



Media and  
Communications



# Doctoral Programmes in Media and Communications and New Media, Innovation and Literacy

2016/17

[lse.ac.uk/media@lse](http://lse.ac.uk/media@lse)

 @MediaLSE



# TERM DATES AND SCHOOL CLOSURES

## Michaelmas Term (MT)

Thursday 22 September – Friday 9 December (teaching begins on Monday 26th September 2016)

## Lent Term (LT)

Monday 9 January – Friday 24 March (for departments with courses that will be examined in January, examinations will be held in week 0 – Tuesday 3 January – Friday 6 January, more information can be found here:

<http://www.lse.ac.uk/resources/calendar/CourseAndProgrammeInfo/LentTermWeek0Exams.htm>) \*

## Summer Term (ST)

Monday 24 April – Friday 9 June

For those departments that operate them, School Reading Weeks are the weeks beginning Monday 31 October 2016 and Monday 13 February 2017

The School will also be closed on English public holidays\*. In 2016/17 these will be:

Christmas Closure	Thursday 22 December 2016 – Monday 2 January 2017
Easter Closure	Thursday 13 April – Wednesday 19 April 2017
May Bank Holiday	Monday 1 May 2017
Spring Bank Holiday	Monday 29 May 2017
Summer Bank Holiday	Monday 28 August 2017

*\*Some facilities, such as the Library, may open on some of these dates. The School will issue updates throughout the year.*

# MEDIA AND COMMUNICATIONS DOCTORAL PROGRAMME STAFF

Doctoral Programme Director	<b>Professor Lilie Chouliaraki</b> Room TW2.7.01D +44 (0)20 7852 3790 <b><a href="mailto:l.chouliaraki@lse.ac.uk">l.chouliaraki@lse.ac.uk</a></b>
Research Manager	<b>James Deeley</b> Room TW2.6.01J +44 (0)20 7955 6490 <b><a href="mailto:j.a.deeley@lse.ac.uk">j.a.deeley@lse.ac.uk</a></b>
Department Manager	<b>Catherine Bennett</b> Room TW3.7.01D +44 (0)20 7955 6107 <b><a href="mailto:c.l.bennett@lse.ac.uk">c.l.bennett@lse.ac.uk</a></b>
Head of Department	<b>Professor Nick Couldry</b> Room TW3.7.01E +44 (0)20 7955 6243 <b><a href="mailto:n.couldry@lse.ac.uk">n.couldry@lse.ac.uk</a></b>



# LETTER FROM THE DOCTORAL PROGRAMME DIRECTOR



Dear all,

Welcome to the Department of Media and Communications and our two MPhil/PhD programmes in **Media and Communications** and in **New Media, Innovation and Literacy**.

Each one of you has the opportunity this year to encounter new ideas and to make your own contributions to understanding the central role of the media and of communication in society. Each of you brings a wealth of experience that can further enhance the research environment of our Department.

Undertaking a PhD is a major commitment that requires a strong sense of purpose and discipline on your part, but can also be one of the most intellectually enriching and creative periods of your life. Throughout this exciting time with us, our research administrator, my colleagues and I will provide every support possible to help you achieve your potential and make this a very rewarding experience for each of you.

In my role as Doctoral Programme Director, I want you to feel able to approach me to make suggestions or to seek advice by email or by appointment – you can simply also stop me in the corridors if it is something that can be dealt with quickly.

I would like to wish you all the best for this academic year and look forward to getting to know you and working with you. Enjoy your time at LSE!

**Professor Lilie Chouliaraki**  
**Doctoral Programme Director**



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# ABOUT LSE AND THE DEPARTMENT OF MEDIA AND COMMUNICATIONS

## LSE

The London School of Economics and Political Science is a major world centre of research and teaching in the social sciences. It has an outstanding reputation, not only in Economics (where twelve former staff members have won Nobel Prizes), but also in all the Social Sciences and closely related subjects such as History, Law and Philosophy. LSE's location in central London is perennial to its identity. Its buildings form part of the skyline of a cosmopolitan capital city, crowded and bustling, rather than part of a peaceful rural campus. There is a constant interchange of ideas and knowledge between teachers and students, and between the School and the world in many of its studies. Many LSE students and staff come from outside the UK; over half of the students are postgraduates, giving LSE one of the largest concentrations of advanced study in its various fields. In its lively variety, LSE thrives on an atmosphere of openness to new ideas, discussion and debate. The LSE Library (BLPES) is one of the world's major collections of social science material – over 3 million items are on open access.

## THE DEPARTMENT OF MEDIA AND COMMUNICATIONS

With 91% of research outputs ranked world-leading or internationally excellent (REF 2014) the Department of Media and Communications provides an excellent research-based education to its doctoral researchers. Its mission is to guarantee the highest quality graduate research training in media and communications and to undertake original social science research in the field, emphasising in particular, the relationship between media, technology and social change. Our new cohort of first year doctoral researchers arrive as several have recently or will very soon submit their PhD theses, so this year we shall have about **35 doctoral researchers** and will offer all the opportunity to develop their research skills and ideas in a global centre of excellence in media and communications research.

## INFORMATION ABOUT THE DEPARTMENT AND THE MPHIL/PHD PROGRAMMES

This Handbook should be read in conjunction with the Department of Media and Communications website, LSE intranet (Moodle) and with the extensive handbook published for MSc students in the Department, which has detailed information about LSE, your department and the facilities available to graduate students at the School.

*Please note, however, that, although we require first year doctoral researchers to take some of the Department's core taught graduate courses, which are also offered to MSc students, much of the published information on formal course registration and assessment does not apply to doctoral students.*

*"I found it very useful to be proactive in supervisions. Request meetings, submit work, even if it's not very good, and start a dialogue with your supervisor about your project."*





# IMPORTANT SCHOOL CONTACTS

## DEPARTMENT CONTACTS

Doctoral Programme Director

**Professor Lilie Chouliaraki**  
Room TW2.7.01D  
+44 (0)20 7852 3790  
[l.chouliaraki@lse.ac.uk](mailto:l.chouliaraki@lse.ac.uk)

Research Manager

**James Deeley**  
Room TW2.6.01J  
+44 (0)20 7955 6490  
[j.a.deeley@lse.ac.uk](mailto:j.a.deeley@lse.ac.uk)

Department Manager

**Catherine Bennett**  
Room TW3.7.01D  
+44 (0)20 7955 6107  
[c.l.bennett@lse.ac.uk](mailto:c.l.bennett@lse.ac.uk)

Head of Department

**Professor Nick Couldry**  
Room TW3.7.01E  
+44 (0)20 7955 6243  
[n.couldry@lse.ac.uk](mailto:n.couldry@lse.ac.uk)

## SCHOOL CONTACTS

PhD Academy  
(PhD administration)

**Professor Linda Mulcahy**  
Director, ESRC Doctoral Training Centre & PhD Academy  
[l.mulcahy@lse.ac.uk](mailto:l.mulcahy@lse.ac.uk)  
+44 (0)20 7955 7268

**Matthew Brack | Loraine Evans and Kirsty Rawlings**  
PhD Academy Assistant Director | PhD Academy Officers  
+44 (0)20 7955 7153 or 7761  
[phdacademy@lse.ac.uk](mailto:phdacademy@lse.ac.uk)

**Dr Sarabajaya Kumar**  
Academic & Professional Development Adviser  
+44 (0)20 7955 6079  
[s.kumar3@lse.ac.uk](mailto:s.kumar3@lse.ac.uk)

LSE Careers

**Catherine Reynolds**  
PhD Careers Consultant  
+44 (0)20 7107 5207  
[c.reynolds1@lse.ac.uk](mailto:c.reynolds1@lse.ac.uk)

Financial Support Office

**Sue Plater | Rose Harris**  
Financial Support Manager / Deputy Manager  
+44 (0)20 7955 7162 / 7163  
[s.plater@lse.ac.uk](mailto:s.plater@lse.ac.uk) | [p.harris@lse.ac.uk](mailto:p.harris@lse.ac.uk)

LSE Library

**Heather Dawson**  
Academic Support Librarian  
+44 (0)20 7955 6806  
[h.dawson@lse.ac.uk](mailto:h.dawson@lse.ac.uk)





# LSE REGULATIONS AND RESOURCES FOR DOCTORAL STUDY

It is very important that doctoral researchers familiarise themselves with the Regulations and other vital information for research students:

[www.lse.ac.uk/resources/calendar/research.htm](http://www.lse.ac.uk/resources/calendar/research.htm)

## THE LSE PHD ACADEMY

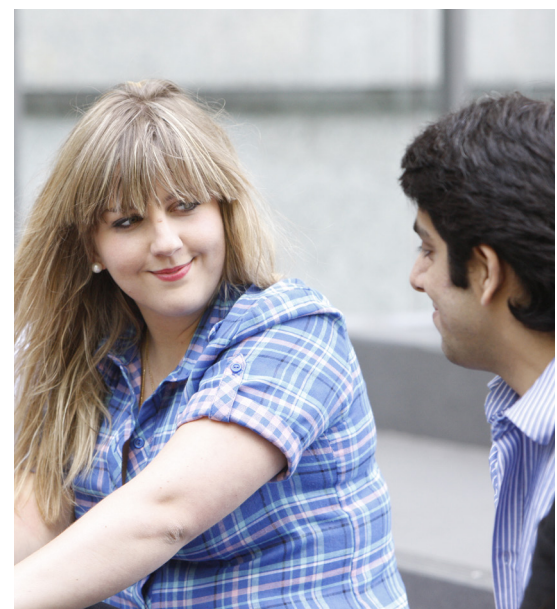
[lse.ac.uk/PhDAcademy](http://lse.ac.uk/PhDAcademy)

LSE's **PhD Academy** is a dedicated space and services hub for doctoral researchers. At LSE we place doctoral researchers at the heart of our research culture and community. Our doctoral programmes are designed to nurture the next generation of influential scholars, policy makers and leaders. View a short PhD Academy film [here](#).

The PhD Academy also support doctoral researchers in creating impact outside of academia and in communicating their ideas to a range of different audiences/ stakeholders.

The training they offer in advanced methodology, subject specific knowledge and professional development aims to ensure that doctoral researchers are equipped with a range of advanced skills that allow them to meet, and exceed, their personal ambitions.

*"I found it useful to talk with my supervisor about problems I was unclear about. This dialogue was helpful in clarifying problems, the shape of the project, and what I needed to do next."*





# ABOUT THE DOCTORAL PROGRAMMES



Media and communications research is developing rapidly, both theoretically and methodologically, in-keeping with the vast expansion in the penetration, technological diversity and social significance of the media globally. Media and communications research is essentially interdisciplinary, drawing on the theories and methods of a range of social science disciplines as they apply to the media, both old and new.

Further, there is a growing interest in the field of interdisciplinary work on new media, innovation and skills development with a focus either on new media literacies or governance and policy issues relating to innovation in the production and use of the new technologies. This led to the introduction for the 2011-12 academic year, the **MPhil/PhD in New Media, Innovation and Literacy**, in addition to the **MPhil/PhD in Media and Communications**.

The Department of Media and Communications will ensure that doctoral researchers develop a theoretical background and range of skills in methods appropriate to their own research, taking into account each researcher's previous study research training and specialisation area. Our programme regulations require that doctoral researchers attend compulsory courses and encourage their attendance at a variety of others, internal and external to the Department, as relevant to their research interests.

**Any individual exemptions from or variation to the requirements below must be agreed in writing by 1 November 2016 both by the student's principal supervisor and by the doctoral programme director.**



*"I found going to supervision having at least a few questions prepared can serve as a starting point for your conversation."*





# MPHIL/PHD IN MEDIA AND COMMUNICATIONS

## YEAR ONE

### Compulsory (examined)

**MC408/418** Theories and Concepts in Media and Communications I and II (for students without the appropriate background).

Assessed by 1 x 5,000 word essay on a topic to be decided and approved with principal supervisor.

- **MC5M2** Advanced Methods of Research in Media & Communications (includes MY551 Introduction to Quantitative Analysis and MY552 Applied Regression Analysis). By agreement, the Department of Methodology components (MY551 and/or MY552) can be replaced by other, more advanced, statistics courses or an advanced qualitative course taught at the Department of Methodology. At least one half-unit course of statistics needs to be included. Students will not be permitted to select MY500 Fundamentals of Social Science Research Design or MY521 Qualitative Research Methods.

– Assessed by 1 x 5,000 (if taking quantitative option) or 1 x 7,000 word essay (if taking qualitative option) and by examination on each quantitative component.

Essays are to be on a topic decided and approved with the supervisor.

