

# SMARTLAB PHD STUDENT HANDBOOK FEBRUARY 2009



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## Chapter One:

# I. Introduction to SMARTlab

## 1.1 What is SMARTlab? The Ethos

Welcome to SMARTlab! From our purpose-built interactive performance studios at the Docklands campus, SMARTlab fosters collaborations and high-level projects and publications with faculty throughout UEL and nationally/internationally. SMARTlab engages with a broad spectrum of research areas which operate across three research 'clusters': Performance & Technology; E-Learning & Virtual Worlds; and Accessible Technology & Social Inclusion and Outreach. The team and our method are intrinsically trans-disciplinary. Artists, audiences, technologists and scholars collaborate in the design of new bespoke tools, and assess their potential through socially engaged research models.

Founded by Professor Lizbeth Goodman in 1992 while at the BBC Open University, where research underway was informing the new field of interactive learning models for students at a distance, our research team and our methods have evolved through four institutions (via the University of Surrey and Central Saint Martins, UAL), before arriving at our base in the London Docklands. SMARTlab was brought to its new dedicated space at UEL in November 2005 in order to foster high-level cross-disciplinary research: a major priority development area for UEL as a whole.

Over the years, we have found that many scholars engaged in practical research (whether in the arts, technology, or social and educational innovation) have encountered difficulties in placing their work in relation to the academy: in finding appropriate ways to 'measure' artistic practice in 'research exercises', in identifying appropriately flexible and experimental forms for innovative research processes and outcomes, and also in competing for academic funding.

**SMARTlab's core research strategy** is to bring together performance specialists with artists, scholars, computer scientists and policy makers to share a commitment to creative technology in writing and public dissemination of findings in more scholarly forms. A few of the team are post-doctoral faculty who completed their PhDs with us in recent years. We promote a collaborative research and writing/publication model, resulting in numerous jointly authored papers by our team and our collaborators in the science and technology fields as well. Thus we aim to make a real contribution to the performing arts and to show the impact of performance on other fields, both within and beyond HE.

The SMARTlab Digital Media Institute supports a highly selective group of PhD researchers. This group works together live and online, with contributors from all around the world, to co-create and debate the nature of 'practice-based research'. Candidates are encouraged to work together on joint experiments, to share work in progress for group feedback, and to meet regularly with experts joining debates online and offering feedback to the cohort.

We meet 'live' three times a year (in February, July, and October annually) for intensive retreat seminars here at our MAGIC Playroom and associated studios. These seminars focus on research methods and transdisciplinary critical practices, group critique, feedback and the relationship between practice and theory. These seminars are mandatory for all.

We also meet monthly in live and online sessions wherein students and faculty from around the world share work in progress, lectures and debates on topics of relevance to the groups and sub-groups or 'research clusters'. We provide our own customised online learning space for these sessions, which links to UEL's main online support space as a front end and university administration portal, and to a





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range of bespoke online learning tools in Drupal, Second Life, multiple ivisit spaces etc) for more intensive shared learning sessions. Students and faculty are encouraged to add to the range of multimedia learning space options available to the group, as part of our Open Source/Creative Commons lab ethos.

Most students are also required to attend additional sessions (whether live or online) on research methods, depending on levels of prior academic and practical experience. The Institute's core team has worked together for some fifteen years, graduating over 30 practice-based PhDs in that time, while also achieving major international status.

## 1.2 What is a PhD?

A PhD is the highest degree that can be awarded. The full title is Philosophy Doctorate (sometimes known as Doctor of Philosophy, or (DPhil). Many different methods of attaining a PhD exist in many universities. What all have in common is the basic understanding that this degree marks out the very highest level of original thought and academic achievement.

The PhD, however defined, **MUST** by definition be a scholarly, academic work that contributes to the field of knowledge by making a philosophical or high-level intellectual contribution.

For this reason, at least some part of a PhD must normally be written down in text. It is highly unusual, though not totally impossible, to attain the degree entirely by practical work, for instance by means of mathematical equations or symbolic logical proofs. A few PhDs have been submitted internationally in musical notation or score format.

The scholarly community will continue to wrangle with the exact definition of the PhD for years to come. For now, it is easiest to understand that at base it must be: "An original contribution to the field of knowledge of publishable quality".

### Keywords - A PHD MUST BE:

**Original:** unique and also written/created by the student. When research is conducted collaboratively, students must demonstrate that some part of the work is theirs and theirs alone. That is the work to be defended, and for which the degree will be awarded.

**Substantial:** while guidelines on length of dissertations vary, the norm in the UK is no less than 30,000 words and no more than 80,000 words. What is more important than length, however, is substance: the thesis must make an important, significant contribution to knowledge: it must provide a solid base from which future research can be conducted.

**Field of Knowledge:** the discipline to which the thesis makes its intellectual (or philosophical) contribution. This is where the intellectual or scholarly argument is based, and so this must be clearly identified early in the research. Cognate fields (or fields that overlap with the main field) can also be identified early on, to focus the work.

**Publishable:** (not necessarily published or even likely to be published, but of publishable quality). When a dissertation is complete and passed, it is submitted to the British Library and the UEL Library, at which point it is 'made public', whether or not it is also published in book or journal format, in whole or in part. The thesis must therefore be of the highest standard in terms of presentation (format) and of ideas (content).



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## 1.3 What is a Practice-based PhD (with SMARTlab)?

### Scope and Components of a Practice-based PhD

The admission of 'practice' in a PhD context is premised on the notion that research questions in your field can be rigorously worked through in a range of practices (of which writing is only one). Where practice (creative practice, software development etc) forms a significant outcome of the research project, references to the 'thesis' are understood to denote the totality of the submission without privileging any of the submitted components.

Any prescriptive model of creativity and reflection is avoided in order to enable students to develop their own praxis. The specificity of each project, its scope and the location(s) of its examinable presentation(s) in terms of PhD submission must be established in the applications and admissions procedure (below).

### Length

The average length of a practice-based PhD is 30-40,000 words if incorporating a major practical component, or 50-65,000 words (maximum) if a written text analyzing a non-examined set of case studies. Note: Appendices DO NOT count in word totals; references and Bibliographies DO COUNT.

The average lengths for PhDs in general are 30,000 words minimum (with a major practical submission), 50-60,000 words on average (without a major practical components), and 80,000 words maximum in all cases.

### Balance Between Written and Practical Components of the Submission

The balance between written and practical outcomes will be determined by individual students with their supervisors under the auspices of regulatory frameworks of UEL. Normally, a written submission of at least 30,000 words will constitute roughly 50% of the project. While the weighing on practical work and written work can be negotiated project per project, the 30,000 word minimum for the written work is a given at UEL.

It is up to the student, in discussion with the Director of Studies and the supervisory team, to determine the balance of written and practical work to be submitted, the length and format of the submission and the range of work to be examined in the final Viva Voce exam. It is possible to be examined only on the written submission, or on both the writing and the practice in some agreed balance, to be negotiated with your supervisory team.

### The Practical Component - Guidelines

The practical component must demonstrate a high level of skill in the manipulation of the materials of production and involve a research inquiry.

Practice should be accepted as methodological process of research inquiry and a mode of dissemination of research in its own right.

The written outcome will contextualise the project and should therefore include a retrospective analysis of the process and outcomes, reflecting on chosen research methodologies and production processes and the relation between them.

**A practice-based PhD undertaken through the SMARTlab programme is first and foremost your**



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**work** and as such, when completed, it must make an original and substantial contribution to the field of knowledge, of publishable quality, and must be referenced and therefore checkable by future scholars, artists, and researchers. This means that each and every claim, phrase, sentence and footnote must be totally correct as printed and must lead directly to the exact page in print or online (in archived format) of the material you cite.

