Welcome to the Researchers of Tomorrow survey

Before you start, please take a moment to read these instructions:

Questions requiring ONE answer have CIRCLES next to each answer option - click on a circle to select your answer.

Questions allowing MORE THAN ONE response have BOXES next to each answer option - click on as many boxes as apply to you. If you change your mind about an answer, clicking on the box again will remove the tick.

Some questions ask you to type in your answer in your own words, into the box provided.

Click on 'Next' to move forward to the next page in the questionnaire. It is possible to change any answer you have made, including going back to pages you have already completed, by clicking on 'Previous'.

Some pages have several questions - please scroll down to see all the questions.

At the top of each page there is a progress bar showing you the % of the questionnaire you have completed so far.

You may complete as much or as little of this questionnaire as you wish in one sitting. If you run out of time, simply click on 'Exit survey' at the top right hand side and when you next log in the questionnaire will start where you left off.

If you encounter technical difficulties completing the questionnaire, please email us at rt@researchpartnership.org.uk

Otherwise, thank you once again for your help.

Personal characteristics

1. How old are you?

- 20 years old or under
- 21-27 years old
- 28-34 years old
- 35-44 years old
- 45-54 years old
- 55 years old or over
- Prefer not to say

2. Are you:

- Male
- Female

3. In your doctoral studies application, is your normal place of residence registered as:

- Home (UK)
- Other EU
- Non EU

4. Please enter the name of your university or institution.

5. What kind of an information technology user are you in your EVERYDAY LIFE? Please read the following descriptions and choose the one that seems most like you.

- I enjoy having lots of the latest ICT tools and applications, and I use them regularly to entertain or express myself and communicate in lots of different ways

- I use a feature-packed mobile phone all the time and I go online frequently, for social networking and to pursue various interests

- I use the internet quite frequently because it is easy and efficient, and I have a mobile phone that is good enough for my needs, but I don't spend much time thinking about this kind of stuff

- I think the internet is very useful indeed for my work and for finding information - I can't imagine how I would manage without it

- I'm particularly keen on mobile communications and have a mobile phone that suits most of my needs, so I only occasionally go online using a computer

- I've spent quite a lot of money on good 'kit' and now find it has a tendency to run my life! Too much information! Too much technology!

- I occasionally use a computer and go online (for instance, to email people), and I have a mobile phone (although I don't know how to use all its features!). If I were more experienced at using the technology, perhaps I might get more out of them

- I have a computer but I don't use it much outside of work, and am happy not to!

- I have a mobile phone, which I use occasionally to make calls, and I have internet access whenever I need it but I hardly ever bother

- I have no ICT 'kit', not even a mobile phone, and I am not interested. I don't feel the lack of it

Training in support of your doctorate

6. SINCE STARTING your doctorate, have you received training of any kind in any of the following information-seeking and research skill areas? Please choose one answer for each type of training to indicate all that you have received and your opinion of them

	Received, and useful	Received, but not very useful	Not received	Not applicable
e-research methods and tools (data mining, geospatial tools, semantic tools)	jn	jn	jn	jn
e-research infrastructure services (virtual research environments, campus grid, National Grid Service)	jn	jn	jn	jn
Generic computer skills (e.g. Word, Excel, Access)	jn	jn	jn	jn
Generic online 'netskills' (e.g using Google services, using Web 2.0 tools to support your research)	jn	jn	jn	jn
Using your own institution's portal to access electronic research resources	jn	jn	jn	jn
Keeping up-to-date in your research (use of tools such as alerting services, RSS feeds)	jn	jn	jn	jn
Finding/using subject-based bibliographic, abstract and journal research resources (both print/physical and electronic)	jn	jn	jn	jn
Specific information skills (e.g finding 'grey literature', using specific e-information services such as Web of Science, Web of Knowledge)	jn	jn	jn	jn
Finding research resources and services in your subject beyond your institution (e.g inter-library loans, the British Library, accessing other key collections or libraries)	jn	jn	jn	jn
Finding/using manuscript and archival sources (in your institution or externally)	jn	jn	jn	jn
Finding/using data and datasets online	jn	jn	jn	jn
Copyright/intellectual property rights and research	jn	jn	jn	jn
Information on the Research Excellence Framework and how to publish	jn	jn	jn	jn
Open access publishing/archiving	jn	jn	jn	jn
Managing references and using tools (e.g.Endnotes) to do this	jn	jn	jn	jn
Creating digital media, podcasts, wikis, Second Life	jn	jn	jn	jn

Finding information and research resources

We would now like you to think about the last reasonably significant piece of information-seeking activity you undertook and whether or not it was successful. Then answer the next series of questions with this episode in mind.

