500 words)

The literature review section is intended to provide the basis for a literature review chapter rather than to provide the 'full' chapter. Thus it may not be a complete chapter which typically provides complete coverage of a range of issues and/or topics related to your research, but can be an extended critical discussion of a key concept or area underpinning your study. The precise structure of the literature review section is at your discretion, but it is important to follow such conventions as providing an Introduction which not only indicates the content to be covered, but also signposts the internal sequencing for the reader, with respect to its main sub-sections. Within the introduction, it is also important to state how this particular piece of writing relates to or underpins your research questions. The section should end with a Summary/Conclusion which reinforces this for the reader. Overall, the purpose of the literature review section is to demonstrate critical engagement with [some of] the related/relevant literature and how it connects with your research focus/questions.

#### **Methodology** (guideline 7,500 words)

This should be a relatively detailed exposition of your planned research methodology. The readers will be sensitive to the possibility that some aspects might not be worked out in as much detail as others but overall the readers will be looking for depth of engagement with the relevant research methods literature and critical understanding of your proposed methodology, all set within the context of your research questions.

The precise structure and content of the section is at your own discretion and will be contingent upon the type of study you are intending to undertake (empirical or non-empirical). It may address key areas such as your underpinning research philosophy, the proposed research approach and related rationale, planned research methods/data generation tools and rationale. As an overall narrative it is not sufficient to provide a 'textbook' definition of the research methods or approaches you are going to apply: instead, you should aim to address how these are relevant to your research questions and the particular context of your study.

For students planning to undertake empirical work it is important to provide the readers with as much detail as possible re your research design. At this stage in the Ph.D. journey details such as (for example) fieldwork sites, sample characteristics, sample size, identification of gatekeepers, indicative or actual content pertaining to research tools such as interview schedules, questionnaires etc. should be worked out at some level. Issues relating to ethics, researcher positionality and study limitations should be explored as relevant to your particular study. There is a recognition by readers that certain aspects of the research design will be less



detailed than others such as in respect of data analysis, issues around reflexivity, trustworthiness and transferability or in more traditional terms validity and reliability. Although these tend to be more fully formed in the final thesis, it is important that you demonstrate an understanding of these concepts and what they might mean for your research.

It is imperative that a draft of the report is discussed and shared with the student's supervisor to allow for comments and constructive criticism, before being formally submitted to the Research Officer. Two hard copies of the confirmation portfolio should be submitted.

## The Ph.D. Confirmation Interview

The confirmation interview (which should be regarded as tantamount to an oral examination), will be attended by the student and an interview panel. The panel will normally consist of a reader and the co-ordinator for Ph.D. students (acting as chair) and another academic who is deemed by College to be eligible to supervise Ph.D. students. The supervisor is responsible for organising the reader but will try to take into consideration the views of the student as to who that person might be. The supervisor cannot take on the role of the 'other person' (i.e., reader) but is expected to attend the interview as an observer. While there is no specified length for a Confirmation Interview, it is not normally expected that the interview would exceed an hour. At the beginning of the confirmation interview you will be asked to make a **10 minute oral presentation** to the readers which gives an overview of your Ph.D. study.

The panel's assessment of both the written and oral presentations given by the student is guided by three broad considerations:

1. Does the report as presented demonstrate sufficient rigour e.g. are the research questions grounded in the literature, is the proposed methodology (including ethical considerations) appropriate for the kind of questions or issues posed by the student?
2. Does the report as presented demonstrate the capacity to work at a doctoral level? Hence there will be a focus on evidence of criticality, ability of synthesis, sufficient depth etc.
3. Is the study/research as presented capable of being completed in the time allowed for the work? This is concerned with issues of scope and scale linked to the logistical and practical dimensions of the proposal.

It is hoped that the confirmation process is seen as positive and formative, underpinned by the principles of peer group collaboration and critique which focuses on:

- *summative evaluation* which allows the student and panel to gain an insight and understanding into where the student has reached in their development in reference to the programme aims and outcomes; and
- *formative evaluation* which allows the student and supervisor to hear the views of the panel in relation to the research and receive suggestions, if any, as to how the research might be developed.

After the confirmation interview, the student will receive written comments in which should include the decision of the panel as to where the student stands in relation to the following outcomes:

- (a) continuation on the Ph.D. register;
- (b) continuation on the Ph.D. register after some minor changes have been made to the Ph.D. confirmation report;
- (c) continuation on the Ph.D. not recommended at the moment: a new report to be written and confirmation interview to be held again as soon as possible thereafter;
- (d) a recommendation to change to the general Masters register to submit a Masters thesis or
- (e) not to continue as a postgraduate research student.

A student may appeal the result of a Ph.D. confirmation interview. According to Part III of the University Calendar:

Where a transfer or confirmation panel interview has been held, and the panel has determined that a student may not transfer to, or continue on the Ph.D. register, the student may appeal in the first instance to the relevant School appeals committee. The grounds for the appeal must be clearly stated and supported where necessary by documentary evidence. If the student is granted another interview, the decision of the panel in that case will be final.

If a student is not satisfied either with the decision made by the SoE's appeals committee or, indeed, if consideration of an appeal is refused, he/she is entitled to write to the Dean of Graduate Studies concerning this position. In this case the student must state on what grounds he/she seeks to appeal and what redress is sought. If the Dean of Graduate Studies refuses leave for an appeal, the student can seek an appeal of this decision by contacting the Academic Appeals Committee for Graduate Students (Research). (See Part III of the Calendar).

## SECTION 7 ETHICAL GUIDELINES AROUND CONDUCTING EDUCATIONAL RESEARCH

Trinity College Dublin requires that prior to a research study commencing, ethical review is carried out for all proposed research involving human subjects that is conducted by staff and students. For student applications, the student must liaise with their supervisor in drafting the application to ensure that they are addressing all ethical issues adequately. For further details and the relevant forms please consult the following website: <https://www.tcd.ie/Education/research/ethics/>. Please note that ethics approval must be sought and granted before any data can be collected as part of any research study. Please see Appendix 4 for further details.

Good research is not just about the quality or even the quantity of data that you gather, but also the way in which you undertake your work. As such these guidelines are intended to support you through this aspect of the research process and draw your attention to how you as a researcher, should interact with those who are participating in your study. The main point to note is that they are not meant to be *prescriptive*, as it is not possible to specify in detail what you should do in any given circumstance. In this sense, these guidelines should be used as a set of reference points to consider in discussion with your supervisor, during both the design and implementation stages of your study. Where appropriate, you should also be fully conversant with any ethical guidelines which are specific to your own discipline, for example, psychology, sociology, and so on.

In order to keep these guidelines as simple and clear as possible they are divided into two main sections. The first section '*responsibilities and relationships with your participants*' provides guidance on how you should conduct your interactions with those who are participating in your study. The second section '*ensuring anonymity and confidentiality*', is concerned with guidance on the kind of assurances you offer your participants with regards to the information they impart to you, and the uses to which it may be put.

### Responsibilities and relationships with your participants

It is important to be aware that as a researcher you are engaging in a social relationship with your participants whether they be individuals (such as teachers, lecturers, parents, children, young adults, school or college governors, ancillary and support staff), social groups or entities (such as schools, colleges, social service departments). As such these guidelines are intended to help you navigate this part of the research process.

1. Research should be based on *informed consent*. That is, the information given by your participants should be done so freely on the basis that they know and understand 1) the purpose of your research, 2) who is undertaking it, 3) why it is being undertaken and 4) who is sponsoring it - if at all.
2. Your participants should normally be given *anonymity*. This requires you to ensure that any disclosure of your data or subsequent analysis does not refer directly to the

- participants in your study. However, circumstances vary and this may not be the norm in, say, oral history where interviewees are often identified by name in print.
3. You should inform your participants that they are able to reject the use of data-gathering devices, for example, tape recorders.
  4. If you are conducting field work, do not assume that once you have *negotiated access and consent* to work in some setting(s), that this will automatically be granted each time you enter the setting(s). Treat this part of your work as continuous and be prepared to re-negotiate access at various junctures. This line of reasoning should be followed whether you are conducting research in your own work-place or a setting where you are already perceived as a member, and sites that are new to you.
  5. All research is a kind of intrusion into the lives of those who are being studied. Some participants may welcome such interest and others may not. It is important that you respect the wishes of those who do not want to participate in your study, as not everyone will see such a process as a positive experience. Also, it is important not to give the impression to your participants, that your research may provide immediate answers or solutions to problems that you are investigating.
  6. If you plan to place your research in the public domain, for example, through publications, conferences, seminars etc., or could reasonably expect that it will become known publicly, you should inform your participants of this is, along with guarantees of anonymity (if applicable in your case).
  7. Considerable care should be exercised when working with those participants who may be seen to be vulnerable due to such factors as their age, status within an institution or organisation, and powerlessness. In addition, researchers must avoid exploiting disadvantaged individuals or groups for their own academic/professional advantage. Where possible and/or appropriate, it is desirable that research in whatever context (home/international/development) should be collaborative, involving local participants.
  8. You must be careful not to intrude on the personal space of your participants or their relationships with others who may or may not be directly involved in your study.
  9. As with access, informed consent should not be taken for granted, but subject to re-negotiation as various junctures during your study. This is especially important when seeking to obtain sensitive information. Do not assume that once a participant has agreed to be part of your study i.e. given their consent, that this means that they will be willing to divulge any information that you ask for. This should equally hold when working within institutions. If access has been gained via a gatekeeper, then do not presume that all people within the organisation are willing participants by proxy. Each time you approach someone new for information in any form (interview, observations, documents etc.), you must obtain his/her consent.
  10. In the case of any transcripts that you make, you should always seriously consider showing and/or sharing this information with your participants as a way of ensuring accuracy.
  11. It is essential that you do not engage in any activities or act in any way which may have negative consequences for your participants or their relationships with others who may not be directly involved in your study.

12. It is important for the researcher to be sensitive to, and to respect, conventions/cultural constraints when carrying out research in a cultural context with which he/she is not familiar or of which he/she is not a member. Consultation with a member or members of the cultural community regarding appropriate instruments and procedures is highly desirable before research commences, so that offence can be avoided.
13. The presentation of research findings should respect the sensitivities of the community in the context in which the research has been undertaken. Care must be taken not to humiliate/embarrass members of the community where research has been undertaken, though this does not entail allowing others to censor your findings.

## **Ensuring Anonymity and Confidentiality**

At the outset of your research you should offer where appropriate, guarantees of confidentiality (i.e. non-disclosure of proffered information to others) and anonymity (i.e. information cannot be traced back to specific individuals/organisations). If you are conducting interviews or observations, this must be made clear at the beginning of each encounter or session. This guarantee should also be given when asking for forms of documentation that are not already available within the public domain, for example, pupil records.

In situations where you may intend to use direct quotations, specific images etc., it is vital that you communicate this to your participants. But, again, nobody has a veto on your analysis of your results, though participants may withdraw in retrospect and you cannot use material (such as interviews) taken from them in that case.

