



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

MODULE NAME: Planning and Managing Your Research Process (PMRP)

ECTS: 5 credits

MODULE CODE: PMRP1001

MODULE DESCRIPTION: This module provides doctoral candidates with opportunities to develop and enhance a personal approach to their research practice and reflect on the process. The module focuses on self-management, academic and communication skills as well as personal effectiveness and wellbeing.

MODULE LEARNING OUTCOMES:

On successful completion of this module, students should be able to:

1. Select, practise and reflect on skills and strategies that contribute to planning and managing the doctoral research process and to individual wellbeing.
2. Develop, apply and evaluate skills to manage themselves, their relationships and their research process and practice.

PARTICIPATION AND ENGAGEMENT:

The module runs on consecutive Wednesdays, from 2pm – 4pm, starting 22nd Jan 2025. A full schedule is included later in this document.

It is important for students to participate in the teaching and learning activities (e.g. live sessions, discussion board) as they will benefit from sharing experiences and networking with other doctoral students. Feedback from students indicates the importance of a sense of belonging and the sharing of experiences: “Being able to discuss situations and difficult subjects about my PhD with other PhD students and find solutions to them” and “...talking to each other and discovering my troubles were normal and shared.”

TEACHING & LEARNING APPROACH:

The module takes an active, blended learning approach. It employs in-person workshops or live webinars as well as online self-directed sessions with opportunities to demonstrate self-reflection and the practice of new skills.

The module is designed to maximise flexibility and enable students to tailor their learning to their own developmental priorities and circumstances (e.g. non-resident or part-time) by allowing students to choose from a variety of sessions and topics provided by Student Learning Development, Student Counselling, Postgraduate Advisory Service and The Library.

To complete the module students must undertake a minimum of 12 topics from 3 themed areas: Self-Management and Self-Care Skills; Interpersonal and Leadership Skills; and Academic Skills.

Students will attend a minimum of 7 sessions in-person/synchronously online; the other 5 may be self-directed sessions.

ASSESSMENT:

The module is assessed through evidence of the application of the module learning to planning and managing the individual student's research process, wellbeing and personal effectiveness. Students are required to submit a:

1. Skills Audit and Personal Development Plan (40%) – Due Date: 25th April 2025

Students will conduct a personal skills audit during the first session to identify their individual development priorities throughout the module and beyond. They will also be required to submit the skills audit along with a personal development plan (PDP) for assessment. The PDP will address the needs identified in the skills audit, track their skills acquisition as they have progressed through the module and how they plan on continuing to develop them further. Templates for the skills audit and personal development plan will be made available to all students.

2. Reflective essay/Presentation (60%) – Due date: 9th May 2025

Students can submit either a reflective essay (2000 words max) or a 10 minute recorded presentation that illustrates how they developed and applied learning from the module. The reflective essay/presentation will require students to: synthesise their learning from the module topics; explain how they applied and evaluated various skills and strategies; the relevance of these skills and strategies to their own research practice and their plan for development going forward in terms of managing their research process and wellbeing. The essay/presentation should clearly demonstrate how students have applied the learning from the module to their research process and personal development.

The Module is marked on 100% coursework, each assessment component needs to be passed at 50%.

MODULE COORDINATOR: Tamara O'Connor, Student Learning Development

ASSISTANT COORDINATOR: Martin McAndrew, Postgraduate Advisory Service

TEACHING STAFF:

Tamara O'Connor, Student Learning Development
Caroline Forsyth, Student Learning Development
Martin McAndrew, Postgraduate Advisory Service
Joanna Kesicka, Student Counselling Services
Isolde Harpur, Library
Siobhan Dunne, Library
Greg Sheaf, Library
Edie David, Library

MODULE SCHEDULE:

Teaching Content/Topics

There are 17 topics. Students are required to undertake a minimum of 12 topics depending on their needs and/or interests. **Topics 1 and 5 are mandatory (M)**. Attendance at each session will be recorded. Descriptions of the sessions will be provided.

