



Research and dissemination materials by RID-SSISS project's Intellectual Outputs

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IO2: ECRs questionnaires

Scientific papers

- Castelló, M., McAlpine, L. & Pyhältö, K. (2017). Spanish and UK post-PhD researchers: Writing perceptions, well-being and productivity. *Journal of Higher Education Research & Development*, 1-15. <http://dx.doi.org/10.1080/07294360.2017.1296412>
- Castelló, M., Pardo, M., Sala-Bubaré, A., & Suñe-Soler, N. (2017). Why do students consider dropping out of doctoral degrees? Institutional and personal factors. *Higher Education*, 74 (6), 1055-1068. <https://doi.org/10.1007/s10734-016-0106-9>
- Corcelles, M., Cano, M., Liesa, E., Gonzalez-Ocampo, G. & Castelló, M.(2019). Positive and negative experiences related to doctorate studies conditions. *Journal of Higher Education Research & Development*, FI JCR: 2,006 Q1 Education & Educational Research. <https://doi.org/10.1080/07294360.2019.1602596>
- Cornér, S., Pyhältö, K., & Löfström, E. (2019). Supervisors' Perceptions of Primary Resources and Challenges of the Doctoral Journey. *International Journal of Teaching and Learning in Higher Education*, 31(3), 365–377. <http://www.isetl.org/ijtlhe/pdf/IJTLHE3411.pdf>
- Corner, S., Pyhältö, K., Peltonen, J., & Bengtsen, S. S. E. (2018). Similar or different? Researcher Community and Supervisory Support Experiences among Danish and Finnish Social Sciences and Humanities PhD Students. *Studies in Graduate and Postgraduate Education*, 9(2), 274-295. <https://doi.org/10.1108/SGPE-D-18-00003>
- Cornér, S., Pyhältö, K., Peltonen, J., & Löfgren, E. (Submitted). Interest in doctoral studies in relation to experiences of burnout and drop-out intentions - a cross-cultural comparison of doctoral student profiles.
- Pyhältö, K., McAlpine, L., Peltonen, J., & Castello, M. (2017). How does social support contribute to engaging post-PhD experience?. *European Journal of Higher Education*, 1-15. <http://dx.doi.org/10.1080/21568235.2017.1348239>
- Pyhältö, K., Peltonen, J., Castelló, M., & McAlpine, L. (2019). What sustains doctoral students' interest? Comparison of Finnish, UK and Spanish doctoral students' perceptions. *Compare: A Journal of Comparative and International Education*. <https://doi.org/10.1080/03057925.2019.1585229>
- Sala-Bubaré, A., Peltonen, J., Pyhältö, K., & Castelló, M. (2018). Doctoral candidates' research writing perceptions profiles: A cross-national study. *International Journal of Doctoral Studies*, 13, 327-345. <https://doi.org/10.28945/4103>
- Sala-Bubaré, A., Skakni, I., Inouye, K., Weise, C., & McAlpine, L. (2020, in press). Early career researchers making sense of their research experiences: A cross-role and cross-national analysis. *Compare: A Journal of Comparative and International Education*. <http://doi.org/10.1080/03057925.2020.1834349>



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Skakni, I., Calatrava Moreno, M., Corcelles, M., & McAlpine, L. (2019). Hanging tough: Post-PhD researchers dealing with career uncertainty. *Journal of Higher Education Research and Development*, FI JCR: 2,006 Q1 Education & Educational Research.

<https://doi.org/10.1080/07294360.2019.1657806>

Skakni, I., & McAlpine, L. (2017). Post-PhD researchers' experiences: an emotionally rocky road. *Studies in Graduate and Postdoctoral Education*, 8, 205-219.

<http://doi.org/10.1108/SGPE-D-17-00026>

Weise, C., Aguayo–González, M. & Castelló, M. (2020). Significant events and the role of emotion along doctoral researcher personal trajectories. *Educational Research*.

<http://doi.org/10.1080/00131881.2020.1794924>

Conferences

Cornér, S., Pyhältö, K., Bengtson, S & Peltonen, J. (2017). Paper presentation. Similar or different? Comparison on researcher community and supervisory support experiences among Finnish and Danish Social Sciences and Humanities PhD. Students. EARLI conferens "Education in the crossroads of economy and politics – Role of research in the advancement of public good 29.8–2.9.2017, Tampere, Finland.