As a researcher you should respect the privacy and anonymity of your participants. What this means is that personal information and disclosures should be kept confidential. If need be, you may, depending on the situation choose not to record such information.

The identities and any related research records (for example, interview transcripts, interviews tapes, video tapes, observation notes etc.) should be kept confidential.

You should always store your data in a secure manner. If practicable, always try to break the link between the data and identifiable individuals. For example, use codes, pseudonyms and other forms of identifiers instead of your participants' names, places of work and so on. Where you are using a mixture of information which is in the public domain and which has been obtained by informed consent which concerns the same organisation, you must also ensure that there is no traceable link. In this situation it is best to remove from public documents any identifiers which could be associated or linked to your participants.

Try to honour your guarantees of confidentiality and anonymity. If you need to or have to share data with others (for example, your supervisor) it is important that you inform such people of the guarantees you have given and that they too, should abide by them.

As a researcher, you should avoid any actions or modes of behaviour which may produce consequences which make it difficult for other researchers who may follow you.

When placing your data, or the findings derived from your research, into the public domain you must remove any identifier which could be traced back to the participants in your study, for example, names, specific locations etc.

The General Data Protection Regulation (GDPR) is in force as of the 25th May 2018, and you should familiarise yourself with the legal requirements this makes of researchers (see <https://www.tcd.ie/dataprotection/GDPR/>). You should also be familiar with the requirements of the Data Protection Act 1988 and subsequent amendments and the Freedom of Information Act 1997 and subsequent amendments.

## **Academic Integrity and Plagiarism**

Details of how to find College's academic integrity policy can be found in Appendix 4. The Library has put together a useful guide for students (<https://libguides.tcd.ie/academic-integrity>). All students should complete the 'Ready Steady Write' plagiarism tutorial, found there: <https://libguides.tcd.ie/academic-integrity/ready-steady-write>.

## **Generative AI**

There is also a 'College Statement on Artificial Intelligence and Generative AI in Teaching, Learning, Assessment and Research' which has been published online (<https://www.tcd.ie/academicpractice/assets/pdf/college-statement-on-genai.pdf>). College will be updating relevant policies to reflect this new statement.

## SECTION 8 THESIS SUBMISSIONS AND EXAMINATION: PH.D. AND M.LITT.

### The Thesis Examination Process

The following points in regard to the thesis examination process are taken from Part III of the University Calendar and as such they merely represent an overview. For full details please refer to the Calendar and the Graduate Studies Office's/Registry website.

It is important to be aware that the award of the Ph.D. and M.Litt are based on the written thesis. For M.Litt students assessment is based solely on the examination of the written thesis by an external (not a member of TCD's academic staff) and internal examiner (a member of TCD's academic staff, who need not be part of the SoE). The Ph.D., in addition to the examination of the written work, is also subject to a *viva voce* (oral examination), which is discussed in more detail below. However, on some occasions a *viva voce* may be requested by either examiner and/or the Director of Postgraduate Teaching and Learning for an M.Litt.

### Submission of the Thesis

It is important that students are aware of and adhere to the specific regulations regarding the submission of the thesis. These can be found in the appendices to this handbook or in Part III of the University Calendar and cover such matters as length of the thesis, font size, use of illustrations, the declaration and so on.

It is also important to note that it is at the discretion of the student when to submit their thesis (Ph.D. or M.Litt) for examination. College can only advise students to seek agreement from the supervisor[s], but they are not obliged to do so. However, all students *are* encouraged to seek advice from the supervisor[s] concerned before submitting. The examiners are nominated by the Director of Postgraduate Teaching and Learning in consultation with the student's supervisor[s].

### Thesis Examination

University Calendar Part III Section 2.16 award of the **Masters degree** is based on a thesis which has been deemed to show:

evidence of rigour and discrimination, appreciation of the relationship of the subject to a wider field of knowledge, and make some contribution to knowledge/scholarship (but it is not necessary that it be worthy of publication); it must be clear, concise, well written and orderly and must be a candidate's own work.

Award of the **Ph.D. degree** is based on a thesis which has been deemed to show:

evidence of rigour and discrimination, appreciation of the relationship of the subject to a wider field of knowledge/scholarship, and make an appreciable, original contribution to knowledge; it should show originality in the methods used and/or conclusions drawn, and must be clear, concise, well written and orderly and must be a candidate's own work.

## Thesis Examination: The Viva Voce

The *viva voce* is mandatory for doctoral students. The conduct of the examination (location, times etc.) is the responsibility of the examiners in consultation with the Chair of the session. The Chair is normally the Director of Postgraduate Teaching and Learning or his/her nominee. If the *viva* for any reason cannot be undertaken as a live, face-to-face encounter, an application must be made in advance of the proposed *viva* to the Dean of Graduate Studies who will consider a request for an alternative arrangement (e.g. Skype, Microsoft Teams).

The internal examiner functions as the main point of contact for the external examiner and is also responsible for the organisation of the *viva voce* (especially location, times, dates etc.). Any discussion concerning the proposed result of the thesis *prior* to the *viva voce* may only involve the internal and external examiners and the Chair.

There are no regulations concerning the nature and/or duration of the *viva voce* as a process. They are usually as long or as short as they need to be. Students are normally told of the outcome of the process (both the thesis and the *viva voce*) at the end of the *viva*.

Once the time and date of the *viva voce* is known, we strongly advise students to meet with the supervisor[s] to discuss advance preparation for this examination. This discussion can take different forms. Although it is not possible to predict what issues examiners might explore in a *viva*, they may include the following.

- What are your research questions?
- What have you done?
- Why have you done it?
- How have you undertaken your research?
- What have you found?
- What are the implications of what you have found?
- Where do you go next?

### Thesis Examination: Categories of Outcome

The possible outcomes for the examination (M.Litt or Ph.D.) are as follows.

**M.Litt** The examiners may propose that:

1. the degree be awarded for the thesis as it stands,
2. the degree be awarded for the thesis subject to minor corrections, for which two months are allowed from the time of notification,



3. the thesis be referred for major revision and subsequent re-examination, for which six months are normally allowed from the time of notification, or
4. thesis be failed.

When examiners propose either failure, or referral of a thesis for revision, they must hold a *viva voce* examination. The candidate must be informed of the reason for the *viva voce*. A thesis may only be referred for major revision once: in other words, option (iii) above is not available to examine on re-submission.

It is important to note that students must come back on books for option (iii) and there are usually fee implications.

**Ph.D.** The examiners may propose that:

1. the degree be awarded for the thesis as it stands;
2. be awarded for the thesis subject to minor corrections, for which two months are allowed from the time of notification;
3. the thesis be referred for major revision and subsequent re-examination, for which six months are normally allowed from the time of notification;
4. a lower degree be awarded, if necessary following minor corrections to the thesis or;
5. the thesis be failed.

A thesis may only be referred for major revision once: in other words, option (iii) above is not available to examiners on re-submission. Where corrections are required these must be carried out by the student before the results are submitted to Council. In such cases a letter must be written by the internal examiner stating that the corrections have been carried out satisfactorily. In the case of (iii) *revision*, a second examination will be required, but not necessarily a second *viva*. In the case of *minor corrections* a student may have up to two months to carry out the specified changes.

It is important to note that students must come back on books for option (iii) and there are usually fee implications.

Where there is a disagreement between whether the thesis should be awarded as it stands or be subject to minor corrections, the Dean of Graduate Studies adjudicates. Where there is a disagreement over whether the thesis be referred for major revisions, the Dean of Graduate Studies and the Director of Postgraduate Teaching and Learning will attempt to negotiate an agreement between the examiners. If no agreement can be reached then the Dean of Graduate Studies will appoint two new examiners.

The reports written by the examiners, which must be submitted independently at the end of the examination period, are available initially only to the Dean of Graduate Studies, the Director of Postgraduate Teaching and Learning and the supervisor[s]. However, candidates are entitled to see the reports relating to their examination on written request. Such requests should be addressed to the Director of Postgraduate Teaching and Learning who will bring their request to the Dean of Graduate Studies.

A thesis can only be referred for major revisions once and can only be examined twice before a final decision on its status is reached.

Where *minor corrections* (Ph.D. outcome ii above) are required these must be carried out by the student, within two months, before the results are submitted to the University Council. In such cases a letter is required from the internal examiner to the Dean of Graduate Studies certifying that corrections have been carried out satisfactorily.

In the case of *major revision*, (Ph.D. outcome iii above) a second examination will be required, but not necessarily a second *viva*.

When submitting their final hard copies of their theses, students should also submit a soft copy in PDF format to the SoE's Research Officer.

## **Appeals**

Where a student who has gone through the process of a viva voce and the thesis is referred back for extensive revision, or the award of a lower degree or outright failure is recommended, the Dean of Graduate Studies shall inform the candidate of the verdict prior to the submission of the examiners' reports to Council. Appeals will be entertained only in cases amounting to a reasonable claim that the examination was unfair. If the candidate wishes to appeal, he/she must make application to the Dean of Graduate Studies. Appeals must be presented in writing in the first instance by the student's supervisor (or if the supervisor is unwilling), by the student. Further details are available in the University Calendar.

## **SECTION 9 FACILITIES FOR RESEARCH STUDENTS IN THE SCHOOL OF EDUCATION**

### **Study Accommodation**

See attached Appendix 7 on Regulations for Research Study Rooms in the School.

### **Computing Services**

Students have access to 'public access computer rooms' (PACRs). Please see ISS website for details and also for up-to-date information training courses and support provided to students.

### **Photocopying**

Full-time research students have access to limited photocopying facilities. Please liaise with the School's Research Officer for details.

### **Mail**

Incoming student mail is usually delivered to Room 3087 in the Arts Building.

### **Email**

All formal communication pertaining to your studies will be undertaken via your TCD account. Please ensure that you activate this account immediately after you register.

### **Research Expenses**

There are a number of sources available for funding to support travel and other research related expenses in College. Please refer to Part III of the Calendar and the Graduate Studies Office/Registry's website for details.

### **Conference Attendance**

Students are encouraged to present their research at relevant conferences. There is some limited funding available in College for this purpose. Students are encouraged to apply for such funding, and to discuss this with their supervisor(s).

### **Health and Safety**

It is important that students make themselves aware of the College's Health and Safety policies. These can be found on the web pages of the Director of Buildings. For details, see: <https://www.tcd.ie/students/orientation/shw/>.

## **SECTION 10 LIBRARY**

The Library will probably be an important aspect of any student's success and enjoyment at Trinity College and we hope that this introduction will help new students to get the most from its resources and also to encourage returning students to extend their knowledge of what is available, on the shelves and through its web pages. It aims to provide high quality facilities and continuing support to students and postgraduates, and this range of services is based on close liaison with students' representatives and academic staff. It should be noted that the School of Education has a dedicated librarian, Ms. Geraldine Fitzgerald, who can be contacted at: [fitzgey@tcd.ie](mailto:fitzgey@tcd.ie) and 00353-1-896 3322 for information and advice.