Your PhD must be a thoroughly researched and documented high-level argument that demonstrates respect for previous scholarship. If you paraphrase or quote secondary sources such as reviews of articles about key ideas/books, you must also have taken the time and trouble to have gone a step further towards the original publication discussed, and must give direct reference to that primary source and demonstrate an understanding of the original idea in its original context as well as in its secondary context (and be aware that both reviewers of the text of your thesis and examiners in a Viva are perfectly entitled to grill you on the primary sources of ideas discussed, even if you only cite secondary sources!). Similarly, if you refer to critical ideas taken from translations into English of original articles written in other languages, you must make every effort to understand whether the translation you are using is noted as a good translation, and must cite the original context of publication as well as the (modern) translation.

Any practical work submitted must be presented in finished form with a substantial, original and professionally formatted presentation, with due credit noted to any artistic collaborators in the process and 'products' of that work.

### A PhD is YOUR project

You are responsible for maintaining progress, reading the guidelines in your handbook and re-reading them

annually in case they change, and for keeping up-to-date with all the information and forms on the web:

<http://www.uel.ac.uk>

Your thesis is the construction of an original, important and well-documented argument that you can prove and reference, and upon which other scholars will be able to build in future.

### Who does the work? - YOU

### Who gets the degree? - YOU

There are no courses at doctoral level in the UK system but students (home and overseas) are required to attend seminars three times a year (in October, February and July) and to spend an average of six weeks in the UK each year – negotiable in discussion with your Director of Studies and the College Research Office.





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## 2.1. Timeline

The timeline below ones an overview of the administrative processes involved in your PhD from beginning to end.

## 2.2. Admission

Below is some crucial information about the practical requirements and University systems for processing your PhD. You can download all forms and guidelines discussed here from the UEL graduate School document library: (<http://www.uel.ac.uk/gradschool/resources/doclibrary/index.html>)

APPLICATION	ENROLMENT	REGISTRATION
DEADLINES 3 TIMES A YEAR; ALLOW APPROX 2 MONTHS FOR PROCESSING		FULL TIME: WITHIN 6 MONTHS AFTER ENROLMENT PART TIME: WITHIN 12 MONTHS AFTER ENROLMENT MPHIL STUDENT STATUS
<p><i>You need:</i></p> <ul style="list-style-type: none"> <li>• Complete application form</li> <li>• 2 academic references (sent by email directly to Anna Sophia Schenk from the referee)</li> <li>• CV</li> <li>• Copies of previous degree certificates</li> <li>• 1000-word research proposal</li> <li>• If you are an overseas student, a scanned copy of your passport and/or visa, and a complete Financial Assessment form</li> </ul>	<p><i>You need:</i></p> <p>To pay your fees on your start date each academic year, in order to enrol and stay enrolled. You are not officially a PhD student until you have paid your fees. Once enrolled, you are committed to attending seminar sessions 3 times a year as well as actively engaging in mandatory monthly on-line seminars, and you must upload supervision reports after each session.</p>	<p><i>You need:</i></p> <ul style="list-style-type: none"> <li>• To have completed the 2 MRes modules</li> <li>• To be up to date on fees</li> <li>• To have attended seminars regularly</li> <li>• To fill in the registration form with the guidance of your supervisors including a detailed research plan;</li> <li>• To have completed a 'mock transfer' with your supervisors.</li> </ul>
<p><i>You receive:</i></p> <p>A letter from SMARTlab informing you that you have been accepted into the programme followed by a formal offer letter from the UEL Graduate School. You need to accept the offer letter in order to receive instructions on how to enrol. If you do not respond to the letter in writing within one month, the offer is retracted and/or you will have to pay the university a late fee if you decide to enrol at a later date. It is therefore very important that you enrol immediately upon receiving this letter.</p>	<p><i>You receive:</i></p> <p>A student ID which enables you to access UEL and UK library resources; SMARTlab supervisory team; tuition at the PhD seminar weeks in Oct, Feb and July each year; online resources through the SMARTlab PhD student site.</p>	<p><i>You receive:</i></p> <p>A letter sent out by Graduate School confirming your registration details</p> <p>The same support and resources as an enrolled student with the standing of MPhil candidate.</p>



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The first point of contact for practical enquiries about your PhD is Anna Sophia Schenk ([a.s.schenk@uel.ac.uk](mailto:a.s.schenk@uel.ac.uk)), PhD administrator at SMARTlab. It is best to send your inquiries direct to Anna Sophia and she will then liaise with other University departments regarding administrative processes/enquiries.

The SMARTlab Digital Media Institute is an independent research institute with links to other UEL Schools. For the administration and regulation of the Practice-based PhD course, SMARTlab processes all its applications, enrolments, registrations

TRANSFER TO PHD	SUBMISSION	VIVA
APPLICATION: AFTER 9-15 MONTHS OF FULL TIME STUDY (OR PART-TIME EQUIVALENT) DOCTORAL STUDENT STATUS	ALLOWED AFTER TOTAL OF: FULL TIME: 33-60 MONTHS PART TIME: 45-72 MONTHS	TO BE ARRANGED APPROX 6 WEEKS AFTER SUBMISSION 2-4 HOURS
<p><i>You need:</i></p> <ul style="list-style-type: none"> <li>To be up to date on fees</li> <li>To have attended seminars regularly</li> <li>To have written 2 full chapters towards your thesis (roughly 10,000 Words).</li> <li>To present your research progress and plan of intended further work to a transfer committee</li> </ul>	<p><i>You need:</i></p> <p>To have completed your practice-based project and analysed the findings in a written thesis of no less than 30,000 words. Your thesis must be signed off by your supervisory team before you submit.</p>	<p><i>You need:</i></p> <p>To be intimately familiar with every line of your thesis and every reference in your bibliography; and to be able to speak confidently about them. You should prepare with a 'mock viva'.</p>
<p><i>You receive:</i></p> <p>A letter sent out by Graduate School confirming your transfer details</p> <p>The same support and resources as an enrolled student, but now with the standing of Doctoral candidate rather than MPhil candidate.</p>	<p><i>You receive:</i></p> <p>A date for your defence by oral examination.</p>	<p><i>You receive:</i></p> <p>A 2-4 hour oral examination on your work carried out by the examiners and chaired by a senior UEL academic. If the examiners recommend that you pass, then you get your Doctorate!</p>





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and finally submission through the School of Computing, Information Technology and Engineering (CITE) at UEL.

## 2.3. Enrolment

Once you have accepted your official offer letter and received the enrolment paperwork from the UEL Graduate School, you have one month in which to pay your fees and enrol online. Late payment fees may be incurred if you go past this deadline. Enrolment will entitle you to use university facilities and will give you access to professional consultation (i.e. supervision).

Enrolment consists of two things: paying your fees, and filling out the online enrolment form. Enrolment will only be complete and your place in the programme secured when you have carried out both of these tasks.

The simplest way to enrol and pay your fees is through UEL Direct, the University's online student service.

### How to log in to UEL Direct:

- Log on to <http://www.uel.ac.uk>
- Click on UEL Direct Login (bottom of left-hand menu on home page)
- Enter your user name, which is the 7-digit student number found on your offer letter, preceded by a 'u' (e.g. u0799999)
- Enter your network password (your initial password is your date of birth in the format dd-mmm-yy (i.e. enter 29-feb-80 if your date of birth is 29 February 1980))
- Go to your "To do list"
- In your Inray, under "Action", click on "Please Sign-up with UEL"
- Follow the on-screen instructions
- For assistance email [networkadmin@uel.ac.uk](mailto:networkadmin@uel.ac.uk)

You can also pay in person with UEL Credit Control at the Docklands Campus, and it is possible for students to set up a payment plan and spread the payments over the year by Direct Debit. Overseas students must pay 50% of their

fees at enrolment, and thereafter the fees can be paid in installments throughout the rest of the year.

**Once you have enrolled**, you must go to the Student Services at the Docklands Campus to get your student card and ID, which allows access to buildings and facilities such as the library. In order to get your ID issued, you will be required to provide proof of your identification which can be either a full passport or two of the following: a full or provisional driving license showing current address, an International Driving Licence, a cheque book or credit / debit card (one only) or an original birth certificate in English.

