



LEARNING TO WRITE IN THE DOCTORATE: RESEARCH WRITING GENRES AND CONCEPTIONS

General description of the workshop

Length: *6 hours (2 sessions of 3 hours)*

Participants: *Between 10 and 15 novice writers (master's or first phase PhD students)*

Objectives:

- Learn the characteristics of research writing
- Learn about the characteristics of the genre
- Reflect on their own characteristics as writers and on their own writing processes

Contents:

- Characteristics of research writing: genre and processes.
- Research writing conceptions: characteristics, barriers, and facilitators.

Methodology:

The workshop uses research-based tools to promote reflection and discussion among participants. Interactive presentation of contents is followed by activities of reflection and group discussion to promote shared construction of knowledge and development of situated strategies. Active participation and involvement are expected from participants.

Materials needed:

- Workshop slides

Main outcomes:

Participants will learn the characteristics of the different genres they are expected to write. They will also get to know themselves better as research writer and will learn strategies and tools to reflect on their own processes and difficulties.

Other resources:

Castelló, M., Bañales, G., Iñesta, A. & Vega, N. (2009). Writing academic texts: organization and structure, authorial voice and intertextuality. Available in <https://www.researcher->



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[identity.com/single-post/2018/05/07/writing-academic-texts-organization-and-structure-authorial-voice-and-intertextuality](https://www.researchers-like-me.com/single-post/2018/05/07/writing-academic-texts-organization-and-structure-authorial-voice-and-intertextuality)

- Manual to learn to write academic texts (especially research articles). The first section describes how to structure the text, the sections that the paper should have and the information to be included in each section. The second section examines when and how authors should make their voice visible and the resources they can use to that end. Finally, the third section how to engage readers and make proper use of citations.

Template for the analysis of journals. Available in: <https://www.researcher-identity.com/writing>.

- A guide to analyse potentially interesting journals and identify their editorial lines to help you decide if the journal might be a good home for your article(s).

Writing logs – a tool to reflect about the writing process. Available in: <https://www.researcher-identity.com/writing>.

- Semi-structured writing log to promote reflection before and after each writing session, about the objectives, the problems anticipated and faced, the solutions and the satisfaction with the outcomes.

Bibliography:

- Caffarella, R. S., & Barnett, B. G. (2000). Teaching doctoral students to become scholarly writers: The importance of giving and receiving critiques. *Studies in Higher Education*, 25(1), 39-52.
- Castelló, M. & Iñesta, A. (2012). Texts as Artifacts-in-Activity: Developing Authorial Identity and Academic Voice in Writing Academic Research Papers. In M. Castelló & C. Donahue (Eds.). *University writing: Selves and Texts in Academic Societies* (pp.179-200). Bingley, UK: Emerald group Publishing Limited.
- Castelló, M., Iñesta, A., & Corcelles, M. (2013). Learning to write a research article: Ph.D. Students' Transitions toward Disciplinary Writing Regulation. *Research in Teaching of English*, 47(4), 442-477.
- 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.
- Kamler, B., & Thomson, P. (2014). *Helping doctoral students write: Pedagogies for supervision*. Routledge.
- Matsuda, P. K. (2015). Identity in written discourse. *Annual Review of Applied Linguistics*, 35, 140-159.
- Paré, A. (2017). Re-thinking the dissertation and doctoral supervision. *Infancia y Aprendizaje*, 40(3), 407-428.



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- Sala-Bubaré, A., Peltonen, J., Pyhältö, K., & Castelló, M. (2018). Doctoral candidates' research writing perceptions: A cross-national study. *International Journal of Doctoral Studies*, 13, 327-345.
- Starke-Meyerring, D. (2011). The paradox of writing in doctoral education: Student experiences. In L. McAlpine & C. Amundsen (Eds.), *Doctoral education: Research-based strategies for doctoral students, supervisors and administrators* (pp. 75-95). Springer, Dordrecht.



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WORKSHOP PROCEDURES

First session (3 hours)				
Theme / objectives	Contents	Activities	Responsibility	Duration
Presentation	<ul style="list-style-type: none"> • Introduction of the workshop 	Interact. presentation	Facilitator(s)	10 minutes
	<ul style="list-style-type: none"> • Individual presentations 	Discussion	Participants	10 minutes
Introduction to research writing and conceptions	<ul style="list-style-type: none"> • What is research writing? • Writing conceptions 	Interactive presentation	Facilitator(s)	30 minutes
Reflection on writing conceptions	<ul style="list-style-type: none"> • Participants' conceptions about writing 	Questionnaire	Participants	15 minutes
		Group discussion	Facilitator(s) & Participants	20 minutes
Composition process – experts vs novice	<ul style="list-style-type: none"> • Writing processes: planning and textualizing • Strategies to effectively manage the processes • Differences between expert and novice writers 	Interactive presentations	Facilitator(s)	30 minutes
Identification of own writer profile	<ul style="list-style-type: none"> • Writing profiles: strengths and weaknesses 	Interactive presentation	Facilitator(s)	10 minutes
		Questionnaire	Participants	20 minutes
		Group discussion	Facilitator(s) & Participants	20 minutes
Resources	Syllabus Workshop slides W1_S1			



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Second session (3 hours)				
Theme / objectives	Contents	Activities	Responsibility	Duration
Structure of research articles	<ul style="list-style-type: none"> • Structure of a research article: <ul style="list-style-type: none"> ○ Introduction ○ Method ○ Results ○ Discussion ○ Conclusion 	Interactive presentation	Facilitator(s)	30 minutes
		Structure analysis of an article	Participants (individually)	40 minutes
		Group discussion	Facilitator(s) & Participants	20 minutes
Micro-resources of research articles	<ul style="list-style-type: none"> • Micro-resources of research articles 	Interactive presentation	Facilitator(s)	30 minutes
		Analysis of examples	Participants (in pairs)	20 minutes
		Group discussion	Facilitator(s) & Participants	20 minutes
Learning and take-aways	<ul style="list-style-type: none"> • Strategies, take-aways, conclusions, and next steps 	Group discussion	Facilitator(s) & Participants	15 minutes
Resources	Workshop slides W1_S2			



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