One of the things which we would strongly encourage you to become familiar with is the very extensive array of materials (journals, database, web portals etc.) which are held electronically by the Library ( <http://www.tcd.ie/Library/> ). There are a very large number of journals from which you can directly download the articles in text or pdf formats. It should be noted that whilst the library has a large stock of journals, not all of them are on the shelves and have to be ordered from the 'stacks' which can take about a day to be delivered.

As one of the great university libraries of the world, the College Library is a large organisation and can be complex to get to grips with early on, so it will help if you take advantage of the Library tours and the Information Skills Training programme which runs during the first Semester. These are designed to provide basic induction to the library and to focus on the information needs of different groups of students.

### **The buildings**

Students should soon become familiar with the physical layout of the Library's buildings, on and off-campus. The Hamilton Library serves students in Science and Engineering studies. The Berkeley/Lecky/Ussher complex (referred to as "The BLU") provides access to collections and services to Arts (Humanities), Arts (Letters) and BESS materials. It also houses the Map Library, facilities for students with disabilities, multi-media, photocopying and printing facilities. The 24-hour access computer room in the Ussher Library, with access off the podium, provides study accommodation and internet access to students working around the clock. The Old Library building has the departments of Early Printed Books and Manuscripts, together with the Library Shop, Book of Kells exhibition and Long Room. Members of College may visit these public areas with their guests. The 1937 Postgraduate Reading Room provides designated study accommodation for postgraduates. Off-campus, the Stearne Medical Library on the St James's Hospital Teaching Centre delivers services to health science students on clinical attachment and students working at Tallaght Hospital may use the AMiNCH Hospital Library.

### **The collections**

Our status as a Legal Deposit Library means that we acquire well over 100,000 print items each year. About 25% of our collections are available in open collections in the reading rooms; the rest are available promptly through the Book stacks service. The Library's resources range

from over 30,000 electronic periodicals and databases to textbooks, literary papers, manuscripts, maps and microfilm. We have a stock of over 4.5m items. Your first point of access to many of these resources is the Library's web page at <http://www.tcd.ie/Library/>.

The Library's staff members are keen to help in advising on use of the services so please ask if you are having difficulty in navigating around the system. The Library has a strong commitment to supporting students with disabilities. It is also very helpful for the Library to discuss relevant issues with the Students Union and we have regular meetings with Students Union Officers on developments and areas of concern. You can raise issues with your Library Class Representative who will forward them for discussion with the Library.

### Admissions/Opening Hours\*

Members of College must show their current Trinity College ID card on entering the Library. A swipe card system is in operation at the Berkeley Library entrance. Lost cards should be reported immediately to Student Records who will issue replacements.

<i>Library</i>	<i>Subjects</i>	<i>Term</i>	
		<i>Monday to Friday</i>	<i>Saturday</i>
<i>Berkeley/Lecky/Ussher</i>	Arts, Humanities, Social Science	09.00 – 22.00	09.30 -16.00
<i>Hamilton Library</i>	Science, Engineering & Computer Science	09.00 – 22.00	09.30 – 16.00
<i>Early Printed Books</i>	Early Printed Books	10.00 – 22.00	09.30 – 16.00
<i>John Stearne Medical</i>	Medicine & Occupational Therapy	09.30 – 21.45 09.30 – 20.30	09.30 – 13.00
<i>Manuscripts</i>	Manuscripts	10.00 – 17.00 Fri Summer Vacation	10.00 – 13.00 Summer Vacation
<i>Berkeley/Lecky/Ussher</i>	Arts, Humanities, Social Science	09.30 – 17.00	09.30 – 13.00
<i>Hamilton Library</i>	Science, Engineering & Computer Science	09.30 – 17.00	09.30 – 13.00
<i>Early Printed Books</i>		10.00 – 17.00	09.30 – 13.00
<i>John Stearne Medical</i>	Medicine & Occupational Therapy	09.30 – 17.00	Closed
<i>Manuscripts</i>	Manuscripts	10.00 – 17.00	10.00 – 13.00

\*Additional opening times and alterations are given on the Library's web site and on reading room notices.

## **Catalogues**

The Library's catalogues record what we have and where items are located. The different catalogues cover different periods of the Library's past. The catalogue record will give you the shelf mark of material which acts like the item's address within the Library.

Online catalogues (In all reading rooms and on web)

Includes almost 90% of the Library's collections; all periodicals; a very large proportion of early printed material and all electronic items.

Accessions catalogue (Ground Floor, Berkeley Library)

Lists all items received from 1873 to the 1960s –some overlap with the online catalogue - by author.

Printed Catalogue (Ground Floor – Berkeley Library and Early Printed Books)

Lists all items acquired up to 1872 - by author.

Location of collections

Open access = on the shelf in a reading room.

Closed access = held in storage.

The open access collection is generally purchased and recommended course-relevant material. It is classified by subject matter according to the Dewey Classification scheme in which each major division of knowledge is given a number between 100 and 999. As a result, material on similar topics is shelved as close together as possible. The letters in the shelf mark are prefixes to help identify and locate material. Always check the Library catalogue to be sure of the location of any text.

You can send for material on closed access by filling out call slips which you will find at the reading room counters. Call slips are colour coded for delivery e.g., blue for the Berkeley/Lecky/Ussher, pink for the Hamilton. Items from Book stacks take about one hour to arrive and deliveries from Santry arrive twice daily – at about 1.30 pm and 5.30 pm. An Automated Stack Request service is now also in operation.

## **Borrowing**

A current Trinity College ID card is essential to borrow books. Research and higher degree postgraduates may borrow up to 10 books for one month from the open shelves and closed access areas. This can include up to four books from the one week undergraduate lending collection if no other copies are available.

## **Reserve collection**

The Reserve Collection is material that is in heavy demand and can only be read for a limited period (5 hours) in the particular reading room concerned. In addition to books, Academic

staff often request that course material (lecture notes, journal articles etc.) be placed "In Reserve". The Reserve Collection is generally kept behind or near the counter and can also be known as the Behind Counter or Counter Reserve Collection.

### **Inter library loans**

Forms for obtaining items not available in the Library are located in all reading rooms. The cost to students is €8 per item.

### **RENEWALS AND CONSULTING YOUR OWN RECORD**

Renewals and reservations are possible through 'myLibrary account' on the Library's webpage. You can use this feature to renew your loans and make reservations.

### **CARRELS**

Study carrels for Masters and doctoral students are available in the Berkeley, Lecky, Ussher and Hamilton reading rooms. Priority is given to first-time applicants and to those students completing higher degrees by research alone. Applications for carrels can be made at the Admissions Counter in the Berkeley/Lecky/Ussher Library or at the Hamilton Library counter.

### **Photocopying and Printing**

Card operated photocopiers and printers are located throughout the library.

### **Copyright**

You are required to comply with the Copyright Act 2000 when making photocopies from material which enjoys copyright protection. Details about copyright and handling of material are placed next to the photocopiers.

### **READERS WITH DISABILITIES**

All services for students with disabilities, registered with the Disability Service, are co-ordinated through the Assistive Technology & Information Centre (ATIC) which is based in room 2054 in the Arts Building and is accessible through the Lecky Library and the Arts concourse. The Disability Service and ATIC can be contacted at 896 3111 or by email [disability@tcd.ie](mailto:disability@tcd.ie).

The Library provides Resource Rooms in several locations.

#### ATIC equipment

Location	PCs	Scanners	Printers	TV / Video	VCR
Berkeley/Lecky/Ussher (Multimedia area)					

Room 1	5	4	1	0	0
Room 2	0	0	0	1	1
Room 3	2	1	Braille	0	0
Hamilton	2	1	0	0	0
John Stearne	1	1	1	0	0

The rooms are all wheelchair accessible and equipped with the latest assistive technology hardware and software. For further details refer to:

<https://www.tcd.ie/disability/services/assistive-tech/>.

### **Electronic resources**

The library subscribes to a wide range of databases and e-journals covering all subjects. These are available from the library webpage (<http://www.tcd.ie/Library/>) and the online catalogue. Access is also possible from College PAC rooms and home computers.

### **Information skills training**

The Library staff run a programme of training sessions at lunch times during the first Semester on how to get the best from the Library and its resources. Look out for details on notice boards and on the web.

### **Contacts and further information**

Please ask any member of Library staff for assistance or directions in the reading rooms. Information on all services and announcements on changes and developments are available from the Library's web site at: <http://www.tcd.ie/Library/>.

### **Some rules and regulations**

- Mobile phones must be switched off before you enter the Library.
- No eating, drinking, talking loudly or personal stereos permitted.
- Internet use within the Library is strictly for research. No e-mail or word processing is allowed.
- Do not re-shelve books. Please leave them on the trolleys provided.
- If you leave your seat for more than 15 minutes it may be taken by another reader.
- The library regulations are for the benefit of all library users and future users.

Need more help? The Library's staff members are keen to help in advising on use of the services so please ask if you are having and difficulty in using the Library.



## SECTION 11 SUPPORT SERVICES

As with all large universities, TCD offers and provides a range of other services, which are to support you as a student. As ever, the best place to explore them in more detail is via the TCD website (<http://www.tcd.ie/students/>) Some of the services relate only to undergraduates or postgraduates, but there are a number which are relevant to both groups such as the 'Disability Service' or the 'Junior Dean'. There is also Trinity College Dublin Students Union (TCDSU) (<http://www.tcdsu.org/>) which as of September 2022 assumed responsibility for representing postgraduate students. As a registered student, you automatically become a member of TCDSU.

One particular facility that you might find useful is the **1937 Postgraduate Reading Room**. Located in Front Square beside the Exam Hall, it is open from 8.00 am to 12.00 am year-round. It is a quiet place to study and postgraduate students can avail of computer and web access, photocopying and low-cost printing.

As ICT becomes more central to being a postgraduate students, it is essential that you familiarise yourself with TCD's Information Systems Services (<https://www.tcd.ie/itservices/>). This is a large multifaceted department that covers most, if not all, ICT needs from purchasing software and hardware to the provision of short courses. For those students who have a suitable laptop, one thing you may find useful is the ISS wireless network service. Details on how to connect to this can be found on their website. On the days you are in College, it can provide you with a relatively 'hassle free' alternative to finding a computer workstation in one of the computer rooms spread around the campus.

### Postgraduate Advisory Service

The [Postgraduate Advisory Service](#) offers free, independent, and confidential support, guidance and advocacy to registered postgraduate students. They are here to provide support on any matter that may impact upon your time as a postgraduate at Trinity.

Some of the most common issues students come to PAS to discuss include: study-related stress or worry; concerns about academic progress; supervisor-relationship concerns; extensions and going off-books; queries regarding regulations and academic appeals; bullying; plagiarism and disciplinary cases, financial assistance.

