Medical School DDP
Research Skills
MED6960

Year 1 Lead Postgraduate Tutor
Julie Simpson
Vikki Ridger
Objectives

• Personal development as a research scientist
  • Generic skills (i.e. record keeping and presentation skills)
  • Subject specific training (courses, seminars & lectures)

• Gaining appropriate research skills and training
  • Research techniques
  • Health and safety
  • Recording and reporting

• Credit for development towards your PhD and beyond
Outline

- Introduction to PebblePad
- Training Needs Analysis
- ePortfolio on PebblePad
- Supervisor Meeting Report
- Lab Book

- Oral Presentation
- Attendance at School Research Day
- Teaching opportunities
- Important dates
Using PebblePad

• PebblePad is a flexible personal learning space that is available to both students and staff at the University.
  • Record training events as ‘assets’
    • ‘Tag’ your assets to build ‘collections’
    • Create webfolio
    • Insert collections

• Advantages:
  - everything together in one place that you can’t lose, forget or damage
  - single reference point for your training status
Using PebblePad

[Website screenshot showing the PebblePad section within the University of Sheffield's website.]

- My services
- PebblePad
Using PebblePad

Danielle de Ridder
University of Sheffield

Work on...
Templates and workbooks to support your learning.

Get creative
With Portfolios, Pages, Blogs and Activity Logs.
Click to get creative

What's happening?
Your up-to-date timeline of things you need to know and things you need to do.
See things I need to know

Learning centre
New to PebblePad or keen to learn more?
View PebblePad Help

Upload new
Upload files as evidence or to enhance presentations.
Upload a file to PebblePad
## Using PebblePad

PebblePad is an online learning platform that allows educators and students to create, manage, and share educational content. In this context, the screenshot is a part of the PebblePad interface, showing a section of resources available for use. The screenshot contains a list of resources categorized under different headings such as `Activity`, `Action Plan`, `Achievement`, `Ability`, `What So what? Now what?`, `Structured Reflection`, `SMART Action Plan`, `Meeting`, `Journal Entry`, and `Experience`. Each entry includes a title, a brief description (e.g., `Generic PebblePad template`), and additional information such as user access or status indicators.
Using PebblePad

Danielle de Ridder
University of Sheffield

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Learning centre
New to PebblePad or keen to learn more?
View PebblePad Help

Upload new
Upload files as evidence or to enhance presentations.
Upload a file to PebblePad

Assets

You last worked on
Aug 2017 SMR
View your history
<table>
<thead>
<tr>
<th>Title</th>
<th>Modified by</th>
<th>Date</th>
</tr>
</thead>
<tbody>
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<td>Aug 2017 SMR</td>
<td>Danielle de Ridder</td>
<td>17:59 on 31-Aug-2017</td>
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<td>Evidencing the DDP copy</td>
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<td>11:54 on 17-Aug-2017</td>
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<tr>
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<td>12:10 on 17-Jul-2017</td>
</tr>
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<td>122</td>
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<td>12:10 on 17-Jul-2017</td>
</tr>
<tr>
<td>December 2016 Supervisor meeting form</td>
<td>Danielle de Ridder</td>
<td>12:53 on 01-Jun-2017</td>
</tr>
<tr>
<td>May 2017 SMR</td>
<td>Danielle de Ridder</td>
<td>10:21 on 26-May-2017</td>
</tr>
<tr>
<td>April 2017 SMR</td>
<td>Danielle de Ridder</td>
<td>11:02 on 25-Apr-2017</td>
</tr>
<tr>
<td>March 2017 SMR</td>
<td>Danielle de Ridder</td>
<td>12:10 on 02-Mar-2017</td>
</tr>
<tr>
<td>January 2017 Supervisor meeting form</td>
<td>Danielle de Ridder</td>
<td>14:07 on 18-Jan-2017</td>
</tr>
<tr>
<td>Daniëlle de Ridder E-portfolio</td>
<td>Danielle de Ridder</td>
<td>00:58 on 19-Jan-2017</td>
</tr>
</tbody>
</table>
Using PebblePad Tags

Supervisory Meeting Report
Supervisory Meeting Report

Oct 2017 SMR

Student please note: You must complete every section of this form before submitting.

Should you have any personal concerns about your programme & don't want to comment on this form, please approach your Personal Tutor.

Name of Student
Danille de Rudder

Mode of Attendance
- Full Time
- Part Time

Name of Supervisor
Ayman I. Idris

Supervisor's email address
ayman.idris@sheffield.ac.uk

Date of last meeting
Using PebblePad Tags

Supervisory Meeting Report

Students please note: You must complete every section of this form before submitting.