Liesa, E., Corcelles, M., Cano, M., González-Ocampo, G. & Castelló, M. (2017). What are the most positive and negative significant events in the doctoral journey. Tampere, Finlandia.

McAlpine, L., & Castelló, M. (2019). Findings and Reflections From a Cross-National, Cross-Role (PhD, Post-PhD Researchers) Research Program: Possibilities and Challenges. AERA 2019 Conference. Toronto (Canada)

McAlpine, L., Skakni, I., Sala-Bubaré, A., Weise, C., & Inouye, K. (2019). Assessing (cross-national) research team effectiveness: A potential framework? Paper presented at AERA conference. Toronto, Canada.

McAlpine, L. Inouye, K., Skakni, I., Sala-Bubaré, A., & Weise, C. (2019, April). Effectively conducting cross-national research with cross-national teams: Trust, quality communication and cross-cultural sensitivity. In L. McAlpine (Chair). Findings and reflections from a cross-National, cross-role (Ph.D., Post-Ph.D. researchers) research program: Possibilities and challenges. Symposium conducted at the American Educational Research Association (AERA) Annual Meeting. Toronto, Canada: University of Toronto.

Pyhältö, K., Peltonen, J., McAlpine, L., Löfström, E., & Castelló, M. (2019). Comparing European country experiences on researcher community and supervisory support and burnout. AERA 2019 Annual Meeting, 5.-9.2019, Toronto, Canada.



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Sala-Bubaré, A., Pardo, M., & Castelló, M. (2018). Post-docs' approaches to writing: Relationship between conceptions, experiences and networks. EARLI SIG Writing 2018 conference. Antwerp (Bèlgica), Agost 2018.

Others

Pyhälto, K. (n.d.). Oulu and Aalto universities has applied C-DES in order to develop their doctoral education practices. They have used the C-DES to collect data from all of their doctoral students.

Pyhälto, K. (n.d.). University of Helsinki has decided to integrate some of the C-DES scales into their HoWULearn digital feedback tool for PhD. Students.

Pyhälto, K. (n.d.). The C-DES has been integrated as part of UHs Marie Curie COFUND application as one of the research-based program follow-up and development tools.

IO3: Guide for Researcher Development

Scientific papers

Bautista, A., & Castelló, M. (2017). Fostering the professional development of junior authors and reviewers in scientific journals/Contribuyendo al desarrollo profesional de autores y revisores noveles en revistas científicas. *Infancia y Aprendizaje*, 40(3), 383-406.
<https://doi.org/10.1080/02103702.2017.1357250>

Castelló, M., McAlpine, L., Sala-Bubaré, A., Inouye, K., & Skakni, I. (2020). What perspectives underlie 'researcher identity'? A review of two decades of empirical studies. *Higher Education*. <https://doi.org/10.1007/s10734-020-00557-8>

Galevski, M., & McAlpine, L. (under review). The reasons for internal recruitment and the effects of being homegrown on the career trajectories of early-career academics in North Macedonia. *Higher Education Quarterly*.

Inouye, K., & McAlpine, L. (under review). Developing Researcher Identity: A Review of the Literature on Doctoral Writing and Feedback. *International Journal of Doctoral Studies*.

McAlpine, L., Castelló, M., & Pyhälto, K. (2020). What influences PhD graduate trajectories during the degree: A research-based policy agenda. *Higher Education*.
<https://doi.org/10.1007/s10734-019-00448-7>

McAlpine, L., Pyhälto, K., & Castelló, M. (2018). Building a more robust conception of early career researcher experience: what might we be overlooking? *Studies in Continuing Education*, 40(2), 149-165. <https://doi.org/10.1080/0158037X.2017.1408582>



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McAlpine, L., Skakni, I., & Inouye, K. (2021). PhD careers beyond the traditional: integrating individual and structural factors for a richer account. *European Journal of Higher Education*. <https://doi.org/10.1080/21568235.2020.1870242>

McAlpine, L., Skakni, I., Sala-Bubaré, A., Weise, C., & Inouye, K. (2021). Examining cross-national research teamwork: Revealing rewards and challenges. *Qualitative Research Journal*. <https://doi.org/10.1108/QRJ-06-2020-0067>

Conferences

Castelló, M., Brew, A., Boud, D., Van der Weijden, I. & Holley, K. (2017). What do we know about academic work today? Symposium. 17th Biennial EARLI; Tampere-Finlandia.