The Postgraduate Student Support Officer (Elaine Moore) provides 'frontline' support for all postgraduate students at Trinity College Dublin. She will act as a first point of contact and a source of support and guidance, both on your arrival in College and at any time during your stay. In addition to the Postgraduate Student Support Officer, each Faculty has three members of their academic staff, with substantive experience of research supervision, designated to provide local support to the postgraduate students for whom the Faculty is responsible. If you require specific advice, or would like to arrange a confidential meeting with the dedicated Student Support Officer, you can make an appointment by phoning +353 1 896 1417, or by e-mailing [pgsupp@tcd.ie](mailto:pgsupp@tcd.ie)

The service is located on the second floor of House 27 in the Senior Tutor's Office.

Postgraduate Support Officer,  
Senior Tutor's Office,  
House 27,  
Tel: +353-1-896 1417  
E-mail: [pgsupp@tcd.ie](mailto:pgsupp@tcd.ie)  
Web: <https://www.tcd.ie/seniortutor/students/postgraduate/>.

### **Student Counselling**

The Student Counselling Service is a confidential, professional service available free of charge to every Trinity College student. It offers help in coping with any personal or emotional problems which may impact on your studies or progress in the university and offers learning support and development aids. Appointments should be made directly with the Counselling Service. Students may also like to contact the Peer Support Group 'Student 2 Student' which is a group of students trained in listening and helping other students.

Website: [http://www.tcd.ie/Student\\_Counselling/](http://www.tcd.ie/Student_Counselling/)

### **Student Learning Development Services**

Student Learning Development is part of the Counselling Service in Trinity College Dublin. Its role is to help students to improve their learning and study skills via one to one appointments and workshops. It can help with academic writing, revision and exam strategies, time management, giving presentations, motivation, critical thinking and thesis writing. For further information see their website or contact them by email on [lsdev@tcd.ie](mailto:lsdev@tcd.ie) or telephone on (01) 896 1407.

Website: <http://www.tcd.ie/Student-Counselling/student-learning/index.php>

### **Disability Service**

The Disability Service is the support service for students with disability or special learning difficulties. Students requiring support from Trinity College due to the impact of their disability or specific learning difficulty are advised to contact the Service as early as possible to explore what supports can be provided.

Website: <http://www.tcd.ie/disability/>

### **Careers Advisory Service**

The Careers Advisory Service is located on the second floor of 7-9 South Leinster House, Nassau Street. This service helps students at all stages to plan their career. Its information

centre can advise on vacation work, career options, job vacancies, job application, interview techniques, and much more.

Website: <http://www.tcd.ie/Careers/>

### **College Health Service**

The College Health Service in House 47 is open every weekday and provides relatively inexpensive primary health and psychiatric care, by appointment. It is open Monday to Friday from 9.30 am to 4.40 pm.

Website: [http://www.tcd.ie/College\\_Health/](http://www.tcd.ie/College_Health/)

### **Chaplaincy**

Trinity College Dublin is non-denominational and as part of its commitment to enhancing the quality of student life, supports a chaplaincy service run by the four principal Christian traditions in Ireland. Chaplains offer pastoral and spiritual guidance through a programme of faith development, conversation and prayer groups and students are welcome to attend any of the seminars, days of reflection and weekends away. Tea and coffee are available all day in the chaplaincy in House 27 on weekdays during term time and a free lunch of soup and sandwiches is available each Tuesday in term time between 12.30 pm and 1.30 am. All students are welcome.

The College also maintains prayer rooms for Muslim students. Further details of these, other religious communities in the Dublin area and the times of services in the College chapel are available on the Chaplaincy website.

Website: <http://www.tcd.ie/Chaplaincy/>.

### **Student Representation and Governance**

Information on the TCDSU student representation structures are available at the following links:

[TCDSU](#)

[TCDSU Student Representation Overview](#)

## APPENDIX 1 POSTGRADUATE SUPERVISION

### Best Practice Guidelines on Research Supervision for Academic Staff and Students

The Guidelines deal with supervision under a number of different headings such as Regulations, Academic Standards, General Relationship of Supervisor to Student.

*Regulations:* the regulations governing a postgraduate student's progress through College are detailed in the University Calendar Part III.

*Academic Standards:* The University does not issue detailed specific guidelines in this area. The University Calendar Part III contains general statements about the different standards that Masters and Doctoral theses are expected to meet.

*Relationship of Supervisor to Student:* The relationship of supervisor to supervisee is probably best thought of as one of mentorship or apprenticeship. Effective mentorship depends on a secure and trusting relationship between the partners. Supervisors must be accessible to the students for consultation, advice and assistance, and should meet the student on a regular basis during the academic year and reply to any written requests within a reasonable time. They should also give the students all possible assistance regarding access to the material, equipment and other resources essential to their research. Students have the right to appeal to the Graduate Studies Committee through the Dean of Graduate Studies if they feel that the regulations have been unfairly applied. Joint supervision is permitted, if prior approval has been obtained from the Dean of Graduate Studies. In all cases of joint supervision one supervisor will be the principal supervisor and that person should be in the department in which the student is registered. As the student is an apprentice she/he is reliant on the supervisor's experience. The supervisor will therefore to advise the student whether s/he has reached the appropriate academic standard for submission or transfer. Balanced against this is the fact that, in Trinity College, students are ultimately responsible for their own work, and its formal submission to the University. Given the potential academic closeness of the student/supervisor relationship, it is clearly inappropriate for the supervisor to act as the internal examiner.

Regulations pertaining to the procedure for examination of a research candidate are outlined in the Calendar Part III Section 2. The format and conduct of any *viva voce* examination is a School matter. The Director of Postgraduate Teaching and Learning in the School is responsible for nominating the examiners to the Dean of Graduate Studies, setting the date of and the composition of the group of persons attending the *viva voce*. Following the Irish Universities Quality Board recommendations, it is best practice to have a neutral third party chair in all *viva voce* examinations. The internal examiner is a point of contact for the external examiner to do with all issues of the *viva voce* examination and has an overall responsibility for organising it. The University does not allow unofficial submissions to take place. All submissions of theses to internal and external examiners are formal and must be done through the Graduate Studies Office.

With regard to specific aspects of the supervisor to student relationship four issues need to be commented on.

#### 1) Supervision of research

Supervisors have responsibility for guiding their students in a choice of research topic. It is therefore necessary for the supervisor to know the background to the topic in sufficient depth to have a clear view as to the project's feasibility. This is especially vital as students may have unrealistic views of what is needed to successfully complete a piece of research and can be easily side-tracked. Equally some students are too readily canalised to realise when a side-track is more interesting than the main-line they set out to follow. It is therefore vital that the supervisor is closely involved in drawing up the research plan and in following the progress of the research. Clearly the question of resources and their provision is of relevance. Students have the reasonable expectation that their supervisor is not going to point them towards a topic that cannot be developed due to there being insufficient resources, or because the resources are unavailable. It is also vital that the supervisor is aware of the experience and competency the student brings with them and the fit that has to the research project/topic. Monitoring of the student's progress is also vital. In the formal, non-academic, sense this involves knowing the regulations of the School and those of the University (when is the submission date, what happens if the student overruns or appeals?) Monitoring also involves commenting, constructively and promptly, on a student's oral and written work. Failure to do so should be regarded as unprofessional behaviour and can lead to serious problems and a rapid deterioration in the student/supervisor relationship at a critical time. Critiquing any person's work is difficult. Even constructive criticism can sometimes be misinterpreted as disinterest. For example one might try to encourage a weak student by restricting comment to the positive aspects of a piece of work leaving the impression that the remaining parts, which might be substantial, and which are less worthy, were unread. It is good practice to alert students to what they may expect from their supervisor by way of a critique of their work. Some supervisors have a policy of only reading their student's work once; others are happy to read it more often. Though it is the student and not the supervisor who is responsible for producing and writing their thesis/dissertation nevertheless some students may rightly seek a second reading of their work, notably those whose first language is not English.

All research students and their supervisors complete annual progress report which is an essential element in monitoring the progress of a research student and often highlighting unexpected problems which can then be addressed.

#### 2) Student training and development

At all levels of academic inquiry, it is important that supervisors (and students) realise that a thesis forms part of a training process. Supervisors have the responsibility of trying to steer students between the Scylla of adequate training, presentation and depth of scholarship and the Charybdis of over emphasis on any or all of these areas. Supervisors must ensure that they are aware of precisely what their student is doing, are sanguine that it is being undertaken safely and competently, and that the student's actions are in full concord with any relevant regulations, laws or ordinances, in particular, the Freedom of Information Act. A key, but often

ignored question is if the student is safe to be let out into the working environment. Supervisors should also be aware that they are one of the most vital links in the development of a research student and of his/her educational profile. The development of a research student often depends on an array of stimuli ranging from undertaking didactic elements, through involvement in teaching and interaction with their peers. As part of the training process, supervisors may therefore wish their students to attend some formal instruction and to take part in some form of undergraduate teaching. Both are legitimate aspirations; however whilst the former may be made mandatory; the latter is usually optional. One of the most notable deficiencies of students in general terms is, even in science, a lack of numeracy and knowledge of how to plan and design research. This applies both to qualitative and quantitative research methodologies. The College offers formal programmes in some of these areas. Supervisors should encourage their research students to attend relevant taught courses and to set up such taught courses themselves where there is an obvious need. There is no reason at all not to introduce taught elements into research degrees, though this may cause strains of various types in some areas.

### 3) Monitoring student welfare

This is an important area of supervision which however, on occasion, may become somewhat problematic as it is dependent on strong yet open communication by both student and supervisor. As a starting point it is clear that supervisors must be aware of their student's rights and inform them appropriately. Supervisors should also attempt to identify any areas of concern for their students which may affect their performance. Naturally such problems may not necessarily be grounded in the academic arena and so, to some extent, supervisors have to perform a delicate balancing act avoiding unwanted intrusion but demonstrating legitimate interest. Supervisors must be aware of their own personal limitations. For example in the case of a student having severe emotional or personal difficulties supervisors must not take over the role of professional counsellors but should be able to suggest appropriate resources to the student. The College is fortunate in having quite a good student support structure (e.g. student counselling service, health service etc.) and supervisors have a responsibility to be aware of the existence of these bodies in College. The Graduate Students' Union offers free and confidential advice, advocacy and assistance (extension 1169 or 1006, email: [president@gsu.tcd.ie](mailto:president@gsu.tcd.ie) or [vicepresident@gsu.tcd.ie](mailto:vicepresident@gsu.tcd.ie)).

