



The
University
Of
Sheffield.

Research &
Innovation
Services.

Off Campus Edition

What I can't understand is
why my supervisor always
wants to visit me Off Campus

Issue 6 | Spring 2014

Doctoral Times

The Newsletter for Doctoral and Higher
Degree Students

Welcome

Welcome to the Off Campus edition of the Doctoral Times. As the new editor this edition is of particular relevance to me as I am a Part time PhD student researching Education

One of my research interests is “Storytelling” how we relate our reality, ourselves and our experiences to others through the process of telling our “stories”.

These “stories” are often factual accounts from a personal perspective which is what we have highlighted in this edition.

We’ve included several articles in this edition which tell the stories of the Off Campus experience. Some students are remote location, some are part time, to those of you who are full time on campus PGR students we hope this provides you with an insight into the professional lives and experiences of those of us who are “Off Campus”.

We’ve also included ideas for digital tools which may help you with your research.

Got any ideas for future editions?

Let us know

Features

Off Campus but in Touch
Remote research communities

Almost the Same
The Off Campus Residential Experience

Impact at a distance
Project Off Campus

10 Useful Digital Tools
Combining Work and Study
Cryptic Crossword

Graduate Research Centre

Want to give feedback about the GRC?

Want changes?

Have your say!

There is a Google group for members of the Graduate Research Centre.

Email Anita at the GRC to join

grc@sheffield.ac.uk

Editorial Team

Commissioning Editor:

Dr Gavin Boyce, Doctoral Development Team Leader

Editor

Anita Jane Kenny, Doctoral Support Officer

To be part of the next Doctoral Times, which will be available in Summer 2014 please email the Editor Anita Jane Kenny a.j.kenny@sheffield.ac.uk

Thank you to all contributors to this edition

Solution to Issue 5 crossword

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Off Campus Edition

Introduction

The University of Sheffield has just over 300 research students who for one reason or another spend a considerable amount of their studies away from the University. They may be based at another institution for all or part of their studies due to other commitments or the need to use research collections or facilities. They may simply not be able to attend The University of Sheffield on a full-time basis. In this day and age the notion that mere distance should be an insuperable barrier to good research is something of an anathema. Students and supervisors can communicate via email or skype and information from libraries or other data repositories can be accessed over the web.

In addition to those students who spend a considerable amount of time 'off campus' many of our almost 4000 research students will spend some time away from the University. It is the nature of research study that we follow where the research leads, breaking new ground and adding to the stock of knowledge in our respective fields but more and more students are taking opportunities to work with external partners on secondments and internships, thereby ensuring the impact of our research. It is important that all our research students are able to do these things while still being and feeling part of a wider, vibrant, community of researchers in a research intensive University.



CALL FOR PAPERS

**9th Annual South East European
Doctoral Student Conference**

**Thursday 25th & Friday 26th
September 2014**

**Thessaloniki
Greece**

www.seerc.org/dsc2014/

**Deadline for Submission
Friday 11th April**

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There's an old saying...

*"If you fail to plan,
you plan to fail"*

So come and have an informal, confidential talk about your career options for the future.

NOW

Off Campus but in Touch



Jacqueline Hopson

Representations of the psychiatrist in English and American fiction at Sheffield University.

I expected to be working in isolation as an off-campus PhD student. This seemed a fair trade-off for working from my peaceful North Devon home. My expectations were radically altered by much that was a surprise to me: an excellent supervisor, who is available for extensive, productive discussion whenever I visit Sheffield; a great group of colleagues working in similar areas of research; astonishingly good internet access to worldwide materials; a highly knowledgeable and helpful subject librarian at Sheffield; the ability to find and take advantage of publishing opportunities; and great interaction with the research community at the conferences and events I have attended around the country.

Huge changes in technology have proved to be the most significant factors in my ability to participate in academic life at a distance from the campus.

DropBox allows me to exchange papers for reading with colleagues across the country; email has made keeping in touch frequently with other researchers very enjoyable and easy.

Zotero, is an excellent way of saving and organizing web pages.

Skype makes meeting at a distance possible.

PebblePad allows me to organize my files efficiently.

Wikibot has proved to be a great resource for saving and organising relevant brief information from Wikipedia.

YouTube and Box of Broadcasts offer me the ability to find and save interesting presentations.