- Please note: Students need to pass ALL components (both Essay and Examination(s)) for MC5M2, in order to successfully pass the course. A fail mark in either/both of these methods of assessment will result in the student having to retake the examination(s) and/or resubmitting the essay.
- All M/Phil doctoral researchers will be required to submit a full Thesis Proposal of 10,000 words to their Thesis Committee by 8 May in their first year (part-time students have to submit their Proposal by 1 March in their second year). This paper needs to include a substantive statement of the aims, theories and methods proposed for the thesis, a tentative chapter outline, an indicative bibliography and a timetable for its completion. Together with the Methods (MC5M2) and Theories & Concepts (MC408/418) examinations, this paper will form part of the evaluation process,

and, together with an oral examination based on the Thesis Proposal, will determine whether students are permitted to upgrade from MPhil to PhD and continue into their second year.

All submitted coursework will be run through the anti-plagiarism software *Turnitin*.

### Submission Deadlines:

- 1) MC408/418 Theories Essay (5,000 words) – Monday 6 February 2017 (Lent Term, Week 5)
- 2) MC5M2 Methods Essay (5,000 or 7,000 words) – Monday 24 April 2017 (Summer Term, Week 1)
- 3) MPhil to PhD Upgrade Paper (10,000 words) – Monday 8 May 2017 (Summer Term, Week 3)

### Compulsory (not examined)

- **MC500** Research Seminar for Media, Communications and Culture
- Annual Departmental PhD Symposium

### Optional (not examined)

- **Digital and Information Literacy** offered by the Learning Technology and Information team.
- **LN988** Thesis Writing course
- Modern Foreign Language courses offered by the Language Centre
- Other graduate seminars of relevance to research subject

### Presentation requirements

- At least one presentation annually at **MC500** Research Seminar for Media, Communications and Culture

## YEAR TWO

### Compulsory (not examined)

- **MC500** Research Seminar for Media, Communications and Culture
- Annual Joint PhD Symposium for Second Years and above, at LSE, Goldsmiths, Westminster and City

### Optional (examined/not examined)

- *Either* **MY530** Advanced Qualitative Analysis Workshops or **MY560** Workshops in Advanced Quantitative Analysis or other advanced methodological training at the Methodology Department.)

- Other graduate courses relevant to research subject and agreed with supervisor
- Organisation of a Research Dialogues Session

## YEAR THREE

### Optional (not examined)

- **MC500** Research Seminar for Media, Communications and Culture
- Organisation of a Research Dialogues Session

## YEAR FOUR

Candidates are expected to complete their research.



# MPHIL/PHD IN NEW MEDIA, INNOVATION AND LITERACY

## YEAR ONE

### Compulsory (examined)

Any **Two** of:

- **MC402** The Audience in Media and Communications
- **MC409** Media, Technology and Everyday Life
- **MC413** new Media, Information and Knowledge Systems
- **MC418** Theories and Concepts in Media and Communications II
- **MC424** Media and Communications Governance
- **MC425** Interpersonal Mediated Communication
- **MC430** Data in Communication and Society

*Each module is assessed by 1 x 5,000 word essay on a topic to be decided and approved with student's primary supervisor*

Students taking **MC5M2** Advanced Methods of Research in Media and Communications are required to take at least one quantitative analysis course from the Methodology Department courses. The most basic option is **MY551M** Introduction to Quantitative Analysis. If students want to take more advanced quantitative analysis

courses they can choose from **MY552M/L** Applied Regression Analysis, **MY552** Applied Regression Analysis, **MY555** Multivariate Analysis and Measurement, or **MY557** Casual Inference for Observational and Experimental Studies.

Students taking the quantitative track will have to choose two of these courses to complete their **MC5M2** course work. Students who wish to take the qualitative track should take **MY526** Doing Ethnography, or the **MY530** courses that centre around analysis of texts. This is in addition to a quantitative analysis course.

- Assessed by 1 x 5,000 (if taking quantitative option) or 1 x 7,000 word essay (if taking qualitative option) and by examination on each quantitative component.

Essays are to be on a topic decided and approved with the supervisor.

- **Please note:** Students need to pass ALL components (both Essay and Examination(s)) for MC5M2, in order to successfully pass the course. A fail mark in either/both of these methods of assessment will result in the student having to retake the examination(s) and/or resubmitting the essay.

- All M/Phil doctoral researchers will be required to submit a full Thesis

Proposal of 10,000 words to their Thesis Committee by 8 May in their first year (part-time students have to submit their Proposal by 1 March in their second year). This paper needs to include a substantive statement of the aims, theories and methods proposed for the thesis, a tentative chapter outline, an indicative bibliography and a timetable for its completion. Together with the Methods (**MC5M2**) and Theories & Concepts (**MC408/418**) examinations, this paper will form part of the evaluation process, and, together with an oral examination based on the Thesis Proposal, will determine whether students are permitted to upgrade from MPhil to PhD and continue into their second year.

- All submitted coursework will be run through the anti-plagiarism software *Turnitin*.

### Submission Deadlines:

- 1) MC408/418 Theories Essay (5,000 words) – Monday 6 February 2017 (Lent Term, Week 5)
- 2) MC5M2 Methods Essay (5,000 or 7,000 words) – Monday 24 April 2017 (Summer Term, Week 1)
- 3) MPhil to PhD Upgrade Paper (10,000 words) – Monday 8 May 2017 (Summer Term, Week 3)





*"In the end, the PhD is your own project, and you have to take the reins and devise your work plan. You have to ask your supervisor for the advice and guidance you need, and of course you can and should seek advice from every source that might seem useful to you."*

#### Compulsory (not examined)

- **MC500** Research Seminar for Media, Communications and Culture
- Annual Joint PhD Symposium for First Years of LSE, Goldsmiths, Westminster and City
- Annual Departmental PhD Symposium

#### Optional (not examined)

- **Digital and Information Literacy** offered by the Learning Technology and Information team.
- **LN988** Thesis Writing course
- Modern Foreign Language courses offered by the Language Centre
- Other graduate seminars of relevance to research subject

#### Presentation requirements

At least one presentation annually at **MC500** Research Seminar for Media, Communications and Culture

## YEAR TWO

#### Compulsory (not examined)

- **MC500** Research Seminar for Media, Communications and Culture
- Annual Joint PhD Symposium for Second Years and above of LSE, Goldsmiths, Westminster and City

#### Optional (examined/not examined)

- Either **MY530** Advanced Qualitative Analysis Workshops or **MY560** Workshops in Advanced Quantitative Analysis or other advanced methodological training at the Methodology Department.

- Other graduate courses relevant to research subject and agreed with supervisor
- Organisation of a Research Dialogues Session

## YEAR THREE

#### Optional (not examined)

- **MC500** Research Seminar for Media, Communications and Culture
- Organisation of a Research Dialogues Session

## YEAR FOUR

Candidates are expected to complete their research.

### Department of Methodology

The following courses which exist in the Department of Methodology may be of interest to students to audit, or to substitute as per agreement with their supervisors, the PhD programme director and the Department of Methodology:

**MY521** Qualitative Research Methods  
**MY526** Doing Ethnography

Refer to the MY500 courses page.  
[lse.ac.uk/resources/calendar/courseGuides/research.htm#generated-subheading17](http://lse.ac.uk/resources/calendar/courseGuides/research.htm#generated-subheading17)

#### Shorter workshops:

**MY560** Workshops on Quantitative Analysis should be added.

Other courses students may wish to audit, according to their research interests, can be found in other

departments whose research overlaps with that of the Department of Media and Communications. These departments have typically been Law, Anthropology, Gender Institute, Sociology, Management and Social Psychology.

### Department Guidance on Self-Plagiarism

1) You should avoid significant overlap in the material submitted for assessment to different courses. No coursework, or substantial parts of coursework, can be submitted more than once for assessment, whether on the same or on different courses.

2) You should not cut and paste from any one assignment into your thesis or any other assignments. In addition to the self-plagiarism issue, coursework research is generally seen as preliminary work, testing the ground, so to speak, and any research and writing done for the thesis should be further developed and more advanced.

3) You may use your MC5M2 assignment to conduct pilot work for your thesis (e.g. develop interview schedules, coding frames, practice data gathering and/or analytic techniques). As such, insights derived from work on these essays can be incorporated into the thesis and other assignments, but it is not allowed to use the writing produced for the purpose of the essays in any other way than by referring to the procedures used in the essay as background material.

4) This means for example, the same raw data (transcripts, texts, images) can be used in different assignments and essays for the Department of Media and Communications and the Department of Methodology, but that their treatment and discussion in the context of each should be different according to the guidelines for assessment for each course.



# BEING A DOCTORAL RESEARCHER

The Department of Media and Communications recognises that research flourishes in a supportive environment. As a mid-size department within LSE, we benefit from an informal and friendly atmosphere, which encourages a lively intellectual culture in which creative ideas from many perspectives can be exchanged. The arrangements for the MPhil/PhD programme are correspondingly aimed towards:

- providing a sound environment that is conducive to research;
- encouraging you to take full advantage of the range of advice and specialist knowledge available in the Department and in the School as a whole;
- monitoring and assisting progress in a regular way so as to help you to complete their theses within a reasonable timeframe.

In return, we expect doctoral researchers to do their part. Conducting research is a collaborative venture, with rights and responsibilities on both sides. The key to you completing your research successfully is the network of support and advice available to you. On the informal side, probably the most important support resource is other doctoral researchers; those who have experienced the same challenges that you face, who work in the same area or with the same methodologies, can provide invaluable advice

on how to avoid pitfalls, how to respond to obstacles, and so on. Additionally, the Department's professional services team can provide informal support and advice.

More formally, your central support will be provided by your **supervisors** whose task it is to oversee your academic and personal welfare, together with your Thesis Committee. In addition to this, the **Doctoral Programme Director**, Professor Lilie Chouliaraki, has a general tutorial role to all doctoral researchers and can offer an independent view of your progress or advise on any difficulties that you might experience, including uncertainties about supervision. A **PhD mentoring scheme** is also in operation, providing to year 1 doctoral researchers the opportunity to benefit from the experience and guidance of senior doctoral researchers through individual meetings during the course of the year. If there are issues of policy or provision that you wish to discuss, you may raise these at the **Student/Staff Liaison Committee**. Additionally, the **Dean of the Graduate School** is available to discuss any aspect of your experience as a research student at the School.

## THE PHD BOARD

The Department of Media and Communications PhD Board, consisting of all supervisors, and chaired by the Doctoral Programme Director, is the body responsible for academic standards relating to doctoral researchers within the programmes and particularly for reviewing their progress towards completion of their degrees.

The progress of all doctoral researchers is reviewed annually at the PhD Board, which meets once a year near the end of the Summer Term, and subsequently reported to the PhD Academy, together with the Department's approval for each doctoral researcher's re-registration for the following academic year or any condition which must be fulfilled before re-registration.

It will act as the Appeal Panel when doctoral researchers wish to appeal against the judgements of their Thesis Committee.

Changes to the formal requirements of a doctoral programme may be effected only by the PhD Board.





## SUPERVISION

Students must read and familiarise themselves with the **LSE Regulations**, which set out in detail the role and responsibilities of the Doctoral Programme Director, supervisors and students.

Full-time doctoral researchers have the right to see their principal supervisor at least three times a term in the first year and twice a term thereafter. Part-time doctoral researchers have the right to see their supervisor at least twice a term in the first year and once a term thereafter. These are general guidelines; in practice, however, the intensity of the supervisory relationship tends to vary over time, for example less supervision is needed at the moment of data collection compared to the writing-up stage.

## THE STUDENT-SUPERVISOR RELATIONSHIP

The single most critical element in conducting successful MPhil/PhD research is the relationship between doctoral researcher and supervisor(s). The initial allocation of supervisor(s) is based on ensuring that the supervisor(s) have the requisite knowledge in the doctoral researcher's chosen field, though this is also subject to the supervisor(s)' consent. The supervisor(s) will help to define the

area of research, offer advice on sources and the choice of materials and methods and on attendance at courses and seminars. Later on, the supervisor(s) will discuss the preparation and writing of the doctoral researcher's thesis.

The principal supervisor's role is both academic and pastoral, providing support that ranges from the intellectual through the practical to the personal. This relationship can take different forms for different doctoral researcher/supervisor(s), and also different forms for a single pairing over time.

It is important that the relationship that you develop with your supervisor(s) is the right kind of relationship for the way that you and the supervisor(s) work, and for the subject matter of your research. In managing this relationship, there are certain issues that you might usefully bear in mind:

- You should **be proactive** in the relationship – supervision is a *joint responsibility*. So, be active in arranging meetings and frame ideas and issues for discussion so as to ensure that you derive maximum benefit from the meetings. You should also author and submit brief records of the meetings with your supervisor(s) in the PhD Log (see below).
- Always go into a meeting with your supervisor with **a clear idea** of what

you want to gain from that meeting (a formal or informal agenda), and leave with an equally clear idea of whether you have achieved what you wanted to do.

– Please try to be punctual in attending appointments, and ensure that, if arrangements have been made for written work to be handed in before the meeting, you adhere to them. If you must break an appointment, please give your supervisor(s) as much advance notice as you can.

