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

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www.researcher-identity.com
Who, What, Why and How?
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
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
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 'start', 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-P, ARCES-CIS-11.22.2013). For more information, please visit www.riesss.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 participant per 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 browser window without answering.

2. Indicate the disciplinary background of your doctoral or post-doc project
   - Psychology
   - Education
   -
Some research processes and tools

- Network Plot
- Journey Plot
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 Community 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 & Castelví, 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 & Castelví, 2017), such as those of individuals who intentionally stay outside the community.

Network Plot

Networks are used hereafter by a representation of nodes, or a circle of circles, each of which represents an individual's unique set of relationships and the position of the node in the network 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). Each node represents a concentration of practice in relation to one or multiple spheres of activity (Camps & Castelví, 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 & Castelví, 2017), such as those of individuals who intentionally stay outside the community.
Journey Plot: Guide to use it in research education

April 16, 2018  |  Anna Sara-Burbané

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 & Brimcombe, 2003).

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)
**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
- 3rd International Congress of Educational Sciences & Development
- ISCAR
- XXXV Congreso Iberoamericano de Psicología
- Writing Across the Borders
- FINS-RIDSS International Seminar
- SPHE 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 (p2)
  - Researcher Identity Development
  - Critical Incidents
  - Teacher as a researcher

**Participants**
- 67 Universities
- 2012
- 2012 PhD students + Postdoc
We are pleased to welcome you at an international seminar in Tallinn University.

TALLINN UNIVERSITY
We are pleased to welcome you at an International Seminar in Tallinn University.
THANK YOU

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