

# Early-Career Researchers' identity development. Individual, faculty and institutional implications



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[www.researcher-identity.com](http://www.researcher-identity.com)

# Who, What, Why and How?

**RID-SSISS**



Co-funded by the  
Erasmus+ Programme  
of the European Union

Researcher Identity Development:  
Strengthening Science in Society Strategies

# Who

- International Consortium of Researchers
  - Estonia; UK; Finland; Spain;
  - Collaborators: Sweden; Denmark; South Africa; Chile
- International Organizations and Stakeholders
  - European Council of Doctoral Candidates and Junior Researchers (Eurodoc)
  - EUA
  - LERU
  - Sig-REaC
- Coming from interdisciplinary backgrounds
  - Psychology
  - Education
  - Sociology

# What

1. To (re)conceptualize the role of ECRs to enable them to successfully face current societal challenges and establish satisfactory careers.
2. To **showcase and disseminate proven methodologies, tools and practices** to successfully address ECRs researcher challenges in advancing their careers.
3. To design, create and assess **interactive research-based resources** to help ECRs' identity development

# Why

- *The need for a new Social Sciences researcher profile (“science in society” to “science for society”)(Horizon 2020).*
- *The need to increase our knowledge about the ECRs’ conceptions and experiences, and to develop cross-cultural studies.*
- *The need to promote the development of ECRs’ identity through innovative training tools.*

# ...and How

To **raise awareness** within the European scientific community of the importance of researcher identity and career development.

- Research collaboration
- Consultancy and advisory tasks
- Tools and resources development, [www.researcher-identity.com](http://www.researcher-identity.com)

## Target groups

- ECRs in all disciplines.
- Supervisors and research leaders
- HE institutions and educational stakeholders
- Research funding agencies and policy makers

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# Some research processes and tools

- Two cross-cultural questionnaires: PhD and Postdocs
- Available in four languages: English, Spanish, Finish and French
- 7 Scales validated in different countries and population:
  - Interest
  - Supervisory and researcher community support
  - Engagement
  - Burnout
  - Research Writing
  - Work-life balance
  - Research conceptions

HOME

PROJECTS

TEAM

OUTCOMES

RESOURCES

TRAINING & CONSULTANCY

CONTACT

## RIDSS Questionnaire (English version)

January 28, 2017

Download [English version for PhD students](#).

Download [English version for Postdoc researchers](#).

### Researcher Identity in the Social Sciences (RIESS)

This Project on *Researcher Identity in the Social Sciences* (RIESS) aims to produce knowledge and effective online resources to support new researcher development in the European context. It is being distributed in Spain, Finland and the UK to PhD students and post-docs at research intensive universities in the fields of Psychology, Education, Economics and Law.

The survey takes **15 minutes** to complete, and focuses on how new researchers construct their identities and the difficulties and incidents they face in this process. The survey is voluntary and anonymous. By clicking on 'next', you agree you feel informed about the project and are prepared to participate.

The project has the approval of the ethics committee of the coordinating university (CER-URL, 2013\_005) and the funding agency (CSO2013-41108-R; ARCES-CIS.11.22.2013). For more information, please visit [www.fins-riess.com](http://www.fins-riess.com)

If you start the survey but do not have time to finish it, you can press the "**continue later**" (top right). You can resume later by accessing the link again from the same computer on which you began to fill in the questionnaire.

Press the "**Done**" button (on the last page) when finished. Since the survey is anonymous, the application only allows one survey per each computer; if you use a shared computer, you can only perform a single survey from this computer.

#### 1. Indicate what group you belong to

- ☐ I am a doctoral student in the second year (or more) of training
- ☐ I am doing a post-doc project (either a contract or a scholarship)

If you do not belong to any of these groups ----> YOU HAVE FINISHED THE QUESTIONNAIRE; please, close the navigator window without answering.