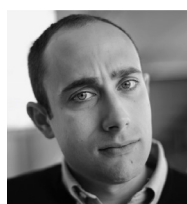
- The **style of working** that you adopt with your supervisor(s) should be made as explicit as possible – try to be clear about what you can expect from them, and what they can expect from you.
- The **type of feedback** that you receive will also depend on the nature of your relationship with your supervisor(s). Remember that criticism is a vital part of developing research and that the value of a discussion may not be evident until sometime later.
- The **communication** between you and your supervisor(s) will depend on the specifics of your relationship. It is important to establish ground rules for communication with your supervisor(s) at the outset. Further, the **flow of information** between you and your supervisor(s) is critical to a fruitful working relationship – let your supervisor(s) know of any problems that might impact on your research (e.g. financial, health or other difficulties) or difficulties in carrying out an aspect of research.
- If your research field touches on areas outside the supervisor(s)' sphere of competence, your supervisor(s) are responsible for putting you in touch with specialists who could help you. Reciprocally, if you do receive advice and feedback from someone other than your supervisor(s), you should let your supervisor(s) know about this, and discuss lines of demarcation of responsibility for advice.
- If you feel that the feedback or direction that you are receiving from your supervisor(s) **does not meet your expectations**, then it is vital to raise this with your supervisor(s). They may decide to alter their approach or they may put you in touch with someone else whose approach more closely mirrors your





expectations.

- If it is too difficult to raise these matters directly with your supervisor, or if you wish to transfer from one supervisor to another, you should consult the doctoral programme director.
- It should be understood, however, that supervisors are entitled to decide what subjects they can usefully supervise: the School cannot guarantee that you will be able to work with any particular supervisor they choose. The Department of Media and Communications accepts the responsibility for a doctoral researcher's supervision once admitted, and it will do everything possible to ensure the best possible outcome in cases of difficulty.



## STUDENT PERSPECTIVE

Dr Max Hanska-Ahy,  
MPhil/PhD Media and  
Communications,  
graduated in 2013

*"Writing a PhD is an idiosyncratic endeavour because every project is unique. It took me quite a while to realise that everything, from my work plan, to the overall design of my project and the relationship to my supervisor would be something quite individual and peculiar to my case. Had I realised this earlier I might have been more proactive in shaping aspects of my work than I was earlier on. In the end, the PhD is your own project, and you have to take the reins and devise your work plan, you have to ask your supervisor for the advice and guidance you need, and of course you can and should seek advice from every source that might seem useful to you. That's an important point, I received at least as much help from the other students on the programme, from colleagues and other researchers interested in my work as I did from my supervisor. So be proactive, if you think someone might have some useful advice, ask them for it.*

*I also found it very useful to be proactive in supervisions. Request meetings, submit work, even if it's not very good, and start a dialogue with your supervisor about your project. Particularly, I have found it useful to talk with my supervisor about problems that I was very unclear about,*

*and the dialogue was helpful in clarifying the problems, the shape of my project, and what I needed to do next. You don't need to figure out everything before you go to supervisions, go with half-baked ideas. I would also recommend going to supervision having at least a few questions prepared that can serve as a starting point for your conversation. When you have written something you will have some thoughts on what can be improved, or some problems which you don't know how to resolve. Make sure to note these down, and bring them to your supervision."*

## PHD LOG

The PhD log allows you to keep an accurate record of the topics discussed and action required when meeting with your supervisors. It is important that you get into the habit of making detailed entries into the log after meeting with your supervisors. The log provides a method of being able to summarise what has been discussed and agreed between you and your supervisors and allows your supervisors to provide further comments if required.

The PhD Log can be accessed via the LSE for You portal. **Please note it is COMPULSORY for all supervisors and doctoral researchers to use the PhD Log**

## THE THESIS COMMITTEE

Each doctoral researcher will be assigned a thesis committee consisting of their principal and secondary supervisors and another senior member of the Department as Chair. This committee will act as the review panel for the upgrade examination, at the end of the first year of registration, which assesses the doctoral researcher's readiness to upgrade to PhD. The thesis committee remains responsible for overseeing the doctoral researcher's progress in subsequent years.

## RESEARCH DIALOGUES

Doctoral researchers are expected to attend and present at the Department's Research Dialogues. The Research Dialogues take place fortnightly during term time and consist of short presentations by faculty, visiting

academics, other LSE researchers and departmental doctoral researchers on work in progress or reflections around keywords in media and communications research. The presentations are purposefully brief so that most of the 90 minute dialogues can be dedicated to discussion amongst those attending. Doctoral researchers in their second and subsequent years are responsible for the organisation of one Research Dialogue each term.

The Research Dialogues schedule is organised by **Dr Bingchun Meng**.

## GUIDANCE ON OUTSIDE HELP TO DOCTORAL RESEARCHERS DURING THE RESEARCH PROCESS

Doctoral researchers are encouraged to seek advice on the different aspects of their research in the form of 'peer review' (for example, by presenting at conferences). It is also legitimate for a doctoral researcher to seek outside help with particular aspects of their research for example, in using research organisations to facilitate fieldwork trips. But it is important that external input of this kind is not excessive. Also, there will be aspects of research that doctoral researchers are expected to conduct themselves, within the context that their eventual thesis is expected to be their own original work.

Doctoral researchers are asked to:

- Notify and discuss with their supervisor(s) any help they are considering using with any aspect of the research process;
- Notify and discuss with their supervisor(s) any advice they are seeking from other departments at the School or from sources outside of the School; and that any help received should be credited appropriately with their work.
- Credit appropriately within their work any help received.



# MC500 RESEARCH SEMINAR IN MEDIA, COMMUNICATIONS AND CULTURE

**Teacher Responsible:** Professor Lilie Chouliaraki

**MC500** Seminar sessions take place weekly in the Department's Silverstone Room (room TW3.7.01A) on Wednesdays 16.00-18.00 in Michaelmas Term Weeks 1-11 and Lent Term Weeks 1-11. The only exception is that Week 6 in both terms will be a reading week, therefore no sessions will be held during these weeks (Wednesday 2 November 2016 and Wednesday 15 February 2017).

The seminar is compulsory for Year 1 and Year 2 doctoral researchers and strongly advised for Year 3+ students.

- In Michaelmas Term, the seminar will offer a set of open dialogues between departmental faculty focused on current issues in media and communications.
- In Lent Term, the seminar will be student-led and will include presentations of work-in-progress by the Department's doctoral researchers.

A comprehensive background reading list, as well as suggested reading for each seminar scheduled, is included in the course outline, published on **Moodle**.

**Those who take a Leave of Absence (fieldwork) or are away for any other reason in their second year** are required to attend the MC500 seminar regularly and to present their work during the following year – a timetable for this should be agreed before the beginning of the Leave of Absence.

*"I received at least as much help from the other students on the programme, from colleagues and other researchers interested in my work as I did from my supervisor."*





## FIVE GOOD REASONS TO MAKE THE MOST OF CORE RESEARCH METHODS TRAINING

**A graduate of the PhD programme in Media and Communications has contributed the following testimony, which all new doctoral researchers are urged to read:**

Upon starting a PhD, it may seem unnecessary to receive broad training in both qualitative and quantitative research methods, especially if you have already got a clear idea about how you will approach your research question. At the beginning of my first year as a doctoral researcher, I too felt adamant that it wasn't necessary for me to learn about methods I had no intention of applying in the course of researching my PhD. But now that I am finished and have embarked on an academic career, I have some regrets about not having taken more advantage of the research methods training that was made available through the PhD programme.

With the benefit of hindsight (which is always 20/20), here are five good reasons why a broad array of research skills are necessary for PhD graduates and why you should engage fully in the MC5M2 workshops and assignments, including the Quantitative Analysis modules:

- 1) **Defining your PhD research:** A broad understanding of all possible approaches to researching a problem is necessary in order to justify the methodological choices that you will make in the course of your PhD research. Exposure to other methodological perspectives can both complicate and sharpen your research focus: the former by exposing you to ideas that you weren't aware of and encouraging you to take alternative views into consideration, the latter by helping you to develop strong arguments for the choices that you are making. The various research methods can be likened to a complete toolkit. Once you've identified the task that needs doing, having access to a wide variety of tools will help you to work out which is most appropriate for the task. This is a really solid, strategic and systematic grounding to a major research project: the best way to get it off to a good start, in fact.
- 2) **Situating your PhD research:** Even though you may not find it necessary to explicitly refer to every other possible methodological approach in your methods chapter, having these options in mind, and knowing how your selection fits into the broader 'methods universe' will help you to write a better account of what you did, how you did it, and why you did it that way. You may also find that you will need to be able to discuss your methodological choices in a much broader manner at conferences or presentations in which you publicise your research, where you can expect to receive questions such as, 'Why aren't you doing an audience study?' or 'How do you justify your decision to not undertake a content analysis of these texts?' More importantly, such questions might well come up in your viva and by building a solid set of perspectives on all research methods at the beginning of your PhD research, you'll be putting yourself in a much more confident position at its conclusion.
- 3) **Your future research:** Graduating with a PhD indicates the ability to undertake independent research. Although you may not be able to picture this just yet, one day you will be done with your PhD research and ready to start a new project. Are you sure that you want to use the same research method forever? You may find that new research questions require different approaches, or you may wish to apply different methods to the same material or problem in order to develop new insights. An ability to harness alternative methodological perspectives will allow you to escape methodological ghettos and confidently approach new research questions without losing too much time in re-training. Having a broad set of methodological expertise will also assist you with the all-important challenges of securing post-doctoral (and beyond) research funding.
- 4) **Teaching:** Without a doubt, part of your future academic career will involve teaching and assessment. With a solid basic understanding of all research methods, you'll be in a good position to contribute to teaching and assessment on research methods courses (which are increasingly the norm in media and communications programmes, both postgraduate and undergraduate). When it comes to marking, unfortunately you're unlikely to be assigned student essays only within your preferred area of methodological speciality. Understandably, students expect someone with a PhD in Media and Communications who is tasked with assessing their work to have a good solid understanding of all research methods, their strengths and weaknesses, their appropriateness to research questions, and ways in which they can be combined (or not). As well as helping you to mark students' work more fairly, knowledge of the basics of all methods will ensure that you will be well-equipped to supervise students' dissertations and give them appropriate advice.
- 5) **Engaging with peers:** Whether you're a committed quantitative or qualitative methodologist, you'll need a fair insight into the alternative if you are to be able to properly and respectfully engage with the work of other researchers at conferences or seminars, or indeed in the process of peer review. We all know how frustrating it can be when one's work is 'written off' simply because a reviewer or audience member does not agree with or value the epistemological position of a certain methodological approach. By understanding the basics of all methodological cultures, we can try to avoid those in our own (future) appraisal of others' work.

Postscript. The LSE is well known (and rightly so) as one of the leading social science universities in the world, and as a graduate of the Media and Communications PhD programme, you will be expected to be able to demonstrate strength in **research** and to implement **research-led** teaching. I'm not suggesting that you become an expert in every method – this is neither possible nor necessary. However, I'd encourage you to go above and beyond the minimum Methods requirements as the opportunity to develop these skills comes once in a lifetime – now.



# UPGRADE FROM MPhil TO PHD

The PhD Board determines the Department's criteria for upgrading to PhD, and supervisors are expected to ensure that these criteria are fully discussed with their doctoral researchers during their first year of study.

The upgrade materials submitted by the doctoral researcher will be read by the thesis committee and judged with respect to their promise for PhD. (For detailed guidelines on the preparation of these materials, see below).

The PhD Board will also require the student to demonstrate satisfactory performance in an oral examination where the presented material will be discussed and assessed.

The upgrade is conducted by the end of the first year for both full-time and part-time students. Full time students must **submit a thesis proposal to the Department by Monday 8 May 2017 (ST3) – this should be uploaded to the MC500 Moodle Page.**

**The thesis proposal (10,000 words) should include:**

- a substantive statement of the aims;
- theories and methods proposed for the thesis;
- a tentative chapter outline,
- an indicative bibliography; and
- a timetable for completion.

Together with the compulsory course assessments, this paper will form part of the evaluation process, and, together with an oral examination based on the thesis proposal, to take place in Summer Term prior to the PhD Board, will determine whether doctoral researchers are permitted to upgrade from MPhil to PhD and continue into their Year 2.

**Students who do not pass their courses but pass their upgrade viva** can continue to Year 2 of their study under the regime of a 'conditional upgrade', whereby they need to re-sit and pass the required courses by the end of the second year.

**Students who, at the viva, fail to satisfy the thesis committee that they have reached the required standard, will be permitted to resubmit.** The supervisor(s) and the doctoral researcher will agree a timetable with a fixed deadline for upgrading, which will be forwarded to the thesis committee in writing. This deadline will normally be within 3 months, exceptionally 6 months, of the original submission. They will be examined on their resubmission. Doctoral researchers who fail on resubmission will not normally be permitted to continue their registration.