Castelló, M. & Lindgren, E. (2017). Science with and for societies in Horizon 2020: What are the implications for writing research? 17th Biennial European Association for Learning and Instruction (EARLI). *Education in the crossroads of economy and politics. Role of research in the advancement of public good*. Tampere, Finlandia.

Castelló, M., & McAlpine, L. (2018). Examining 'research' genres: Developing paths to success. 16th EARLI Sig-Writing Conference. Antwerp

McAlpine, L., Skakni, I., Sala-Bubaré, A., Weise, C., & Inouye, K. (2019). Assessing (cross-national) research team effectiveness: A potential framework? Paper presented at AERA conference. Toronto, Canada.

McAlpine, L. Inouye, K., Skakni, I., Sala-Bubaré, A., & Weise, C. (2019, April). Effectively conducting cross-national research with cross-national teams: Trust, quality communication and cross-cultural sensitivity. In L. McAlpine (Chair). *Findings and reflections from a cross-National, cross-role (Ph.D., Post-Ph.D. researchers) research program: Possibilities and challenges*. Symposium conducted at the American Educational Research Association (AERA) Annual Meeting. Toronto, Canada: University of Toronto.

McAlpine, L., & Castelló, M. (2019). *Findings and Reflections From a Cross-National, Cross-Role (PhD, Post-PhD Researchers) Research Program: Possibilities and Challenges*. AERA 2019 Conference. Toronto (Canada)

Books

Berthiaume, D., Bosson, M., Elston, V., & Skakni, I. (2020). *L'expérience doctorale : état des lieux et propositions de structuration*. DevPro Centre HES-SO de développement professionnel. <https://devpro.hes-so.ch/data/documents/Experience-doctorale-DevPro-juin-2020-12395.pdf>



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Castelló, M., Pyhältö, K., & McAlpine, L. (2018). European Cross-National Mixed-Method Study on Early Career Researcher Experience. In A. J. Jaeger, & A. J. Dinin (ed), *The Postdoc Landscape: The Invisible Scholars* (pp. 143-174). London: Academic Press.

<https://www.sciencedirect.com/book/9780128131695/the-postdoc-landscape>

McAlpine, L. (in preparation). How might the PhD play a role in addressing global challenges? In Cuthbert, D., & Barnacle, R. (Eds.). *The PhD at the end of the world: Provocations for the doctorate and our contested future*. Amsterdam: Springer.

Others

Castelló, M. (2019). Luces y sombras de la formación de investigadores en España y su contraste en el contexto internacional. Conferencia de directores de escuelas de doctorado españolas. Santander, ESPANYA

Castelló, M. (2019). Repensar la docència. Conferencia a Equips directius de la Fundació Blanquerna. Barcelona, ESPANYA

Derrick, G.; Ingram, N.; McAlpine, L. & Oancea, A. (2018). Research proposal submission to ESRC. Spring 2018.

McAlpine, L. (2019). Could the PhD play a role in addressing global challenges? If so, how might we do it? DEAL keynote. University of Newcastle, Australia.

McAlpine, L. (2019). So, what is a narrative approach? Seminar. Central European University, Budapest.

McAlpine, L. (2020). Transforming face-to-face to online learning. (April 2020). Max Weber Postdoctoral Fellows, European University Institute. Florence, Italy.

McAlpine, L. (October-2020). Public seminar: Qualitative research from a narrative perspective. October 2020.

McAlpine, L. (2020). What does it mean to do qualitative research? A narrative researcher's take. PhD Webinar Series. Mohammed V University. Rabat, Morocco.

McAlpine, L., Chiramba, O., Keane, M., Badre, A., & Kareem, F. (2020). *Voices of Early Career Researchers in and out of the Academy: A Pan-African Perspective*. Halle (Saale), Germany: Global Young Academy, Leopoldina.

Pyhältö, K. (2019). Developing and utilizing Performance Assessment Task for Higher Order Thinking Skills for doctoral education admission. Piloting it with Pharmacy Doctoral students admission for salaried position.

Pyhältö, K. (2019). Lecture on doctoral student competence development. Kick off meeting for staff developer in planning the competence development program for ECR 7.10.2019,



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Pyhältö, K. (2019). Seminar for doctoral program leaders and developers Function of researcher communities in the doctoral journey. How to build and sustain researcher networks, University of Uppsala 6.11.2019, from 14 to 16.