Enrolment is an annual process and must be completed at the beginning of each academic year for which the student is in attendance. It is important that you check your UEL Direct email account regularly, for information from UEL regarding procedural requirements.

## 2.4. MRes – Research Skills Training Modules

Unless you have already completed a Masters of Research (whether with UEL or another university), or in exceptional circumstances, if you have received prior written excusal from the modules based on extensive professional/ scholarly experience, you will be required to undertake two short modules on Research Skills and Methods.

As part of your PhD at SMARTlab you must take the two core modules in research skills during your first year (or part time equivalent). This course is run either through the Graduate School for London-based students who can attend on campus, or via the School of Distance and E-Learning (UEL Connect). See this link for further details: [http://www.uel.ac.uk/uelconnect/distance\\_learning/module\\_info/pg\\_research\\_modules.htm](http://www.uel.ac.uk/uelconnect/distance_learning/module_info/pg_research_modules.htm)



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The modules are:

**GSM008** - Research Preparation and Planning (RPP)

**GSM007** - Understanding Research Processes and Contexts (URPC)

The modules run once per year starting in September and February respectively. You must contact Irene Smith at the School of Distance and E-Learning directly to enrol on these courses ([i.smith@uel.ac.uk](mailto:i.smith@uel.ac.uk)). Failure to complete both modules in your first year could lead to your failure to proceed to registration. It is YOUR responsibility to initiate and follow through on these modules without the intervention of the SMARTlab team, and to report on your progress on the modules at each supervision with your SMARTlab team.

NB: SMARTlab students do not have to pay fees for these courses as the cost is included in PhD fees. Please be sure to state this in your correspondence with the School of Distance and E-Learning when you contact them to enrol.

The main purpose of progress and review is to provide support for the student towards the successful completion within the appropriate timescale for their degree. Additionally the annual review process provides an opportunity for students to feedback on the student experience.

Meetings between the research student and the supervisory team take place at least three times a year, with continued online contact, in order to monitor progress, provide feedback and reflect on personal developments. Details of discussions and all such meetings should be recorded.

Once a year, each student must also attend a Review, where one external academic from UEL (who is not a member of the supervisory team) joins the student and supervisor in a thorough progress report and quality review exercise. The results of this review goes to RDSC for approval, to note the decisions concerning each student's continuation of study.

## Annual review

The progression of research students will be formally reviewed and monitored by the School Research Degrees sub-committee who will provide an annual report to Academic Board Research Committee on progress.

The purpose of the annual review is to provide both the student and supervisory team an opportunity to critically reflect on progress in their research degree programme in the preceding year.

Additionally, the annual review enables School Research Degree sub-committees to monitor the work being undertaken by their students, to ensure that the training needs of students and supervisors are being met and to identify and resolve any difficulties that the student is experiencing.

The annual review procedure contains the following core elements:

## 2.5. Progress and Review Procedures

### Supervisory Reports

All students are required to complete a Supervision report after each supervision, and to upload that to their space on the SMARTlab PhD Student Site's server, where supervisory teams can gain easy access and can keep efficient archives of work in progress.

Each report should include discussion of the main topics addressed in a session, the suggested action items and further reading/writing/practical work assigned.

It is the student's responsibility to ensure that satisfactory progress is maintained to enable the successful and timely completion of their research degree programme. A research student's progress will be regularly reviewed both informally between the student and members of the supervisory team, where general matters are discussed, and formally through the annual review process.



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- All MPhil and PhD students must have an annual review;
- The annual review process will include the student preparing a written progress report and self evaluation of their research skills against the joint statement by the Research Councils/AHRB on skills training requirements for research students;
- An annual review panel will meet to discuss the progress report and make a recommendation to the School Research Degree sub-committee. This panel will be constituted by research active members of staff within the School independent of the student's supervisory team. The student and supervisory team will attend the annual review meeting;
- Progress reports will be considered by the relevant School Research Degree sub-committee and a timetable for action and follow-up action completed;
- Each School Research Degrees sub-committee will make an annual report to the PGR Review Committee on the progression of research degree students, to include confirmation that process has been completed for all students and any action agreed where progress is not satisfactory;
- A personal development plan should be agreed as part of the process;
- The progress report will include a schedule for the completion of the thesis agreed by the student and supervisor;
- Continuation on the research degree programme will be conditional on the satisfactory outcome of the annual review.

Details of the process of annual review, the constitution of review panels and the possible outcomes can be found on the Graduate School webpage.

## 2.6. Registration & Research Ethics Approval

### Registration

Having enrolled as a student you must then register for a particular class of research degree. The process of registration should be completed within six months of enrolment for full-time students and within twelve months for part-time students. During this period you will refine your research plans and bibliography as well as working towards the completion of the two MRes modules.

Registration is the formal process to confirm your place on a specific programme of research. The process involves completing a detailed report about your work, and is the point at which your research plans, supervisory team and timescale for completing your PhD (or MPhil) are officially confirmed.

All research proposals for registration should be able to demonstrate that:

- The research project has clear aims and objectives, and methodologies for achieving these aims;
- The student has or can acquire the knowledge and skills to successfully complete the project within the appropriate timescale;
- The proposed supervisory team has the skills, knowledge and experience necessary to successfully supervise the project;
- The research environment is suitable and that sufficient resources are available.

Once you have completed all the documents in liaison with your supervisory team, the forms must be submitted to SMARTlab in both electronic and signed hard copies. The necessary supporting documents will then be gathered in-





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house, and your form will be sent for consideration by the CITE Research Degrees Sub-Committee, which meets roughly every two months and where SMARTlab students are represented by Professor Lizbeth Goodman and Dr Leslie Hill.

If the committee requires that changes or improvements be made to your registration form, it will be returned with notes for amendment and you will be asked to resubmit at the next committee. If your registration is approved, it will be passed for final approval to the Graduate School Postgraduate Review sub-committee. Once passed by the Graduate School, you will be sent a letter confirming your registration details. This will include a statement of the appropriate programme of research (PhD via MPhil), mode of study (part-time/full-time), and notification of your completion deadline ('Registration Period').

The periods of registration are as follows:  
PhD (via transfer from MPhil registration)

	Min	Max
Full-time	33 months	60 months
Part-time	45 months	72 months

## Research Ethics Approval

As part of the Registration process, it is normal that a student will complete the process of seeking Research Ethics Approval.

Any research that involves human participants must be reviewed and approved by the Graduate School Research Ethics Committee. Any research plan involving children and/or vulnerable adults as subjects or where children and

vulnerable adults are present will require Criminal Records Bureau clearance.

If your research plans require ethics approval, you will need to submit an application to the Research Ethics Committee before registration. All applications must be signed by the student and the supervisor and submitted in electronic and hard copy to SMARTlab for signature by the Head of School. Further Guidance can be found at: <http://www.uel.ac.uk/gradschool/research/ethics.htm>.

## 2.7. Transfer from MPhil to PhD

An important process that takes place after enrolment and registration is the process of seeking committee approval to transfer officially from MPhil to PhD status.

According to UEL Guidelines this usually happens after nine to fifteen months' fulltime study (or part-time equivalent) and the submission to your supervisory team of roughly two chapters or 10,000 words of written work. Yet, in order to ensure your full commitment to the course and to supply you with the most suitable supervision for your research, SMARTlab will organise for you a 'mock transfer' before your formal registration, followed by the confirmation of your place on your specific programme of research and your 'official' transfer to PhD.

Transfer from MPhil to PhD involves completing a short form supported by a 3,000 to 6,000 word progress report, which must incorporate a brief review and discussion of the work already covered, and details of further plans and continued contribution to knowledge.

At SMARTlab, we also require a set of two draft chapters to be written and submitted along with the Progress



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Report, your current thesis abstract, a table of contents and a timeline for plans to complete the PhD.