**Doctoral Researchers who fail to upgrade on resubmission** are expected to withdraw from the programme.

Decisions of the thesis committee will be reported to the Department's PhD Board.

## GUIDELINES ON PREPARING THE THESIS PROPOSAL FOR UPGRADE

Formally, the thesis proposal should contain a substantive statement of the aims, theories and methods proposed for the thesis, a tentative chapter outline, an indicative bibliography and a timetable for completion.

Every doctoral researcher will work in a particular way that suits them. However, it is generally the case that the early stages of research are concerned with defining a precise research topic and conducting a literature survey. It is not uncommon for the initial development of this part of the work to be hesitant, hazy and frustrating; crises of confidence are a normal part of this process. It is also quite common to begin with a rather large and all-encompassing research topic, and gradually to hone it down into something which is sufficiently precise to be tractable in a short period of time.

You may also find, as part of the way through your literature survey, that there are papers that have addressed the topic that you are interested in. In many ways, this is a benefit, because it frames the topic for you. Your approach might then be to attempt to re-frame it, and find alternative explanations for phenomena. Throughout this period, discuss your thoughts (however ill-formed they may appear to you!) with your supervisor(s). Also, try talking to students in





their second or third years of study about their experiences.

The precise details of the thesis proposal and its format will vary from one student to another, and they should be discussed with your supervisor(s). An MC500 seminar, at the end of the MT, will also address the specific requirements of the Upgrade document. In general, a satisfactory thesis proposal should address the following questions:

- **What** is the problem or question(s) under investigation? **Why** is the problem or question theoretically and/or empirically important or interesting? To which academic debates does the project aim to contribute? What gap in the literature does it address?
- **Why** will your project be “a distinct contribution to knowledge of the subject and afford evidence of originality, shown either by the discovery of new facts or by the exercise of independent critical power”? [The formal requirement for a PhD].
- **In order to convince your thesis committee that this is the case, the following is required:**
  - An up to date and thorough **literature review** which positions the project in relation to the literature.
  - This will require an account of what **theoretical issues** are raised and what concepts or framework will be employed, which paradigms or approaches are adopted as well as rejected?
  - You will also need to explain in minute detail **how** the problem is to be tackled or the question(s) answered.
  - What **methods** are to be employed and why are they chosen in relation to the research question(s) and its theoretical dimensions? What kind(s) of **data** do you anticipate collecting?
- It is useful to begin each draft section with a sketch of the argument to be developed in that section, and to end them, with a brief conclusion, linking to the topic of the next section. Essentially, one should be able to understand the **narrative flow of the thesis proposal** by reading the introduction and summary sections of each section alone.
- Also important is the formulation

of a **realistic timetable** or project management plan, showing the major tasks to be completed and their time-scales.

In the overall research proposal, the doctoral researcher should demonstrate that:

- i) They have developed a succinct and original research question (and sub-questions), capable of making novel contributions to the relevant literature and the empirical field of study;
- ii) They have demonstrated a critical understanding of the surrounding literature and can position their research in context with such material;
- iii) They have developed a research methodology, which is capable of addressing the research question(s) and is epistemologically compatible with the theoretical framework;
- iv) They have developed a thesis outline, which demonstrates an ordered and coherent approach to undertaking the research project;
- v) They have developed a timeline for the thesis, which falls within the confines of the PhD regulations.

## WHAT TO EXPECT IN THE UPGRADE VIVA

The upgrade viva voce review generally lasts up to 1.5 hours. It is recorded and the doctoral researcher will receive a copy of the recording, together with a formal written response from the Chair and written comments from each committee member. It can be a quite stressful experience, but one which, provided that the outcome is positive, provides an instructive dry run for the viva voce doctoral thesis final examination.

The viva is conducted by the doctoral researcher's thesis committee, which is chaired by a senior member of the Department and also includes the primary and secondary supervisor. Before the viva, committee members will have read the thesis proposal and exchanged written comments. Normally, the Chair will invite the doctoral researcher to say what the research is about, expecting a few sentences, lasting no more than 2 or 3 minutes – not the history of the project but a brief summary of it. This should

been seen as the opening of an informal discussion rather than a presentation or a speech. The committee will then ask questions about theory, conceptual framework and methods, as necessary. The aim is to ensure that the doctoral researcher has an interesting project, which is manageable in a reasonable timeframe, and that there is coherence between research questions, theoretical approach and research design.

When the viva is finished, the doctoral researcher will be asked to leave to allow the committee to discuss, then invited back and told the result, together with brief comments. If it is felt that the work has not met the required threshold, the student is invited to either a) resubmit entirely or b) resubmit some component. The latter may also be requested if the doctoral researcher passes the review, but needs to clarify some aspect.

Normally, for full-time doctoral researchers who sit the viva in June, any resubmission must be completed by the end of October, with re-registration contingent on passing. The committee will decide whether or not a second viva is required. If the upgrading is successful, the thesis committee will subsequently be available to offer feedback on developments and progress towards completion: subsequent to the viva voce examination, doctoral researchers should feel free to approach members of their thesis committee for clarification of points they have raised.

Re-registration for the second year of the programme (or for the third year in the case of part-time students) will normally be conditional on passing the upgrade.

Doctoral researchers should not plan to take Leave of Absence for fieldwork before passing the upgrade.



## SECOND YEAR ASSESSMENT

At the end of the second year, doctoral researchers may submit a 15,000 word document, which consists of any combination of theory, methodology and data analysis that each doctoral researcher may wish to receive feedback on. This submission is to ensure that doctoral researchers have an opportunity to have their work assessed at a later stage in their research. There will be no viva, but there will be a written report from each member of the doctoral researcher's thesis committee. Even though the purpose of this submission is formative and not summative (i.e. it is not assessed), doctoral researchers are strongly encouraged to take up this opportunity for additional feedback from their thesis committee.

Doctoral researchers in their second year of study are also expected to take responsibility for organising and presenting one of the Department's Research Dialogues held fortnightly during term.

*"London is an ideal setting for PhD study in this field, with valuable professional, educational and research benefits resulting from the proximity of media and communications organisations to LSE."*





# SUBMISSION OF PHD THESIS

Please also see the [School's regulations for research students. \[lse.ac.uk/intranet/LSEServices/TQARO/Calendar/RegulationsForResearchDegrees.pdf\]\(https://www.lse.ac.uk/intranet/LSEServices/TQARO/Calendar/RegulationsForResearchDegrees.pdf\)](https://www.lse.ac.uk/intranet/LSEServices/TQARO/Calendar/RegulationsForResearchDegrees.pdf)

The minimum length of PhD study at LSE is normally two calendar years full-time or the equivalent in part-time study. The maximum length of registration is normally four years for full-time and eight years for part-time students.

Before you submit your thesis, it is advisable to produce one or more draft versions, for discussion with your supervisor(s), so that the structure of argument can be clarified, the flow of your narrative made smooth, and the phrasing made as felicitous as possible. The precise way in which this is achieved should be discussed with your supervisor.

An extension beyond the maximum period is only granted in very exceptional circumstances. Requests should be submitted in the penultimate year of registration and should be made using the appropriate form, available from the PhD Academy website. Requests for extension have to be agreed upon and justified by your supervisors and the Doctoral Programme Director. The ultimate decision for granting an extension, however, lies with the Chair of the Research Degrees Subcommittee, not with the Department.

Where a request is granted to a doctoral researcher, no further extensions are normally permitted. Please note that extensions have a negative impact on the submission rates of the Department and that interruptions do not. However, during interruptions no supervision can be guaranteed.

## SELECTING THE EXAMINERS

The thesis is examined by two examiners: one Internal (LSE or University of London) Examiner and one External Examiner from outside the University of London. Both should be specialists in your field of research, and you may well know them both, though ordinarily you should not have collaborated with either of them on research. Your supervisor will not be one of your examiners. In exceptional circumstances, two external examiners can be appointed, but this should be carefully argued.

## FINAL VIVA VOCE EXAMINATION

Your two Examiners will read your thesis and then you will be examined by a viva voce examination, at which (depending on your views) your primary supervisor may be present as an observer (but cannot participate, in any case). The viva voce is designed to test your ability not only to express your ideas on the specifics of your research, and to defend the viewpoints that you advance in your thesis, but also to debate the implications and scope for future development of those ideas, and to consider where and in what form the ideas might be published. It can be an arduous experience, but it can also be enjoyable – often both, at the same time! You should discuss your preparations for the viva voce with your supervisors well in advance of it taking place.

Useful suggestions to prepare for the viva voce include:

- Prepare brief oral summaries of your key arguments beforehand;
- Try to look over the thesis with a dispassionate eye, and note what might appear to others to be weak links or vagueness in your argumentation;
- Be ready to defend your ideas;
- Be prepared to be flexible: think in advance about which aspects of your argument are essential to your view, and which might be modified after discussion;
- Think about theoretical and empirical alternatives to the view you have developed – both within your particular field and in other fields;
- Think about the theoretical and empirical implications of your work;
- Bear in mind that the Examiners may not share your view of the field.

## THE OUTCOME OF THE EXAMINATION

The outcome of the viva voce will be a judgement by the Examiners, who compile a Final Examiners' Report, and make one of several recommendations, which are detailed on the website of the PhD Academy and also on the form you completed in registering for the degree.

## ITHENTICATE TEXT MATCHING SOFTWARE

The School offers the use of text matching software (iThenticate) for doctoral researchers to voluntarily check for instances of plagiarism, incorrect referencing and citations, prior to thesis submission.

For students who wish to be set with an account are to contact the PhD Academy ([phdacademy@lse.ac.uk](mailto:phdacademy@lse.ac.uk)).

## EDITORIAL HELP FOR PHD THESES

Careful attention should be taken by students to the statement made by the School regarding the amount of editorial help that is and is not permitted when editing their thesis. The statement can be viewed at [lse.ac.uk/PhDAcademy](https://www.lse.ac.uk/PhDAcademy).

## APPEALS

Should a doctoral researcher wish to appeal the Department's decision in not allowing them to re-register for the programme or to not allow them to upgrade to PhD status, or to appeal against the result of an MPhil or PhD examination, they are advised to familiarise themselves with the appeals procedures documentation, located on the following webpages: [lse.ac.uk/resources/calendar/research.htm](https://www.lse.ac.uk/resources/calendar/research.htm)



# RESEARCH ETHICS AND FIELDWORK

## ETHICS

The School attaches considerable importance to the maintenance of high ethical standards in the research undertaken by its academic and research staff and students. The LSE Research Ethics Policy is written for the immediate benefit of the School's academic, contract research, administrative and fundraising staff, all postgraduate research students, and undergraduate and master's students where their supervisors agree that they are undertaking research, see link to Research Ethics Policy on the website of the LSE PhD Academy: [lse.ac.uk/PhDAcademy](https://lse.ac.uk/PhDAcademy)

The ethics guidance comprises:

- 1) LSE research ethics policy which sets out the School's research ethics policy and the procedure for obtaining independent ethical scrutiny of research proposals by the Research Committee's Ethics Group.
- 2) The LSE research ethics checklist which lists all the steps researchers need to take in view of assessing and reporting ethical issues.
- 3) Ethics review questionnaire for researchers which sets out a series of questions all researchers should consider when devising and undertaking research.
- 4) Informed consent form which sets out a series of questions all researchers should consider with respect to obtaining informed consent.

Please note that it is NOT allowed to embark on fieldwork without ethical approval from your supervisor(s) and the School.



## FIELDWORK

**Any doctoral researcher conducting fieldwork, regardless of where it is taking place, needs to complete a fieldwork request form and the associated risk assessment three months before fieldwork begins.** You will find the 'Application to undertake fieldwork' form on the PhD Academy's **A-Z of guidance documents page** and can speak with a member of the PhD Academy team for further advice when you are planning your fieldwork.

This form is not intended to obstruct your project, but on the contrary to ensure that any fieldwork connected to your doctoral research is conducted ethically and that your own safety is not put at risk by what you are doing.

You should begin to discuss plans for fieldwork with your supervisor/s as soon as you have upgraded to PhD from MPhil.



# STUDENT REPRESENTATION

## THE DEPARTMENTAL MPhil/PHD STUDENT/STAFF LIAISON COMMITTEE

The MPhil/PhD Student/Staff Liaison Committee (SSLC) normally consists of six members, three doctoral researchers chosen by the PhD cohort and three members of staff (including the Doctoral Programme Director, Research Manager and Head of Department). It meets at least once a term to discuss and make recommendations where necessary to the Head of Department or, where appropriate, to the PhD Board. The minutes are presented to the Department staff meetings. The committee meeting is chaired by one of the PhD representatives. All doctoral researchers are very welcome to attend the SSLC should they wish to. The dates of the Student/Staff Committee meetings are:

**Michaelmas Term:** Thursday 10 November 2016 | 10.00-12.00 | Silverstone Room

**Lent Term:** Thursday 23 February 2017 | 10.00-12.00 | Silverstone Room

**Summer Term:** Thursday 11 May | 14.00-16.00 | Silverstone Room

### The following Guidelines for Student Representatives were drawn up by previous PhD Student Representatives:

These recommendations are intended to let PhD reps know what kinds of responsibilities they are accepting by becoming student reps, and also to ensure an equal division of labour among reps.