The availability of WorldCat means I can discover the nearest location of published material; electronic library catalogues in universities world-wide allow me to track down the most obscure publications.

Google alerts in my areas of interest provide daily links to articles of possible interest, signing up for blogs sent out by chosen organizations relevant to me means I never miss important developments.

The commercial world of technology also provides much information: Amazon is a very reliable source for finding material on a given subject or author, and its listing of all books which mention that subject or author is wonderfully time-saving. I also love my laptop and tablet, with their ability to send information to each other and to allow access to all my files at all times.

I sometimes feel rather cheated when I hear of fascinating events in Sheffield that I cannot attend because I am too far away. However, there is one last thing that makes working off-campus enjoyable: my caravan.



When I do visit Sheffield, we come with the dog and the caravan, and stay on a farm in the Peak District. Being on-campus for a couple of days then feels like a holiday.

I expected to be working in isolation....

...My expectations were radically altered by much that was a surprise to me:

Remote research communities



Mr Adrian Solomon

researching “A Knowledge Based Decision Support System for Resilient and Green Freight Transportation”

At SEERC CITY College Thessaloniki

Being a student of the University of Sheffield (TUoS) at its International Faculty (CITY College) in Thessaloniki, Greece and part the framework of the South East European Research Centre (SEERC), has proven to exceed even the most demanding expectations that a prospective PhD student may have from the highly reputed University of Sheffield.

As a highly assertive, curious and future oriented person, SEERC has definitely proven to be a successful choice for me for a wide variety of reasons.

CITY College and SEERC have a great impact in the wider South East European (SEE) region. This is my target research area, which creates numerous challenges.

I was given the opportunity to directly engage in an inter-disciplinary and multicultural academic community. I experience a high class academic experience though direct interaction with academics and their work, joint publications with academics, participation in academic boards and through setting the basis for future class involvement.

SEERC has created the opportunity for me to participate in various research projects with countries from SEE and the European Union and to gain significant experience for my PhD and valuable employability skills.

I have also received substantial support in terms of participating in relevant conferences and events. Furthermore, by taking advantage of the joint supervision scheme and of the constant and close cooperation between CITY College, SEERC and the Faculty of Social Sciences at TUoS, I also became involved in research projects with TUoS which have global impact involving countries such as USA, UK and India.

The PhD student community at SEERC consists of high calibre and award winning people that form a strong and highly capable group with inspiring and scientific ideas from various domains. SEERC has a high percentage of its PhD students (and post-docs) that come from different scholarship schemes and under several key European Union funded programmes that aim to build next generation leaders in key research domains.

Personally, I think this student community is an essential resource for me and has enabled me to gain valuable ideas, knowledge and practices that have definitely helped my research and my employability skills.

Overall, taking into account the excellent cooperation and integration of SEERC within the faculties and departments of TUoS, studying at SEERC has significantly enhanced my profile (allowing me to make an impact and improve my employability skills) this enables me to take my learning from a world class educational system and apply it in the region of my research focus – SEE.

My expectations from SEERC at the beginning of my PhD were extremely high and they have definitely been exceeded, making me wonder about the next opportunities that can be pursued. This is why, my advice to prospective students of TUoS that intend to choose SEERC are:

Aim high, work hard and take advantage of all the developmental opportunities offered to you.

“I was given the opportunity to directly engage in an inter-disciplinary and multicultural academic community.”

Almost the Same: Five Ways Remote PhD Students Can Mimic the Residential PhD Experience



Maha Bali is a part-time, remote location PhD student at the University of Sheffield, researching “Critical Thinking at University: A Study of Critical Thinking Development at an American Liberal Arts University in the Middle East”.

Maha has written several articles on www.al-fanar.org and www.mooconewsandreviews.com.

You can follow her on Twitter via [@Bali_Maha](https://twitter.com/Bali_Maha)

If doing a PhD is a lonely pursuit, wait until you have tried doing it remotely! Remote location, part-time PhD study can be beneficial and even empowering! But there are a few aspects of the residential PhD experience that I missed out on, and this posting shares my experience dealing with them to try to approximate the residential PhD experience. I have no idea how common my struggles are, or how useful these tips will be, but I imagine and hope that, at least for international, remote location, part-time PhD students, these tips will be beneficial.