If you have any personal concerns about your programme & don’t want to comment on this form, please approach your Personal Tutor.

Name of Student

Danielle de Ridder

Mode of Attendance

Full Time

Name of Supervisor

Ayman I. Idris

Supervisor’s email address

ayman.idris@sheffield.ac.uk

Date of last meeting
Using PebblePad Tags

<table>
<thead>
<tr>
<th>ASSETS</th>
<th>RESOURCES</th>
<th>DELETED</th>
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</tr>
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<td>Aug 2017 SMR</td>
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<td><img src="image2" alt="" /></td>
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<td><img src="image4" alt="" /></td>
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<td>May 2017 SMR</td>
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<td><img src="image14" alt="" /></td>
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<td>Modified by Darlene de Roder at 07:19 on 04 Apr 2016</td>
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</table>
Suggested ‘tags’

- RDF TNA
- Research skills
- Health and safety training
- Lectures/seminars
- Conferences/meetings
- DDP activity
- SMRs
- Others
PebblePad Guide
FAQs

Question: I have deleted an asset by mistake - how can I retrieve it?

Help and support

If the above FAQs don’t answer your query, the first port of call should be PebblePad’s own online help via the ‘Learning Centre’ square of the homepage on the right.

If you have any technical queries that can’t be answered there, you can ask the University’s Pebble team.

If you have any researcher development related queries about PebblePad your department DRS Administrator.
Training Needs Analysis (TNA)
TNA questionnaire
on PebblePad

• Should reflect on your current abilities
• Evidence your skill level
  • I can … because …
• What skills and competencies do you need to complete your PhD?
  • Essential? Desirable? Now? Later?
• Determine your priorities
• Do this with your supervisor/second supervisor
• Do now and update regularly
TNA questionnaire on PebblePad

• Out of your TNA you should develop:
  • Year 1 Training Plan
  • Year 2 Training Plan
  • Year 3 Training Plan

• Required for assessment sessions
**Training Needs analysis in PebblePad**

<table>
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<th>RESOURCES</th>
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<tr>
<td>2016 April Supervisory Meeting Report</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
Training Needs analysis in PebblePad

About The Training Needs Analysis

Student Name
Danielle de Ridder

Supervisor
Dr. Aymen I. Idris

Second Supervisor
Prof. Dominique Heymann

Current Year of Study
Select / amend as appropriate to reflect your current year
Training Needs analysis in PebblePad

Knowledge Base

What areas does this sub-domain relate to...

- The area of research, the advances within it and its relationships with other research areas.
- The methods and experimental techniques appropriate for research design.
- Sources of information, bibliographic software and other information technologies.
- Literacy and numeracy skills and language abilities appropriate for research.

What behaviours should a researcher exhibit to demonstrate their abilities in relation to this area...

- Makes original contributions to knowledge.
- Identifies, applies and develops methods and experimental techniques appropriate for research projects.
- Conducts effective and comprehensive information searches.
- Records, manages and handles information/data using appropriate bibliographic software and other information technologies.

Complete the sections below by rating your own ability in each of the key areas that make up the Knowledge Base sub-domain.

You should attach evidence by clicking on the icon on the right of the screen for each of the seven qualities listed below.

You can create Action Plans for developing your personal skills in any of the individual attributes.

A1.1 - Subject Knowledge
Training Needs analysis in PebblePad

A1.1 - Subject Knowledge

**Link to Training Resources**

**Phase 1:** Has, at least, core knowledge and basic understanding of key concepts, issues and history of thought, knowledge of recent advances within own research area and in related areas. Is working towards making an original contribution to knowledge. Is developing a broader awareness of international and non-academic aspects of knowledge creation.

**Phase 2/3:** Develops detailed and thorough understanding of own and related subject areas and becomes familiar with associated areas in other disciplines/research areas. Demonstrates links between own research and real world relevance. Stays up to date in international context.

**Phase 4/5:** Stimulates new knowledge. Can make outstanding breakthroughs. Considers multiple perspectives, has deep and holistic understanding of related areas, and addresses internal and external developments of discipline-specific research area. Is able to address with other disciplines/research areas. Uses this knowledge to enrich own discipline/research area. Contributing to the integrity and future viability of the discipline/research area. Exercises international influence.

**Early Phase**

- 1
- 2
- 3
- 4
- 5

**Late Phase**

- 1
- 2
- 3
- 4

- This has not been evidenced

---

At 14:33 on 12-Oct-2017 you changed 1 to 4.

