Workshop

Who and how am I as a research writer?
Experiences, profiles and resources

Mariona Corcelles & Anna Sala-Bubaré
FPCEE Blanquerna – URL (Barcelona)
Who and how am I as a research writer?

Aims

✓ Promote and guide reflection about research writing experiences and conceptions.

✓ Gain awareness about the process of writing, the problems we encounter and the solutions we attempt.

✓ Learn strategies and resources to be a more effective research writer.
Think fast!

What is the first word that comes to your mind when you think of research writing?
Who and how am I as a research writer?
Contents and activities
Who and how am I as a research writer?

Contents and activities
Who and how am I as a research writer?

Contents and activities

CONTEXT
(audience, discipline, community)

TOPIC
(content)

WRITING PROCESS

CODE and LANGUAGE
(grammar, syntax, vocabulary, orthography)

GENRE
(report, research paper, thesis...)

ME AS WRITER
(motivations, writing strategies, goals, strengths and weaknesses...)

Co-funded by the Erasmus+ Programme of the European Union
How do I experience the writing process?

The Writing Plot
PART TWO
How do I experience the writing process?
The Writing Plot

✅ Instructions: Writing Plot template

Think about the last piece of research writing you completed.

• Answer the initial questions:
  • Type of text / purpose
    • Empirical article, literature review, thesis plan, dissemination paper, research project proposal, grant application, etc.
  • Individual or collaborative
    • Number of co-authors
  • Time to complete the text

• Represent the ups and downs of the writing process:
  • Positive and negative experience that took place during the writing process.
  • Emotional changes you experienced.
PART TWO
How do I experience the writing process?
The Writing Plot

✓ An example

- Empirical article
- Main author; supervisor as co-author and reviewer
PART TWO
How do I experience the writing process?
The Writing Plot

✓ Questions to reflect on our writing process (15’)

• How would you describe the writing process? (i.e. mainly positive, mainly negative, stable, variable, ascendant, descendant, horizontal...)
• What part(s) of the process were the most difficult?
  • How did you overcome them?
• What part(s) of the process were the easiest?

• Compare your Writing Plot with your colleague
  • Look at the events:
    • Are they similar or different?
    • Did they happen at the same moment of the writing process?
    • Did they have the same emotional salience?
    • Did you use the same or different strategies to solve the negative events?
PART TWO
How do I experience the writing process?
The Writing Plot

✓ Tips and strategies

• Comparing the first and the final draft to see how much better the final text is
• Share the final version of the text to someone outside the field to get feedback for the language.
• To deal with feedback:
  • Stop writing (taking a break) and go back to the text later.
  • Have a support team - peers and supervisor
  • Not avoiding the text, look at it from a different point of view
  • Reading papers from other people with a focus on how it is written, not on the content
• Change your location (go to a writing retreat, etc.)
• Try to enjoy it
• Don’t write only when you are inspired, put it in your calendar and stick to it
• Write frequently (every day or every two days)
Effective writing strategies:

➢ Read to write:
  ○ Analyse the journal in which you want to publish
  ○ Analyse the structure, language, voice and style
  ○ Read about research writing (blogs, articles...)

➢ Share and talk about writing:
  ○ Find a peer to exchange texts
  ○ Start a writing group
  ○ Writing workshops

➢ Read your text aloud

➢ Revise your text with a different purpose at a time (structure, voice, grammar...)

Co-funded by the Erasmus+ Programme of the European Union
PROGRAM
Who and how am I as a research writer?
Contents and activities

What is my writing profile?

The Writing Scale
PART ONE
What is my writing profile?
The Writing Scale

✓ Instructions

• Go to the link: http://goo.gl/xUDD5c
• Download the Excel file
• Respond to the writing scale (‘Questionnaire’ tab)
• Look at your results (‘PhD students’ or ‘Postdocs’ tab)
• Compare your results with those of your community
• Share them with your workshop colleagues
PhD students’ writing profiles
### PART ONE

**What is my writing profile?**

The doctoral Writing Profiles*

<table>
<thead>
<tr>
<th>Blocks</th>
<th>Procrastination</th>
<th>Perfectionism</th>
<th>Productivity</th>
</tr>
</thead>
</table>

PART ONE
What is my writing profile?
The Doctoral Writing Profiles*

---

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

---

PART ONE
What is my writing profile?
The Doctoral Community*

- Struggling writers: 27.50%
- Reduced productivity writers: 37.60%
- Productive writers: 34.90%