### 4) Supervisory competence

Supervisors have a multifaceted role in terms of competence and attention should be drawn in particular to five basic skills. Time management is important to ensure that the supervisor's students always feel that the supervisor wants to see them and not that they are a waste of the supervisor's time or an unwelcome intrusion. Indeed it is vital that students feel that their requests to see the supervisor will be honoured. Equally it is important to make sure that students are aware that the supervisor has other tasks than to chat to them and that the supervisor is not a mind reader. It is necessary therefore to ensure that meetings with students are focused, and that they are enticed to clear exposition in order to enable the supervisor to understand what they need to know. Second, it must be clear to the student that the supervisor can help them academically. Students are attempting to do what the

supervisor has already done i.e., is to develop their information management and data-management skills, whilst also developing their intellectual repertoire. Obviously supervisors must be academically competent in supervising their students' theses and should not undertake to supervise well outside their own area of competence. Thirdly, many students find it difficult to stick to any sort of timetable. The project or problem under study must be defined with sufficient clarity for the supervisor and student to be able to see how the quality of their work relates to previous, successful, submissions. As the student has little or no experience in this regard it is up to the supervisor to assess whether the student has reached, or is capable of reaching, the appropriate academic standard (Masters, Doctoral). In this regard the process of academic transfer from the Masters to the Ph.D. registers is all-important and should, as previously stated, be rigorous. Such transfers offer the formal opportunity of making clear to your student their successes and failings. The annual progress report forms, which research students and their supervisors must fill in, serve a similar purpose.

Fourthly, it must be clear to the student who is in charge and to whom they should turn in the event of a problem. In the case of joint supervision, who is the principal supervisor must be agreed between the supervisors and approved by the Dean of Graduate Studies *a priori* not *a posteriori*. In a more general context it is vital that supervisors realise that students usually perceive themselves to be at the power-receiving end of the supervisor-student relationship. This can lead to over-reliance on the supervisor and an inhibition of communication. It is vital to acknowledge that this difficulty exists and try to overcome it. Students must be forced to take the initiative. Whilst it is the supervisor's prerogative to say if a thesis/dissertation is suitable for submission it is the student's responsibility to take the decision as to whether to submit it or not. None of the above advice is of any practical use if the supervisor (or student) has poor communication and/or interpersonal skills. It is vital that supervisors talk to their students not only about the progress of their research but also about the process of their research - inhibition or problems of process inhibit progress. Though challenging, supervising is one of the most satisfying, though occasionally frustrating, elements of an academic's role in College.

## APPENDIX 2 REFERENCING

### Introduction

Using citations in your writing allows you to credit the ideas of others, whilst simultaneously increasing the credibility of your work. Citations also enable the reader to find the sources you have used. The citation style adopted by the School of Education is that of the American Psychological Association (APA), 7<sup>th</sup> Edition. The full APA 7<sup>th</sup> Edition guide can be found through the Trinity Library:

[https://stella.catalogue.tcd.ie/iii/encore/record/C\\_Rb20328570\\_Smanual%20of%20the%20american%20psychological%20association\\_Orighresult\\_U\\_X6?lang=eng&suite=cobalt](https://stella.catalogue.tcd.ie/iii/encore/record/C_Rb20328570_Smanual%20of%20the%20american%20psychological%20association_Orighresult_U_X6?lang=eng&suite=cobalt)

If using citation software, you should format all entries as APA (7<sup>th</sup> Edition). It is the responsibility of the student to ensure that in-text and reference list citations are formatted according to the APA 7<sup>th</sup> Edition conventions, whether using citation software or not.

There are two primary components of a citation, **IN-TEXT** citations, and **REFERENCE LIST** citations. The following indicates how cited work should be included both in the text of your written coursework and in the list of references at the end of the assignment.

### In-text Citations

When you reference another source, use an **IN-TEXT** citation in the main body of your submission. The APA citation style uses two types of in-text citations, **parenthetical**, and **narrative**.

**Parenthetical:** includes the author(s) and the date of publication within parentheses.

**Narrative:** links the author as part of the sentence with the date of publication (in parentheses).

<i>Type of Author</i>	<i>Parenthetical:</i>	<i>Narrative:</i>
<i>1 Author</i>	(Bruen, 2013)	According to Bruen (2013) ...
<i>2 Authors</i>	(Braun & Clarke, 2006)	Braun and Clarke (2013) argue that...
<i>3-20 Authors</i>	(Devine et al., 2008)	Research by Devine et al. (2008) suggests that...
<i>21+ Authors</i>	(Vos et al., 2019)	Vos et al.'s (2019) research indicates that...
<i>Group/ Corporate Author</i>	First time with an abbreviation: (Organisation for Economic Co- operation and Development [OECD], 2019) Then all subsequent citations: (OECD, 2019)	According to the Organisation for Economic Cooperation and Development (OECD, 2019)...



<i>Unknown Author</i>	Cite the source by its title. Titles of books and reports are italicized; titles of articles, chapters, and web pages are in quotation marks: (How to Reference Correctly, 2003)	In the book, <i>How to Reference Correctly</i> (2003) it is highlighted that...
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Direct Quotations

Paraphrasing or summarizing the key findings from a research article is the preferred method of citing sources in APA style, however if you are directly quoting or borrowing from another work, you should include the page number at the end of the citation. Short quotations of 40 words or less are quoted in the text, however long quotations over 40 words (block quotes) are laid out in a separate, indented paragraph of text without quotation marks.

1. Direct Short Quotation with Narrative Reference:

According to the Irish National Teachers’ Organisation (INTO, 2022): “Access to home language instruction (including teaching materials), encouragement to speak existing languages on a day-to-day basis and the creation of a welcoming environment for children that values their languages, culture and home backgrounds is crucial” (p. 4).

2. Direct Short Quotation with Parenthetical Reference:

Effective teams can be difficult to describe because “high performance along one domain does not translate to high performance along another” (Ervin et al., 2018, p. 470).

**NOTE:** For quotes spanning multiple pages, use the abbreviation “pp.” and separate the page range with an en dash (e.g., pp. 47–48).

3. Quoting References that Cite Other Works:

It is preferable to cite primary sources. However, when using secondary sources, cite the original author in parentheses followed by the author of the secondary source. Include page numbers if possible.

In Text Citation

Include the author and year of both the original and secondary sources. Add "as cited in" between the sources in the in-text citation.

In Winne and Butler’s (1994) study (as cited in Hattie & Timperley, 2007), it is argued that the benefits of feedback are heavily dependent...

...on which the benefits of feedback are heavily dependent (Winne & Butler, 1994, as cited in Hattie & Timperley, 2007).

Reference List

Provide the details of the work in which you found the quotation or idea (i.e. the secondary source).

Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112. <https://doi.org/10.3102/003465430298487>

## Reference List Citations

Complete citations for all the sources you have used in your assignment should be presented in a **REFERENCE LIST** at the end of your submission. References are organized by the author's last name in alphabetical (A-Z) order.

### Basic Format

Author, A. A., & Author, B. B. (Date). Title of the work. Source where you can retrieve the work. URL or DOI if available.

Reference list general rules:

1. Begin your list of references on a new page, headed with the word "References" in bold at the top and centred;
2. References are to be in a hanging indent format, meaning that the first line of each reference is set flush to the left-hand margin, with subsequent lines indented 0.5 in.;
3. Order the list of references alphabetically by author's last name. Authors' first and middle names should be written as initials;
4. Give the last name and first/middle initials for all authors of a particular work up to and including 20 authors;
5. If there is no author given, start with the first significant word in the title;
6. For several works by the same author, or authors listed in the same order, list the works in chronological order (earliest to most recent);
7. For titles of works, capitalise only the first word of the title and subtitle, and proper names;
8. Periodical titles should be written in full with both capital and lower case letters, and in italics;
9. Double space the entire list.

### What is a DOI / URL?

The DOI (Digital Object Identifier) or URL (Uniform Resource Locator) is the last entry in a reference. A DOI is a unique identifier that provides a link to the original location of the source on the internet. The URL is a similar method of specifying the digital location of information on the internet. The URL is what is found in the address bar of your internet browser. According to APA 7<sup>th</sup> edition, DOI's should be included for all sources that have them. Failing the presence of a DOI, a URL should be used when referencing websites. The DOI or URL should be presented as hyperlinks (usually blue font, underlined), as follows:

<https://doi.org/xxxxx>.....

Example:

McCauley, S. M., & Christiansen, M. H. (2019). Language learning as language use: A cross-linguistic model of child language development. *Psychological Review*, 126(1), 1–51. <https://doi.org/10.1037/rev0000126>

### Single Vs. Multiple Authors

The following rules for sources by a single/multiple authors apply to **ALL** references in your reference list, regardless of the type of work (book, article, electronic resource, etc.).

Type of Author:	Guidance:	Reference:
1 Author	Last name first, followed by author initials.	Bruen, J. (2013). Towards a national policy for languages in education: The case of Ireland. <i>European Journal of Language Policy</i> , 5(1), 99–114. <a href="https://doi.org/10.3828/ejlp.2013.5">https://doi.org/10.3828/ejlp.2013.5</a>
2 Authors	List by their last names and initials. Separate author names with a comma. Use the ampersand instead of "and."	Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. <i>Qualitative Research in Psychology</i> , 3(2), 77–101. <a href="https://doi.org/10.1191/1478088706qp063oa">https://doi.org/10.1191/1478088706qp063oa</a>
3-20 Authors	List by last names and initials; commas separate author names, while the last author name is preceded again by ampersand.	Devine, D., Kenny, M., & Macneela, E. (2008). Naming the ‘other’: Children’s construction and experience of racisms in Irish primary schools. <i>Race, Ethnicity and Education</i> , 11(4), 369–385. <a href="https://doi.org/10.1080/13613320802478879">https://doi.org/10.1080/13613320802478879</a>
21+ Authors	List by last names and initials; include the first 19 authors’ names, insert an ellipsis (three dots) but no ampersand, and then add the final author’s name.	Vos, T., Lim, S. S., Abbafati, C., Abbas, K. M., Abbasi, M., Abbasifard, M., Abbasi-Kangevari, M., Abbastabar, H., Abd-Allah, F., Abdelalim, A., Abdollahi, M., Abdollahpour, I., Abolhassani, H., Aboyans, V., Abrams, E. M., Abreu, L. G., Abrigo, M. R. M., Abu-Raddad, L. J., Abushouk, A. I., ...Murray, C, J. L. (2020). Global burden of 369 diseases and injuries in 204 countries and territories, 1990–2019: A systematic analysis for the Global Burden of Disease Study 2019. <i>The Lancet</i> , 396(10258), 1204–1222. <a href="https://doi.org/10.1016/S0140-6736(20)30925-9">https://doi.org/10.1016/S0140-6736(20)30925-9</a>

Group/ Corporate Author	Treat the organization the same way you treat the author's name and format the rest of the citation as normal. Be sure to give the full name of the group author in your reference list.	Organisation for Economic Co-operation and Development. (2019). <i>Education at a glance 2019: OECD indicators</i> . OECD Publishing. <a href="https://doi.org/10.1787/f8d7880d-en">https://doi.org/10.1787/f8d7880d-en</a> .
Unknown Author:	Move the title of the work to the beginning of the references; follow with the date of publication.	<i>How to Reference Correctly</i> . (2003). Merriam-Webster.

## EXAMPLES OF REFERENCES FROM DIFFERENT SOURCES

### Textual Works

#### 1.1. Periodicals:

##### Article without DOI:

Scruton, R. (1996). The eclipse of listening. *The New Criterion*, 15(3), 5–13.

