



WRITING AND PUBLISHING IN THE DOCTORATE

Description of the workshop

Length: *12 hours (4 sessions of 3 hours)*

Participants: *between 10-15 second- or third-year doctoral students (some experience with research writing but not with publishing)*

Objectives

- To learn the characteristics of the genre research article: structure and micro-resources
- To develop useful and efficient strategies and resources to write the different sections of a research article
- To learn to revise texts and receive feedback from peers
- To learn the publication process
- To reflect on 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.
- Structure of research articles: sections and characteristics.
- Micro-resources of research articles.
- Giving and receiving feedback.
- Publication process.

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
- [Questionnaire: Strengths and uncertainties](#)
- Examples of published articles



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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-identity.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://drive.google.com/file/d/1yAQsucTRCTiRi6BiP4PYWBqM_7uVT3UF/view?usp=sharing.

- 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://drive.google.com/file/d/1cwstbPLd1fyrJpkBElcCYmw8MkGM7MJT/view?usp=sharing>.

- 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.



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- 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.
- 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**

Two weeks before the first session				
Theme / objectives	Contents	Activities	Responsibility	Duration
Explore participants' baseline, training needs and expectations about the workshop.	<ul style="list-style-type: none"> • Prior experience with research writing • Conceptions and emotions related to research writing • Expectations about the workshop, needs related to research writing 	Answer the initial questionnaire	Participants (On-line)	20 minutes
Resources	Online survey: Uncertainties and securities about research writing			

First session (3 hours)				
Theme / objectives	Contents	Activities	Responsibility	Duration
Presentation of the workshop	<ul style="list-style-type: none"> • Presentation 	Interactive presentation	Facilitator(s)	10 minutes
Group presentation	<ul style="list-style-type: none"> • Individual presentations 	Discussion	Participants	15 minutes
Introduction research writing and conceptions	<ul style="list-style-type: none"> • What is research writing? • Writing conceptions 	Interactive presentation	Facilitator(s)	1 hour
		Questionnaire	Participants	15 minutes



Reflect on writing conceptions, affordances and barriers	<ul style="list-style-type: none"> • Participants' conceptions about writing • Barriers and Facilitator(s) 	Group discussion	Facilitator(s) & Participants	20 minutes
Explore their 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 W2_S1			



Second session (3 hours)				
Theme / objectives	Contents	Activities	Responsibility	Duration
Structure of research articles - overview	<ul style="list-style-type: none"> • Structure of a research article 	Interactive presentation	Facilitator(s)	15 minutes
Structure of research articles - introduction	<ul style="list-style-type: none"> • Parts of a research article and characteristics: <ul style="list-style-type: none"> ○ Introduction • Strategies and resources to write effectively 	Interactive presentation	Facilitator(s)	15 minutes
		Structure analysis of the introduction - examples	Participants (in pairs)	30 minutes
		Group discussion	Facilitator(s) & Participants	20 minutes
Structure of research articles - method	<ul style="list-style-type: none"> • Parts of a research article and characteristics: <ul style="list-style-type: none"> ○ Method • Strategies and resources to write effectively 	Interactive presentation	Facilitator(s)	15 minutes
		Structure analysis of the method - examples	Participants (in pairs)	15 minutes
		Group discussion	Facilitator(s) & Participants	20 minutes
Structure of research articles – results and discussion	<ul style="list-style-type: none"> • Parts of a research article and characteristics: <ul style="list-style-type: none"> ○ Results ○ Discussion • Strategies and resources to write effectively 	Interactive presentation	Facilitator(s)	15 minutes
		Structure analysis of results & discussion - examples	Participants (in pairs)	15 minutes
		Group discussion	Facilitator(s) & Participants	20 minutes
Resources	Workshop slides W2_S2 Examples of published articles Planning guide			
Homework		Filling in the planning guide	Participants (individually)	At home



Third session (3 hours)				
Theme / objectives	Contents	Activities	Responsibility	Duration
Peer review	<ul style="list-style-type: none"> Giving and receiving peer feedback 	Interactive presentation	Facilitator(s)	20 minutes
		Reviewing a peers' planning guide	Participants (individually)	20 minutes
		Exchanging feedback	Participants (in pairs)	30 minutes
		Group reflection	Facilitator(s) & Participants	15 minutes
Micro-resources of research articles	<ul style="list-style-type: none"> Micro-resources of research articles 	Interactive presentation	Facilitator(s)	20 minutes
		Structure analysis of the micro-resources - examples	Participants (in pairs)	30 minutes
		Group discussion	Facilitator(s) & Participants	30 minutes
Resources	Workshop slides W2_S3			
Homework		Writing a draft of the introduction	Participants (individually)	At home



Fourth session (3 hours)				
Theme / objectives	Contents	Activities	Responsibility	Duration
Peer review	<ul style="list-style-type: none"> • Giving and receiving peer feedback 	Interactive presentation	Facilitator(s)	10 minutes
		Reviewing a peers' planning guide	Participants (individually)	30 minutes
		Exchanging feedback	Participants (in pairs)	50 minutes
Publishing in peer-reviewed scientific journals	<ul style="list-style-type: none"> • Impact factors • Peer-review process • Scientific journals: <ul style="list-style-type: none"> ○ Characteristics ○ Where to submit our paper 	Interactive presentation	Facilitator(s)	20 minutes
		Choosing a journal and analysing it	Participants (individually or in pairs)	20 minutes
		Group discussion	Facilitator(s) & Participants	15 minutes
Learning and take-aways	<ul style="list-style-type: none"> • Strategies, take-aways, conclusions, and next steps 	Presentation activity	Facilitator(s)	10 minutes
		Reflective questions about the workshop and next steps	Participants (individually)	10 minutes
		Group discussion	Facilitator(s) & Participants	15 minutes
Resources	Workshop slides W2_S4 Participants' text			