#1: Network with other researchers. I start with this one, because I find it the most important. I assume that residential PhD students have some kind of interaction with academics and peers in their department at their institution. Remote location students only have official access to their supervisor(s), and have only fleeting interaction with peers and academics at their institution. During my remote location study, I visited my supervisor about once a year. During that visit, I tried to attend at least one seminar or workshop each time I visited, and tried to stay in contact with some of the people I met (professors were much friendlier than students, I found!). However, these are still people I met only about once a year, so I focused my attention on building networks in my local context, which in my case, varied throughout my PhD (my husband and I moved several times). When I had no university affiliation, I attended public lectures and free workshops at nearby universities. When I did have university affiliation, I volunteered in research projects and attended conferences as often as possible - sometimes these weren't directly related to my field, but networking with researchers in similar fields was useful just the same. All of these forms of networking provided an avenue for intellectual conversations to keep me stimulated; helped me develop my “academic language”, and provided insight into “how research is done” by people other than myself! Where possible, access to other research students can provide moral support and advice, and sometimes even direct help reading drafts, for example. Networking with more senior colleagues can help with advice related to publication, and other advice regarding the PhD and viva. Some older colleagues will also be willing to read drafts of your chapters, and provide invaluable feedback on them.

#2: Access to important references. As a remote student, I only had access to online library resources. While these were substantial, there still remained many important journal articles (e.g. old ones not digitized) and books that I could not access. If you are lucky like me, you'll have access to a local academic library and even free document delivery service for articles and book chapters (I think remote students should get free document delivery from the institution granting them the PhD, but that's another

conversation!). For entire books, however, I drew upon further resources. First, peers and senior colleagues were often willing to lend me their books (see point 1!). Second, you will be surprised how well-stocked some public libraries can be with academic books (in the UK and US at least). Local universities you are not affiliated with might also be willing to grant you temporary on-site access as a researcher (the American University in Cairo does this, for example). One further resource I discovered is Kindle books. There are some academic books that you can borrow for a modest fee. Most books also offer free samples, which often cover the first chapter (sometimes, that is all you need; other times, it helps you decide whether the book is worth buying). One other strategy I did when I could not access a book I needed (and this happened to me a few times during Egypt's political upheaval when the American University in Cairo's library was closed) was to look for articles by the author of the book/ chapter I needed. Often, someone who has written a book/ chapter on a certain subject has also written an article or two about the same subject, covering the key concepts. Sometimes, that is all you need! If all else fails, try asking your supervisor if s/he has the book and is willing to lend it to you temporarily!

#3: Disseminate. As a remote student, I did not have access to the opportunities for PhD students to present their research in a relatively safe environment. So I just tried as often as possible to do so at conferences. To reduce costs, I often chose a conference that was at the same time I was visiting my supervisor in Sheffield, and one that was located in Sheffield or a nearby city. It took me a while to work up the confidence to disseminate my work, but once I started doing it, my confidence built further until I felt confident enough to submit my thesis.

#4: Teach. Whenever the opportunity becomes available, and if you can manage your time, teach in or around your subject. I was not directly teaching what I was studying, but the teaching experience helped me reflect much more deeply about my research, and I found synergies there I would not have anticipated. It is possible that someone who is studying social work, for example, would benefit more from actually doing social work rather than teaching it (but I assume most of them do so already?). But I still expect teaching to be beneficial across fields, because it helps one think of one's subject on a meta-level and reflect on it from a different angle than the one usually used for research.

#5: Use technology well. For a remote location student, all kinds of technology will make your life easier. I believe remote location students should always be assigned a tech-savvy supervisor! Using Skype with your supervisor might mean you can get to talk to him/her more often than if you called internationally. Using shared wikis or blogs with your supervisor (if they are willing) or track changes/ comments on MS Word can help you have an asynchronous conversation with your supervisor. Returning to point #1, you can find online support communities to help you through your research. There is so much on Twitter to support PhD students (SocPhD and PhdForum being two!!!). There are useful podcasts (e.g. VivaSurvivors). These online communities gave me support that helped me sprint through the final stages of writing.

