



FINS·RIESS

PhD Students and Postdoc significant events. A qualitative analysis

Presenters: Antoni Badia, Eva Liesa & Paula Mayoral

Annual Meeting
Barcelona, 8th & 9th June 2015

www.fins-riess.com



HELSINGIN YLIOPISTO
HELSINGFORS UNIVERSITET
UNIVERSITY OF HELSINKI



Universidad de Deusto
Deustuko Unibertsitatea

Deusto

Funded by:



UNIVERSITY of OULU
OULUN YLIOPISTO



UNIVERSITY OF
OXFORD



MINISTERIO
DE ECONOMÍA Y
COMPETITIVIDAD

CONTENT

1. Objective of the study
2. Method
3. Results
4. Further steps

OBJECTIVE

Objective 2

- Identify and analyze what the critical incidents (CI) are which researchers face in training, in the stages of design, implementation and communication of their research, and what the coping strategies are which they use to face them

METHOD

Answer the objective → We analyze
different data collection procedures

Personal Positions Repertory (PPR)
Activity systems
Journey Plot
Business Systems Journey Plot
Chronotopes
Questionnaires
Interviews
Personal digital stories
Mazes
Elicitation cards

Identify

Analyse the CI

+

CI

Problematic
situation (PS)

METHOD



Problematic
situation (PS)

Feelings

Personal Positions Repertory (PPR)
Activity systems

Journey Plot

Business Systems Journey Plot

Chronotopes

Questionnaires

Interviews

Personal digital stories

Mazes

Elicitation cards

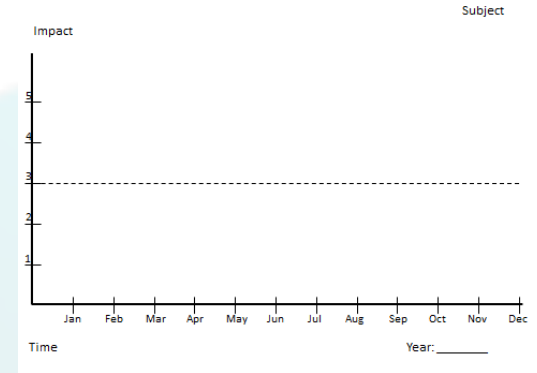
**Journey Plot + semi-structured
interview** **Elicitation cards** *(deepen)*

analyzing how **identity** (conceptions, strategies and feelings) complies with the **resolution** in a situated and dialogical way

METHOD

Journey Plot *(as you know very well...)*

- “Non-traditional” visualisation method of collecting data
- Suited to considering experiences of a lengthy duration
- Unique visual representation of an individual’s experience
- Chart evolving experience based on two variables: time and emotion
- Simple graph where everyone draws on their experience represented by the two variables
- It retrospectively captures an experience over time in a visualised format



(Holbrook, 1998; Miller & Brimicombe, 2003; McAlpine, 2013; Rath, McAlpine, Turner & Horn2013; Shaw, Holbrook, Scevak & Bourke, 2008; Vekkaila, Pyhälto & Lonka, 2013)

METHOD

How did we carry it out?

2 phases – 2 interviews

1st: JP

Objective → namely those positive or negative events that have lived along the development of the thesis and assess their impact

(2 weeks after)

2nd: Elicitation cards

Objective → to deep the sense of each situation and sort them by their impact

1st: JP

As a researcher:

PROTOCOL FOR INTERVIEW

- Instructions for contact
- Documentation to send to the subject (letter, JP...)

JP Analysis

- Questions for the semi-structured interview (for each PS in the JP):
 1. Year and length of the contingency: How long did it take?
 2. Description of the contingency:
 - What does it consist of?
 - Why was a situation problematic or positive? What was the reason? How much and how did it affect you? How did you feel? Why did you think it happened?
 - What did you do? How did you try to solve or manage it?
 - Why did you act like that? What did you take as a reference or support?
 - How did the strategy you used help you in this situation?
 - What did you learn from what happened and how you act?

How do you think it has influenced your identity / Role of researcher / (or professional)?

Documentation sent to the subject (letter, JP...)

To each participant:

1. Letter to the participant

Thank you very much for cooperating in this research, as you know, trying to know a little better the obstacles, problems and possible solutions which a doctorate student may encounter during his/her doctoral course.

*Before the interview, we would like to ask you to “draw” the path you are following or you did during your PhD, identifying those moments when you experienced a **negative situation** (...) or a **positive** one (...).*

*We are interested in **both situations related to the development of the thesis** and the **problems / solutions which you found in writing it.***

...