#### 2. Indicate the disciplinary background of your doctoral or post-doc project

- ☐ Psychology
- ☐ Education
- ☐ Economics

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### Categories

Publications (32)

Articles (11)

Conference presentations (18)

Posters & Infographics (1)

Research Instruments (10)

Training materials (11)

Writing (2)

Journey Plot (1)

Network Plot (1)

Courses (1)

Web applications (1)

Videos (3)

Projects (43)

ERASMUS+ (6)

MEC (37)

Newsletters (2)

### Archive

December 2018 (2)

May 2018 (2)

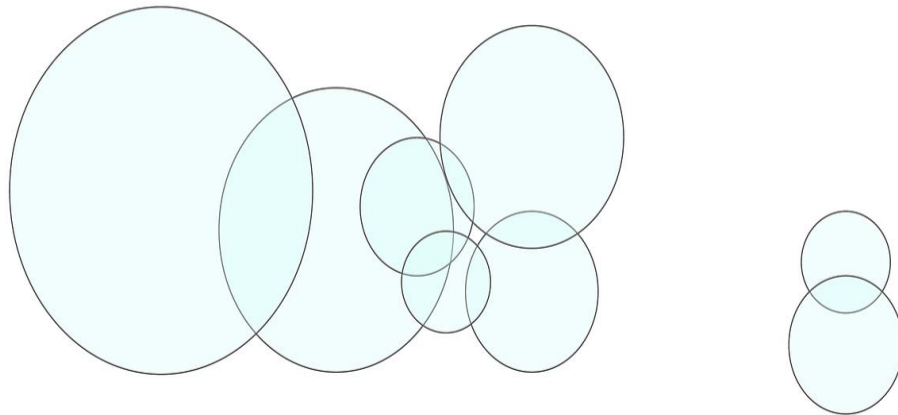
April 2018 (3)

# Some research processes and tools

- Network Plot

## Network Plot

Sala-Bubaré, A. & Castelló, M. (accepted). Exploring the relationship between doctoral students' experiences and research community positioning. *Studies in Continuing Education*.



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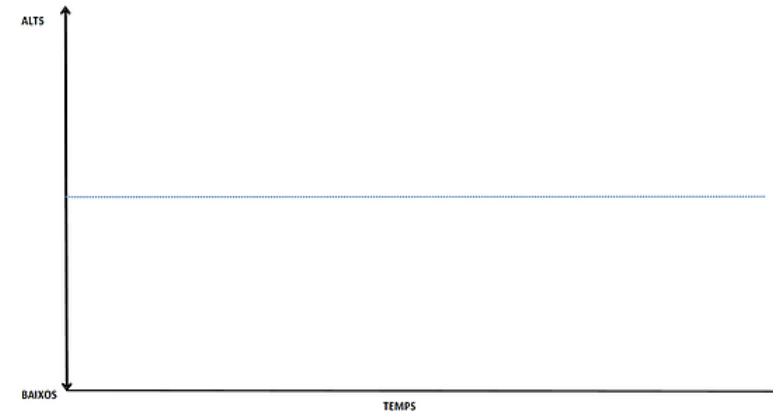
- Journey Plot

RESEARCHER IDENTITY DEVELOPMENT (RID-SSISS)  
ERASMUS+ PROJECT  
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Dibuixa en el següent diagrama els alts i baixos en la [trajectòria...]. Si us plau posa una etiqueta que resumeixi l'esdeveniment en:

- Els punts alts i baixos
- Les línies ascendents i descendents



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# Researcher Identity Development

## Strengthening Science in Society Strategies

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HOME

PROJECTS

TEAM

OUTCOMES

RESOURCES

TRAINING & CONSULTANCY

CONTACT

## Network Plot: Guide to use it in research education

April 16, 2018 | Anna Sala-Bubaré

Download the [Guide to use the Network Plot in research education](#)

The Network Plot (or Communities Plot) was initially created as a non-traditional visualisation method of collecting data about early career researchers' (ECR) research network and position in the research community. It is based on the notion of 'communities of practice', defined as groups of people who engage in shared social practices and collective learning (Lave & Wenger, 1991). Individuals can participate in many communities of practice in relation to one or multiple spheres of activity (Camps & Castelló, 2013; Engeström & Sannino, 2010), for example, by participating in two research teams or being member of different research associations. Moreover, this participation can take different forms. Lave and Wenger (1991) differentiate between full and legitimate peripheral participation (Lave & Wenger, 1991), as a way to emphasise the learning process of newcomers into a community. Others, however, have identified multiple and diverse forms of participation (Hopwood, 2010; Prior, 1995; Sala-Bubaré & Castelló, 2017), such as those of individuals who intentionally stay outside the community.