Representatives act as spokespeople for other doctoral researchers in the same year, bringing ideas, suggestions and comments to staff once a term. There are three reps every academic year: one for Year 1, one for Year 2, and one for those in Year 3 and above. Reps are generally nominated or come forward as volunteers. It is up to each year to decide how they wish to choose their representative.

- 1) Each rep should act for their own academic year, unless in special circumstances.
- 2) Each rep should be responsible for organising a meeting of their Year group before the term's student/staff meeting. This will allow doctoral researchers to pass their thoughts,

comments and suggestions to the rep who can then relay input to staff.

- 3) Each rep needs to attend at least 6 meetings.
  - three student/staff meetings (1 per term)
  - three doctoral researcher meetings (1 per term)in addition, at least one M&C rep must attend the School's termly Research Students' Consultative Forum meetings and the Department's Research Committee meetings.
- 4) Each rep should take notes from the doctoral researcher meeting they organise, one staff/student meeting and the consultative forum. These notes should be circulated to other doctoral researchers after the meetings.
- 5) We would like to suggest that reps aim to organise one social event (perhaps in tandem with the doctoral researcher meetings) per term.

## THE LSE RESEARCH STUDENTS' CONSULTATIVE FORUM

The Media and Communications MPhil/DPhil Student/Staff Committee elects one representative to sit on the LSE Research Students' Consultative Forum, which meets once a term and considers matters arising from the minutes of the meetings of each Department's Student/Staff Liaison Committee, as well as other matters of interest to research students. It reports to the LSE Academic Board and its sub-committees.

The dates of the Research Students' Consultative Forum meetings are:

**Michaelmas Term:** Wednesday 2 November 2016 | 12.00-14.00 | Vera Anstey Room, Old Building

**Lent Term:** Wednesday 8 March 2017 | 12.00-14.00 | Vera Anstey Room, Old Building

**Summer Term:** Wednesday 24 May 2017 | 12.00-14.00 | Vera Anstey Room, Old Building



## THE DEPARTMENTAL RESEARCH COMMITTEE MEETING

The Department recognises the importance of doctoral research to the overall research aims of the department. To this end, a doctoral researcher is invited to each termly Departmental Research Committee meeting, attended by Faculty and chaired by the Research Director. Normally reps will decide amongst themselves which rep will attend the meetings (three meetings per year).



# STUDY FACILITIES FOR DOCTORAL STUDENTS

In addition to the many networked computers and study spaces provided for LSE students around the School and in the LSE Library, doctoral researchers in the Department of Media and Communications have access to dedicated work-spaces with computers and printers in the Department's Doctoral Research Space in TW2.6.01H, in the heart of the Department's facilities on-campus.

A study area specifically for research students is also available on the first floor of the LSE Library:

**The following Guidelines for the use of the Doctoral Research Space were drawn up in collaboration with the Department's current PhD cohort.**

## 1) Be considerate and respectful:

People have different needs at different times and the best way to make sure everybody is happy is to be aware of the people around you. Be explicit about what you would like (e.g. if you are working intensely and someone else's conversation is disruptive, say so. If you'd like to use the phone or have a study group, ask the people already in the room if this is ok with them).

## 2) Phones and mobiles:

- Please take your mobile phone conversations outside the room.
- Take your mobile with you when you leave the room (or switch it off).
- When using the room phone, be respectful of the people around you (loud conversations are likely to be considered disrespectful).

## 3) Think Green

- Switch off lights if you are the last person to leave.
- Switch off your computer if you leave the room for more than 15 minutes.
- Think about whether or not you need a hard copy before pressing Print.

## 4) Clean up after yourself, including papers, food, office supplies etc.

- Especially food and milk (because they can be smelly).
- Bring your own cup and take care of it.
- Hang up your coat if there is space.

**5) Don't take** books or other people's belongings out of the room without asking.

## 6) For security:

- Never give your fob to other people.
- Always close and lock the door if you leave the room empty.

## 7) Visitors:

- Try not to leave visitors alone in the room.
- Doctoral researchers have priority for computers, phone, etc.

## 8) Lockers

- Every doctoral researcher is allocated a locker in the main space.
- Please do not leave food or anything that could smell in these lockers.
- The Department reserves the right to open these lockers if there is a threat to the health and safety of other students.

**9) Any Study Groups** should take place outside of the PhD room, in another room within the department (which doctoral researchers can book).





The website of The LSE Financial Support Office gives an overview of financial support for PhD study: <http://www.lse.ac.uk/intranet/students/moneyMatters/financialSupport/Home.aspx>

## 1) LSE PhD Studentships

LSE offers a limited number of full scholarships for PhD students. The studentships cover fees plus living expenses of £18,000 each year for four years. They are available for Home UK/EU and Overseas students undertaking research in any LSE discipline, subject to satisfactory academic performance at the School. Studentships will be awarded on academic merit and research potential. There is no separate application form for these awards. See the following webpage for more details:

[www.lse.ac.uk/intranet/students/moneyMatters/financialSupport/ScholarshipsLSE/PhDAp/overview.aspx](http://www.lse.ac.uk/intranet/students/moneyMatters/financialSupport/ScholarshipsLSE/PhDAp/overview.aspx)

LSE PhD Studentship holders are expected to spend some of their time at the Department. We expect LSE PhD Studentship holders to contribute a maximum of 190 hours per year over a period of three years, which amounts to a total of maximum 570 hours over your four years of study (for more details see the section on Departmental guidelines for studentship holders).

## 2) ESRC Studentships

The **Economic and Social Research Council** is the UK's largest organisation for funding research on economic and social issues. It supports research which has an impact on business, the public sector and the third sector.

LSE's ESRC Doctoral Training Centre (DTC) was established in 2011 and is housed in the PhD Academy. The LSE DTC supports a minimum of 36 studentships each year in a wide variety of subjects. (LSE DTC studentships are separate from the **LSE PhD Studentships**).

ESRC doctoral researchers are eligible for a combined Research Training Support Grant (RTSG) and UK Fieldwork Allowance. This also applies to part-time and fees only award holders. If you want to apply for the RTSG, you should contact the Department

Manager or ESRC contact in your academic department.

More information for current ESRC award holders registered at LSE:

**Information for ESRC DTC students  
Information for other ESRC award holders - award holders who started pre 2011/12.**

## 3) ESRC Research Training Support Grant (RTSG)

All ESRC-funded doctoral researchers are in receipt of an RTSG payment. These are made on a pro-rata basis, currently £62.50 per month for full time students and £31.25 for part-time students.

This allowance is intended to be used to pay for expenses which the student's

supervisor/Department deem to be in direct support of research activities related to your ESRC-funded project.

**Examples are:**

- UK Fieldwork Expenses,
- UK, EU and overseas conferences and summer schools,
- language training courses usually undertaken in the UK prior to an overseas
- fieldwork trip,
- reimbursement of interpreters, guides, assistants,
- survey costs, e.g. printing, stationery, telephone calls,
- purchase of small items of equipment e.g. cameras, tape recorders, films,
- cassettes or telephone and photocopying facilities in their outlet, and
- gifts for local informants.
- travel insurance
- books and other reading material not available in libraries

Doctoral researchers are fully entitled to use this grant for these purposes, and they should ensure they contact James Deeley on expenditure and reimbursement.

In exceptional circumstances, the Department may consider requests from award holders to purchase laptop or other computer equipment from this allowance. Any such request must be clearly and adequately justified based on the nature of the research being undertaken and

as being essential for the successful completion of the PhD. In these instances, any equipment purchased in excess of £200 should remain in the custody of the HEI following completion of the award.

## 4) Leverhulme Trust Scholarships

The Leverhulme Trust has awarded LSE with 15 doctoral scholarships, to be allocated over the next three years (commencing in 2015), worth £1 million, for students to undertake interdisciplinary research on 'the challenge of escalating inequalities'.

These scholarships will provide £70,000 each (to cover 36 months of study) and will be affiliated with LSE's new International Inequalities Institute and directed by Professor Mike Savage, Director of the International Inequalities Institute (III).

The scholarships offer the exciting opportunity for emerging social scientists to be at the heart of a new exciting interdisciplinary programme of research on inequalities at the LSE. You will be part of a dynamic research culture linking the economic dimensions of inequalities with the social, cultural and political aspects to systematically assess whether and how inequalities might be hardening in mutually reinforcing ways.

As well as being supervised by experts in their home Departments doctoral researchers will also be actively mentored by a group of seven leading scholars who all have outstanding records of research on escalating inequalities.

The Scholarships pay UK/EU fees per academic session and the remainder can be used for living costs.

Leverhulme Trust Scholarship holders are expected to spend some of their time at the Department. We expect Leverhulme Trust Scholarship Studentship holders to contribute a maximum of 190 hours per year over a period of three years, which amounts to a total of maximum 570 hours over your four years of study (for more details see the section on Departmental guidelines for studentship holders).



## 5) Support for registered students

LSE provides financial assistance for registered students who satisfy the relevant eligibility criteria. See [here](#) for more details. If you are not sure about your eligibility, you may find it useful to attend a Drop in sessions to discuss your circumstances with a member of staff.

Book [here](#)

## 6) LSE Postgraduate Travel Fund

This fund is intended to assist postgraduate research students with the costs of attending a conference at which they have been invited to give a paper. More information and application forms are available from the LSE Financial Support Office:

[www2.lse.ac.uk/intranet/students/moneyMatters/financialSupport/internal/registeredStudents/postgraduateTravelFund.aspx](http://www2.lse.ac.uk/intranet/students/moneyMatters/financialSupport/internal/registeredStudents/postgraduateTravelFund.aspx)

## 7) Department of Media and Communications PhD Support Fund

The Department has modest funds to provide support for doctoral research activities. These funds are limited and insufficient to support everyone enrolled in the programme, therefore doctoral researchers are required to consider the following before applying:

- If a doctoral researcher is invited to give a paper at a conference, symposium or academic event, they should first apply for LSE's **Postgraduate Travel Fund**.
- If a doctoral researcher is ESRC funded, they should first draw on the ESRC funds held by the Department in their name for research related expenses. For further details of this fund see page 18 of the **ESRC Postgraduate Funding Guide**.

If a doctoral researcher is ineligible for the above, or if their application is unsuccessful, they are invited to apply to the Media and Communications PhD Support Fund, as long as their request meets one or more of the following criteria:

- A request for a contribution towards the costs of travel, accommodation or conference/workshop fees where a doctoral researcher has been invited to present a paper.
- A request for a contribution towards the costs of travel, accommodation or conference/workshop fees where a doctoral researcher believes their research will benefit substantially from participation and this is confirmed by their supervisor.
- A request for a contribution towards the costs of undertaking fieldwork which forms a necessary part of the doctoral researcher's project and is confirmed by their supervisor.

- A request for a contribution to other essential research-related expenses.
- A request for a contribution towards the costs of fees (only after every effort has been made to explore other sources of financing within and outside the school).

Please note that:

- Doctoral researchers may apply for any amount up to a maximum of **£400** in one academic year.
- Funding will be made available when a doctoral Researcher submits receipts for expenses incurred.
- Normally doctoral researchers applying to this fund will be in their second year or above, but in some cases it may be feasible to support students during their first year of study.
- Decisions will be made by the doctoral programme director and will be final.

The fund will open at the beginning of each academic year and **the deadline for applications will be 31 July of each academic year**, although all funds may have been allocated before this date.





# DEPARTMENTAL GUIDELINES FOR LSE PHD STUDENTSHIP HOLDERS

It is a requirement of a LSE PhD Studentship to carry out work for the Department over the course of your studies. These guidelines have been drawn up to clarify what the expectations are in our Department regarding that contribution.

## HOW MUCH WORK?

In our Department we have decided to express our expectation of your contribution in terms of hours rather than monetizing it. Overall, we would expect you to contribute a maximum of 190 hours per year over a period of three years, which amounts to a total of maximum 570 hours over your four years of study.

## WHEN WILL THE WORK BE CARRIED OUT?

In terms of when to do this work, there is flexibility to suit different trajectories and different tasks. However, it seems sensible to us to protect your last year when you are writing up, but it might be that for some people it works better to do some of these hours in Year 4 (for example because of having been away for fieldwork in other years or because for any other reason you have not done enough hours in the previous

years). Furthermore, it could be that some tasks such as collaborating on a research project are more intense in some periods and less so in others. Some tasks also might need to be done outside of term time.