Some considerations to take into account for this graph (axis, pencil...):

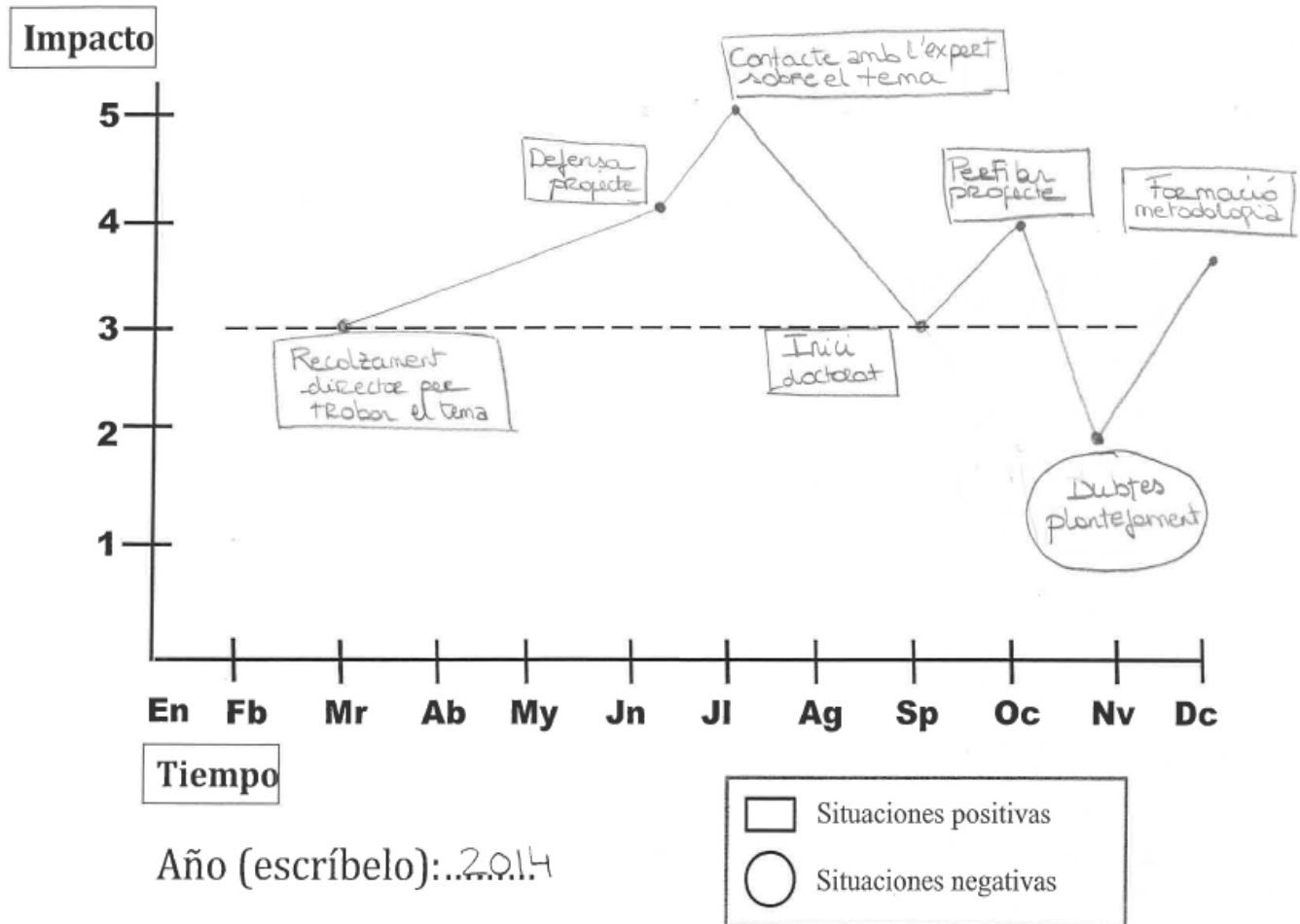
- In each of the “turning” moments (points at which there was a change in your doctorate course) you should write a **tag** that summarizes very briefly what happened. If what happened was positive you put it inside a square, if it was not, inside a circle.*