Once the form and all these supporting documents are completed in liaison with your supervisory team, you need to hand them in electronic and signed hard copy to SMARTlab. A Transfer Review Committee will be called to consider your case, attended by a member of CITE and two members from SMARTlab (but not from your supervisory team). One of your supervisors may also be present to minute the meeting, but will not take part in the discussion. The decision of the Transfer Review Committee will then be passed through the CITE Research Degrees sub-committee and confirmed by the Graduate School.

The point of this process is to ensure that you, the student, understand the level of commitment and work required to complete a PhD successfully, and that both you and a panel of experts agree that you are capable of doing so, within a reasonable amount of time.

If for any reason either you or your supervisors and examiners are uncertain about your ability to complete the PhD, this is the point at which the degree of MPhil can be considered as an alternative exit degree. Your team will normally recommend that you be registered for either the PhD or the MPhil, based on the work you submit at this stage.

## 2.8. Writing Up

Once you finished actively pursuing your research, you may transfer to 'write up' status to reduce the level of fees payable. This must be agreed with your supervisory team and normally occurs when the final shape of the thesis is clear and time is needed to complete the documentation.

The application for write up can only be made once sufficient time has been spent in 'full enrolment mode' to meet statutory requirements for completion and is tenable for 12 months, with the possibility of an extension for a further twelve months only.

## 2.9. Mock Vivas & Vivas

A viva voce examination is the final form in which your completed PhD (or MPhil) will be examined. This is an extended interview at which you will be supported by one member of your supervisory team, and will be examined by two external senior academic experts, one from UEL and one from another university.

As practice for the actual viva, SMARTlab includes a 'mini-viva' as part of the MPhil upgrade process, and also offers 'mock viva's or rehearsals before final vivas. At these 'mock vivas', members of our own faculty play the roles of the examiners, asking the hardest questions we can think of: not in order to trick you but in order to best prepare you for the real thing. We are always the toughest 'mock examiners' so that you will sail through when the real moment of truth arrives!

Further detailed hints on preparing for both the mock and 'real' vivas appear below.



### Chapter Three.

## 3. Regulations, Roles and Responsibilities

### 3.1 You & Your Supervisors – Roles and Responsibilities

Once you are enrolled, you will be assigned a supervisory team composed of one Director of Studies as the main contact and one or two other supervisors. Normally SMARTlab students have two supervisors on staff who they meet with regularly and sometimes a third supervisor who periodically acts as advisor. The role of the supervisory team is for them to collectively provide academic and pastoral support and guidance to the student.

You will meet with your supervisory team three times a year during PhD seminar weeks, as well as staying in touch with them via email and the SMARTdoc site. A positive working relationship between the student and supervisory team is central to the successful progression of the research degree programme and the student must take responsibility for their conduct and regular contact with the supervisory team. In addition the student is responsible for;

- Accepting ultimate responsibility for their own enrolment, continued learning and research activity and to ensure their continued candidacy for the degree;
- Acting as a responsible member of UEL's academic community;
- Ensuring that they are familiar with the relevant aspects of our health and safety framework and our academic rules and regulations;
- Ensuring that they are familiar with the code of good practice on research and our research misconduct policy, and ensuring that the research is ethical;
- Making appropriate use of any teaching and learning facilities and training opportunities made available by Schools, the Graduate School and external providers;
- Discussing with their supervisors their skills training needs and agreeing a regular schedule of meetings;

- Providing adequate explanation of any failure to attend meetings or meet other commitments;
- Maintaining the progress of the work in accordance with the stages agreed with their supervisor including, in particular, the presentation of written material as required in sufficient time to allow for comments and feedback;
- Ensuring any extenuating circumstances that might require amendments to their registered research degree programme is brought to the attention of the supervisory team, the School Research Degrees sub-committee and the Graduate School;
- Communicating their research findings to our internal and the external academic community;
- To ensure contact details are up-to-date and correct.

### 3.2 Presentation Guidelines for SMARTlab students

SMARTlab PhD students are all required by UEL to submit 5,000 words of written work per academic year as well as attending fifteen days of seminars on campus. Students are also invited to present work three times a year at PhD seminar weeks. The presentation slots can be used to present written work to fulfil the 5,000 words per year requirement, and we encourage this as it is a good way for students to get feedback from the wider group. Each student works at their own pace, but here are some flexible guidelines on what might be good goalposts as you progress through the programme. This will all be discussed and agreed in more detail with your supervisors.

#### Year 1

#### **1st presentation – Previous Work & PhD Proposal**





### Chapter Three.

## 3. Regulations, Roles and Responsibilities

A short (20 min) presentation on your previous work, i.e. the 'practice' you will be drawing from and your project proposal. This is the session where your peer group will first get to know in detail about you and your work.

### 2nd presentation – Abstract

A short (20 min) presentation – read your abstract to the group (or hand out copies to the group if you like) and leave time for a discussion. Your abstract is the key to your PhD, so writing a good abstract is crucial to framing your research project and using your time efficiently.

### 3rd presentation – Literature Review and Table of Contents

A short (20 min) presentation – present your annotated bibliography to the group, demonstrating what scholarly works you have been drawing on and where you agree or disagree with other scholars or practitioners in your field.

### Year 2

#### 1st presentation – 3,000-5,000 word essay

This essay is the beginning of chapter writing. You need not to write an entire chapter, just a good essay that can then be used as part of the body of one of your chapters.

#### 2nd presentation – 3,000-5,000 word essay

Present a revised Table of Contents & Abstract as well as an essay. The essay can be the continuation of the first one you submit in order to get a rough draft of an entire chapter, or you may prefer to write an essay that will form part of a new chapter.

#### 3rd presentation – practice/theory

Present your practice-based work in the format you are planning to submit it in the thesis and give a talk/paper that gives an academic analysis of the work.

### Year 3

#### 1st presentation – 3,000-5,000 word essay

An academic essay the contents of which can be used in part or in full in one of your chapters and/or a conference paper.

#### 2nd presentation – 3,000-5,000 word essay

Present a revised Table of Contents & Abstract as well as an academic essay whose contents can be used in part or in full in one of your chapters and/or a conference paper.

#### 3rd presentation – practice/theory

Present your practice based work in the format you are planning to submit it in the thesis and give a talk/paper that gives an academic analysis of the work.

### From Year 3 onwards:

Present chapters as you complete them and show practice-based work formatted for the thesis.

### The FINAL presentation

In the final presentation you will be working more towards conveying the overall impression of your thesis. Although a Viva is structured as an interview, you need to be able to explain what your thesis is about, what it contributes to the field of learning, and any specifics that you feel are important. At last, it is time to put it all together and show people what you have achieved! It is also important to remember that although your interviewees will have read your thesis, they won't have had the benefit of hearing three years of presentations about it. This presentation should therefore summarise your work and present its major findings. It is also an important point at which fellow students and staff can ask questions that may occur as a



### Chapter Three.

## 3. Regulations, Roles and Responsibilities

result of your presentation or that they might feel will be part of the viva, to clear up any points where there is a lack of clarity, and to give you confidence for the final push!

### 3.3 UEL Rules & Guidelines for Formatting your Thesis

#### Presentation of the Thesis: MPhil/PhD/ Professional Doctorate

University Regulations part nine, “Research Degrees”, and in particular section nineteen, “Presentation of the Thesis for MPhil, Professional Doctorate and PhD”, makes reference to the presentation of the thesis, which is also informed by International Standard Organisation ISO 7144:1986, copies of which are available from our Library. This note is not intended to replace either document, but it distils them into guidance on the necessary presentation sufficient for nearly all theses.

#### Length of Theses:

The text of the thesis should not normally exceed the following word length:

- Practice-based MPhil – 20,000-40,000
- Professional Doctorate – 60,000
- Practice –based PhD 30,000– 80,000
- Footnotes and references: If the footnotes and references are discursive, they will be included into the word limit (unless they are simply referential).

#### Presentation

- The thesis should be presented in English, unless you have special permission to present in another language.