## WHAT WILL THE WORK INVOLVE?

The tasks that are eligible to count for this are multiple and varied. They can be:

- Assisting the HoD and/or the DHoD [appointment for one year]
- Assisting the Professional Services Team, for example, helping with events.
- Moodle editing or Departmental website editor
- Teaching tasks – Graduate Teaching Assistants or Classroom Assistant
- Contributions to the Media and Communications Research Hub (see below)

A list of tasks, both administrative and research-oriented, will be made available with information attached to each task of what it consists of and how to apply. Please note that most tasks will be open to all PhD researchers, but if as an LSE

studentship holder you are selected for that task, the hours you work on that task will count towards the number of hours you are required to work for the Department.

## REPORTING OF HOURS WORKED?

Please keep track of the amount of hours you have worked on particular tasks and communicate these to James Deeley ([J.A.Deeley@lse.ac.uk](mailto:J.A.Deeley@lse.ac.uk)) at the end of each month. He will then monitor the overall number of hours you have done already. Once you have reached the maximum amount of hours any additional work you do for the Department will be remunerated.

## WILL THIS AFFECT MY ABILITY TO APPLY FOR OTHER PAID ROLES?

LSE PhD Studentship holders are eligible to apply for other jobs as per their own visa requirements. However, any work done as part of the LSE PhD Studentship will count toward your overall weekly hours of work (and therefore will affect the amount of hours paid work undertaken).





# PART-TIME TEACHING AND OTHER EMPLOYMENT OPPORTUNITIES

Teaching experience is increasingly important for those who wish to pursue an academic career (job applications frequently ask about teaching skills), and is an additional source of income. The Department of Media and Communications offers a small number of such opportunities for doctoral researchers to gain experience of teaching as **part-time** teachers. This teaching is normally only offered to doctoral researchers who are in at least their second year of registration. It largely involves class/seminar tutoring on the intellectual competences and study skills related to the MSc core courses in the department (MC Labs). There may also be vacancies for Dissertation Officers, who are on call during the summer break to assist MSc students with writing up their dissertation.

Finally, there may be opportunities for doctoral researchers to teach on LSE100 [lse.ac.uk/intranet/students/LSE100/Home.aspx](https://lse.ac.uk/intranet/students/LSE100/Home.aspx), a major course in the social sciences that is compulsory for all undergraduates.

The vacancies for teaching in any one academic year are usually publicised in the Summer Term of the previous academic year; those students who are interested in applying for teaching on specific courses are asked to consult their supervisors first. If you are interested in obtaining information concerning the range of opportunities available, please contact the manager of the Department of Media and Communications, Catherine Bennett ([c.i.bennett@lse.ac.uk](mailto:c.i.bennett@lse.ac.uk)). All part-time teachers who are also registered students at the School are required to attend training provided by the LSE Teaching and Learning Centre, see: [lse.ac.uk/intranet/LSEServices/TLC/Home.aspx](https://lse.ac.uk/intranet/LSEServices/TLC/Home.aspx)

All non-native English speakers are further required to take the **English for Teaching Purposes (Language Proficiency) Test** which is to be used to establish the language proficiency of teaching assistants (GTA) by the LSE Teaching and Learning Centre.

The School is committed to supporting teaching assistants, who are encouraged to participate in the wide range of development opportunities for teaching staff at LSE as well as the LSE Postgraduate Certificate in Higher Education (PGCertHE).

## RESEARCH AND ADMINISTRATIVE WORK

From time to time, vacancies for paid research or administrative assistance to the Department of Media and Communications or member of its teaching and research staff may arise. All such vacancies are normally advertised in the first instance to students on the doctoral programmes in this department.

## LSE CAREERS

LSE Careers provides a comprehensive careers service for PhD students and recent graduates during and after their PhD; helping students to make the most of their PhD experience, to research career options, network with employers, and find vacancies for jobs and part-time work. We work completely confidentially with students to help them make the best decisions about their career and develop their future plans at whatever stage they are at in the PhD process.

Students can book an appointment with Catherine Reynolds ([c.reynolds1@lse.ac.uk](mailto:c.reynolds1@lse.ac.uk)), the PhD Careers Consultant at any stage of their PhD.

Each year about 60% of LSE PhD graduates go on to work in education and 40% work in other sectors? About 25% start work outside Europe and the other 75% in UK and Europe. Make use of the support available to you for your career development.

## MEDIA AND COMMUNICATIONS RESEARCH HUB

The Department of Media and Communications Research Hub aims to provide a responsive resource to support the development of seed research projects and project proposals. Rather than creating numerous ad-hoc short term contracts for research assistants working on seed bids, the Department seeks to provide a more flexible, and better trained and resourced 'incubator' for initiating research projects, whilst also providing our doctoral researchers with specific research training. The aim of the hub is to ensure that faculty can readily access researchers with specific expertise, such as:

- Fast writing of compelling research bids;
- Desk research to provide background for research outputs or research bids;
- Fast literature reviews;
- Ready access to, and simple manipulations/ visualisations of existing industry and other data working closely with existing sources such as the LSE Library, Ofcom Research, the EC, ITU, EBU and other major data sets;
- Specific, ad-hoc outputs working with student researchers, including for example snapshot content analysis or discourse analysis, interviews, ethnography, transcriptions;
- Working with the Departmental research team (and Research Division) to produce project budgets for approval by Pls.

Doctoral researchers who are not LSE PhD Studentship holders, are given the opportunity to assist faculty with research tasks, at a payment of £18.15 per hour. Any work for the hub done by LSE PhD Studentship holders will count towards their work expectation due to the Department.

Work for the Research Hub will not disqualify you from applying to other paid roles within the Department or the School (pending your own visa and/or scholarship conditions). Normally no PhD Researcher will be allowed to exceed 40 hours in work carried out for the Research Hub in any one academic year.

If you would like to be involved and be offered some paid work with the Research Hub, please complete the following web form [lse.ac.uk/media@lse/about/internal/PhDSkillsandExperience.aspx](https://lse.ac.uk/media@lse/about/internal/PhDSkillsandExperience.aspx) and upload your most recent CV/Resume: .

Management of workload and day-to-day practicalities will be the responsibility of the Departmental Research Manager. Overall strategy will be overseen by the Departmental Research Manager and the Research Director.



# CONTINUING DOCTORAL STUDENTS AND THEIR RESEARCH TOPICS

**A full list with project abstracts and biographical information can be found [here](#):**

Marco ANDERLE  
(co-supervised by Damian Tambini and Bart Cammaerts)  
*Local e-participation and its relations to the local political arena.*

Gregory ASMOLOV  
(supervised by Robin Mansell)  
*Crowdsourcing and emergence of spontaneous order in situations of limited statehood*

Jess BAINES  
(supervised by Bart Cammaerts)  
*Radical and community printshops in London, 1970s-1990s*

Nikola BELAKOVA  
(supervised by Terhi Rantanen)  
*Civil defamation and the media in the Czech Republic and Slovakia*

Nicholas BENEQUISTA  
(supervised by Robin Mansell)  
*Journalism in Kenya's Politics of Belonging*

Fabian CANTE (co-supervised by Nick Couldry and Wendy Willems)  
*Radio proximities: urban place as resource and project in local radio*

Zexi CAO  
(supervised by Bingchun Meng)  
*The myth of online democracy in China: has internet reconfigured political communication in China?*

Keren DARMON  
(co-supervised by Damian Tambini and Shani Orgad)  
*Framing protests in the new media ecology*

Benjamin DE LA PAVA VELEZ (supervised by Shakuntala Banaji)  
*Celluloid love: on romantic love, ideology and audience of romantic films*

Brooks DECILLIA  
(supervised by Bart Cammaerts)  
*What role did the news media play in the contested dynamic of framing Canada's military in Afghanistan?*

Ruth GARLAND  
(co-supervised by Nick Anstead and Damian Tambini)  
*Examining "politicization" in modern UK government communications*

Naya HADZIPANI  
(supervised by Lilie Chouliaraki)  
*Between estrangement and attachment: International journalism in times of national crisis*

Gyorgyi HORVATH  
(supervised by Lilie Chouliaraki)  
*Domestic violence in the Hungarian media, 2002-2013.*

Yanning HUANG  
(co-supervised by Shakuntala Banaji and Bingchun Meng)  
*Subaltern China and online rhetoric*

César JIMENEZ  
(supervised by Shani Orgad)  
*Between the streets and the stadiums: struggling for and over the image of Brazil in the age of 'new visibility'*

Anthony KELLY  
(supervised by Nick Anstead)  
*Discourses of outrage: the tea party movement and the politics of public affect in the contemporary United States*

Paula KIEL (supervised by Shani Orgad)  
*When the dead are the messengers: practices of post-mortem digital interaction*

Angelos KISSAS  
(co-supervised by Lilie Chouliaraki and Nick Anstead)  
*The potential of mediatized political communication to provide platforms for the configuration and negotiation of political parties' ideology*

Nora KROEGER  
(supervised by Damian Tambini)  
*Civil society stakeholders in media governance: An exploratory study on the impact of civic participation on media policy-making in the Taiwanese Anti-Media Monopoly case*

Winnie Li  
(supervised by Shani Orgad)  
*Social Media for Rape Survivors as a Means of Self-Narration and Reclaiming Subjectivity*

João Carlos MAGALHÃES  
(co-supervised by Robin Mansell and Alison Powell)  
*The Ethics of Algorithmic Assemblages*

Rahoul MASRANI  
(co-supervised by Myria Georgiou and Shakuntala Banaji)  
*Cinema and the city: how filmic representations have helped create global 'city brands'*

Svenja OTTOVERDEMGENTSCHENFELDE  
(co-supervised by Bart Cammaerts and Ellen Helsper)  
*The role and impact of social networking platforms on journalistic practices, notions of professionalism and identities in an age of post-industrial journalism*

Vaios PAPANAGNOU  
(supervised by Lilie Chouliaraki)  
*A comparative examination of the role of social media in the mutation of journalistic identity*

Cornelia REYES-ACOSTA  
(supervised by Ellen Helsper)  
*The implications of using social network sites (SNS) on the social capital of European youth.*

Svetlana SMIRNOVA  
(co-supervised by Alison Powell and Nick Couldry)  
*Big Data and Health Care*

Tijana STOLIC  
(supervised by Lilie Chouliaraki)  
*Media representations of trafficked women*

Ziyan WANG  
(supervised by Bingchun Meng)  
*Imagining an emancipatory labour movement? The mediated political struggle of Chinese migrant workers in transitional china*

Li ZHONGWEI  
(supervised by Myria Georgiou)  
*From the Cut-out Generation to the Download Generation*

Yang ZHOU  
(supervised by Sonia Livingstone)  
*Understanding the making of the new Chinese working-class: Multiple identities, everyday life, new ICTs practice and the articulation of migrant subjectivities*

Xiaoxi ZHU  
(supervised by Bingchun Meng)  
*Globalization of Chinese film industry: representation, nationalism, power struggle*

Meagan ZURN  
(co-supervised by Bart Cammaerts and Nick Anstead)  
*Framing the financial crisis: television news and public understanding*



# PHDS AWARDED

## Online copies of each thesis can be found on [LSE Theses Online](#):

Tamar ASHURI

*The global vs. the national, shared vs. cosmopolitan memory: the case of co-produced television documentaries (2004)*

Amal BENAISA

*Blog.Gov: winning the digital hearts & minds – an examination of government blogging as a foreign policy communication tool in the digital era (2012)*

Evangelia BERDOU

*Managing the bazaar; commercialization and peripheral participation in mature, community-led fre/open source software projects (2007)*

Nina BIGALKE

*Al Jazeera English: Margins of Difference in International English-Language News Broadcasting (2014)*

Nina BLACKETT

*Mediated transparency: Truth, truthfulness, and rightness in digital healthcare discourse (2014)*

David BRAKE

*'As if nobody's reading?' the imagined audience and socio-technical biases in personal blogging practice in the UK (2009)*

Niall BRENNAN

*The Brazilian television mini-series: representing the culture, values and identity of a nation (2012)*

Sarah BROUGHTON-MICOVA

*Small and resistant: Europeanization in media governance in Slovenia and Macedonia. (2013)*

Ranjana DAS

*Interpretation: From Audience to Users (2011)*

Heba ELSAYED

*A cross class comparison of classed cosmopolitan imaginings in Cairo (2012)*

Alexander FREE

*Identities, transnationalised service work and outsourcing: Labour in Kenya's call centres (2015)*

Iginio GAGLIARDONE

*Development and destabilisation: the selective adoption of ICTs in semi-authoritarian regimes (2010)*

Marina GERNER (supervised by Terhi Rantanen)