This article is reproduced from a SOCPHD blog: <http://socphd.wordpress.com/2013/09/30/almost-the-same-five-ways>

The Off Campus Residential



Charlotte Wilders

researching Early Childhood Education at Sheffield University shares her experience of the Educational Doctorate and the Residential Weekend

I currently live in Belgium where I work as an Early Childhood teacher. I was keen to continue my doctoral studies into Early Childhood Education, without leaving my job or home. I saw the advertisement for the Sheffield Doctorate in education and thought it sounded perfect. I immediately applied and was thrilled to have been accepted on the course.

Although I was very excited about attending the first residential weekend, the excitement was tinged with an overwhelming feeling of anxiety. How could I possibly find time from my busy work / family commitments to attend these weekend schools? I knew it was going to be a logistical nightmare. 'Never mind', I reassured myself, I only had to attend these weekends during 'Part 1' of the course.

The first residential weekend finally arrived and as the weekend progressed, my 'new girl' feeling was replaced with the feeling of belonging to the EdD 2010 cohort. I left the weekend feeling exhilarated and could not wait to begin the reading for my first assignment. Indeed, I did commence the reading immediately, and felt I was gaining a deeper understanding of educational research.

However, tragedy (or so it seemed at the time) then struck! I simply could not get started with the writing. Call it 'writers block' I really don't know. It seemed that the inspiration of the residential weekend had faded, and the reality was, I was now alone in Belgium miles away from the support of tutors and fellow colleagues.

After serious consideration, tears and tantrums, I decided to contact my tutor to admit my failure with Assignment 1. I then nervously awaited her response.

However, the wait was very short and my anxiety was unwarranted. My tutor immediately reassured me with both her understanding and the very clear and precise advice she offered. Unbelievably I was back on track and Assignment 1 was well and truly underway.

I now never feel alone on this journey as I know my tutors are only an e-mail or Skype call away and they are on the journey with me, offering support and advice along the way. It is far from a lonely existence.

As for the logistical nightmare of attending the residential weekends, well, I am now in Part 2 of the course (and my dissertation is well underway!) and I would never consider missing a weekend. Everyone on the course is juggling work, family and study, and with the support of family and friends somehow it just works.

To me the weekends are an essential part of the course. Not only are the lectures very informative and relevant, but the opportunity to discuss highs and lows with other students is highly beneficial. In Part 2 we now share the successful and less successful experiences



we have had with our research and together we determine possible solutions to overcome identified problems. Without this opportunity to share progress you could begin to think that you were the only person experiencing difficulties along your research journey. When you combine this with

the opportunity of meeting your tutor face to face for an individual tutorial, it is easy to understand why the weekends have become a crucial element of my studies.

To a certain extent the weekends are my new 'me time'. I step onto the train and I am immediately in study mode. It is the only time when I can concentrate solely on my studies. I leave all other worries on the platform and begin reading for the weekend ahead. It is bliss!



Impact at a distance



George Pavlidis

researching Healthy life expectancy in SEE

Provides a personal view of the advantages of studying at SEERC Thessaloniki

Being located in the International Faculty of TUoS for postgraduate studies brought certain challenges and also great advantages for me.

On the one hand, my close interaction with the lecturers and staff located in Thessaloniki (due to the low lecturers / students ratio) supported me greatly throughout my studies.

Most important to me is that this close collaboration permitted me to undertake significant projects with social impact, get involved in a variety of research projects, and these experiences prepare me for teaching.

On the other hand, there are some shortages compared to students located in Sheffield e.g., funding opportunities, laboratory equipment, fewer links to the labour market may be noticeable.

At the initial stages of my studies, the question whether studying in Thessaloniki or in Sheffield would be most appropriate for me was an important decision to make. I was wondering whether it would be different here by comparison to the University of Sheffield.

To date, it is clear to me that the student experience offered at the 2 sites are diverse, although equally good.

As an ex-professional athlete and mature student in Greece, I had limited options and support to study. The International Faculty of TUoS in Thessaloniki gave me a unique chance: to stay home and have a great education.

I noticed early on that the academic culture taught and aspired in the University of Sheffield in Thessaloniki echoes clearly from the principles and the ethics that are aspired in the University of Sheffield in UK. And (oh, boy!), we get reminded of that frequently during our studies.

Each future student of the TUoS should bare this in mind. The values embedded in the British educational system and the research orientations of TUoS are vigorously evident inside the University of Sheffield in Thessaloniki.