Gained knowledge throughout reading, conferences and contributing to own field.

At 16:30 on 07-Oct-2015 you chose 1.

Done a Bachelor's degree in Biomedical Sciences and a month away from receiving my Master's degree in Biomedical Sciences with a Research specialization. Furthermore, the PhD project is related although not the same as a previous internship I performed.
Training Log
ePortfolio
Training Log  

**ePortfolio on PebblePad**

- A Personal and Professional Development log
- Must include:
  - Your TNA and SMRs
  - Research skills
    - Training on equipment usage
      - Departmental or group equipment
  - Methods/techniques
    - e.g. PCR, cell culture, etc.
    - Relevant clinical procedures
Training Log ePortfolio on PebblePad

• Must include:
  • Health and safety training
    • Create asset describing training
    • Upload scanned signed risk assessment, training certificate, HO licence, etc.
    • Link scanned document as evidence
  • Lectures/seminars
  • Conference attendance
  • DDP activity
    • Record each DDP as an asset
    • Only completed DDPs
    • Attach course material where relevant
Training Log

ePortfolio on PebblePad

• Must **NOT** include personal tutor forms – **confidential**

• May also include:
  • Presentations given
  • Publications
  • Public engagement activity
  • Placements/industrial experience
  • Milestones & monitoring markers – SMRs, confirmation review, thesis plan, etc.
  • Portable – free alumni account
Creating an ePortfolio

About Me

Claire Green

Claire Green

Replace Image

Remove Image
Creating an ePortfolio
Creating an ePortfolio

Get creative
Portfolios and pages

Claire Green
University of Sheffield

Work on...
Templates and workbooks to support your learning.
Custom resources

What's happening
Your up-to-date timeline to know and things you need to do.
See things I need to know

Upload new
Creating an ePortfolio
Creating a new page for your ePortfolio

Make your page stand out with a banner
You can personalise the layout of your banner from the properties panel
Creating a new page for your ePortfolio

Start working on...
Templates and workbooks

Get creative
Portfolios and pages

Create a portfolio
Create a page
Create a collection
Create an activity log
Create a blog
Create a workbook

Get creative
With Portfolios, Pages, Blogs and Activity Logs.
Click to get creative

Work on...
Templates and workbooks to support your learning.

Custom resources

Or continue working on your existing assets...
View your assets. (129)

What's happening?
Your up-to-date timeline of things you need to know and things you need to do.
See things I need to know

Upload new
Creating an ePortfolio

Make your collection stand out with a banner

You can choose from a library of images or upload one of your own

Please enter a description for your collection:

Publications

+ START BUILDING YOUR COLLECTION
Creating a new page for your ePortfolio

Make your collection stand out with a banner

You can choose from a library of images or upload one of your own

Please enter a description

Add individual assets
Add assets by tags
Add advanced criteria

START BUILDING YOUR COLLECTION
Creating a new page for your ePortfolio

Make your collection stand out!

You can choose from a library of images or upload your own.

Please enter a description for your collection:

Publications

By uploading this file to PebblePad you are confirming that you are not infringing any copyright conditions.

Any video and audio files will be prepared for viewing on the web which may impact overall quality.

Confirm upload
Creating a new page for your ePortfolio

Make your collection stand out with a banner

You can choose from a library of images or upload one of your own

Please enter a title for your collection (required):

Publications

Confirm  Cancel

START BUILDING YOUR COLLECTION
Adding a page to your ePortfolio

About Me

Claire Green

Overview

My name is Claire Green, and I am a PhD student within SITraN. The overall aim of my
Adding a page to your ePortfolio

This element is not fully supported in the builder.

Overview

My name is Claire Green, and I am a PhD student within SiTraN. The overall aim of my...
Adding a page to your ePortfolio
Adding a page to your ePortfolio

Please enter a description for your collection:

Publications

ADD TO YOUR COLLECTION

Your collection has 1 searches with 1 assets: Edit your searches

DISPLAY RESULTS BY MODIFIED DATE (NEWEST FIRST)

Created 10:12 on 16-Oct-2017
Submitting your webfolio

Claire Green
Submitting your webfolio
Submitting your webfolio

With the following workspace

DDP for the Medical School

Doctoral Development Programme submissions for PGR students in the Medical School.