Section 1 - Self-Management and Self-Care Skills

1. Reflection, self-management and personal effectiveness (M)
2. Planning, organisation and time management
3. Minding ourselves: imposter phenomenon and personal success
4. Building resilience, managing stress and dealing with challenges
5. Bringing it together and going forward (Wrap up)

Section 2 - Interpersonal and Leadership Skills

6. Maximising the supervisory relationship (M)
7. Managing interpersonal relationships
8. Developing diversity and inclusion awareness
9. Promoting team effectiveness and leadership

Section 3 - Academic Skills

10. Developing and improving critical reading and writing skills
11. Conducting your literature review
12. Thesis writing process and writing strategies
13. Managing your thesis references: Using Endnote
14. Using MS Word to create your thesis
15. Effective presentations
16. Publishing and promoting your research
17. Confirmation interview and viva preparation

Teaching schedule

Students choose 12 of the 17 Topics to complete from the weekly teaching sessions (in-person/live webinar, minimum 7) and the self-directed online sessions (to be completed in student's own time).

In-person or live webinars topics - Wednesdays 2pm – 4pm

Week	Session Topic	Teaching Staff	Delivery
1 (22/1/2025)	Reflection, self-management and personal effectiveness (M)	Caroline Forsyth, Tamara O'Connor & Martin McAndrew	In-person & Online
2 (29/1/2025)	Planning, organisation and time management	Tamara O'Connor/Caroline Forsyth	In-person & Online
3 (5/2/2025)	Minding ourselves: imposter phenomenon and personal success	Joanna Kesicka/Martin McAndrew	In-person & Online
4 (12/2/2025)	Maximising the supervisory relationship (M)	Martin McAndrew/Nonie Gaynor	In-person & Online
5 (19/2/2025)	Conducting your literature review	Caroline Forsyth/Library staff	In-person & Online

6 (26/2/20245)	Managing interpersonal relationships	Joanna Kesicka (or SCS staff)/Martin McAndrew	In-person & Online
7 (5/3/2025)	Thesis writing process and writing strategies	Tamara O'Connor/Caroline Forsyth	In-person & Online
8 (12/3/2025)	Building resilience, managing stress and dealing with challenges	Tamara O'Connor/ Caroline Forsyth	In-person & Online
9 (19/3/2025)	Effective Presentations	Caroline Forsyth/Tamara O'Connor	In-person & Online
10 (26/3/2025)	Promoting team effectiveness and leadership	Tamara O'Connor/Caroline Forsyth	In-person & Online
11 (2/4/2025)	Confirmation interview and viva preparation	Caroline Forsyth/Tamara O'Connor	In-person & Online
12 (9/4/2025)	Bringing it together and going forward	Caroline Forsyth, Martin McAndrew & Tamara O'Connor	In-person & Online

Self-directed online topics*

Session Topic:	Staff responsible
1. Developing and improving critical reading and writing skills	Caroline Forsyth/Tamara O'Connor
2. Publishing & promoting your research	Edie Davis
3. Managing your thesis references: Using Endnote	Greg Sheaf
4. Using MS Word to create your thesis	Caroline Forsyth
5. Developing diversity and inclusion awareness	Caroline Forsyth, Martin McAndrew & Siobhan Dunne

* These teaching sessions will be available as online digital resources that students access via Blackboard.

Indicative Reading List

Readings for this module will be captured on MyReadingList.

Charles, M. (2011). *Academic Writing: At the Interface of Corpus and Discourse*. [e-book]

Dunleavy, P. (2017). *Authoring a PhD: How to Plan, Draft, Write and Finish a Doctoral Thesis or Dissertation*. [e-book]

Covey, S. (2014; 2020). *The 7 habits of highly effective people: powerful lessons in personal change*.

Selected chapters Murray, R. (2011). *How to Write a Thesis, 3rd ed*. [available as a pdf download]

Mewburn, I. *The Thesis Whisperer*. <https://thesiswhisperer.com/> - selected blogs

Newport, C. (2016). *Deep Work: rules for focused success in a distracted world*. [e-book]

Robertson, I. (2016). *The stress test: how pressure can make you stronger and sharper*.

Salas, E., Reyes, D.L. & Mc Daniel, S.H. (2018). The science of teamwork: Progress, reflections & the road ahead. *American Psychologist*, 73(4), 593–600. <http://dx.doi.org/10.1037/amp00003>

Thomas, D. (2017). *The PhD Writing Handbook*. Palgrave. [e-book]

Wallace, M. & Wray, A. (2021). *Critical Reading & writing for postgraduates, 4th ed*. [e-book]