**PART ONE**

*What is my writing profile?*

**The Doctoral Community***

<table>
<thead>
<tr>
<th></th>
<th>Struggler writers</th>
<th>Reduced productivity</th>
<th>Productive writers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age</strong></td>
<td>-</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td>♂</td>
<td></td>
<td>♂</td>
</tr>
<tr>
<td><strong>Drop-out risk</strong></td>
<td>+</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td><strong>N. articles publ.</strong></td>
<td>-</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td><strong>Social support</strong></td>
<td>-</td>
<td>+</td>
<td></td>
</tr>
<tr>
<td><strong>Phase PhD</strong></td>
<td>=</td>
<td>=</td>
<td>=</td>
</tr>
<tr>
<td><strong>Time modality</strong></td>
<td>=</td>
<td>=</td>
<td>=</td>
</tr>
<tr>
<td><strong>Country</strong></td>
<td>=</td>
<td>=</td>
<td>=</td>
</tr>
<tr>
<td><strong>Thesis language</strong></td>
<td>=</td>
<td>=</td>
<td>=</td>
</tr>
<tr>
<td><strong>Research group</strong></td>
<td>=</td>
<td>=</td>
<td>=</td>
</tr>
</tbody>
</table>

---

Postdocs’ writing
PART ONE
What is my writing profile?
The Postdoc Writing Profiles*

** Castelló, M., Sala-Bubaré, A. & Pardo, M. (in progress). *Post-PhD researchers’ writing conceptions as mediators of trajectories and networking***
PART ONE
What is my writing profile?
The Postdoc Community*

** Castelló, M., Sala-Bubaré, A. & Pardo, M. (in progress). *Post-PhD researchers’ writing conceptions as mediators of trajectories and networking*
PART ONE
What is my writing profile?
The Postdoc Community*

✓ Preliminary results

• Productive writers:
  • Diversity in the research experiences (both positive and negative)
  • Wide range of writing genres
  • Populated and international networks
  • Agentic in developing their networks

• Productive struggler writers:
  • Ascendant trajectory in the last year of their postdoc
  • Populated and international networks
  • Agentic in developing their networks

• Struggler writers:
  • Generally positive research experience
  • Intense highs and lows
  • More only national networks
  • Less agency in developing the networks

** Castelló, M., Sala-Bubaré, A. & Pardo, M. (in progress). *Post-PhD researchers’ writing conceptions as mediators of trajectories and networking*
PART ONE
What is my writing profile?
The Writing Scale

✓ Instructions

• Go to the link: http://goo.gl/xUDD5c
• Download the Excel file
• Respond to the writing scale (‘Questionnaire’ tab)
• Look at your results (‘PhD students’ or ‘Postdocs’ tab)
• Compare your results with those of your community
• Share them with your workshop colleagues
Who and how am I as a research writer?
Contents and activities

How can I be a more effective writer?

More Writing Resources...
PART THREE
How can I be a more effective writer?
The Writing Resources (I)

✅ Training materials
  • Activities and guides to reflect about our research trajectory
  • Activities and guides to reflect about our research network
  • Guide and tips to conduct a systematic literature review
• Critical incidents in the research trajectory: https://www.researcher-identity.com/blog-1/category/Videos
  • Videos to reflect about prototypical critical incidents in the doctorate.
PART THREE
How can I be a more effective writer?
The Writing Resources (II)

✓ ORGANIZATION AND STRUCTURE, AUTHORIAL VOICE AND INTERTEXTUALITY

✓ ACADEMIC PHRASEBANK
  • http://www.phrasebank.manchester.ac.uk/introducing-work/

✓ PAPER REJECTION CRITICAL INCIDENT REFLECTION
  • https://www.researcher-identity.com/single-post/2017/05/18/Video-paper-rejection
PART THREE
How can I be a more effective writer?
The Writing Resources (III)

✓ Scientific journals about research and writing
  ○ International Journal of Doctoral Studies
    ■ https://www.informingscience.org/Journals/IJDS/Overview
  ○ Journal of Writing Research:
    ■ http://www.jowr.org
  ○ Studies in Continuing Education:
    ■ https://www.tandfonline.com/loi/csce20
  ○ Higher Education Research and Development:
    ■ https://www.tandfonline.com/loi/cher20

✓ Blogs and websites:
  ○ Doctoral Writing Special Interest Group
    ■ https://doctoralwriting.wordpress.com/2018/02/05/a-diy-kit-for-establishing-a-research-writing-group/
  ○ The Thesis Whisperer
    ■ https://thesiswhisperer.com/
  ○ Writing for Research (LSE London)
    ■ https://blogs.lse.ac.uk/writingforresearch/
Thank you for your participation!

Can you give us some feedback?
http://prolearning.realto.ch/

Mariona Corcelles & Anna Sala-Bubaré
FPCEE Blanquerna – URL (Barcelona)