- Paper: you should use good quality white A4 paper of 80-100 gsm weight and black print or type (80 gsm paper is standard copier/ printing paper). Colour should only be used as necessary for illustrations, graphs and diagrams. Remember that, in order to be copied for deposit in the British Library, black-and-white copying is likely to be used, so ideally you should use illustrations that work in black and white/greyscale.
- Margins: 40mm on the left hand side and 20mm on the right hand side, top and bottoms margins. The wider margin on the left hand side is to allow for the binding. The paper size should be set to A4.
- Unless necessary, you should use a portrait format.
- Typing: on one side of the paper only. Double or one and a half spacing must be used in typescript, except for embedded quotations or footnotes, for which single line spacing may be used.
- Font: the preferred font is Times New Roman or Ariel, in 12pt font size.
- Page numbering: all pages should be numbered consecutively throughout the thesis, including preliminaries and appendices. Page numbers should be located centrally at the bottom of each page, approx 10mm above the edge. The preliminary sections should be numbered in lower case Roman numerals (starting at i), and the text of the thesis itself in Arabic numerals (starting at 1).

#### Layout

Material should be arranged in the following sequence:



### Chapter Three.

## 3. Regulations, Roles and Responsibilities

#### Preliminaries:

- Title page – (see specimen title page)
- Abstract (no more than 300 words)
- Declaration
- Table of contents, including subsections
- List of tables, figures, illustrations etc. (if any)
- List of accompanying material (if any)
- Definitions (if any, being a list of definitions of any terms specific to the work)
- Abbreviations (if any)
- Acknowledgements
- Dedication (optional)

#### Main thesis text:

- Introduction and main text, divided into chapters, sections and subsections
- References and bibliography
- Appendices (if any)
- Glossary (if any)
- Index (if any)

#### Binding

##### Initial Temporary binding

- For the first part of the examination, the thesis must be submitted in a temporary binding.
- This needs to be of a fixed type so pages cannot be removed or replaced, usually as 'soft' or 'perfect' binding with either thin card or transparent covers.
- In the first instance, three copies of the temporary bound thesis are to be submitted to the Graduate School, (two copies for each Examiner and one copy for the Chair of Examiners). You would normally have an identically bound copy for your own use at the viva.

##### Final Permanent binding

- On notification that the examiners are satisfied with the thesis (which may follow any required changes and re-submission in temporary binding if required), candidates are requested to submit one permanent and sewn bound copy of the thesis (also known as library binding).
- The binding shall be of a fixed type so that pages cannot be removed or replaced. The front and rear boards shall have sufficient rigidity to support the weight of the work when standing upright.
- The outside front board shall bear the full title of the work in at least 24pt type capitals, gold lettering. The initials and name of the candidate, the qualification and year of submission shall also be shown on the front board (see example below). The same information (excluding the title of the work) shall be similarly shown on the spine of the work, reading down the spine.
- Where more than one volume is submitted, each volume shall be appropriately numbered on the spine and front board.

A useful contact for binding near UEL is:

Avalon Associates  
John and Helen Spelman  
01245 468706  
email: [Avalon.assoc@virgin.net](mailto:Avalon.assoc@virgin.net)

(They also do printing and delivery services).





#### Chapter Four.

## 4. SMARTlab Attendance & Etiquette Requirements

### 4.1 Engagement, Participation, Respect & Constructive Criticism/Critique

The basic set of guidelines for engagement with SMARTlab are based on a principle of *trust*.

We offer our space, our time, our attention to each other and to all the students, and ask everyone to take an equal, responsible role in maintaining that circle of trust.

Thus, our only 'rules' in the lab group arise from the need to show respect for all members of the group, to avoid speaking while others are speaking (or trying to speak), to avoid use of technologies while we are present with one another in shared space.

The aim is to offer a positive, safe atmosphere where ideas, even if in early stages of thought, can be expressed freely and can receive constructive criticism and reflective group critique.

Beyond the academic aims of the PhD programme, we seek to recognize the individual talents of each student, and to foster an engaged and responsive community of practitioner-scholars whose joint efforts and achievements add up to more than the sum of their parts.

The aim of SMARTlab is positive transformation – of the world, and of the scholarly academic structures that provide our scaffolds for understanding as we seek to make these social transformations.

The SMARTlab 'circle of trust' is therefore offered as a real physical space in our labs, as an online safe space for creative exchange, and also as a framework for understanding the need for community engagement within the group of students and faculty. Between these spaces, and between seminars, we continue to offer a new form of 'safe space' for scholarly endeavour that will, we hope, empower all of you who study with us now, and will then leave a legacy of trust as well as academic achievements, upon which future students and scholars may build.

### 4.2 At Seminars

#### Attendance at Seminars

There is no option of skipping seminars (in full or in part). Only in very extreme circumstances with written agreement in advance, or if you are in the final stages of writing up, can you be excused from attending. If you are enrolled and you do not turn up, your 'enrolment' clock has to turn back and you have to stay in the programme longer to achieve the right to complete. Please all bear that in mind - we meet three times a year rather than weekly so missing one seminar is the equivalent of missing a third of a year of study, and it's not easy, indeed not really possible, to fully catch up and keep up the flow of your studies. The learning model is based on equal and full group participation, so missing a seminar disadvantages your colleagues too! This is a rule set in stone, but for your own good, so please heed!

- Students need to arrive on time and stay the whole day.
- Student attendance will be recorded in days rather than in weeks, so students need 15 days per year to stay on track in terms of UEL attendance requirements for remote students, otherwise your graduation may be delayed.
- Daily attendance registers will be kept for am and pm sessions (so if someone leaves early or arrives a few hours late they don't get credit for the whole day)
- We will keep a register for each student for the week and input it into the database



## Chapter Four.

# 4. SMARTlab Attendance & Etiquette Requirements

## Etiquette at Seminars

- Students with media for presentations need to arrive early to sort their AV connections instead of doing this during presentation time.
- No use of laptops (or desktops in lab) during presentations unless you are the speaker (applies for student & guest presentations alike).
- *In or out* policy on guest lectures in the lab – the acoustics in the MAGIC lab don't allow for talking in the kitchen while a presentation is ongoing, so people who aren't attending the presentations need to find a space other than the kitchen to hang out in.
- We discourage eating during presentations (student or guest) unless the slot is billed as 'wine & nibbles' or some such. We will aim to have little breaks in the day plus a full hour lunch break each day so that students can be focused and attentive during presentations, not cracking into their lunch, brewing a cuppa etc...
- We need to clear the lab out and lock up right at the end of events, so no late night parties or sleeping in the lab.

## 4.3 Between Seminars

The following methods for ensuring constant progress between seminars are in place and must be followed:

### Supervision reports (as above):

These are completed *by the student* immediately after each supervision and must be uploaded to the shared site regularly.

## Work in Progress

Work in progress must be uploaded to the shared site. Between seminars all students are expected to update their supervisory teams and to send work in progress (whether written or practical) at least six weeks before each seminar, for feedback to shape the work between meeting times.

Active participation in at least two online seminars per term is also required.

Please feel free to contact your supervisors during this time with breakthroughs, problems or for advice in research matters. Please do however remember that like yourselves, many of us do not work in the University full time or live elsewhere, and that we are busy thinking clever thoughts very much as we hope you are! Although meeting can be impractical, e-mail, Skype and the main site are all useful ways of getting hold of us and making any further arrangements.

Try to use good time management techniques over this period in order to accommodate your work. We run regular workshops on ways to do this in the seminars as we appreciate that you all have very different lives. The key point is however, don't leave it until the last moment! Some Theatre Game Exercises that we use as part of the core SMARTlab methodology:



## Chapter Five.

# 5. SMARTlab Methods: Practising for Success

Some Theatre Game Exercises that we use as part of the core SMARTlab methodology:

## 5.1 Your Research - Plumblines

### The Plumblines

Lizbeth firmly believes that theatre games can help us all understand our own place in relation to our ideas, mindmaps and ways of interacting with others, whether socially or intellectually. The following suggestions have evolved over fifteen years of PhD supervision and are used in all our seminars and workshops.