Select an assignment

- e-Portfolio
  Can I share? ✓

- Evidencing the DDP
  Can I share? ❌

- RDF Training Needs Analysis
  Can I share? ❌
Supervisory Meeting Report (SMR)
<table>
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<th>ASSETS</th>
<th>RESOURCES</th>
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<td>Do you have Teaching Experience?</td>
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<td>SRDS</td>
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Supervisory Meeting Report

Supervisory Meeting Report

Oct 2017 SMR

Students please note: You must complete every section of this form before submitting.

Should you have any personal concerns about your programme & don’t want to comment on this form, please approach your Personal Tutor.

Name of Student

Danielle de Ridder

Mode of Attendance

- Full Time
- Part Time

Name of Supervisor

Aymen I. Idris

Supervisor’s email address

aymen.idris@sheffield.ac.uk
Supervisor meeting report

Student: Achievements since last meeting and other comments on project progress

Wrote up paper and submitted to first journal. Finished signaling experiments. Taught Ryan how to do TRAP and cut first depth. Nearly finished tumour KHOS histomorphometry.

This has not been evidenced

Student: Do you think you have made sufficient progress since the last meeting?

Yes  No

Student: Are you and your supervisor clear about current objectives?

Yes  No

Student: Have any specific problems associated with the work or the supervision been identified? If appropriate, please comment below.

Yes  No

Student: Are you and your supervisor clear about the work to be done before the next meeting?

Yes  No
Student / Supervisor: Agree on Goals and Objectives to be completed before the next meeting.

<table>
<thead>
<tr>
<th>Goal or Objective</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review</td>
<td>Make and add figures</td>
</tr>
<tr>
<td>Finish ( \text{IPL KHOS} ) Histomorphometry</td>
<td>Tumour sections and healthy</td>
</tr>
<tr>
<td>Ewing sarcoma</td>
<td>Drug IC50s</td>
</tr>
<tr>
<td>Start ( \text{mineralization} ) experiments</td>
<td>2 models</td>
</tr>
<tr>
<td>Enter text...</td>
<td>Enter text...</td>
</tr>
</tbody>
</table>

**COMPLETED BY ASSESSOR**

**Supervisor:**
Select this box to indicate if this is the first meeting with your student. There is then no need to complete subsequent questions referring to a last meeting.

- [ ] First Meeting with Supervisor

**COMPLETED BY ASSESSOR**

**Supervisor:**
On a scale of 1 to 6, where 1 is very poor and 6 is excellent, how would you rate the progress of the project since the last meeting? If appropriate, please comment below.

very poor: 1 2 3 4 5 6 excellent
Supervisory Meeting Report

Supervisory Meeting Report

Oct 2017 SMR

Students please note: You must complete every section of this form before submitting.

Should you have any personal concerns about your programme & don't want to comment on this form, please approach your Personal Tutor.

Name of Student

Danielle de Ridder

Mode of Attendance

- Full Time
- Part Time
SMR – your supervisor’s perspective.

Oct 2017 SMR

Students please note: You must complete every section of this form before submitting.

Should you have any personal concerns about your programme & don’t want to comment on this form, please approach your
Personal Tutor.

Name of Student
enter your name

Daniëlle de Ridder

Mode of Attendance
○ Full Time

Name of Supervisor
Name of the supervisor who completes this form.

Aymen L. Idris
SMR – your supervisor’s perspective.
Research Log
Lab book
Lab book

• The most important item for anyone doing research
• KEEP IT SAFE
• Lab books belong to the University
• Use official School of Medicine lab book or suitable electronic lab notebook
• You and your supervisor must sign every page
• A complete and detailed record of every experiment you perform
• A legal requirement for proof of intellectual property ownership - disputes over patents, plagiarism, etc.
What should you record in a lab book?

• **Every** experiment must have:
  • Title
  • **Aims** - what you are wanting to achieve?
  • **Methods** - how – all the detail. Show calculations so that data can be checked
  • **Results** - record all results – positive and negative. Never omit results because you think it has not worked. Show all data processing calculations. Blots. Final graphs. Record every detail even if you think it trivial (‘remarks’)
  • **Conclusions** - what do the results mean and what will you do next? If it has not worked – why? What do your controls tell you? Troubleshooting
Other information that should go in the lab book

- Summary of discussions, ideas, plans and meetings with research team/supervisor
- Notes on
  - key literature you have read
  - equipment usage (and time if being charged)
- Order and batch numbers of chemicals and antibodies
- Reflections on the experiments/research
- Don’t use scraps of paper – write directly into your lab book
Lab book practicalities