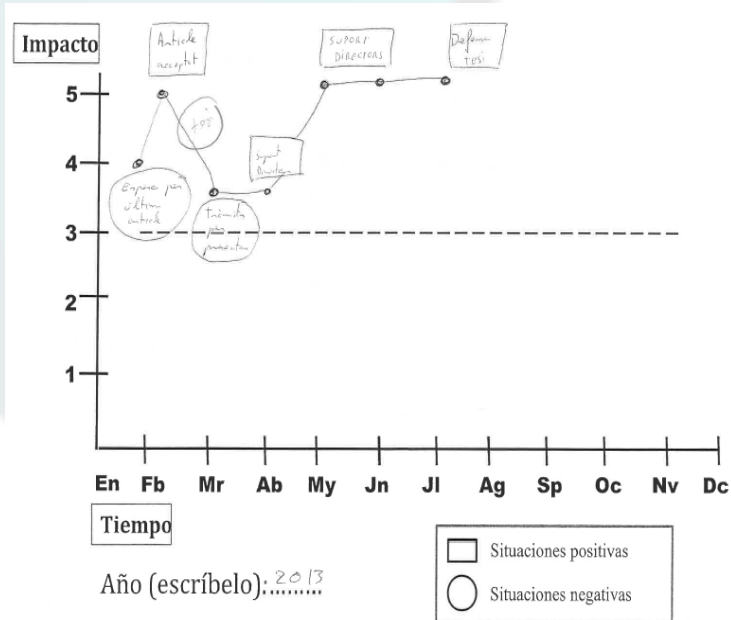
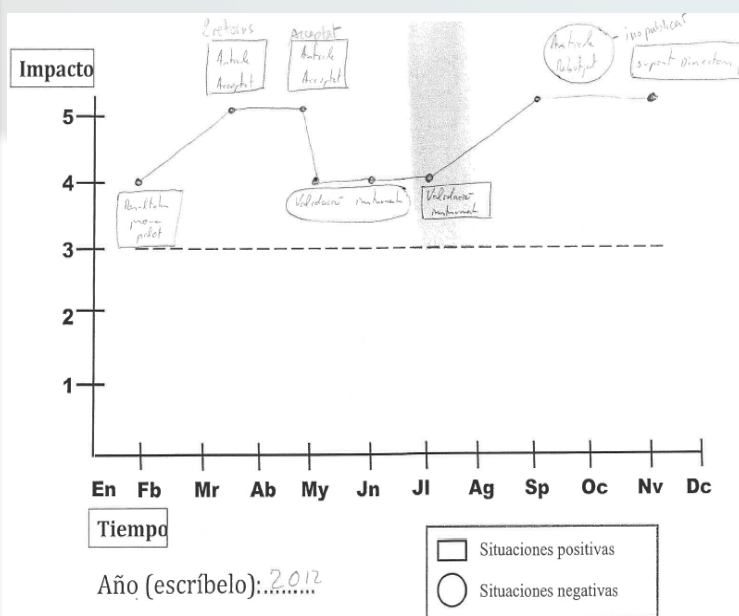
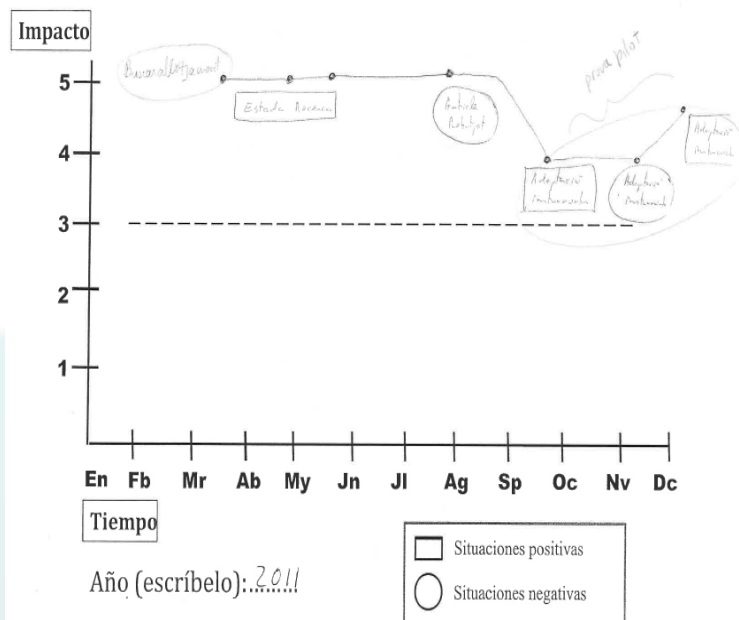
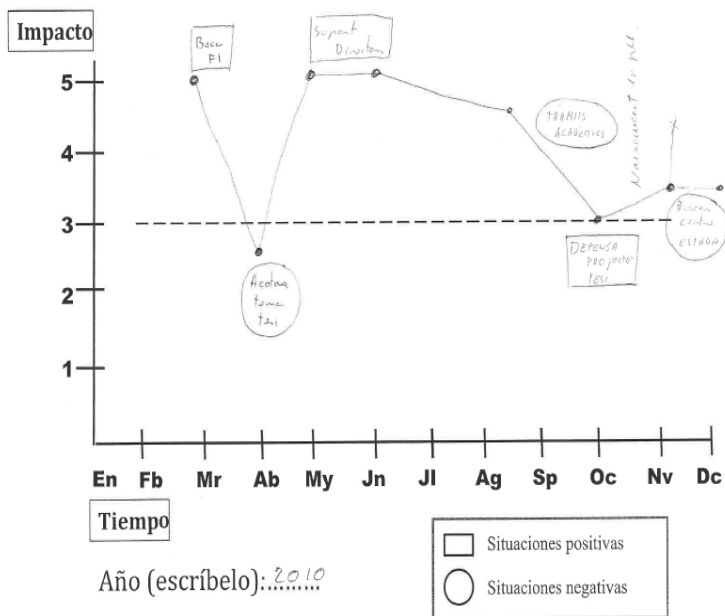
2. Journey Plot as an example

3. Empty Journey Plot

Examples...

Junior researcher





2nd: Elicitation cards

JP analysis, recording and annotations after the interview and preparation of the elicitation cards.

1st. We wrote each contingency commented on the JP on a card, in the positive and negative squares within circles.

2nd. Instructions: Order these cards from most to least depending on how this aspect affected the development of your thesis. Start with positive aspects (squares) and with the negative (circles) and then explain the meaning of the order. You can add any other event or occurrence that you consider important.

Elicitation Cards