What is the Plumblines for your work? The plumblines is the one hook, line and sinker that keeps you motivated, that tugs at your head and heartstrings and pulls you into the research and the energized practice that enlivens your PhD studies, connects you to the creative spaces of research methodologies, and also to your colleagues.

The term comes from theatre training, where the actors and directors seek the one line in a play that holds the weight of all the others. The gesture to symbolize this idea is that of casting out a fishing line, weighted so that the string will reach down through the water and hold steady, while fish nibble from around the edges. The weight holds the process still, while allowing flexibility and ripples around the edges.

We spend a good deal of time in seminars helping each other to find the plumblines of each student's research. Between seminars, we return to the idea of the plumblines regularly, in discussion of the personal engagement with the PhD research that inevitably forms and shapes each student's working process. When we return to seminars, students and faculty explore plumblines again and discuss

shifts in meaning, focus and depth of research as part of the process of updating each other on progress.

In practical terms, as you write, the plumblines is the line that cannot be edited out, or removed: the thought or ethos in your life that connects to the part of the PhD you care most about: that you will not let go! Remember it as you rethink the role of the PhD in your life.

## 5.2 Basic Research Formula / Abstract

### Basic Research formula

Here is the rubric we ask you all to fill in each time you attend a seminar. If you can do this more and more clearly and succinctly each time, then the odds are that you are making good progress in your research.

I am investigating . . . (an area of study/ a concern);  
so that I can understand how . . . (a knowledge outcome);  
in order to be able to identify . . . (a broader generalization outcome).

This is important because . . . (contextualize and frame the scope of the problem/issue).

I hope this work will be helpful to future scholars in the field of . . . (name your field of knowledge).

## 5.3 Hints on Preparing for the Mock Viva

In your final Viva you will be expected to be able to answer some questions very briefly and clearly, and then be able to provide detailed evidence if asked. The questions are the same ones your supervisory team will ask you all through your time at SMARTlab.

### What is your thesis?





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What is the methodology you have selected to achieve the aims of your thesis? (And why? Give concrete examples.)

What is your field of study?

Where are the borders between the disciplines in which you place your work (and are therefore willing to be grilled on in exam) and those disciplines that lie beyond your scope (and which you are entitled not to be grilled on)?

What is your substantial and original contribution to the field of study?

How will future scholars (not artists, not audiences, not collaborators, but people you don't already know from the international field of scholarship) be able to build upon this original contribution you are making and to use your work as a platform to take the field further?

Why do you want a PhD? (i.e. where will it take you professionally that you couldn't get without the degree?)

What is the difference between your larger life's work and the argument you make in your thesis?

Passing or failing the viva can depend on being able to answer these questions clearly, and the more concisely you answer them up front, in print, in your thesis, in particular in your abstract, your introduction and your conclusion the more readily your examiners will be able to engage in deeper conversation with you about content.

### Role Play

Another theatre game, this one on perspective: imagine yourself to be the reader of your own PhD – the person who has to examine it. Then give yourself an easy job.

Read the set of university forms that accompany a viva and put yourself in the place of the administrators who must process them (so fill them out clearly for those who know nothing about your work), and then read the final Examiners Report form that the Viva exam team must complete before and at your Viva. What the examiners write on that form determines whether you pass or fail. Make life easy for them by making sure that your thesis itself and your

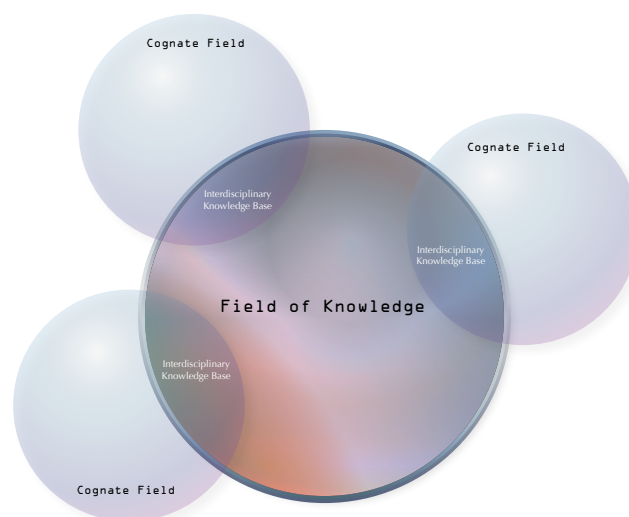
performance in the viva provides them with brief, clear positive things to say in each box they have to fill in!

## 5.4 Visual Map of the PhD: Its Knowledge Base and Its Boundaries

We suggest that you fill in this 'map' at each supervision. Sometimes the boundaries shift as your research evolves. You must always be able to place yourself clearly within this kind of a schematic.

Name of candidate:

Title of thesis:



Central big circle - Field of Knowledge =

Other circles - Cognate Fields of X, Y & Z



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Overlapping bits between circles - mark in grey and label:  
areas of cognate fields the candidate is responsible to know

### Task

Fill in the circles to reflect your field of Knowledge, Cognate Fields and crossover areas that you are responsible to know inside out.

Name the key authors in each of these areas (and add detailed notes on your intellectual position in relation to the works of each key author, in your Literature Review). Then under the chart, fill in the blanks as concisely as possible. Draft and redraft until you have a clear summary of your thesis argument and its original contribution to knowledge.

### Thesis

I argue that . . .

The thesis is practice-based, meaning that the original practical work created (an artefact, computer code, choreography, a novel, etc.) has provided the major case study for the academic argument of the thesis project overall. It has informed the work by . . .

The practice-based part of the research involved: method X leading to result Y.

This body of practical research informed the scholarly study of the thesis in the following ways:

Resulting in a new discovery of:

The scholarly method that underpinned the research and literature review, and that informed the academic writing, was . . .

This method drew on the cognate fields of . . .

This method brought together the ideas as developed in an interdisciplinary study by . . .

Overall, then, the thesis makes an Original Contribution: This has never been done before in this way, although A, B, C, have done similar work that explores related issues of . . .

This thesis matters because . . . (e.g. it will make an impact on scholarship and/or on practice and/or on the world at large but with reference to some academic issue or debate).

It makes an original contribution to scholarship in the following ways:

I offer this thesis as an original and substantial contribution to the

Field of Knowledge:

And to the Cognate Fields:

I hope that future scholars will be able to build upon this work.

## 5.5 SMARTlab Research Clusters

Our three overlapping research clusters are each chaired by a senior member of staff, supported by faculty and post-docs. Each group includes PhD students.

### Performance & Technology Cluster

Keywords: performance, dance, film, media, installation, interactive arts, motion capture, telematics, live-mediated events, community arts.

Co-chaired by Dr Leslie Hill and Dr Susan Kozel, with Dr Chris Hales, Dr Deveril, Prof Lizbeth Goodman, Dr Sher Doruff et al.



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### E-Learning & Virtual Worlds Cluster

Keywords: serious gaming, role-play, digital narratives, new media, sonic arts, live and online worlds, interactive communities, inclusion.

Chaired by Professor Lizbeth Goodman with Suzanne Stein, Dr Esther MacCallum-Stewart, Dr Celia Pearce, Dr Jacki Morie, Celine Llewellyn-Jones.

### Accessible Technology & Social Inclusion Outreach Cluster

Keywords: accessibility, mobile tech, wearable tech, community, SMEs, business incubation, sustainable tech, accessible tech, open source ethos, assistive tech, relevant tech, HCI – Human Computer Interfaces.

Chaired by Dr Mick Donegan with Lizbeth Goodman, Dr Brian Duffy, et al.