Toom, A., & Pyhältö, K. (2020). Summary report for the Finnish Ministry of Education and Culture on research on Higher Education. Kestävää korkeakoulutusta ja opiskelijoiden oppimista rakentamassa: Tutkimukseen perustuva selvitys ajankohtaisesta korkeakoulupedagogiikan ja ohjauksen osaamisesta. (Opetus- ja kulttuuriministeriön julkaisu; Vuosikerta 2020:1). Valtioneuvoston kanslia.

IO5: ECRs' agency and careers.

Scientific papers

Ambrasat, J., Lange, J., & McAlpine, L. (under review). Reasons to leave Academia: Experiences and Perceptions of Doctorate Holders. *Studies in Higher Education*.

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. <https://doi.org/10.1080/02103702.2017.1357251>

Corcelles, M., Cano, M., Liesa, E., Gonzalez-Ocampo, G. & Castelló, M. (2019). Positive and negative experiences related to doctorate studies conditions. *Journal of Higher Education Research & Development*, FI JCR: 2,006 Q1 Education & Educational Research. <https://doi.org/10.1080/07294360.2019.1602596>

Gallego, L., Castelló, M., & Badia, A. (2017). Faculty identity through spheres of teaching and research activity and associated genres. *Higher Education Research & Development*. 36(5), 962-974. <https://doi.org/10.1080/07294360.2016.1263828>

Giralt-Romeu, M., Liesa, E., & Castelló, M. (2020). I research, you research: do future teachers consider themselves researchers? *Journal for the Study of Education and Development*, 1-37. <http://doi.org/10.1080/02103702.2020.1759001>

McAlpine, L. (2020). Success? Learning to navigate the grant funding genre system. *Journal of Research Administration*. 5(1), 10-31. <https://files.eric.ed.gov/fulltext/EJ1254040.pdf>

McAlpine, L., & Inouye, K. (under review). What value do PhD graduates offer? An institutional case study. *Higher Education Research and Development*.

McAlpine, L., Castelló, M., & Pyhältö, K. (2020). What influences PhD graduate trajectories during the degree: A research-based policy agenda. *Higher Education*. DOI: <https://doi.org/10.1007/s10734-019-00448-7>



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- McAlpine, L., Skakni, I., & Inouye, K. (2021). PhD careers beyond the traditional: integrating individual and structural factors for a richer account. *European Journal of Higher Education*. <https://doi.org/10.1080/21568235.2020.1870242>
- McAlpine, L., Skakni, I., & Pyhältö, K. (2020). PhD experience (and progress) is more than work: Life-work relations and reducing exhaustion. *Studies in Higher Education*, 1-15. <http://doi.org/10.1080/03075079.2020.1744128>
- Pyhältö, K., McAlpine, L., Peltonen, J., & Castello, M. (2017). How does social support contribute to engaging post-PhD experience?. *European Journal of Higher Education*, 1-15. <http://dx.doi.org/10.1080/21568235.2017.1348239>
- Pyhältö, K., Peltonen, J., Castelló, M., & McAlpine, L. (2019). What sustains doctoral students' interest? Comparison of Finnish, UK and Spanish doctoral students' perceptions. *Compare: A Journal of Comparative and International Education*. <https://doi.org/10.1080/03057925.2019.1585229>
- Sala-Bubaré, A., & Castelló, M. (2017). Exploring the relationship between doctoral students' experiences and research community positioning. *Studies in Continuing Education*, 39(1), 16-34. <https://doi.org/10.1080/0158037X.2016.1216832>
- Sala-Bubaré, A., Skakni, I., Inouye, K., Weise, C., & McAlpine, L. (2020, in press). Early career researchers making sense of their research experiences: A cross-role and cross-national analysis. *Compare: A Journal of Comparative and International Education*. <http://doi.org/10.1080/03057925.2020.1834349>
- Skakni, I. (2018). Désacraliser la carrière universitaire: concilier compétences scientifiques, génériques et « de carrière » pour repenser les identités professionnelles en recherche. *TransFormations*, 15-16. <https://transformations.univ-lille.fr/index.php/TF/article/view/262>
- Skakni, I. (2018). Doctoral studies as an initiatory trial: Expected and taken-for-granted practices that impede PhD students' progress. *Teaching in Higher Education*, 23, 927-944. <http://doi.org/10.1080/13562517.2018.1449742>
- Skakni, I. (2018). Reasons, motives and motivations for completing a PhD: A typology of doctoral studies as a quest. *Studies in Graduate and Postdoctoral Education*, 9, 197-212. <http://doi.org/10.1108/SGPE-D-18-00004>
- Skakni, I., Calatrava Moreno, M., Corcelles, M., & McAlpine, L. (2019). Hanging tough: Post-PhD researchers dealing with career uncertainty. *Journal of Higher Education Research and Development*, FI JCR: 2,006 Q1 Education & Educational Research. <https://doi.org/10.1080/07294360.2019.1657806>