7. What ONE kind of information were you (mainly) looking for?

- ○ A specific bibliographic reference that you had heard of or seen cited

- ○ Any/all bibliographic references relevant to a particular topic or by a particular author(s)

- ○ A specific piece of published writing that you already knew about

- ○ Any/all published writing on a particular topic and/or by a particular author(s)

- ○ Verification of a specific fact or facts

- ○ A name, definition or explanation of something/someone

- ○ Any/all written background information about something or someone

- ○ Scientific or mathematical data relating to a specific topic/field

- ○ Statistical data relating to a specific topic/field

- ○ Geospatial or mapping data

- ○ A photograph or other image of something/someone

- ○ Non-published archival material (e.g. manuscripts, letters) relating to something/someone

- ○ None of these. Please describe what you were looking for.

* 8. Did you find what you were looking for, or something of equal relevance?

- ○ Yes

- ○ No

9. How did you eventually identify and/or locate the information you were seeking? Which of these, if any, was the ONE MAIN source that led you to the information?

- Abstracts/indexes online or print (e.g. Chemical Abstracts Service)

- Subject-specific information gateway (e.g.Intute) or subject portal

- Bibliographic database (e.g BIDS, IBSS)

- Citation database (e.g. Web of Science)

- National data centre online (e.g. MIMAS, EDINA)

- Works of reference (e.g. encyclopaedia) online or in print

- Wikipedia

- List serv or blog

- Website of an organisation/person

- Google/Google Scholar

- Internal library catalogue (your institution)

- Cross-institutional library catalogue (e.g. COPAC) or large/national library catalogue

- Institutional repository

- Subject repository

- Guides to/catalogues of archival material (e.g. A2A)

- Search interface of e-journal/e-book service (e.g. ScienceDirect, PubMedCentral)

- Publishers' websites (e.g. Elsevier)

- Asked a friend/colleague/the author(s)

- Asked a librarian

- Asked your supervisor

- Browsed the shelves in a library

- None of these. Please describe how you found the information.

10. In what form(s) did you find the information you were looking for? Tick any that apply

- ◌ A printed book (or excerpt)
- ◌ An e-book (or excerpt)
- ◌ A printed journal article/paper
- ◌ A full-text e-journal article/paper
- ◌ An abstract, bibliographic reference
- ◌ Raw data (available for analysis)
- ◌ Published data (analysed and organised in printed or electronic reports)
- ◌ Manuscript or printed document (that you physically consulted)
- ◌ Digitised version of manuscript or archival object
- ◌ Printed photograph or other image/digital image
- ◌ Sound / video recording
- ◌ News article (e.g. printed or online newspaper)
- ◌ None of these. Please describe the form it took.

11. Finally, what did you do with the information once you had found it? Tick any that apply

- ◌ Read it/worked with it online
- ◌ Scanned through it online
- ◌ Borrowed it
- ◌ Read it in the library
- ◌ Made physical or electronic notes of or from it
- ◌ Photocopied it (or excerpts)
- ◌ Downloaded it (or excerpts) for later use
- ◌ Printed it out (or excerpts)
- ◌ Cut and pasted it or bits of it into another file (files)
- ◌ Bookmarked it
- ◌ Added it to a reference list (e.g. Endnotes) or personal portfolio
- ◌ None of these. Please describe what you did with it.

Research and information seeking support

12. There exists a wide range of technology-based tools that can be used for various tasks IN THE RESEARCH PROCESS. We are interested in which of these you use and your opinion of their value. Please choose one answer for each.

	Used and valued	Used but of limited value	Not used
Social bookmarking (e.g. Del.icio.us)	jn	jn	jn
Alerting services and RSS	jn	jn	jn
E-portfolios	jn	jn	jn
Media-sharing websites	jn	jn	jn
Wikis	jn	jn	jn
Virtual Research Environment (VRE)	jn	jn	jn
Voice over Internet Protocol (VoIP) (e.g. Skype)	jn	jn	jn
Twitter/blogging	jn	jn	jn
Web-authoring tools	jn	jn	jn
Geo-spatial analysis and mapping	jn	jn	jn
Grid computing	jn	jn	jn
Text and data mining	jn	jn	jn
3D technology and visualisation	jn	jn	jn

13. From whom do you get help and support in using these tools? Tick any that apply

- ê Supervisor
- ê Library staff
- ê Institutional computing staff
- ê Tutors and lecturers
- ê Other students
- ê Family and friends
- ê Online technical support
- ê Have received no help in using the tools
- ê Other source of help and support - please describe

14. Which of the following kinds of research support services or facilities in your institution have you used? How valuable or otherwise are they? Please choose one drop down answer for each support service, in each column.

	Use	Value
Collaborative access arrangements with other institutions – enabling researcher access to resources/information about resources in other institutions		
Help and support in using discovery and access technologies and tools (e.g how to search a database)		
Library staff assistance with finding/retrieving resources that are difficult to identify or get hold of		
Alerting services to what is new or different in institutional collections		
Assistance to facilitate the deposit of your research outputs into the institutional repositories		
Advice on copyright/intellectual property rights issues relating to your research		
Advice on how to publish your work in Open Access journals, archives or repositories		
Inter-library lending and document supply (getting documents for you from other institutions)		
Subject specialist advice from subject librarians on information sources/resources		
Recommendations on information or research resources from supervisor		

15. We know that research is a process that can be cyclical and that may go through several iterations during the doctoral research journey. Which one of the following best describes your CURRENT work situation?