## 5.6 SMARTdocs: Resources & Online Resources for your studies

SMARTlab PhD programme has its own dedicated 'SMARTdoc' PhD site for our students. On the site you can set up your profile and store all your documents including supervision report forms, written submissions and annual reports. You can also sign up for subscriptions to various discussion groups and types of announcements (conference calls, funding opportunities etc.). The site also features a forum where faculty and students can post information on upcoming events and opportunities, as well as an events calendar. Administration announcements are also posted via the SMARTdoc site.

The SMARTdoc site can be found at:  
<http://www.drupal.smartlabphd.com/>  
 (Available until April 2009)

A new and more user-friendly version of the site will be made available in March 2009 and can be accessed at:  
<http://smartlabphd.com/phd>.

The new SMARTlab PhD website will also feature a blog for students through which they can directly communicate with their supervisors and receive feedback on their work progress. Please note that students who have been using the old site need to individually transfer all their documents from the old site to the new one.

The SMARTshell 2 learning toolkit is provided to each enrolled student, providing free access to the supervisory team and extended faculty in real time online, and to monthly seminars and symposia, as well as to group chat and gathering spaces in a number of customised virtual world spaces.

All of our bespoke tools are fully integrated with UEL's front end University administration portal (UEL Direct) and supplement that package with our own private communication spaces including the Drupal SMARTlab PhD Student Site secure space for online seminars (for which we won a PALATINE/HEFCE award in 2005-6), and bespoke multi-site online seminar and chat spaces equipped with free webstreaming capabilities, and new 3D learning and visualisation tools including those created by our faculty and previous PhDs (Mytobii Grid, Keyworx, PORT et al), combined with access to Second Life, Olive and other learning environments. We were one of the first UK University research groups to begin to build learning spaces in Second Life back in 2002, and now operate flexibly between platforms, in collaboration with learning islands created by our PhD graduates worldwide. Students and faculty are encouraged to add to the range of multimedia learning space options available to the group, as part of our Open Source/Creative Commons lab ethos. Our team also supports users with severe disabilities by





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providing eye-controlled access to our online tools, for those who cannot use traditional interfaces to computers.

The results speak for themselves!

For more information about SMARTlab please go to:

<http://www.smartlab.uk.com/>

For more information about SMARTlab Faculty please go to:

<http://www.smartlab.uk.com/4people/coreres/index.htm>

For more information on the SMARTlab Practice-based PhD go to:

<http://www.smartlab.uk.com/5phd/index.htm>

To visit the SMARTlab PhD chatroom see:

<http://www.smartlab.uk.com/chatroom/>

For the SMARTlab blog go to:

[http://www.smartlab.uk.com/blog/?page\\_id=7](http://www.smartlab.uk.com/blog/?page_id=7)

## 5.7 Useful External Links

This list is obviously not exhaustive but it is a useful starting point. We would encourage students to use social networking as much as they can – as well as drupal, facebook, myspace and other similar sites offering useful information sharing portals as well as support networks for PhD work.

<http://del.icio.us/>

**Del.icio.us.** A social bookmarking site that allows you to tag articles and items online, and categorise them. [Del.icio.us](http://del.icio.us/) is also useful as an online search facility and for developing networks of like-minded researchers.

[www.wikipedia.com](http://www.wikipedia.com)

Wikipedia. For some, using Wikipedia might seem like an obvious first place to start. We encourage students to read it BUT please bear in mind the following things. Wikipedia is a wiki, so anyone can edit it. People often provide incorrect information, politicised writing or downright lies. This happens a lot more often than you might think.

Use Wikipedia as a springboard – please try not to reference it in your writing but use it to travel elsewhere, to more formal, well-written writing.

Using a Wikipedia reference in your formal writing is frowned upon for the above reasons. Only use it as a last resort, or if you have some sort of agenda for doing so.

<http://www.mozilla-europe.org/en/products/firefox/>

Firefox (browser). Firefox is increasingly the browser of choice. It is free to install and comes with a built-in Google search bar, and it allows you to open multiple tabs at once without having to minimise/maximise. A small download is needed. Firefox is much simpler to use than Internet Explorer. Firefox will do useful things like store your [del.icio.us](http://del.icio.us) bookmark flag on the toolbar so you can tag sites more quickly.

<http://www.gmail.com>

Gmail is one of the increasingly versatile e-mail programs. Gmail stores emails in ladders with everything grouped according to the subject. Open one mail and you can see all the preceding mails in the same thread racked above it for quick access. It's accessible online so doesn't need downloading every time it is opened, and mails are never lost – it has almost infinite capacity for storage.

<http://libweb.anglia.ac.uk/referencing/harvard.htm>

UEL uses the Harvard system of referencing, so all your work on the PhD will use this style (but be aware that some publishers may ask you to use a different system). The





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Harvard system, which is increasingly used for conference and written papers, is detailed on this useful site.

<http://web.uvic.ca/wguide/Pages/MasterToc.html>

The UviC Writer's Guide is a basic but useful guide about writing papers. As with all of these sites, the requirements of SMARTlab take precedence over any conflicting advice they may give.

<http://www.phdcomics.com/>

This is an amusing and sometimes very truthful comic about the process of taking a PhD.

## 5.8 Library Resources in the UK

### UEL Library and Learning Services

Our Library and Learning Services provide high quality library and information services, and academic and English language key skills learning support for all our students. There is a learning resource centre on each campus which provides a wealth of resources including books, journals, online journals, and videos/DVDs that will assist you with your research. Research students are entitled to use a range of other libraries both in the South-East region of the UK and nationally, which is particularly useful for research students requiring a wide range of reading and for those who cannot always reach the UEL campuses easily. UEL is a member of the SCONUL Research Extra (SRX) borrowing scheme which allows academic staff and research postgraduates from participating institutions to borrow books from each other's libraries. This means that UEL academic staff and research students can reasonably expect to be able to borrow books from the majority of academic libraries in Britain and Ireland. A full list of participating institutions can be found at <http://www.sconul.ac.uk/>. SCONUL Research Extra cards can be obtained from the Learning Resource Centre Issue desks. As a research student you will have automatic access to UEL's computer network

and you will have access to an account following enrolment. This gives you access to our IT facilities including word-processing and spreadsheet packages, email and internet access and a range of electronic resources. Once you have access to your account you will be able to search the Learning Resource Centre Catalogue and have access to electronic journals and databases.

UEL library

[www.uel.ac.uk/lss/](http://www.uel.ac.uk/lss/)

British Library

[www.bl.uk/](http://www.bl.uk/)

[www.bl.uk/catalogues/listings.html](http://www.bl.uk/catalogues/listings.html)

The Registration process for becoming a 'reader' at the British Library requires two forms of photo ID with signature and address.

## 5.9 Other resources UK students can access in London or online

City of London Libraries

[www.cityoflondon.gov.uk/Corporation/leisure\\_heritage/libraries\\_archives\\_museums\\_galleries/city\\_london\\_libraries/research\\_services.htm](http://www.cityoflondon.gov.uk/Corporation/leisure_heritage/libraries_archives_museums_galleries/city_london_libraries/research_services.htm)  
[http://librarycatalogue.cityoflondon.gov.uk/www-bin/www\\_talis](http://librarycatalogue.cityoflondon.gov.uk/www-bin/www_talis)

University of London Library

[www.uoll.ac.uk/](http://www.uoll.ac.uk/)

Questia: [www.questia.com](http://www.questia.com)

Aimed at US school children, but has a range of broader texts.

[www.lancashire.gov.uk/onrl/](http://www.lancashire.gov.uk/onrl/)

Has a comprehensive subject-based guide to quick reference sites



## Chapter Five.

# 5. SMARTlab Methods: Practising for Success

Arts and Philosophy database

<http://www.zeroland.co.nz/>

Philosophy Links

[www.earlham.edu/~peters/philinks.htm](http://www.earlham.edu/~peters/philinks.htm)

Web resources related to consciousness, philosophy, and such.