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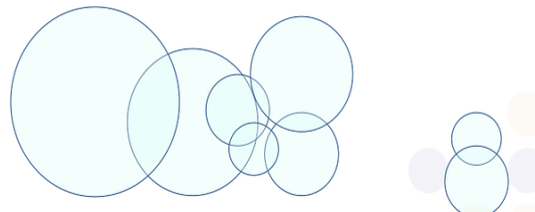
NETWORK PLOT - Graph of the research network

### Background - justification.

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## Network Plot

Utilitza els cercles que necessitis per a representa la teva xarxa de recerca, és a dir, els individus, grups i comunitats que són importants en la teva activitat de recerca i les connexions entre ells i amb tu. La mida representa la rellevància de cada grup. Recorda afegir un cercle que et representi a tu.



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- Videos (3)

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- ERASMUS+ (6)
- MEC (37)

### Newsletters (2)

HOME

PROJECTS

TEAM

OUTCOMES

RESOURCES

TRAINING & CONSULTANCY

CONTACT

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April 16, 2018 | Anna Sala-Bubaré

Download the [Guide to use the Journey Plot in research education](#)

The Journey Plot was initially created as a non-traditional visualisation method of collecting data and is particularly suited to considering experiences of a lengthy duration (Turner, 2015). It is based on the notion of 'journey' that emphasizes an individual's movement from one place to another. Several events that have a significant impact on the experience take place along the journey (Miller & Brimicombe, 2003).

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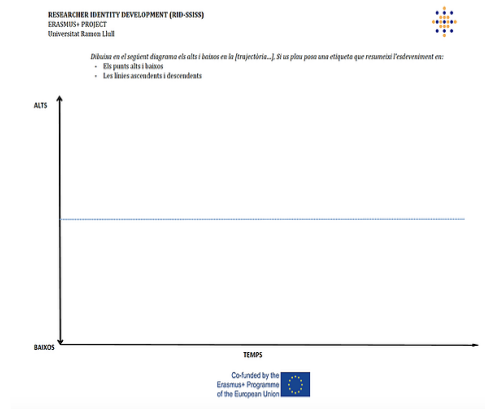


JOURNEY PLOT - Graph of the trajectory

## Background - justification.

The Journey Plot was initially created as a non-traditional visualisation method of collecting data and is particularly suited to considering experiences of a lengthy duration (Turner, 2015). It is based on the notion of 'journey' that emphasizes an individual's movement from one place to another. Several events that have a significant impact on the experience take place along the journey (Miller & Brimicombe, 2003).

The graphic representation of the experiences promotes individuals' recall about the experience, offers guide and structure to the narrative. Moreover, it allows access to the underlying conceptions in relation to the experience, such as what it means for them to do research or do a doctorate (Mazzetti & Blenkinsopp, 2012). The multimodality of the representation (visual and oral) enables interpretation and understanding of the complex changes since it allows researchers and interviewers to relate experiences and interpretations (Mazzetti & Blenkinsopp, 2012). Additionally, it allows them and the participants to contrast the description of the experience with the with its graphic representation (McAlpine, 2016), in order to compare, ask or provide more detail or



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Writing (2)

Journey Plot (1)

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Courses (1)

Web applications (1)

Videos (3)

Projects (43)

ERASMUS+ (6)

MEC (37)

Newsletters (2)

## Archive

December 2018 (2)



