



Researcher Identity Development

Strengthening Science in Society Strategies

Kick-off meeting

In November 27, RID-SSISS partners met in Barcelona (FPCEE Blanquerna) in the first official meeting of the project. The PI, Montserrat Castelló, reviewed the goals and chronogram of the project, as well as the expected outcomes and the resources available to reach them. Partners worked together to define the next steps and some common guidelines that will guide the design of the workshops and training materials



RID-SSISS Presentation

In the last years, research careers and positions are becoming more and more complex, dynamic and competitive. This is especially true for Early Career Researchers (ECRs), that is doctoral students and postdocs, who struggle to navigate in such context(s). The RID-SSISS project aims at supporting the development of these researchers and providing them with the educational resources for acquiring the high-level competences and skills they need to develop as researchers.

The collaborative network of researchers and technological partners from University Ramon Lull (Barcelona), Lancaster University (UK), University of Oulu (Finland) and Tallinn University (Estonia) will design, implement and disseminate workshops and training resources in relation to different areas of researchers' development, such as research ethics, writing and publishing and balancing personal life and work. A major outcome of the project will be an interactive platform that will allow user to access, share and create training resources and interact with other ECRs from other disciplines, countries and experience.

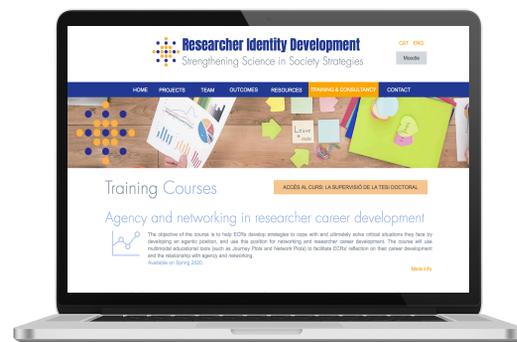
Learn more

about our project here:

<https://www.researcher-identity.com/project>

Training materials and research tools on the RID-SSISS website!

Soon we will start releasing the resources created within the RID-SSISS project on our website, in the section '[Resources](#)'! But now you can visit it to check out the outputs of our former project FINS-RIDSS (Researcher Identity Development in the Social Sciences). You can find, among other resources, the questionnaire and interview protocols and the materials of the studies our team has presented at conferences in the last three years.



Upcoming events

2018 CALENDAR

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|---------------|---|
| February 19 | Participation in the Conference of Interdisciplinary doctoral researchers: Mireia Giralt (poster presentation) and Núria Suñé (invited speaker). |
| February 21 | Seminar 'Conducting a systematic review: process and tips' by Anna Sala at FPCEE Blanquerna (URL). |
| March 20 | Invited workshop on Mixed-methods in intervention research by prof. Eva Lindgren from Umea University (Sweden) at FPCEE Blanquerna (URL). |
| March 18 - 28 | Meeting 'Cross-cultural analysis of ECRs' significant experiences' at University of Oxford: Lynn McAlpine, Isabelle Skakni and Kelsey Inouye (Lancaster U.), Anna Sala and Crista Weise (URL) and Solveig Corner (U. Helsinki). |
| April 17 | Presentation 'How do post-docs experience writing?' by Dr M. Castelló at the Conference Quality in Postgraduate Research in Adelaide (Australia). |
| May 11 | Invited workshop on Advanced doctoral supervision 'Strategies to change individual and departmental supervision practices', by Dr Lynn McAlpine at FPCEE Blanquerna (URL). |
| May 30 | Thesis defense: Anna Sala-Bubaré 'Doctoral Writing and Development: A Socially Situated Perspective', at FPCEE Blanquerna (URL). |
| June 16 - 20 | RID-SSISS meeting: First short-term training staff event at FPCEE Blanquerna (URL). |
| June 19 | Invited workshop 'Why Am I Doing a PhD? Impact of Motivations, Expectations and Writing Feedback on Doctoral Journeys' by Isabelle Skakni and Kelsey Inouye (University of Oxford and Lancaster University) |

A selection of recent research publications and events

Publications

- Castelló, M., McAlpine, L., & Pyhältö, K. (2017). [Spanish and UK post-PhD researchers: Writing perceptions, well-being and productivity](#). *Higher Education Research & Development*, 36(6), 1108-1122.
- Castelló, M., Sala-Bubaré, A., & Bautista, A. (2017). [Being a researcher is not only a matter of publishing: learning to review scientific articles](#). *Infancia y Aprendizaje*, 40(3), 599-656.
- González-Ocampo, G., & Castelló, M. (2017, in press). [Writing in doctoral programs: examining supervisors' perspectives](#). *Higher Education*.
- Inouye, K., & McAlpine, L. (2017). [Developing scholarly identity: Variation in agentic responses to supervisor feedback](#). *Journal of University Teaching & Learning Practice*, 14.
- McAlpine, L. (2017). [How might research on supervision influence your practice? Things I'm more intentional about now](#). UK Council of Graduate Education.
- Skakni, I., & McAlpine, L. (2017). [Post-PhD researchers' experiences: An emotionally rocky road](#). *Studies in Graduate and Postdoctoral Education*. 8 (2), 205-219.

Conferences

- McAlpine, L. (November, 2017). How do the career intentions of PhDs and post-PhDs reflect personal lives and career opportunities? Open University, Milton Keynes, UK.
- McAlpine, L., & Amundsen, C. (2017). *The role of intention in post-PhD career decision-making: An identity-trajectory perspective*. Paper presented at the Canadian Society for Studies in Higher Education, Toronto, Canada.
- Skakni, I., Calatrava, M.C., Corcelles, M., & McAlpine, L. (2017, August). *Reading the map of post-PhDs' academic relations*. Paper presented at the 17th Biennial Conference of the EARLI association. Tampere, Finland: University of Tampere.

Workshops

- Castelló, M. (2018, January). Doctoral thesis supervision. How to cope with incidents and problems. Deusto University (Spain).
- McAlpine, L. Towards post-doctoral research: Preparing a research grant proposal. (October 2017). University of Oulu, Oulu, Finland.
- Skakni, I. (2017, May). How to stay 'objective' (and not become depressed!) when researching your peers: the journey of a junior researcher analysing junior researchers' journeys. Paper presented at the Qualitative Methods Hub. Oxford, UK: Oxford University Department of Education.