• Use the contents page
• Refer back to commonly used methods – highlight on contents page
• Record any deviation from routine methods
• Electronic data – on a CD or DVD and taped in
  - specific path for archived data on servers
  - back everything up
• Could you follow your records 3 years later when it comes to writing up?
  • Don’t assume you will remember
• Could someone else follow your records?
Lab book practicalities

• A chronological record
• Don’t leave blank spaces to go back and fill in later
• Cross-reference
  • e.g. “Experiment 2 – continued from Page 06”
• Use permanent ink
• Crossings out should leave the original text legible
  • single strike through errors & blank spaces
  • sign and date any corrections
• Sign and date across any inserts e.g. figures, datasheets, etc.
Lab book practicalities

• Fill in daily - each page signed and dated by you

• Should be checked and signed by your supervisor at least every recorded meeting

• Completed lab books must be left with the School when you leave – you may want to photocopy them
What if you are not doing a lab-based project?

• Use a lab book as a daily journal of your research activities

• Examples to include:
  • patient contact and recruitment to trials (maintain confidentiality)
  • sample collection and data analysis
  • mathematical modelling & theorising

• Adapt content to your subject area

• Must be signed off in the same way
Electronic Lab Books

- Word processing software
  - Microsoft Word
  - LaTeX
  - Markdown

- Keep good records (consider a daily journal)
- Get your supervisor to sign it digitally

- R Markdown
  - R is a programming language
  - To use R Markdown, you must download R and R studio first.
The R Project for Statistical Computing

Getting Started

R is a free software environment for statistical computing and graphics. It compiles and runs on a wide variety of UNIX platforms, Windows and MacOS. To download R, please choose your preferred CRAN mirror.

If you have questions about R like how to download and install the software, or what the license terms are, please read our answers to frequently asked questions before you send an email.

News

- R version 3.4.2 (Short Summer) has been released on Thursday 2017-09-28.
- The R Journal Volume 9/1 is available.
- R version 3.3.3 (Another Canoe) has been released on Monday 2017-03-06.
- The R Journal Volume 8/2 is available.
- useR! 2017 (July 4 - 7 in Brussels) has opened registration and more at http://user2017.brussels/
  - Tomas Kalibera has joined the R core team.
  - The R Foundation welcomes five new ordinary members: Jennifer Bryan, Dianne Cook, Julie Josse, Tomas Kalibera, and Balasubramanian Narasimhan.
- The R Journal Volume 8/1 is available.
- The useR! 2017 conference will take place in Brussels, July 4 - 7, 2017.
- R version 3.2.5 (Very, Very Secure Dishes) has been released on 2016-04-14. This is a rebadging of the quick-fix release 3.2.4-revised.
- Notice: XQuartz users (Mac OS X) A security issue has been detected with the Sparkle update mechanism, version 2.6.7 and prior, which can lead to a security vulnerability.
The R Studio interface

install.packages("rmarkdown")
The R Studio interface

- **File**
  - New File
  - R Script
  - R Notebook
  - R Markdown...
  - Shiny Web App...
  - Text File
  - C++ File
  - R Sweave
  - R HTML
  - R Presentation
  - R Documentation

- **Session**
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  - Packrat

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  - affixparser
    - Affymetrix File Parsing SDK
  - affy
    - Methods for Affymetrix Oligonucleotide Arrays
  - affyio
    - Tools for parsing Affymetrix data files
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The R Studio interface
The R Studio interface

```r
---
title: "R Markdown Example"
author: "Claire Green"
date: "16/10/2017"
output: html_document
---

```r
setup, include=FALSE
knitr::opts_chunk$set(echo = TRUE)
```

## R Markdown

This is an R Markdown document. Markdown is a simple formatting syntax for authoring HTML, PDF, and MS Word documents. For more details on using R Markdown see [http://rmarkdown.rstudio.com](http://rmarkdown.rstudio.com).

When you click the **Knit** button a document will be generated that includes both content as well as the output of any embedded R code chunks within the document. You can embed an R code chunk like this:

```r
r cars
summary(cars)
```

### Including Plots

You can also embed plots, for example:

```r
r pressure, echo=FALSE
plot(pressure)
```

Note that the `echo = FALSE` parameter was added to the code chunk to prevent printing of the R code that generated the plot.
The R Studio interface
Hashes denote titles

Tables are made from dashes (-) and pipes (|)

It's much easier to copy and paste your tables into tablesgenerator.com/markdown_tables

It makes it for you 😊
You can embed images, and control their position and dimensions (better than word…)

In HTML mode, you can even embed videos!
I next conducted differential expression analysis.