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# FINS-RIDSS

Researcher Identity Development

# OUTCOMES

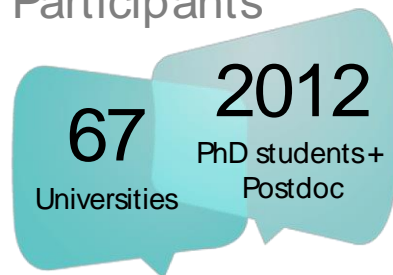
2014

2017

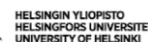
## Team



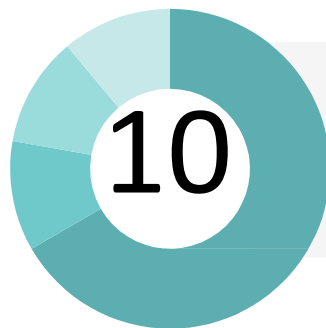
## Participants



Partners:



Author: Núria Suñé-Soler



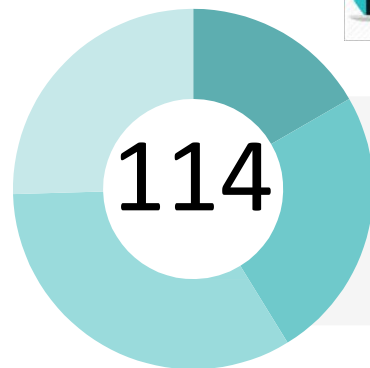
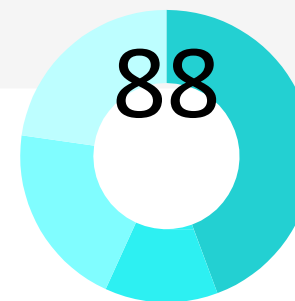
## Research Instruments

6 On-line Questionnaires (languages: Catalan / Spanish / English; levels: PhD / Postdoc)  
1 Interview Protocol  
1 Journey Plot & 1 Network Plot  
1 Web App for longitudinal studies



## Publications

39 Published  
11 In press  
18 Submitted & 20 In progress

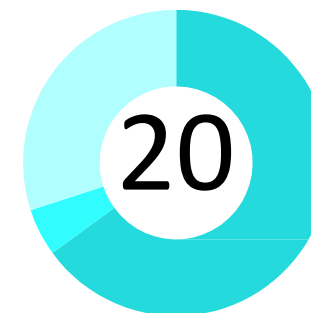


## Conferences: papers, posters & symposia

EARLI & JURE III Interna-onal Congress of Educa-onal Sciences & Development  
ISCAR XXXV Congreso Iberoamericano de Psicología Writing Across the Borders  
FINS-RIDSS International Seminar SRHE Annual Research Conference  
Oxford Learning Institute AERA Annual Meeting Conference on Writing Research (CoWR)  
31th International Congress of Psychology (ICP2016) ATEE Annual Conference

## Training resources

13 Videos about Critical Incidents  
1 Web App with 368 strategies to cope with 126 authentic problems  
6 Training courses:  
*Supervision*  
*Scientific Writing (x2)*  
*Researcher Identity Development*  
*Critical Incidents*  
*Teacher as a researcher*





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HOME

PROJECTS

TEAM

OUTCOMES

RESOURCES

TRAINING & CONSULTANCY

CONTACT



We are pleased to welcome you at an international  
Seminar in Tallinn University

**NEVER MISS AN UPDATE**

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Subject



TALLINN UNIVERSITY



We are pleased to welcome you at an **International Seminar in Tallinn University**



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### Project Newsletter - November 2018



#### Main contents:

- Cross-national analysis meeting in Oxford
- First short-term training staff meeting
- EARLY RIG 24 Researcher Education and Careers meeting
- New training materials on the RIG-20000 website
- A selection of recent research publications and events
- Upcoming events

[Download Newsletter here](#)

[Read More](#)

### Project Newsletter - February 2018



#### Main contents:

- Project presentation
- Work of meeting
- A selection of recent research publications and

### Newsletters

- February 2018
- November 2018

### Categories



- Publications (22)
- Articles (17)
- Conference presentations (18)
- Posters & Infographics (7)
- Research Instruments (15)
- Training materials (11)
- Writing (2)
- Journeys PIR (1)
- Network PIR (1)
- Courses (1)
- Web applications (1)
- Video (2)
- Projects (42)
- Software (4)
- MOOC (2)
- Newsletters (2)

### Recent Updates



Project Newsletter - November 2018

November 15, 2018

# THANK YOU

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