- Ideas generation (e.g looking at previous work, reading widely, discussions with colleagues)

- Background work (e.g locating source materials, consulting other scholars)

- Preparing and organising (e.g focused use of research resources such as following up leads and references, organising information and data collecting)

- Analysing (e.g data, image or textual analysis)

- Writing/creation and revision (of your primary research outputs)

- Dissemination of your research (e.g working on conference papers, articles etc.)

16. Some doctorates require the researcher to seek information from outside their core discipline, looking into disciplinary areas other than their own. For example, a psychologist may be researching patient reactions in the context of dentistry; an arts scholar may be researching the impact of fine arts in old age. To what extent does your research require you to cross subject boundaries in this way?

- Always

- Very often

- Sometimes

- Rarely

- Never

- Too early to tell

17. Listed below are various factors that might constrain progress in your doctoral research. Please indicate the extent to which you feel these are or are not a constraint, by rating each from 1 (not a constraint at all) to 5 (a significant constraint). Please choose a rating for each factor.

	1	2	3	4	5
Pressure of time	◯	◯	◯	◯	◯
Lack of money/necessity to raise funds	◯	◯	◯	◯	◯
Family pressures	◯	◯	◯	◯	◯
Relationship with supervisor	◯	◯	◯	◯	◯
Necessity of working to support your research	◯	◯	◯	◯	◯
Location of your main place of research work	◯	◯	◯	◯	◯
Difficulties in identifying relevant research materials in your field	◯	◯	◯	◯	◯
Difficulties in getting hold of relevant research materials (online or hard copy)	◯	◯	◯	◯	◯
Lack of your own research and / or information-seeking skills	◯	◯	◯	◯	◯
Restricted or lack of availability of specific technology requirements	◯	◯	◯	◯	◯
Restricted or lack of adequate broadband speeds in your main place of work	◯	◯	◯	◯	◯
Restrictions imposed by the regulations of research libraries other than your own institution	◯	◯	◯	◯	◯
Licensing and other restrictions imposed by online e-journal and other information services	◯	◯	◯	◯	◯

18. Have you already or do you intend to produce any of the following INTERMEDIATE RESEARCH OUTPUTS as part of your doctoral research? Tick any that apply.

- ☐ Articles for peer-reviewed journals
- ☐ Articles for Open Access journals
- ☐ Book chapters
- ☐ Conference papers
- ☐ Compositions or installations
- ☐ Creative media outputs (e.g video, multi-media, podcasts)
- ☐ Critical reviews
- ☐ Scholarly monographs
- ☐ None of the above
- ☐ Other intermediate output - please describe

[   ]

19. What will you produce as the FINAL OUTPUT(S) of your doctoral research at the end of your studies? Tick any that apply.

- ė Thesis

- ė Digital media output (podcast, images etc)

- ė Performance, exhibition

- ė Creative art composition or installation

- ė Other final output - please describe

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About your doctorate

20. My research discipline is:

- ꭍ Arts and Humanities (including performing arts, languages and education)
- ꭍ Social Sciences (including law, economics, accounting, business and management and psychology)
- ꭍ Physical Sciences (including mathematics and earth sciences)
- ꭍ Biological Sciences
- ꭍ Biomedical and Veterinary Sciences
- ꭍ Engineering and Computer Sciences
- ꭍ Medicine, Dentistry and other health related disciplines
- ꭍ Other discipline - please describe

21. I am registered as doing a:

- ꭍ Traditional PhD/DPhil
- ꭍ PhD by publication
- ꭍ New Route PhD/integrated PhD
- ꭍ Professional doctorate
- ꭍ Practice-based doctorate

22. I am currently registered as studying:

- ꭍ Full time
- ꭍ Part time

23. Which year of your research are you in?

- ꭍ First year
- ꭍ Second year
- ꭍ Third year
- ꭍ Fourth year
- ꭍ Fifth year
- ꭍ Sixth year or later

24. How are you funded? Tick any that apply.

- Arts and Humanities Research Council (AHRC)
- Biotechnology and Biological Sciences Research Council (BBSRC)
- Engineering and Physical Sciences Research Council (EPSRC)
- Economic and Social Research Council (ESRC)
- Medical Research Council (MRC)
- Natural Environment Research Council (NERC)
- Science and Technology Facilities Council (STFC)
- Other external funding
- Entirely self funded
- Partly self funded

25. Where is the one MAIN place you work on your research?

- At home/where you live
- Dedicated or shared office space in your institution
- Library or study space in your institution
- Laboratory or studio in your institution
- Other space within your institution (e.g cafe)
- Library or study space in another institution (including British Library)
- Other

Your e-mail address

26. Please enter your e-mail address if you'd like to be included in the prize draw.

Thanks!

Thank you very much for taking the time to complete this questionnaire, please now click on the 'Submit' button below.

You will then be directed to the Education for Change web-site where you can read more about the research project, should you wish to do so.