It requires a great deal of adjustment for any student to adhere and work according to TUoS principles, as well as to use the English language to the required high standards.

One should bare in mind that TUoS students in Thessaloniki operate under TUoS working ethos constantly, although they are not located in the UK.

No educational system could replace the opportunity to learn English as well as when living in Sheffield per se. Yet, those studying in TUoS Thessaloniki enjoy other benefits.

Primarily, being educated in the International Faculty in Thessaloniki, under the ethos inspired by the University of Sheffield, adds diversity in terms of better understanding cultural differences.

I would welcome the prospect of TUoS and the IF increasing their investment in their joint ventures, this would promote exchanges of students and of academic staff.

I would also welcome anyone to come to Thessaloniki and experience our student life, alongside with the hospitality that our nation is so famous of.

Reading these lines gives you an idea of what it is like to study in the International Faculty of TUoS in Thessaloniki, but you have to see it as well in order to understand it!

“To date, it is clear to me that the student experience offered at the 2 sites are diverse, although equally good.”

Project Off Campus

In 2012/13 The University of Sheffield conducted a survey of its research students who spend a significant amount of time 'Off Campus'. This included those studying on a part-time basis and those studying at a remote (other) location for some or all of their studies. Participants were asked how they felt their experience of the various stages of the doctoral journey compared with that of their full-time peers located in Sheffield. Whilst it was acknowledged that not all would be able to directly compare their experience to that of full-time research students, by virtue of not being based in Sheffield and/or having limited contact with their peer group, it was felt that their perception of the differences would be an equally valuable thing to measure.

There were some positive findings, for instance admissions was an area where a significant proportion of respondents felt that particular attention was paid to them which meant they perceived that their experience was actually better than that of most Sheffield-based students. Supervision arrangements were irregular in that responses were polarised, with a split between those who felt their experience was notably better and those who felt their experience was worse.

Unsurprisingly perhaps the particular areas where a significant proportion of students felt their experience was not as good as their full-time Sheffield-based counterparts were those of induction, research environment and personal and professional development opportunity.

In the free text parts of the survey students were asked to comment on their biggest challenges, what the department/University could do to improve its provision, and then to sum up their experience.

Whilst some issues raised are unavoidable because they are inherent to the mode of study others are practical matters than can more easily be remedied, such as the provision of information and the scheduling of sessions/events. Increasing the provision of resources (lectures/training/materials) online and facilitating more frequent interaction with peers were other common themes where it was felt there was potentially scope for action.

The most common recurring theme was that of a feeling of isolation. Isolation not from the supervisory team or the research discipline but from other students. Many respondents noted the need for developing contact and support networks with other students and finding people to bounce ideas off. These are important aspects of the Doctoral experience which can sometimes be taken for granted in a research intensive University such as ours which has a vibrant research community.

To address this important issue a group was been set up comprising students, supervisors and support staff from across the University to look at practical actions that might be taken to enhance our provision. The group has rather grandly called itself Project Off Campus and has already made some recommendations to senior committees. These include the obvious 'improving online access' to materials and courses but also better signposting to online information and University level support for the creation of virtual communities and peer networking.

Over the forthcoming months our research students can expect to see, and become involved with, a number of initiatives which will bring benefits to our whole research student community, not just those that spend a considerable proportion of their studies Off Campus. Importantly though, whilst the University can put in place the infrastructure to support peer networking and facilitate interdisciplinary communication we will only address the feelings of isolation if the Doctoral community itself, our 'Doctoral Academy' if you will, ensures that all our research students feel part of a welcoming community of their peers that transcends discipline, location or mode of attendance.

Arguably this is something that only our research students can make happen.

Join the debate: [#doctoralacademy](#).

Project Off Campus Team

10 Useful Digital Tools

The thing about doing a PhD is that it takes time and organisation (lots of both). Here at DT HQ I've compiled a collection of 10 useful digital tools / software / web resources.