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Skakni, I., Inouye, K., & McAlpine, L. (2021). PhD holders entering non-academic workplaces: Organisational culture shock. *Studies in Higher Education*.
<https://doi.org/10.1080/03075079.2021.1876650>

Skakni, I., Maggiori, C., Masdonati, J., & Akkermans, J. (submitted). Assessing career competencies of early career researchers.

Vekkaila, J., Virtanen, V., Kukkola, J., Frick, L., & Pyhältö, K. (2019). How do doctoral students in STEM fields engage in scientific knowledge practices? *Frontline Learning Research*, 7(1), 51 - 64. <https://doi.org/10.14786/flr.v7i1.393>

Yousubova, L., & McAlpine, L. (in press). Developing as a post-PhD researcher: Agency and feedback in construction of grant funding success. *Infancia y Aprendizaje*.

Yousubova, L., & McAlpine, L. (under review). Why is the grant proposal not sufficient for funding success? Becoming a system-insider. *Innovations in Education and Teaching International*.

Conferences

Castelló, M., & Petric, B. (2018). Exploring dissertation/thesis writing from the students' perspective: The 'what', the 'how', and the 'why'. Symposium. The Literacy Summit.

Castelló, M., Sala-Bubaré, A., Suñé-Soler, N., & Pardo, M. (2017). Post-PhD researchers' writer identity development: Relationship between conceptions and experiences. 17th Biennial EARLI Conference for Research on Learning and Instruction. TAMPERE (FINLANDIA), Agost 2017.

Gallego, L., Castelló, M. & Badia, A. (2017). ELT University teachers' identity: repertoires about teaching and research. X Coloquio internacional sobre investigación en lenguas extranjeras.

Giralt, M., Liesa, E. & Castelló, M. (2019). Teacher's professional identity as inquirer's: The voice of teacher educators. 3rd EuroSoTL Conference

Liesa, E., Corcelles, M., Cano, M., González-Ocampo, G. & Castelló, M. (2017). What are the most positive and negative significant events in the doctoral journey. Tampere, Finlandia.

Skakni, I. (2017, August). Doctorate as a quest: PhD students purposively navigating their doctoral paths. Paper presented at the 17th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI). Tampere, Finland: University of Tampere.

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



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European Association for Research on Learning and Instruction (EARLI). Tampere, Finland: University of Tampere.

Skakni, I. (2017, June). Désacraliser la carrière académique: concilier compétences scientifiques, génériques et « de carrière » pour repenser les identités professionnelles en recherche. In M. Kaddouri et F. Loiola (Chairs). De quelques enjeux de la formation doctorale: quelles compétences pour quels devenirs des doctorants? Symposium tenu dans le cadre des 15e rencontres du Réseau international de recherche en éducation et en formation (REF). Paris, France: Conservatoire national des arts et métiers (CNAM).

McAlpine, L. (2020). Success? Learning to navigate the grant funding genre system. Journal of Research Administration. LI, 1. <https://www.srainternational.org/blogs/srai-jra1/2020/05/05/success-learning-to-navigate-the-grant-funding-gen>

McAlpine, L. (2019). Success? Getting a grant but also a tenure-track job. Paper presented at EARLI conference. Aachen, Germany.

McAlpine, L., Skakni, I., Sala Bubare, A., Weiz, C., Inouye, K., & Cornér, S. (2019). Symposium "Findings and Reflections From a Cross-National, Cross-Role (PhD, Post-PhD Researchers) Research Program: Possibilities and Challenges". Presentation: Assessing cross-national research with cross-national teams: Trust, quality communication and cross-cultural sensitivity. AERA annual meeting, 5-9.4.2019: Leveraging Education Research in a post-truth era. Toronto, Canada.