```r
# Rows must have at least 3 samples with scores of 10 or higher
keep <- rowSums(exp>=10) >= 3
exp<-exp[keep,]

# exp_info <- data.frame(condition = factor(c(rep("1", 4), rep("2", 6))))

exp_info <- data.frame(condition = factor(c(rep("1", 6), rep("2", 6))),
                        patientID = factor(c(1,2,3,4,5,6,1,2,3,4,5,6)))

# Create a colData frame
coldata <- data.frame(row.names=colnames(exp), exp_info)

# Create a DESeqData object
# dds <- DESeqDataSetFromMatrix(countData=exp, colData=coldata, design=~condition)
dds <- DESeqDataSetFromMatrix(countData=exp, colData=coldata, design=~condition + patientID)

# Run DEseq2 pipeline
dds <- DESeq(dds)

res <- results(dds)
table(res$padj<0.05)
## Order by p-value
res <- res[order(res$pvalue), ]

## Merge with raw count data
# resdata_raw <- merge(as.data.frame(res), as.data.frame(counts(dds, normalized=FALSE)), by="row.names", sort=FALSE)

## Merge with normalised count data
resdata_norm <- merge(as.data.frame(res), as.data.frame(counts(dds, normalized=TRUE)), by="row.names", sort=FALSE)
```
But what does it look like…
# R Markdown Cheatsheet

## syntax

Plain text
End a line with two spaces to start a new paragraph.
*italics* and _italics_
**bold** and __bold__
superscript\(^2\)
~~strikethrough~~
[link](www.rstudio.com)

# Header 1
## Header 2
### Header 3
#### Header 4
##### Header 5
###### Header 6

endash: --
emdash: ---
ellipses: ...
inline equation: $A = \pi r^2$
image: ![](path/to/smallorb.png)
horizontal rule (or slide break):

## becomes

Plain text
End a line with two spaces to start a new paragraph.
*italics* and _italics_
**bold** and __bold__
superscript\(^2\)
~~strikethrough~~
[link](www.rstudio.com)

# Header 1
## Header 2
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#### Header 4
##### Header 5
###### Header 6

endash: --
emdash: ---
ellipses: ...
inline equation: $A = \pi r^2$
image: ![](path/to/smallorb.png)
horizontal rule (or slide break):
Electronic Lab Books

Don’t worry, Word will do just fine!

Just remember

• It is always worth keeping electronic records of your work, regardless if your lab book is paper or electronic

• Always keep them backed up in 2+ places. I have my lab book stored in five places, 2 physical, 3 cloud.

• Get educated on how to manage data that may be confidential. Go to infosecurity.shef.ac.uk and take the training
Lab book assessments

• We will check:
  - it is signed by you and your supervisor
  - the contents pages
  - you are using an appropriate structure
  - that you are recording sufficient detail
  and that it is legible

• Your confirmation to continue may be at risk if you don’t comply
Marking of Training log and Lab Book

• Intermediate assessment start of June
• Final assessment end of July
• Assessed by Vikki Ridger or Julie Simpson
• 10 min. formal meeting
• Compulsory for all PGR students
Assessments - bring your lab book

• ePortfolio submission deadline
  • Monday 3\textsuperscript{rd} June 2019

• 1st Assessment
  • Thursday 6\textsuperscript{th} June 2019
    9:00 – 17:00 Seminar Room 4,
    B Floor Medical School

• ePortfolio update deadline
  • Tuesday 23\textsuperscript{rd} July 2019

• 2nd Assessment
  • Friday 26\textsuperscript{th} July 2019
    9:00 – 17:00 Seminar Room 6,
    B Floor Medical School
Four more things...
CV building

Teaching
• Lab demonstrator
  • Biomedical Sciences
• Pass leader scheme
• 10bn people
• Health challenge

Committees
• PGR Forum
• Research day committee
• Departmental committees
School Research Day

- Date
  - 17th & 18th June 2019
- Compulsory attendance to pass MED6960
- Attendance Certificate
- Training log entry as ‘meeting’ and upload attendance certificate
- Training log will not be approved without Research Day attendance
Oral Presentations

- Dates:
  - Tuesday 3rd September 2019
  - Tuesday 10th September 2019
- LT3 F-floor Med School
- All students must attend
- 10 min. talk, 5 min. Q & A
- Feedback given
DDP MED6960
Tutorial 2 (Oral Presentation)

• Thursday 4th July 2019
• 11.00 - 12.00
• LT3, F Floor, Medical School