So, in no particular order:

Inspiration 8 – You can get this with your TUOS account it's a great way of organising your notes / thoughts idea in a visual format. Not just mind mapping it allows you to produce outline notes and structure diagrams (for the more scientifically minded among you)

X Mind – I'm a big fan of mind mapping and I would have loved to tell you that you could still download the basic iMindMap software for free for ever but you can't so here's an alternative. An excellent free mind mapping software. www.xmind.net/

Websites – For the Natural Sciences people among you two useful sites are www.myexperiment.org/ and www.researchgate.net/aboutus>AboutUs.html My experiment allows you to “find, use and share scientific workflows and other Research Objects, and to build communities.” Research gate is a professional network for scientists who state “We've made it our mission to give science back to the people who make it happen and to help researchers build reputation and accelerate scientific progress. On their terms.”

Zotero – Recommended by Jackie Hopson, one of our contributors this issue, an excellent tool for organising your research papers, books, audio files and letters it also has a citation tool which makes it very useful. It's also got a good range of help files to teach you how to use it. www.zotero.org/

Diigo – An online book marking library tool which you can carry round with you on any device. It can be used to collect a library of links with the dates you visited them. Diigo's USP (unique selling points) are that you can create digital highlights, annotations and sticky notes and have the option to share / use them collaboratively. Available at www.diigo.com/

Evernote – A note taking programme that allows you to gather web “notes” and clippings into notebooks organise and search them. <https://evernote.com/evernote/> Those of you that have MS Office can use One Note which also excellent for organising and gathering files and information.

NVivo – One for the qualitative researchers among us, again available through your university account. If you had to buy it this is not a free or cheap software but it is an outstandingly powerful intuitive visual database tool for organising and analysing text / audio / images and video. The support available is amazing and for anyone analysing text (which is part of my research) it is highly recommended.

Scrivener – This has a cost attached (around £25) but is an interesting and creative way to produce a long written document. It was designed by someone who was writing their thesis at the time and needed to keep and organise data and notes. This has an excellent visual live word count and word count target tool which could be useful for keeping you on track. I'm a PC person but it also has a Mac version. You can check it out and download the free trial at www.literatureandlattice.com/index.php

Scapple – from the company that makes Scrivener (no I don't have shares in the company) Again this has a cost attached (around £10) This is a really good note making software which creates linked idea diagrams that can be imported into Scrivener.

The Thesis Whisperer – A blog written by a collection of PhD students (is there a collective noun for PhD students would we be 'a study' or nearer the viva 'a worry'?) who truly understand the trials and tribulations of “doing your doctorate” lots of useful links and full of practical ideas. Check it out at <http://thesiswhisperer.com/>

And finally:

Don't forget there are a wide range of available guides and tutorials on the library information skills resource pages: www.librarydevelopment.group.shef.ac.uk/index.html

Hope you found this list useful, some you probably know, if you know any others which are useful to you and free or low cost, write a short description, why you think it's useful, let us know and we'll publish your ideas in future editions.

Best wishes

AJ

Combining Work and Study



Joanne Heeney

PhD research student in the School of Sociological Studies at Sheffield University shares her thoughts on the part time learning experience

I am a part time first year PhD student at Sheffield University, but I live in Liverpool. I hope this will give people a flavour of my PhD experience so far.

I decided to study at Sheffield because of my supervisors and their interests. I feel very lucky to be supported by them and enjoy discussion with them. It still feels strange to be talking to people 'from my essays'.

However, being off campus is not without its drawbacks and difficulties. As well as being in Liverpool I also have two children under 10 and a very small support network; without my husband and my mum I would not be able to study at all.

First of all, I think I underestimated how much of a commitment the DDP was, and how much I was required to attend teaching in the first semester. However, now that the compulsory modules are done I am attending modules I have chosen, which means a weekly visit to Sheffield. This is manageable for me as I can combine teaching with supervision, library visits etc.

"I am a keen internet user and a member of lots of groups and forums related to my research interests which helps me to keep an eye on the bigger picture."

As a student based in Liverpool I have been lucky in staying in touch with the university where I did my MA and staff there have been a great support to me. I think for students that are part of a larger student group there is a sense of shared experience, seeing what other people are doing, having someone to discuss ideas with etc. I don't really have this. My MA tutors let me pick their brains and talk over things (without looking too bored). They have also recently given me some teaching opportunities, which has been great.

There are three universities in Liverpool and I have discovered a range of free seminars, public lectures and reading groups to become involved with. Attending seminars in Sheffield can be difficult and expensive for me; I would advise anyone off campus to see what is taking place locally. I have also approached a local university to set up a reading group in my research field as I was not able to locate anything suitable.