##### Article with DOI/URL:

Bielsa, E. (2005). Globalisation and translation: A theoretical approach. *Language and Intercultural Communication*, 5(2), 131–144.  
<https://doi.org/10.1080/14708470508668889>

##### Magazine Article without DOI:

Rodgers, J. (2006, July). Extreme psychology. *Psychology Today*, 39(4), 86–93.

##### Magazine Article with DOI/URL:

Freedman, D. H. (2012, June). The perfected self. *The Atlantic*.  
[http://www.theatlantic.com/magazine/archive/2012/06/the-perfected-self/8970/4/?single\\_page=true](http://www.theatlantic.com/magazine/archive/2012/06/the-perfected-self/8970/4/?single_page=true)

##### Newspaper Article without DOI:

Schultz, S. (2001, August 3). New drug appears to sharply cut risk of death from heart failure. *The Washington Post*, 1A, 2A.

News Article with DOI/URL:

Johnson, K. (2017, January 16). Rwanda takes vital baby steps for preschool education. *East African*. <https://www.theeastafrican.co.ke/Rwanda/News/Rwanda-takes-vital-baby-steps-for-pre-school-education/1433218-3519704-bi37kl/index.html>

Special Issue of a Journal:

Daller, M., Kuiken, F., Trenkic, D., & Vedder, I. (2021). Linguistic predictors of academic achievement amongst international students and home students in higher education [Special Issue]. *International Journal of Bilingual Education and Bilingualism*, 24(10). <https://doi.org/10.1080/13670050.2021.1909452>

## 1.2. Books and Reference Works:

Book without DOI:

Bourdieu, P. (1991). *Language and symbolic power*. Polity Press.

Bloomberg, L. D., & Volpe, M. (2015). *Completing your qualitative dissertation: A road map from beginning to end*. Sage.

Book with DOI/URL:

Baker, C., & Wright, W. E. (2021). *Foundations of bilingual education and bilingualism*. Multilingual Matters. <https://www.multilingual-matters.com/page/detail/?k=9781788929899>

Edited Book without DOI:

Strathern, M. (Ed.). (2000). *Audit cultures: Anthropological studies in accountability, ethics and the academy*. Routledge.

Edited Book with DOI/URL:

Triandafyllidou, A. (Ed.). (2018). *Handbook of migration and globalisation*. Edward Elgar. <https://doi.org/10.4337/9781785367519>

Chapter in a Book without DOI:

Kawulich, B., & Holland, L. (2012). Qualitative data analysis. In C. Wagner, B. Kawulich, & M. Garner (Eds.), *Doing social research: A global perspective* (pp. 228–245). McGraw-Hill Higher Education.

Chapter in a Book with DOI/URL:

Blackledge, A., & Creese, A. (2016). A linguistic ethnography of identity: Adopting a heteroglossic frame. In S. Preece (Ed.), *The Routledge handbook of language and identity* (pp. 272–288). Routledge. <https://doi.org/10.4324/9781315669816>

Electronic/ Kindle/ Audio Books without a DOI or database URL:

Cain, S. (2012). *Quiet: The power of introverts in a world that can't stop talking* (K. Mazur, Narr.) [Audiobook]. Random House Audio. <http://bit.ly/2G0Bpbl>

## Reports

### ERIC Document

Asio, J. M. R., & Gadia, E. D. (2019). *Awareness and understanding of college students towards teacher bullying: Basis for policy inclusion in the student handbook* (ED595107). ERIC. <https://eric.ed.gov/?id=ED595107>

### Government Report (Group Author)

United States Government Accountability Office. (2019). *Performance and accountability report: Fiscal year 2019*. <https://www.gao.gov/assets/710/702715.pdf>

National Cancer Institute. (2019). *Taking time: Support for people with cancer* (NIH Publication No. 18-2059). U.S. Department of Health and Human Services, National Institutes of Health. <https://www.cancer.gov/publications/patient-education/takingtime.pdf>

### Government Report (Individual Author)

Gilmore, J., Woollam, P., Campbell, T., McLean, B., Roch, J., & Stephens, T. (1999). *Statistical report on the health of Canadians: Prepared by the Federal, Provincial and Territorial Advisory Committee on Population Health*. Health Canada, Statistics Canada, Canadian Institute for Health Information. <https://www150.statcan.gc.ca/n1/pub/82-570-x/4227736-eng.pdf>

Pearson, C. (2015). *The impact of mental health problems on family members*. Statistics Canada. <https://www150.statcan.gc.ca/n1/pub/82-624-x/2015001/article/14214-eng.pdf>

## Reviews

### Book Review without DOI:

King, N. (2009). The psychology of personal constructs [Review of the book *George Kelly: The psychology of personal constructs*, by T. Butt]. *History & Philosophy of Psychology*, 11(1), 44–47.

### Book Review with DOI/URL:

Amrita, K. (2021). Book review: Writing about learning and teaching in higher education: Creating and contributing to scholarly conversations across a range of genres [Review of the book *Writing About Learning and Teaching in Higher Education: Creating and Contributing to Scholarly Conversations Across a Range of Genres*, by Healy, M., Matthews, K., & Cook-Sather, A.]. *Frontiers in Education*, 6 (6), 58–59. <https://doi.org/10.3389/feduc.2021.649647>

## Reference Sources

### Entry In A Dictionary, Thesaurus, Or Encyclopaedia (Group Author):

Merriam-Webster, Incorporated. (1997). Goat. In *Merriam Webster's collegiate dictionary* (10<sup>th</sup> ed., pp. 499-500). Merriam-Webster, Incorporated.

### Entry In A Dictionary, Thesaurus, Or Encyclopaedia (Individual Author)

Martin, M. (2018). Animals. In L. A. Schintler & C. L. McNeely (Eds), *Encyclopaedia of big data*. SpringerLink. [https://doi.org/10.1007/978-3-319-32001-4\\_7-1](https://doi.org/10.1007/978-3-319-32001-4_7-1)

### Dissertations

Unpublished Dissertation:

O'Regan, M. (2022). *Networked in or networked out? Learners' experiences of completing a Ph.D. on a part-time basis* [Unpublished doctoral dissertation]. University of Dublin.

### Webpage on a website

National Institute of Mental Health. (2018, July). *Anxiety disorders*. U.S. Department of Health and Human Services, National Institutes of Health. <https://www.nimh.nih.gov/health/topics/anxiety-disorders/index.shtml>

### Film or Movie

Fleming, V. (Director). (1939). *Gone with the wind* [Film]. Selznick International Pictures; Metro-Goldwyn-Mayer.

### TV Series

Benioff, D., Casady, G., Doelger, F., Gerardis, V., & Weiss, D. B. (Executive Producers). (2011–2019). *Game of thrones* [TV series]. Television 360; Grok! Studio; Generator Entertainment; Bighead Littlehead; Home Box Office.

### TV Series Episode

Moran, D. (Writer), Linehan, G. (Writer & Director), & Wood, N. (Director). (2000). *Cooking the books* (Series 1, Episode 1) [TV series episode]. In W. Burdett-Coutts (Executive producer), *Black books*. Big Talk.

### Data-set

Grantmakers in the Arts. (2019). *Arts funding trends, United States, 1994-present* (ICPSR 37337) [Data set]. National Archive of Data on Arts & Culture. <https://www.icpsr.umich.edu/icpsrweb/NADAC/studies/37337>

### PowerPoint Slides

Jones, J. (2016, March 23). *Guided reading: Making the most of it* [PowerPoint slides]. SlideShare. <https://www.slideshare.net/hellojenjones/guided-reading-making-the-most-of-it>

### Online Forum Post

Lowry, L. [Lois-Lowry]. (2015, June 18). *Hi reddit! I am Lois Lowry, author of The Giver - AMA!* [Online forum post]. Reddit. <https://bit.ly/2CoiOTq>

### Tweet

National Geographic [@NatGeo]. (2020, January 12). *Scientists knew African grays are clever, but now they've been documented assisting other members of their species—even strangers* [Tweet]. Twitter. <https://twitter.com/NatGeo/status/1216346352063537154>

### Blog Post

Flores, N. (2020, August 26). *Nice white parents and dual language education* [Blog post]. The Educational Linguist. <https://educationallinguist.wordpress.com/2020/08/26/nice-white-parents-and-dual-language-education/>

### Podcast

Meraji, S. M., & Demby, G. (Hosts). (2016–present). *Code switch* [Audio podcast]. National Public Radio. <https://www.npr.org/podcasts/510312/codeswitch>

### Podcast Episode

Delaney, S. (Host). (2022, June 05). Social and emotional learning with Sara Rimm-Kaufman (No. 425) [Audio podcast episode]. In *Inside Education*. Spotify. <https://open.spotify.com/episode/2rh0P2YRNOpFRrtPaqjF2H>



## APPENDIX 3 THE SUBMISSION OF THESES AND DISSERTATIONS

The submission of theses and dissertations

**GENERAL** Candidates and Supervisors should note that these requirements are mandatory and they are asked to familiarise themselves with the information below. Theses must meet all the requirements set out below. Please note: from time to time the Dean of Graduate Studies may approve other formats on an individual basis.

**LANGUAGE** A thesis or dissertation should be written in English or Irish unless prior permission has been granted for the use of another language by the Dean of Graduate Studies. A candidate who wishes to write a thesis or dissertation in a language other than English or Irish should initially contact his/her Supervisor/Course Co-ordinator. The Supervisor/Course Co-ordinator will then consult with his/her Director of Postgraduate Teaching and Learning. If the latter can satisfy him/herself that a) there are sound academic reasons for the thesis or dissertation to be written in a language other than English or Irish and b) that the candidate has the necessary skills/fluency in the relevant language, then the Director of Postgraduate Teaching and Learning should send a summary of the case under the two headings outlined above to the Dean of Graduate Studies. The Dean of Graduate Studies will normally be guided by the recommendation of the Director of Postgraduate Teaching and Learning, but may refer the matter to the Graduate Studies Committee if he/she deems it necessary.

**PUBLISHED WORK** A thesis submitted for a higher degree may be based on, or include, writings already published by the candidate, if the studies from which they derive have been carried out during the period of registration on the higher degree register. Such writings must be fully integrated into the body of the thesis.

**LENGTH** A thesis must be written concisely. Dissertations submitted in part-fulfilment of the requirements of a postgraduate taught course are limited to the length prescribed in the individual course regulations. Normally a Ph.D. thesis should not exceed 100,000 words of text (exclusive of footnotes and bibliography) and an M.Litt. or M.Sc. (by research) thesis, 60,000 words of text (exclusive of footnotes and bibliography), and for scientific or technical subjects will normally be shorter. If a thesis is likely to exceed these limits, the Dean of Graduate Studies must be advised of its estimated length and her/his permission obtained at an early stage in the writing. Additional material, such as numerical appendices, listings of computer programs and textual footnotes, may be bound in a separate volume. Where the combined length of text, footnotes and appendices, etc. exceeds 400 pages the thesis must be bound in two volumes.