*The possibility of cosmopolitanism among leading media professionals (2016)*

Maximilian HÄNSKA-AHY

*Democratic norms of communication: a study of deliberative principles, Persian language news services and satellite television in Iran (2013)*

Ellen HELSPER

*Internet use by teenagers (2007)*

Yukie HORI

*Social networks in the network society: new dynamics of networking among women's organizations in Asia (2010)*

Anita HOWARTH

*The role of the media in public policy – a case study of GM food and crops (2012)*

Indrek IBRUS

*Evolutionary dynamics of the media forms in the open mobile Web (2010)*

Mehita IQANI

*Consumer magazine covers in the public realm (2009)*

May JACOB

*Apna Britain: negotiating identity through television consumption among British Pakistani Muslim women in Bradford (2013)*

Helen JOHANSEN

*Re-conceptualising party-centred politics in terms of the market: a relationship marketing approach (2008)*

Jaewon JOO

*Public service broadcasting and multiculturalism: the representation of ethnic minorities in the Korean Broadcasting System (2012)*

Daniel KARDEFELT-WINTHER

*Internet addiction: examining the potential for*





*online applications to compensate for real-life deficits and unmet real-life needs (2015)*

Joelle KIVITS  
*Health information on the Internet: researching information seekers and practices in a mediated health context (2005)*

Eva KNOLL  
*The public value concept in UK media regulation (2012)*

Maria KYRIAKIDOU  
*Media coverage of distant suffering and the mediation of cosmopolitanism: audience discourses of distant disasters in Greece (2012)*

Ana Ines LANGER  
*The case of Tony Blair in historical perspective (2006)*

Frederik LESAGE  
*Networks for art work: an analysis of artistic creative engagements with new media standards (2009)*

Wainer LUSOLI  
*Voice and e-quality: the state of electronic democracy in Britain (2006)*

Dina MATAR (2005)  
*News, memory and identity: the Palestinians in Britain (2005)*

Patrick McCURDY  
*'I predict a riot' - mediation and political contention: Dissent's media practices at the 2005 Gleneagles G8 summit (2009)*

Tal MORSE  
*Post mortem: representations of death in news reports (2015)*

Shani ORGAD  
*The use of the Internet in the lives of women with breast cancer: narrating and storytelling online and offline (2003)*

Isabel PAVEZ-ANDONAEGUI  
*The other side of the screen: women from Latin America in London and their engagement with the Internet (2014)*

Josephine PERRY  
*Whose news: who is the political gatekeeper in the early 21st century? (2007)*

Ulla RANNIKKO  
*Going beyond the mainstream? An international study on online citizen journalism (2010)*

Philippe ROSS  
*Mediation in new media production:*

*representation and involvement of audiences/users at NESTA Futurelab (2005)*

Marco SCALVINI  
*Muslims must embrace our values: a critical analysis of the debate on Muslim integration in France, Germany, and the UK (2013)*

Noam SCHIMMEL  
*Presidential rhetoric justifying healthcare reform: continuity, change & the contested American moral order and social imaginary from Truman to Obama (2014)*

Michael SKEY  
*Flagging nations? Examining discourses of national identity in contemporary England (2008)*

Zoetanya SUJON  
*Technological citizenship? Questioning new media, cultural politics and emergent citizen territories (2010)*

Paraskevi (Vivi) THEODOROPOULOU  
*The diffusion and adoption of digital television among the first generation digital audience in the UK (2012).*

Nancy THUMIM  
*Mediating self-representations: tensions surrounding 'ordinary' participation in public sector projects (2007)*

Sebastian URETA-ICAZA  
*Machines for living in (2006)*

Panayiota TSATSOU  
*Digital divides in Greece: The role of society's culture and decision-making from a top-down and bottom-up perspective. Implications for the European information society (2009)*

Sebastian URETA ICAZA  
*Machines for living in: communication technologies and everyday life in times of urban transformation (2009)*

Maira VACA-BAQUEIRO  
*Government communication in Mexico (2015)*

Elizabeth VAN COUVERING  
*Search engine bias: the structuration of traffic on the World-Wide Web (2010)*

Shenja VAN DER GRAAF  
*Designing for mod development: user creativity as product development strategy on the firm-hosted 3D software platform (2009)*

Yinhan WANG

*'Photographing myself into being': structure, agency and identity in Taiwanese adolescent girls' self-representation online (2013)*

Rafal ZABOROWSKI  
*Intimacy, ordinariness and Japanese music audiences (2015)*



# ACADEMIC STAFF

Full details of Lecturers and LSE Fellows, their research and publications, can be found on their personal web pages at:

[www.lse.ac.uk/collections/media@lse/whosWho/AcademicStaffList.htm](http://www.lse.ac.uk/collections/media@lse/whosWho/AcademicStaffList.htm)

**Dr Nick ANSTEAD**, Assistant Professor (sabbatical Michaelmas Term 2016)

**Dr Shakuntala BANAJI**, Associate Professor (sabbatical Lent Term 2017)

**Professor Charlie BECKETT**, Professor and Director of Polis

**Dr Bart CAMMAERTS**, Associate Professor

**Professor Lilie CHOULIARAKI**, Professor of Media and Communications, Doctoral Programme Director (sabbatical Lent and Summer Term 2017)

**Professor Nick COULDRY**, Professor of Media, Communications and Social Theory, Head of Department

**Dr Seeta Peña GANGADHARAN**, Assistant Professor (research leave Michaelmas Term 2016)

**Dr Myria GEORGIU**, Associate Professor, Deputy Head of Department

**Dr Ellen HELSPER**, Assistant Professor, Director of Graduate Studies

**Professor Sonia LIVINGSTONE**, Professor of Social Psychology, Doctoral Programme Director for Lent and Summer Term 2017. (sabbatical Michaelmas Term 2016)

**Professor Robin MANSELL**, Professor of New Media and the Internet (sabbatical Michaelmas 2016 and Lent 2017)

**Dr Bingchun MENG**, Associate Professor (sabbatical Michaelmas Term 2016)

**Dr Wallis MOTTA**, LSE Fellow

**Dr Shani ORGAD**, Associate Professor in Media and Communications

**Dr Jean-Christophe PLANTIN**, Assistant Professor

**Dr Alison POWELL**, Assistant Professor (sabbatical Lent Term 2017)

**Professor Terhi RANTANEN**, Professor of Global Media and Communications

**Dr Corinne SCHWEIZER**, LSE Fellow

**Dr Damian TAMBINI**, Associate Professor, Director of the Media Policy Project

**Dr Wendy WILLEMS**, Assistant Professor

**Dr Rafal ZABOROWSKI**, LSE Fellow





# REALLY USEFUL INFORMATION

## FEES

The School offers two options for payment of fees. You can either pay them in full prior to Registration or via a payment plan. Full fee information, including how to pay, can be found **here**.

If you do not know the cost of your fees, please see the **Table of Fees** at [lse.ac.uk/feesoffice](http://lse.ac.uk/feesoffice).

## CERTIFICATE OF REGISTRATION

A certificate of registration provides proof to organisations, such as the Home Office, council tax offices and banks, that you are registered as a current student at LSE.

Once you are formally registered with the School you will be able to print out your certificate via LSE for You. The 'Certificate of Registration' option can be found in the 'Certification and Documentation' section of LSE for You. Please be aware it can take up to 4 hours for your change in Registration Status to be picked up by LSE for You so you may have to wait a short time if you've just registered. If you require this certificate to be signed and stamped, staff at the Student Services Centre will be happy to do this for you.

If you require a certificate with information beyond what is on the Certificate of Registration please see [lse.ac.uk/registrydocuments](http://lse.ac.uk/registrydocuments).

## POSTGRADUATE COURSE CHOICE, SEMINAR SIGN UP AND PERSONAL TIMETABLES

You will need to choose all of your courses, including any compulsory ones and your dissertation, in LSE for You.

Course choice opens for browsing during Welcome Week so that you can get used to the system however you will not be able to make any choices during this period. The system opens fully from 23rd September 2016 but you will only be able to access the 'Graduate Course Choice' option in LSE for You when your admissions paperwork is completed. The deadline for course choices for postgraduate students is 10th October 2016. The system will re-open at the

beginning of Lent Term so you can make any changes that are needed for Lent Term.

To choose your courses first visit [lse.ac.uk/coursechoice](http://lse.ac.uk/coursechoice). Here you will find links to the programme regulations which outline your available course choices and a course guide for each of them. You will also find tutorials on how to use the Graduate Course Choice system.

Many courses have 'controlled access' and you will need to apply to the department teaching the course for permission to take it before you can select it. If such an application is required, it will be indicated in the system. You can make applications to take these courses within the system. Your overall diet of courses is also subject to the approval of your home department.

Some departments allocate places to seminars centrally whilst others permit you to choose using the seminar signup facility in LSE for You.

Personal timetables can then be viewed in LSE for You.

## TIMETABLES OFFICE

The Timetables Office [lse.ac.uk/intranet/diaryAndEvents/timetables/home.aspx](http://lse.ac.uk/intranet/diaryAndEvents/timetables/home.aspx) is responsible for scheduling and allocating rooms to all of the School's taught courses.

## INTERRUPTION / DEFERRAL / WITHDRAWAL / PROGRAMME TRANSFERS / CHANGE OF MODE OF STUDY

**Interruption:** with approval from your department you can take a break in your studies. Interruptions are one calendar year long. You are usually required to return at the start of the nearest applicable term – be that Michaelmas or Lent term. Summer term interruptions are not possible. For more information, please see [lse.ac.uk/interruptions](http://lse.ac.uk/interruptions)

**Deferral:** if you complete the teaching year but have difficulties in the lead up to or during the exam period, then in exceptional circumstances you can seek to defer assessment(s) to the following academic year. For more information, please see [lse.ac.uk/deferrals](http://lse.ac.uk/deferrals)

**Withdrawal:** withdrawing means that you are leaving the programme permanently. Before withdrawing you may want to consider interruption so that you have some time to consider your options. For more information, please see [lse.ac.uk/withdrawals](http://lse.ac.uk/withdrawals)

**Programme Transfers:** you can request to transfer from your current programme to another programme at the same level according to the School's regulations. There are usually restrictions on transferring programmes, and sometimes transfers are not possible. All transfer requests are considered by and require approval from both academic departments and the School before being authorised. For more information, please see [lse.ac.uk/programmetransfers](http://lse.ac.uk/programmetransfers)

**Change of Mode of Study** (for postgraduate students): if a change in your circumstances occurs that means that you need to change your study mode from full-time to part-time, you will need to seek authorisation from your academic department. Changing from full-time to part-time study mode is generally acceptable, and your course choice will be amended according to programme regulations. Your fees will also be amended in line with the part-time fees published in the Table of Fees for the same academic year. Changing from part-time to full-time may not always be possible. Requests to change from part-time to full-time study mode will be considered on a case-by-case basis. For more information please see: [www.lse.ac.uk/PTchange](http://www.lse.ac.uk/PTchange)

## INTERNATIONAL STUDENT IMMIGRATION VISA ADVICE TEAM (ISVAT)

ISVAT provides detailed immigration advice for International Students on their website which is updated whenever the immigration rules change. They can advise you by e-mail (if you complete an online query form on the [lse.ac.uk/intranet/students/ISVAT/home.aspx](http://lse.ac.uk/intranet/students/ISVAT/home.aspx)) or at the drop-in service at the Student Services Centre. ISVAT run workshops to advise students applying to extend their stay in the UK; and in complex cases, they will make individual appointments.



For more information including drop in times and dates of workshops go to: **[lse.ac.uk/isvat](https://lse.ac.uk/isvat)**.

ISVAT also manages staff and student exchanges through the Erasmus + programme at LSE. For more information on our exchanges, go to **[lse.ac.uk/Erasmus](https://lse.ac.uk/Erasmus)**

## MOODLE

Moodle is LSE's Virtual Learning Environment (VLE). It is a password protected web environment that contains a range of teaching resources, activities, assignments, information and discussions for your course. The content of Moodle is the responsibility of your teacher and so it will vary from course to course; not all teachers choose to use Moodle.

You can access Moodle from any computer connected to the internet, on and off campus. Go to **<http://moodle.lse.ac.uk/>** and use your LSE user name and password to log in. This page also has links to help and advice on using Moodle.

You will also find links to Moodle from a number of web pages, including the webpage for 'Staff & Students'. If you have any technical problems with Moodle you should contact the helpdesk at **[it.helpdesk@lse.ac.uk](mailto:it.helpdesk@lse.ac.uk)**.