Sala-Bubaré, A., Skakni, I., Inouye, K., Weise, C., & McAlpine, L. (2019). Early Career Researchers' Meaning-Making of Research Experiences: A Cross-Role Analysis Using Cross-National Data. AERA 2019 Conference. Toronto (Canada), April 2019.

Skakni, I. (2019, May). Chercheur·e-s en début de parcours et compétences de carrière: une réponse adaptative à des contextes professionnels précaires ? In M. Kaddouri et F. Loiola (Chairs). Enjeux, tensions et pratiques autour de la notion et de l'approche par compétences. Symposium tenu dans le cadre du 87e congrès de l'Association francophone pour le savoir (ACFAS). Gatineau, Canada: Université du Québec en Outaouais.

Skakni, I. (2019, May). Devenir chercheur·e: des hauts et des bas de l'expérience doctorale. Présentation dans le cadre du colloque Enjeux de la relève en recherche: regards pluriels sur la réalité des étudiants-chercheurs, 87e congrès de l'Association francophone pour le savoir (ACFAS). Gatineau, Canada: Université du Québec en Outaouais.

Skakni, I. (Chair) (2019, August). Pursuing careers beyond academia: Motivations, challenges, and trajectories, Symposium organised at the 18th Biennial Conference of the



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European Association for Research on Learning and Instruction (EARLI). Aachen, Germany: RWTH Aachen University.

- Skakni, I., Inouye, K., & McAlpine, L. (2019, August). PhD holders entering non-academic sectors: A culture shock. In I. Skakni (Chair). Symposium Pursuing careers beyond academia: Motivations, challenges, and trajectories. Symposium conducted at the 18th Biennial Conference of the European Association for Research on Learning and Instruction (EARLI). Aachen, Germany: RWTH Aachen University.
- Suñé-Soler, N., Monereo, C. & Castelló, M. (2017). Doctoral Support Networks: Characteristics and relationships with research conditions. Ponencia. Earli-Jure; Tampere-Finlandia

Books

- Berthiaume, D., Bosson, M., Elston, V., & Skakni, I. (2020). L'expérience doctorale : état des lieux et propositions de structuration. DevPro Centre HES-SO de développement professionnel. <https://devpro.hes-so.ch/data/documents/Experience-doctorale-DevPro-juin-2020-12395.pdf>
- Bizer, E., Frick, L., Fourie-Malherbe, M., & Pyhältö, K. (Eds.) (2018). Spaces, journeys and new horizons for postgraduate supervision. (Studies into Higher Education; Nro 5). Stellenbosch: Sun Press. <https://doi.org/10.18820/9781928357810>
- Castelló, M., Pyhältö, K., & McAlpine, L. (2018). European Cross-National Mixed-Method Study on Early Career Researcher Experience. In A. J. Jaeger , & A. J. Dinin (eds), The Postdoc Landscape: The Invisible Scholars (pp. 143-174). London: Academic Press. <https://www.sciencedirect.com/book/9780128131695/the-postdoc-landscape>
- McAlpine, L. (in press). Views on the usefulness of the PhD outside academia: What do we know and need to know? In Cardoso, A., Tavares, O., Sin, C., & Carvalho, T. (Eds.). Structural and institutional transformations in doctoral education: Social, political and student expectations. London: Palgrave, Ch. 8. <https://www.palgrave.com/gp/book/9783030380458>
- McAlpine, L. (in preparation). Research careers and mobility. In Oancea, A., Derrick, G., & Nuseibeh, N. Handbook on Meta-Research. Cheltenham: Elgar Publishing.
- McAlpine, L. (2020). What are postdocs? Drivers, purposes and outcomes. Higher Education in Russia and Beyond. 2 (23), [https://herb.hse.ru/en/2020--2\(23\).html](https://herb.hse.ru/en/2020--2(23).html)
- Sakurai, Y., & Pyhältö, K. (2018). Understanding students' academic engagement in learning amid globalizing universities. teoksessa A. W. Wiseman (Toimittaja), Annual Review of Comparative and International Education 2017 (Sivut 31-38). (International perspectives on education and society ; Vuosikerta vol. 34). Bingley, UK: Emerald. <https://doi.org/10.1108/S1479-367920180000034003>



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IO6: Resisting Inequitable policies and practices.

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IO7: Research balance

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Others

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- McAlpine, L. (2019). Continuing the conversation: A collective view of supervision (2). Seminar. Central European University, Budapest.
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IO9: Writing and publishing

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