**TYPESCRIPT AND ILLUSTRATIONS** The thesis must be printed on good quality, A4 (297 x 210mm) white paper. The type must be fully formed as in the output of a laser or ink jet printer. The output of dot matrix printers is not acceptable. The type must be black and not less than 10 point. Line-spacing must be at one and a half or double spacing between lines. The gutter margin of both text and diagrams must not be less than 35 mm and that on the

other three sides not less than 20 mm. The two copies of the thesis for examination should be soft-bound (not ring-bound) and printed on one side of the page only. It is required that the hard-bound copy of a thesis will be printed on both sides of the page on paper of a weight of at least 90 gsm (exceptions are at the discretion of the Dean of Graduate Studies). A copy of the hard-bound thesis will be lodged in the Library following approval by Council. Colour photocopies and scanned images may be used in the copy of the thesis deposited in the Library.

**COVER** A thesis which has been examined and in which all necessary corrections have been completed must be securely bound in hard covers with dark blue cloth. The final size when bound must not exceed 320 x 240 mm.

**TITLE** The title of the thesis must be written in full on the title page of each volume of the thesis. The degree for which the thesis has been submitted, the year, and the name of the candidate, in that order, should be lettered in gold, in 24 pt., or larger type, down the spine, so as to be readable when the volume is lying flat with the front cover uppermost. The title must also appear in gold lettering on the front cover of the thesis. The year on the spine and title page must be the year that the thesis was approved by Council (not the year of initial submission).

**DECLARATION AND ONLINE ACCESS** The thesis must contain immediately after the title page the following declaration signed by the author: I declare that this thesis has not been submitted as an exercise for a degree at this or any other university and it is entirely my own work. I agree to deposit this thesis in the University's open access institutional repository or allow the Library to do so on my behalf, subject to Irish Copyright Legislation and Trinity College Library conditions of use and acknowledgement. b) In the case of a thesis for which the work has been carried out jointly; the declaration must have a statement that it includes the unpublished and/or published work of others, duly acknowledged in the text wherever included. c) Open access electronic theses are freely available over the World Wide Web for users to read, copy, download, and distribute subject to Irish Copyright Legislation and Trinity College Library conditions of use and acknowledgement. Withheld access will be implemented, as applicable, according to the terms in Calendar Part III section 1, paragraph 114. d) A digital repository is an online, searchable, web-accessible database containing works of research deposited by scholars, the purpose of which is both increased access to scholarship and long-term preservation.

**SUMMARY** A succinct summary of the methods used and the major findings of the thesis must be bound into each copy of the thesis following the declaration page. It must not exceed two pages of typescript.

**ACKNOWLEDGEMENT** A formal statement of acknowledgements must be included in the thesis.

**REFERENCES** Systematic and complete reference to sources used and a classified list of all sources used must be included in the thesis. The titles of journals preferably should not be

abbreviated; if they are, abbreviations must comply with an internationally recognised system (the format may vary according to the precedents and customs of the subject area; graduate students should consult with their Supervisor as to appropriate presentation).

**ABSTRACT** One copy of an abstract, printed on a single sheet of A4 paper, must be submitted loose with each copy of the soft-bound thesis. The abstract must contain the title of the thesis and the author's full names as a heading and may be single spaced. Two copies of an abstract must be submitted loose with the final hard-bound copy.

**SUBMISSION** Two copies of the thesis, which may not be returned, and which for the first submission should be soft-bound, should be presented at the Academic Registry Service Desk, accompanied by two loose copies of the abstract. The thesis will not be formally accepted until it has been established that the candidate is currently registered on the higher degree register and that any outstanding fees have been paid.

At least three months prior to submission, all students must complete an "Intention to Submit Form" and send it to the Academic Registry. The form is available here: <https://www.tcd.ie/academicregistry/exams/research-degree>.

**ACCESS TO THESES** One bound copy of every thesis approved for a higher degree is lodged in the custody of the Librarian in the University Library. An electronic copy is deposited in the University's open access institutional repository. A thesis so approved may be made available by the Library under terms and conditions relating to appropriate use subject to Irish Copyright Legislation and Trinity College Library conditions of use and acknowledgement either through the University's institutional repository or by way of the printed copy.

**WITHHELD ACCESS (A "STAY")** Should an author of a thesis wish to withhold permission for the use of her/his work, a written application must be made to the Dean of Graduate Studies at the time of submission of the thesis for examination. Such applications must have the written support of the graduate student's Supervisor or Director of Postgraduate Teaching and Learning, must state the reasons for the request for a stay on access and must provide a contact address. The maximum length of a stay is five years. During this period of withheld permission the thesis may be consulted, lent or copied only by written permission of the author who is under an obligation to reply to all enquiries within a reasonable time. **NB: These regulation may be subject to change from time to time. Consult the University Calendar/website for the most current details**

The following is an important clarification of the regulations governing the length of theses. Students are encouraged to pay particular attention to University Calendar section that specifies the maximum length of doctoral theses allowed in the University.

Text should not exceed 100,000 words. Only footnotes and bibliography are excluded from this limit. Therefore, it is important that the combined length of chapters and any appendices should not exceed the 100,000 word limit. The Dean of Graduate Studies will not accept these

in excess of this limit, unless permission has been obtained from him/her at an early stage in the writing process as per the Calendar regulations.

Please note an important College regulation concerning students who submit a doctoral thesis early.

Part-time students are given up to six years to complete the thesis. If such students submit the thesis early, they are liable for early submission fees. If you find yourself in a position to submit your thesis early please note carefully the relevant Calendar entry included below University Calendar, Part III (Section II): <https://www.tcd.ie/calendar/graduate-studies-higher-degrees/section-II.pdf>. This reads as follows:

The minimum period of time on the part-time register is three years. If a student on the part-time register leaves before they have completed six years on the register, they will be required to pay the difference in fees between the total part-time fees they have already paid and the equivalent full-time fees that they would have been charged during that time on the register, up to a maximum of the four years full-time fee.

## **APPENDIX 4 RESEARCH ETHICS AND PLAGIARISM**

### **Ethics**

Trinity College Dublin requires that prior to a research study commencing, ethical review is carried out for all proposed research involving human subjects that is conducted by staff and students.

The School of Education is the site for a large number of research projects carried out by staff and students and is aware of the responsibilities and duties that such work involves. The School is committed to the conduct of high-quality research that is guided by the latest understandings of research ethics and their place in all research design. In its research activity, the School is committed to ethical principles that include:

- a commitment to the well-being, protection and safety of participants;
- organisation of cultural and educational visits/exchanges with groups of school-going pupils and teachers, students, academics and visiting scholars
- a duty to respect the rights and wishes of participants;
- an evaluation of the relative benefits of any research to groups and individuals
- a responsibility to conduct rigorous, academic research;
- a commitment to disseminate the results of research in an honest and truthful manner to all who may be affected by the research or those who should be informed about the research.

There are a number of concepts that all research in the School must address. These include:

- minimising risk of harm;
- informed consent and freedom to withdraw;
- avoidance of disclosure of non-processed data and anonymity;
- data storage, access, retention and destruction;
- awareness and recognition of power relations in asymmetrical educational relationships;
- Some research in the School is also conducted with children and members of vulnerable groups and in these cases further ethical demands must be met. These include:
  1. child protection principles;
  2. legal obligations and policy commitments in relation to children and members of vulnerable groups;
  3. an inclusive approach to research.

In order to ensure the highest level of ethical research, the School has a University-approved Research Ethics Committee (REC). This is an ad hoc committee that comprises the Director of Research, and other academic staff members. This committee may also call upon the services of a lay member, or expert members in certain cases.

In the case of staff research that requires ethical approval, and where ethical approval has not been granted in another recognised institution or body, all such research must be approved

by the School's REC. In the case of student research projects at all levels (undergraduate and postgraduate) it is the responsibility of the student to complete a Research Ethics Approval Application form in consultation with their supervisor and, following review by the supervisor, submit to the School's Research Ethics Committee. Obtaining Garda Vetting where appropriate may be necessary prior to submitting an ethics approval application.

### **The Procedure for Ethical Approval**

Students are required to read carefully the guidance notes in the School of Education Research Ethics Committee (REC) code of practice. The code of practice, ethical approval application form, sample completed ethics applications and sample information and consent forms are available at: <https://www.tcd.ie/education/research/research-ethics/>.

The application for ethical approval form must be completed electronically, using as much space as needed to include all required information.

For student applications, the student must liaise with their supervisor in drafting the application to ensure that they are addressing all ethical issues adequately. The completed form **MUST** be checked and signed by the supervisor and the student prior to submission. Any unsigned forms will be returned. Electronic signatures are accepted but not typed names.

Trinity College is now using a new Research Ethics Application Management System (REAMS) as its main platform for processing research ethics applications. All staff and students in the School of Education must submit their applications through REAMS.

All of the information including the link to start an application, is available on the REAMS website: <https://www.tcd.ie/research/support/ethics-approval.php>. All applications are reviewed by the School of Education's Research Ethics Committee according to their code of practice.

If an application is unsuccessful, required changes will be outlined for the applicant in a timely manner. Feedback will be provided through REAMS. All appeals will be conducted in line with the code of practice.

All modifications which require ethics approval must be submitted to the REC through REAMS and approved prior to implementation as specified in the code of practice. Annual reporting to REPC is standard procedure.

See the School of Education's website for the current edition of its guidelines on ethics. Available at: <https://www.tcd.ie/education/research/research-ethics/>.

### **Academic Integrity and Plagiarism**

Information on Academic Integrity and the General Regulations that pertain to Plagiarism can be found in the University Calendar, Part III (Section I) at: <https://www.tcd.ie/calendar/graduate-studies-higher-degrees/section-i.pdf>.

Levels of plagiarism are defined within the regulations and different sanctions are applied according to the level. See: <https://libguides.tcd.ie/academic-integrity/levels-and-consequences>.

All students must complete the online 'Ready Steady Write' tutorial on plagiarism, as specified by Trinity. See: <https://libguides.tcd.ie/academic-integrity/ready-steady-write>.

All students must complete a signed declaration to be submitted with all assessed coursework, declaring that they have completed the online tutorial and that the assignment/coursework submitted by them is their own work.

Trinity provides a central repository hosted by the Library with information on academic integrity and how to avoid academic misconduct at: <https://libguides.tcd.ie/academic-integrity>.

## APPENDIX 5 CONFIRMATION OF CONTINUATION ON THE PH.D. REGISTER

SCHOOL OF EDUCATION

Confirmation of the continuation on the Ph.D. register

[See section 2.14 of the College Calendar Part III]

(This form is to be submitted by students wishing to confirm their continuation on the Ph.D. register, prior to their confirmation interview.)

Student name	
Student number	
Provisional title of thesis	
Name of supervisor	
Date of registration as a Ph.D. student	
Are you registered for full-time or part-time study	
If applicable, please provide details of the following: any taught modules completed; any conferences attended or participated in; any research training undertaken; any papers or similar published; any other information you think is relevant.	