<http://consc.net/resources.html>

Learning Disabilities Online

[www.ldonline.org/](http://www.ldonline.org/)

Students can register for free for My Athens in the UEL library

<https://auth.athensams.net>

Virtual Research Training Resource

[www.v-resort.ac.uk/index.php](http://www.v-resort.ac.uk/index.php)

Online Research Help

[www.shambles.net/pages/staff/OLResearch/](http://www.shambles.net/pages/staff/OLResearch/)

Online Writing Resources

<http://owl.english.purdue.edu/internet/resources/index.html>

Web Annotation Information

[http://en.wikipedia.org/wiki/Web\\_annotation](http://en.wikipedia.org/wiki/Web_annotation)

Arts and Humanities Data Service

<http://ahds.ac.uk/performingarts/info/index.htm>

British Library Links to Performing Arts Resources

[www.bl.uk/collections/wider/perfweb.html](http://www.bl.uk/collections/wider/perfweb.html)

Digital Arts & Humanities

[www.arts-humanities.net/](http://www.arts-humanities.net/)

Live Art Archive

[www.ahds.ac.uk/ahdscollections/docroot/liveart/liveartsearch.jsp?string=P](http://www.ahds.ac.uk/ahdscollections/docroot/liveart/liveartsearch.jsp?string=P)

and

[www.bris.ac.uk/theatreollection/liveart/liveart\\_archivesmain.html](http://www.bris.ac.uk/theatreollection/liveart/liveart_archivesmain.html)

PALATINE: (Performing Arts Learning and Teaching Innovation Network) is the Higher Education Academy Subject Centre for Dance, Drama and Music.

[www.palatine.ac.uk/](http://www.palatine.ac.uk/)

Digital Resources in the Humanities

[www.drh.org.uk/](http://www.drh.org.uk/)

Digital Art Source

[www.digitalartsource.com/index2.shtml](http://www.digitalartsource.com/index2.shtml)

Digital Art Resource for Education

[www.dareonline.org/](http://www.dareonline.org/)

Open Directory Project

[www.dmoz.org/Arts/Digital/Resources/](http://www.dmoz.org/Arts/Digital/Resources/)

Best of the Web: Digital Art

[botw.org/top/Arts/Digital/Resources](http://botw.org/top/Arts/Digital/Resources)

University of South Africa Library Digital Art Link

[www.library.unisa.edu.au/resources/subject/digitalart.asp](http://www.library.unisa.edu.au/resources/subject/digitalart.asp)

## 5.10 Useful Publications for doctoral students:

There are many useful guides on the market for doctoral students that can help you plan and prepare your thesis. Depending on what research method you are using different publications will be more tailored to you. Here are two publications, which are very handy companions to the general overall approach to embarking on a large sustained research project. While they are not written specifically for practice based PhDs, most of the principles are the same. Phillips, E, Pugh, D.S. 2005, How to Write a Thesis, 4th, Open University Press, Maidenhead. Murray, R. 2007, How to Write a Thesis, 2nd, Open University Press, Maidenhead.



## Appendix.

### I. FAQ Student Fees

All Postgraduate research programmes at UEL have the same fee, regardless of School. The fees for 2008/9 are as follows:

Full-time UK/EU students	£3,860
Full-time International students	£8,930
Part-time UK/EU students	£1,940
Part-time International students	£4,460

Your fees cover you from your start date to the same date the following year. You must remember to re-enrol and pay your fees at the beginning of each year you are at UEL.

### II. Accommodation

Students are responsible for booking their own accommodation. Those requiring the best local wheelchair-accessible accommodation can ring the administrative team at SMARTlab for the most current suggestions, though the Premiere Travel Inn (listed below) suits most needs.

Here are some links which may be useful.

#### Hotels nearest to UEL Docklands campus

- Custom House at Excel <http://www.customhouse-hotel.co.uk/> (they seem to have good deals on room shares)
- Premier Travel Inn (Prince Regent) <http://www.premierinn.com>
- Ramada (Prince Regent) <http://www.ramadadocklands.co.uk/>

#### Recommended Central London Hotels

- MIC Hotel and Conference Centre  
81-103 Euston Street  
(near Euston Station)  
Tel:020 7380 0001  
<http://www.micentre.com/>

- Ace Hotel,  
16-22 Gunterstone Road, West Kensington  
Tel:0207 602 6600

You can find a variety of hotels and check prices and availability at: <http://www.tripadvisor.co.uk/>

#### Accommodation on campus

During term time (late September-June) accommodation on campus is only available to the full-time students. Please contact residential services if this is your case: <http://www.uel.ac.uk/residential/oncampus.htm>

Sometimes rooms are available on campus during the summer months for part-time or non-resident students. These places go on a first come first serve basis and they fill up quickly, so if you would like to stay on campus for the July seminars, please be sure to arrange this well in advance. The rooms are normally charged at the conference rate of approx. £35 per person per night. For booking and information please contact Anne Barrit from Residential Services at the Docklands Campus on +44 208 223 2897.

There are also off campus options available through the UEL site. Follow this link for details: <http://www.uel.ac.uk/residential/offcampus.htm>

### III. Who to Contact About What – UEL Staff List

Please contact Anna Sophia Schenk ([a.s.schenk@uel.ac.uk](mailto:a.s.schenk@uel.ac.uk)) for all initial practical/administrative enquiries about your PhD. She can then refer you to the best person within UEL and help negotiate the quickest path through UEL departments.

### IV. Successfully Completed SMARTlab PhDs

Dr Fatina Amran-Zerrifii, Dr Anna Birch, Dr Eleanor Bowen, Dr Ryya Bread, Dr Deveril, Dr Jane de Gay, Dr Daria Dorosh, Dr Sher Dorruf, Dr Mary Flanagan, Dr Jools Gilson-Ellis, Dr Said Graioud, Dr Christopher Hales, Dr Petra Kueppers, Dr Vic Merriman, Dr Vesna Milanovic, Dr Mourad Mknisi, Dr Jackie Morie, Dr Gayil Nalls, Dr Anne Nigten, Dr Helen Paris, Dr Celia Pearce, Dr Jane Prendergast, Dr Claire Tomlinson, Dr Fioba Wilkie, Dr Axel Vogelsang





## Appendix.

### V. Lizbeth's Rules of the SMARTlab PhD

We respect each and every one of you as smart, capable, creative students. We expect you to respect each other equally, and to respect all of the faculty and SMARTlab team members, who all give more of their time than is required in order to ensure that you have the best possible student experience.

When we gather at supervisions (live or online) or at seminars, we give of our time and total attention to all of you, for the good of your scholarly growth and future careers. We expect you to respect that gift of time and to return it, with attention, to all of us and to each other!

In recent months, too much faculty time and administrative time has been wasted on chasing for information and assignments. This will not be allowed to continue. We all have much better things to do, including all of you!

We therefore have to put forward some new rules, which have always been implicit and now must be made very explicit.

- 1) All students must attend all three seminars per year IN FULL, without asking for late arrival or early departure. Failure to attend will result in mandatory extension of the programme of study. In other words, until you have attended the correct number of seminar days you will not be permitted to graduate, even if your thesis is complete. Additional terms must be paid for. So failure to attend seminar days costs you time and money. No exceptions: this is a UK government rule and we are audited!
- 2) For the same reason, you MUST attend each of the monthly online seminars. Attendance involves active participation: not just logging on and lurking in the background!
- 3) Preparation and posting of all assignments MUST be done in a timely and professional manner. Supervision reports are required after each and every session, and must be posted to the Drupal site. Draft chapters and assignments must also be done on time and posted to the site. You will not be reminded to do this after your first term of study, but if you fail to do this consistently you will receive a few gentle

warnings, and then will be strongly encouraged to leave the PhD programme.

- 4) If you need for any reason to stop your studies for a period of time, it is YOUR responsibility to contact your Director of Studies and Anna Sophia ([a.s.schenk@uel.ac.uk](mailto:a.s.schenk@uel.ac.uk)) in good time so that we can help you to do the paperwork to request intermission from the programme, in good time and without undue stress. . .