## EMAIL

The School will use your LSE email address to communicate with you so you should check it regularly. The email program Microsoft Outlook is available on all student PCs on the LSE network. You can also access e-mail off-campus using webmail and remote desktop, or on the move using email clients for laptops and mobile phones. For instructions on how to access your email off campus, See here:

**[lse.ac.uk/intranet/LSEServices/IMT/remote](https://lse.ac.uk/intranet/LSEServices/IMT/remote)**.

## LSE VOLUNTEER CENTRE

The LSE Volunteer Centre is based within LSE Careers and is here to help you develop new skills and new friendships while making an impact through volunteering. We advertise volunteering opportunities at different charities across



London and internationally, with positions ranging from one-off opportunities to part-time internships with charities. The annual Volunteering Fair takes place at the beginning of Michaelmas term and is a great opportunity to meet a wide range of charities and get a feel for the work they do. You can find out more, as well as tips and advice about volunteering, on the LSE Volunteer Centre website **[lse.ac.uk/volunteercentre](https://lse.ac.uk/volunteercentre)** or **[@LSEVolunteering](https://twitter.com/LSEVolunteering)**

## VOLUNTEERING WITH LSE'S WIDENING PARTICIPATION (WP) TEAM

WP aims to raise aspiration and attainment in young people from London state schools. We deliver a number of projects that encourage young people from under-represented backgrounds to aim for a university education. We need enthusiastic LSE students to be inspiring role models and to contribute to the success of our programmes.

Visit **[lse.ac.uk/wideningparticipation](https://lse.ac.uk/wideningparticipation)** or email **[widening.participation@lse.ac.uk](mailto:widening.participation@lse.ac.uk)** for more information.

## EQUITY, DIVERSITY AND INCLUSION AT LSE

To uphold the School's commitment to equality of respect and opportunity, as set out in the **Ethics Code**, we will treat all people with dignity and respect, and ensure that no-one will be treated less favourably because of their role at the School, age, disability, gender (including gender identity), race, religion or belief sexual orientation, marriage and civil partnership, pregnancy and maternity and social and economic background.

In practice, this means we expect you to:

Treat all members of the School community fairly and with respect;

Act courageously and openly, with respect for the knowledge and experience of others;

Play your part in creating an environment that enables all members of the School community to achieve their full potential in an environment characterised by equality of respect and opportunity; and

Actively oppose all forms of discrimination and harassment, including challenging and/or reporting unacceptable behaviour.

The School is committed to embedding



and mainstreaming equity, diversity and inclusion. For further advice or information, please visit the **School's Equality and Diversity website**, see our **blog**, and follow us on Twitter **@EDI\_LSE**.

## ACCESS GUIDES TO LSE BUILDINGS

DisabledGo have produced detailed access guides to the LSE campus and residences, and route maps between key locations. These are available at [lse.ac.uk/DisabledGo](http://lse.ac.uk/DisabledGo)

## THE LIBRARY

Heather Dawson ([h.dawson@lse.ac.uk](mailto:h.dawson@lse.ac.uk); 020 7955 6806) is the Academic Support Librarian for the Department of Media and Communications. Heather is able to offer specialised support and guidance on using the Library and its resources. Get in touch for advice or to arrange a consultation.

Your LSE student card is also your Library card. No additional registration with the Library is required.

You are welcome to ask Library staff at the beginning of term for general information, your Library guide and other freebies. You can get started with all the information you need on the **Library website**

Use the **Library Catalogue** to find both the Library's print and electronic resources. Locations in the Library are illustrated on an electronic map.

You can sign up **here** to a course on how to find items from your reading list, and other training events from across the School.

Staff at the Help Desk on the first floor are available for any enquiries you may have about using our collections and electronic resources.

When inside the Library building, please remember:

Respect the zone you are in and keep noise to a minimum in Quiet and Silent zones.

Food cannot be consumed inside the library, although you are able to eat in the Escape area (before the turnstiles) and drinks with lids can be brought into the Library.

Fully vacate your study space for others when taking a break.

Do not leave your bags unattended

Follow the library at

[www.twitter.com/LSELibrary](https://www.twitter.com/LSELibrary)  
[www.facebook.com/LSELibrary](https://www.facebook.com/LSELibrary)

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## IT SUPPORT

**Student IT Help Desk - first floor, Library**

Contact the IT Help Desk ([it.helpdesk@lse.ac.uk](mailto:it.helpdesk@lse.ac.uk)) for support for School-owned hardware and software on the LSE network, network and email account issues, and general IT queries.

## LAPTOP SURGERY – 1st FLOOR, LIBRARY

Visit the Laptop Surgery for free advice and hands-on help with problems connecting to LSE resources from personally-owned laptops and mobile devices.

## LSE MOBILE

Download the LSE Mobile app to access your course timetable, library information, LSE information, maps, guides and more. Search 'LSE Mobile' on the App Store or Google Play to download.

## IT SUPPORT FOR STUDENTS WITH DISABILITIES

The School is committed to providing facilities and support for students with disabilities. Additional PCs and printing facilities for students with disabilities are provided in the public computer areas in the Library. Other facilities are available in three dedicated PC rooms in the Library (LRB.R25 and LRB.R26). We also provide one-to-one support for students with disabilities who wish to become familiar with assistive technologies and software. This can be arranged by contacting **its.disabilities.support@lse.ac.uk** to arrange an appointment.

## SOCIAL MEDIA

The School has outlined guidance on the use of social media. You can find the full details **here**.

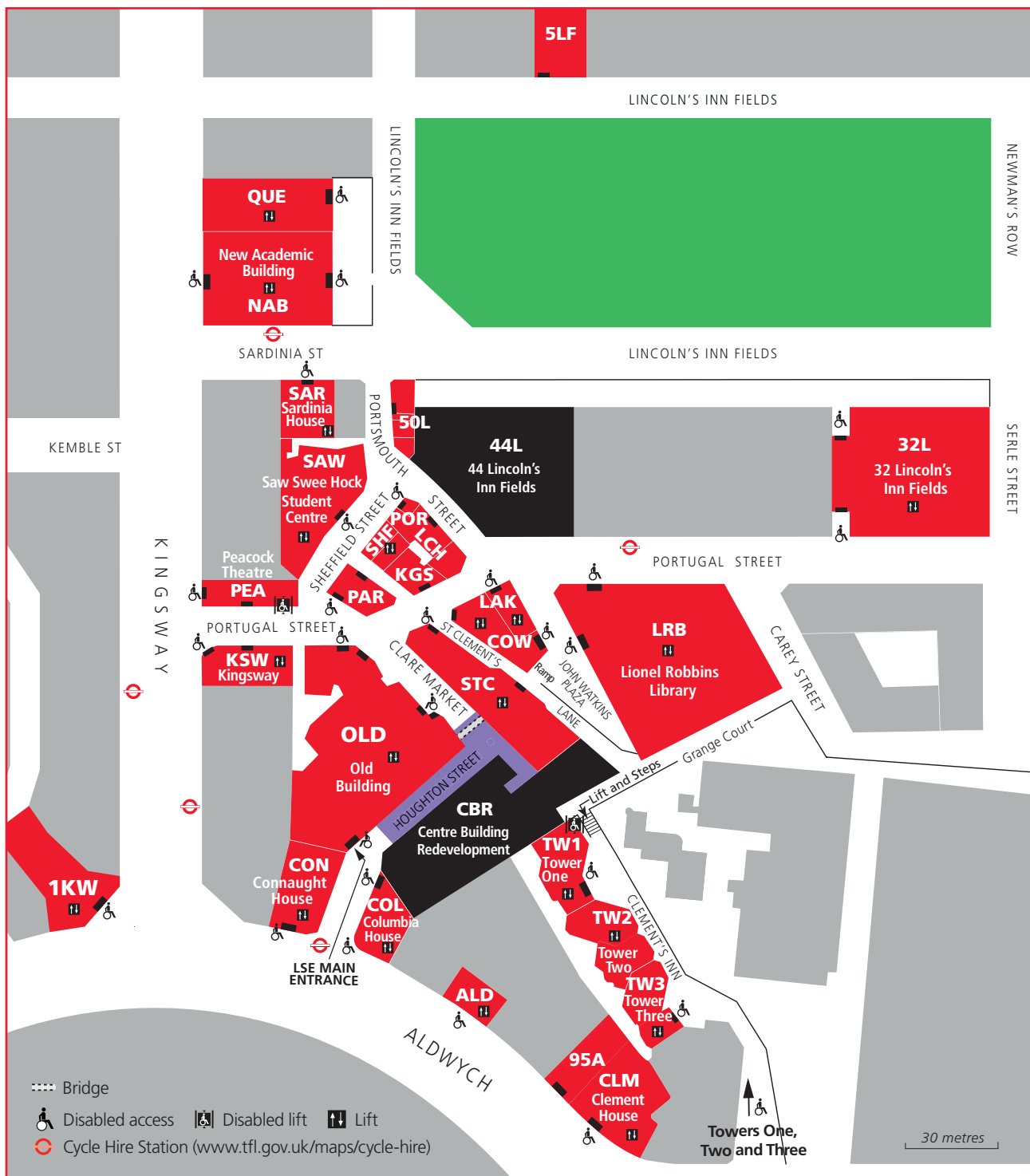
For contact details and further information about our support services visit [www2.lse.ac.uk/imt](http://www2.lse.ac.uk/imt).

## QUALITY ASSURANCE

The School's approach to quality assurance is set out in the document "**Strategy for Managing Academic Standards and Quality**":

It sets out broad principles and processes for assuring academic standards and for enhancing the quality of educational provision.





■ LSE buildings ■ No access ■ LSE redevelopment sites

<b>95A</b> 95 Aldwych, Aldwych	<b>1KW</b> 1 Kingsway	<b>LRB</b> Lionel Robbins Building, Library and LSE Research Lab	<b>SAR</b> Sardinia House, Dentist, Sardinia Street
<b>CBR</b> Centre Building Redevelopment (2015-2019)	<b>KSW</b> 20 Kingsway	<b>NAB</b> New Academic Building, Lincoln's Inn Fields	<b>SAW</b> Saw Swee Hock Student Centre
<b>ALD</b> Aldwych House, Aldwych	<b>LAK</b> Lakatos Building, Portugal Street	<b>OLD</b> Old Building, Houghton Street	<b>SHF</b> Sheffield Street
<b>CLM</b> Clement House, Aldwych	<b>LCH</b> Lincoln Chambers, Portsmouth Street	<b>PAR</b> Parish Hall, Sheffield Street	<b>STC</b> St Clement's, Clare Market
<b>COL</b> Columbia House, Aldwych	<b>5LF</b> 5 Lincoln's Inn Fields	<b>PEA</b> Peacock Theatre, Portugal Street	<b>TW1</b> Tower One, Clement's Inn
<b>CON</b> Connaught House, Aldwych	<b>32L</b> 32 Lincoln's Inn Fields	<b>POR</b> 1 Portsmouth Street	<b>TW2</b> Tower Two, Clement's Inn
<b>COW</b> Cowdray House, Portugal Street	<b>44L</b> 44 Lincoln's Inn Fields (2017-2020)	<b>QUE</b> Queens House, Lincoln's Inn Fields	<b>TW3</b> Tower Three, Clement's Inn
<b>KGS</b> King's Chambers, Portugal Street	<b>50L</b> 50 Lincoln's Inn Fields		

## Disabled access

After 6.30pm, please call Security Control on 020 7955 6200 to ensure the disabled access doors are open.



## DEPARTMENTAL BLOGS



**Polis**, directed by Charlie Beckett (@CharlieBeckett) is LSE's media think-tank focusing on journalism and society, aimed at working journalists, people in public life and students in the UK and around the world. **Get in touch:** [blogs.lse.ac.uk/polis](http://blogs.lse.ac.uk/polis) or tweet @PolisLSE.



**The Media Policy Project**, directed by Damian Tambini (@DamianTambini) promotes media policy communication between academics, civil society, media professionals and policy makers. **Get in touch:** [blogs.lse.ac.uk/mediapolicyproject](http://blogs.lse.ac.uk/mediapolicyproject) or tweet @LSEmediapolicy.



**Parenting for a Digital Future**, directed by Sonia Livingstone (@Livingstone\_S) explores the task of parenting for a digital future, both in the UK and internationally. **Get in touch:** [blogs.lse.ac.uk/parenting4digitalfuture](http://blogs.lse.ac.uk/parenting4digitalfuture) or tweet #P4DF.

This information can be made available in other formats, on request. Please contact: [J.A.Deeley@lse.ac.uk](mailto:J.A.Deeley@lse.ac.uk)

The School seeks to ensure that people are treated equitably, regardless of age, disability, race, nationality, ethnic or national origin, gender, religion, sexual orientation or personal circumstances.

Freedom of thought and expression is essential to the pursuit, advancement and dissemination of knowledge. LSE seeks to ensure that intellectual freedom and freedom of expression within the law is secured for all our members and those we invite to the School.

The London School of Economics and Political Science is a School of the University of London. It is a charity and is incorporated in England as a company limited by guarantee under the Companies Acts (Reg No 70527)

September 2015

Edited by James Deeley

Designed by LSE Design Unit ([designunit@lse.ac.uk](mailto:designunit@lse.ac.uk))

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