My day to day working pattern tends to be quite fixed as I have limited time with my childcare commitments etc. I work during the week for about 4 hours a day, often I don't feel like I have been particularly productive but I take notes and read. I have also recently rediscovered books rather than just journal papers; books are great- I try to read for an hour every day if I can, sometimes when the kids are in bed. I am a keen internet user and a member of lots of groups and forums related to my research interests which helps me to keep an eye on the bigger picture. I try to keep my weekends free but often end up doing literature searches on a topic which has popped into my head and then getting drawn into something interesting which gives me lots of reading for the coming week.

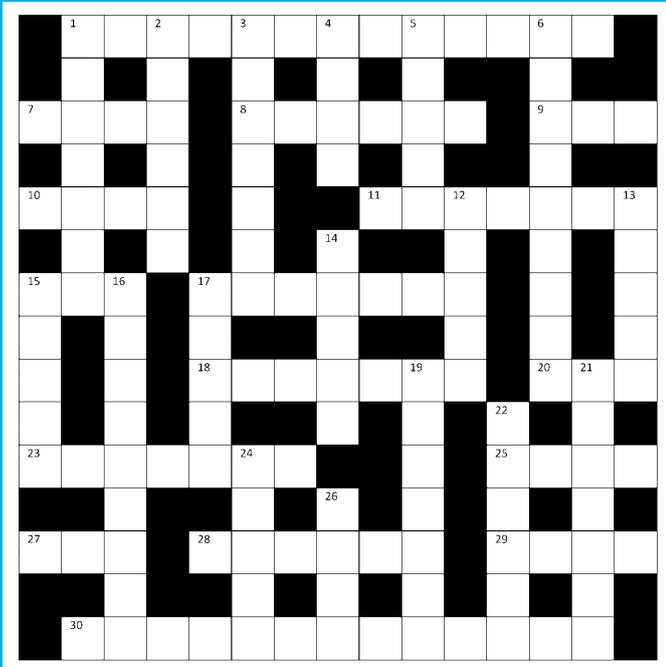
I also tend to work at home as I can't access the university online library from libraries in Liverpool as I can't access their wifi or use their IT even with a sconul card. There is, however, a good supply of free tea at home. My husband bought me a fab leak proof travel mug – I would advise any travellers to invest in one for those 6am train journeys!

"I would advise anyone off campus to see what is taking place locally."

Cryptic Crossword



The University of Sheffield.



Clues

Across

1. Very small and tidy as in fine limit. (13)
7. Disturbing rite of passage. (4)
8. How will they inherit the earth? (6)
9. Stuck up this tree? (3)
10. Boudica, Queen of the Iceni, was just about a hag. (4)
11. Reversible me for always becoming laughable (7)
15. Monster in horror cartoon. (7)
17. A stain on your life force we hear, or just a symptom of illness? (7)
18. A lyric poem accepting his dropped 'h' is just one in a series. (7)
20. Wow, we hear birdsong! (3)
23. Popular on twitter but in A &E after a fashion! (7)
25. Go back to ground zero? (4)
27. The life force in an urchin. (3)
28. Machismo without Chairman accepts short division. (6)
29. Seedless five hundred with a thousand seeds (4)
30. Using estimation of means in late portion redistribution. (13)

Down

1. If wholesome, we hear, then can make it green. (7)
2. Wiles managed to infer mathematically his last. (6)
3. Symbolic for a large number? (7)
4. The value of the oppositional disjunction when not us. (4)
5. A convoluted brain teaser can result in may furrowed brows. (5)
6. Alice brags about letters for numbers. (9)
12. Elegance can be found in twisty legs (5)
13. Mend broken oriental bowl at joint. (5)
14. Stolen treasure and secret horde initially. (5)
15. Among the scratching or biting bodies can be found the path. (9)
16. The golden rule for hat arranging i.e. Tricorn. (9)
17. Let the colour run in the edible edition. (5)
19. Ring this girl, we hear, when spoilt for choice? (7)
21. An unfortunate ban to stay outside the Dome, in the middle. (7)
22. Lies around after Greek micro breakfast? (6)
24. Yet another day without the dead dog we hear? (5)
26. A riotous riot for the young one. (4)

**Please complete if you are submitting your entry*

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