<p>1. Please provide a <b>250 word Abstract</b> for your study which details the following: the main focus of your research (aims/objectives/research questions); the overarching research approach and the planned research methods: the intended research participants or sample and the likely numbers of participants; the expected findings and outcomes from your study.</p>
<p>Abstract:</p>
<p>2. Detail a <b>time-line</b> that indicates the key stages in your research plan, and what you expect to have achieved at each key time point (to-date and in the future).</p>
<p>Timeline:</p>
<p>3. Describe any <b>challenges</b> you have faced, and how you have overcome or plan to overcome these.</p>
<p>Challenges:</p>



<b>4.</b> Detail how will your Ph.D. <b>contribute</b> to the advancement or creation of new knowledge in your chosen area.
Contributions:
<b>5.</b> Please enclose <b>written work</b> that would form the basis of two chapters of your thesis (specifically the <b>literature review</b> and <b>methodology</b> chapters). These should follow established academic conventions for a thesis. The written work submitted should not exceed <b>15,000 words</b> in length. Typically this word-count should be equally divided between the two sections/chapters.
<b>6.</b> At the beginning of the confirmation interview you will be asked to make a <b>10 minute oral presentation</b> to the readers which gives an overview of your Ph.D. study. Please prepare for this in advance of the confirmation interview. You may use visual aids such as slides if you wish but this is not a requirement.

Student's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Please send this completed form along with your written work to: The Postgraduate Research Officer (email: [phdrsrch@tcd.ie](mailto:phdrsrch@tcd.ie)).

(Please note: drafts of this report and the two chapters should be sent to your supervisor for review prior to submission for the confirmation process)

## APPENDIX 6 PROGRESS REPORT TEMPLATE

### PROGRESS REPORT FORM

(Research Students)

September Registration

Please complete the self-assessment part of this form, sign it and forward it to your supervisor to complete the section overleaf.

The completed form must be returned by your supervisor to the PGR Officer, by the 30<sup>th</sup> of June ([phdrsrch@tcd.ie](mailto:phdrsrch@tcd.ie)).

Name: \_\_\_\_\_

Student No: \_\_\_\_\_

Degree for which currently registered: \_\_\_\_\_

Provisional title of thesis: \_\_\_\_\_

\_\_\_\_\_

Name of supervisor: \_\_\_\_\_

1. **Candidate's** self-assessment of work done since September 20\_\_ (complete as appropriate)

This is to be submitted to the supervisor for comments and transmission to the Head of School. Candidates should not hesitate to mention problems, set-backs etc., since these matters are important to the Head of School in monitoring progress and permitting extensions etc. (continue on a separate sheet, if necessary).

\_\_\_\_\_

Candidate's signature

2. **Supervisor's** comments (the substance of these observations should be discussed with the candidate).

Has the candidate been working in TCD this year? Yes/No

(If the answer is no, please state reasons for absence, place of study and supervisory arrangements).

Do you recommend continuation on the higher degree register? Yes/No

Where applicable, has continuation on the Ph.D. register been recommended? (Please note that the Director of Postgraduate Teaching and Learning needs to notify the Dean of Graduate Studies separately.) Yes/No

If the candidate is in their final year of registration, do you foresee any problems which might prevent submission of the thesis on or before the cessation date? Yes/No

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Supervisor's Signature

## **APPENDIX 7 REGULATIONS FOR RESEARCH STUDENT ROOMS**

1. This is a study area. Quiet should be observed at all times out of respect for your fellow students.
2. Mobile Phones should be switched to silent mode at all times, and all calls to be taken outside of the room.
3. Bottled water or water from the coolers only. No other food or beverages allowed either in the study spaces or any allocated storage areas.
4. Students are responsible for keeping their study spaces neat and tidy, all cups and bottles should be removed when finished.
5. Valuables are kept in storage spaces at students' own risk. School Staff take no responsibility for lost or stolen items.

## **APPENDIX 8 MANDATORY MODULES AND SUPPORT SESSIONS**

### **Ph.D. Research Methods Module (Mandatory)**

The Ph.D. Research Methods module is led by Prof Andrew Loxley. This is an important module as it lays much of the theoretical foundations for the research that will be undertaken as part of the Ph.D. Attendance is mandatory for both full and part-time students. Whilst the offering is primarily aimed at new entrants, all students (and particularly those who may have missed some of the sessions in previous years) are welcome/encouraged to attend. This module will be captured in SITS for all incoming entrants. When it comes to the nomination of External Examiner stage (once a student has submitted) the Director of Postgraduate Teaching and Learning is asked to confirm that all taught elements have been completed. Fulfilling the requirements of this module falls within completion of the taught elements.

### **Research Integrity and Impact in an Open Scholarship Era (Mandatory)**

In addition to the Ph.D. Research Methods module an online module Research Integrity and Impact in an Open Scholarship (5 ECTS credits) is mandatory for all incoming Ph.D. students from 2018-19 in line with the decision of Graduate Studies Committee (March 2018) and Council (April 2018).

### **Ph.D. Support Sessions (Optional but Recommended)**

The School of Education Ph.D. support sessions will be led by Dr Joseph Roche and will aim to provide a discussion space for topics and themes of relevance to the Ph.D. researcher. Each session will have a dedicated topic for discussion and will be an opportunity for students, and in some cases academics, to share perspectives on the topic under discussion. These sessions are also an opportunity for students to meet and network with each other and to engage with academics in a less formal setting.

### **Research Seminars (Optional but Recommended)**

The School organises a series of research seminars (usually held once a month) which full-time research students are encouraged to attend and, where appropriate, to contribute. Part-time students are also strongly encouraged to attend and may be able to present their work at these seminars. The seminars provide for an arena in which academic staff and students can present and discuss various facets of their work in a relatively informal and supportive atmosphere while providing the opportunity to practise conference presentation. The timetable for the seminars can be found on the TCD website; notification of forthcoming seminars is by email, posters and the College listings. See: <http://www.tcd.ie/Education/> for further details.

### **“Talk About Education” Seminars (Optional but highly recommended)**

The “Talk About Education” seminars are led by and for the postgraduate researchers of the School seminars, and complement the monthly research seminars in the School. They are an excellent place to discuss the processes and experiences of education research in alternative and more casual formats than traditional seminars. They also provide a good opportunity to gain experience presenting research in a supportive and critically constructive setting. They are the best way to do trial runs of conference presentations, or present and work through chapters of your thesis. Research students, staff, and anyone with an interest in educational research or postgraduate research in general, are welcome to attend.

### **PGR Conference (Optional but highly recommended)**

The PGR Conference is an opportunity for students at any stage in their postgraduate career to present their work in progress to a community of peers and academics. It is also led by a committee of postgraduate researchers, with support from the School’s Postgraduate Research Officer and the Ph.D. Coordinator. It is usually held in the month of May annually, and attracts students researching education from across Ireland, and – increasingly – internationally. If you are interested in being involved with the organizing committee, contact the School’s Postgraduate Research Officer or the Ph.D. Coordinator.

## **APPENDIX 9 TIMETABLES - RESEARCH METHODS/COFFEE MORNINGS**

**Research methods** – please see the Ph.D. Research Methodology Support Session timetable below for 2024-25 for more detail about the content of these sessions. All sessions will take place from 4-8pm, and most will be in person in 3105.

- Friday 20 September 2024, 4053 (a Ph.D. Induction Session will start at 3pm for this first session)
- Friday 18 October 2024, 3105
- Friday 8 November 2024, 3105
- Friday 6 December 2024, 3105
- Friday 17 January 2025, **3106**
- Friday 7 February 2025, 3105
- Friday 14 March 2025, 3105
- Friday 11 April 2025, 3105
- Friday 16 May 2025, 3105

**Coffee Mornings** – on the first Wednesday of each month (aside from January). These will generally take place in Room 3104 Arts Building at 11am. Please consult the Ph.D. notice board in the School of Education corridor for the most up to date details about special speakers and specific topics that will be covered. Normally the first session is where different topics for the year are suggested and discussed.

- Wednesday 2 October 2024
- Wednesday 6 November 2024
- Wednesday 1 December 2024
- Wednesday 8 January 2025
- Wednesday 5 February 2025
- Wednesday 5 March 2025
- Wednesday 2 April 2025
- Wednesday 7 May 2025

## School of Education: Research Methodology Support Sessions 2024-25

### Year One Ph.D.: Semester One

	Time	Session Title	Content	Host	Date & Room
<b>Session 1</b>	3–8	The PhD Octopus or is it possibly a Squid?	Welcome to the messy world of the PhD. . .	Andrew Loxley	20 <sup>th</sup> September  4053
		A Critical Introduction to Educational and Social Science Research	Introduction to types & purposes of educational research – process & products		
<b>Session 2</b>	4-8	Navigating the Ahh to Zed of Research Design	Introduction to the different elements which make up a research design	Andrew Loxley	18 <sup>th</sup> October  3105
<b>Session 3</b>	4–8	The Literature Review Process for Doctoral Studies & Some thoughts critical	Accessing & Searching the Literature	Tom Farrelly & Andrew & Geraldine Fitzgerald	8 <sup>th</sup> November  Online
<b>Session 4</b>	4–8	Reflexivity & Research	The process of constructing reflexively 'inclined' research designs	Andrew	6 <sup>th</sup> December  3105



### Year One Ph.D.: Semester Two

	Time	Session Title	Content	Host	Date & Room
<b>Session 5</b>	4-6	Traditions, Paradigms and Other Inconvenient Fictions	Overview of the 'ologies and the usual traditions: positivism, Marxism, feminism, critical realism, critical theory etc.	Dr Aidan Seery	17 <sup>th</sup> January 3105
	6-8	The Ethics of Research	The role of ethics in doctoral research		
<b>Session 6</b>	4-8	Approaches to Educational Research: Visual Studies	Using images in research work – a quick look	Andrew	7 <sup>th</sup> February 3106
<b>Session 7</b>	4-8	Approaches to Educational Research: Narrative, Autoethnography, Ethnography	An introduction to some of the non-numerical and interpretivist forms of research	Andrew & Aidan	14 <sup>th</sup> March 3105
<b>Session 8</b>	4-6	Approaches to Educational Research: Designing Case Studies & Experimental Designs	The case study as a mode of research, and experimental approaches to research	Andrew L	11th April 3105
	6-8	Ontology and Research	A return to the land of ontology	Andrew G	
<b>Session 9</b>	4-8	The Grand Student Poster Session	Show & Tell: A chance to see what you've all been getting up to!	Andrew L + Andrew G	16 <sup>th</sup> May 3105

## **APPENDIX 10 STUDENT SERVICES**

Please see the [Student Services Handbook](#) developed by [Student Services](#), which outlines the support services provided by College to all undergraduate and postgraduate students:  
<https://www.tcd.ie/students/assets/pdf/Student%20Services%20Handbook.pdf>