

Researcher Identity Integration Paper

Overview

The Researcher Identity Integration Paper is designed to encourage reflective and critical thinking about one's own belief systems and identity—aspects of being a human that are inherently embedded in the research we conduct. This assignment is grounded in the Researcher Development Framework (pdf [download available here](#)), specifically *Self-Confidence* (quality B1.4).

In-class Researcher Notes Reflections (Everyone)

Everyone in the course is engaging in some reflection on their developing researcher identity, by submitting responses to the Researcher Notes Reflections during class. Each is about one page in length, done in class by hand. I will collect them and offer broad feedback. (I will also be writing my own researcher/journal reflections in response to what I'm seeing about identity development, but will not include any specific details about what you share that could identify you.)

FAQ 2023

1. Why are we doing Researcher Notes in class by hand?

Answer: *I am giving you class time for this because I think these reflections are really important, yet are low enough stakes (it's like a clicker point) that they aren't meant to take any longer than 10 minutes to complete. I know there will be a temptation for some folks to spend longer on it than that (if that's you, great! Please consider the optional Researcher Identity Integration Paper!). This isn't meant to be long. Writing by hand slows us down, gives us some time to think while we write. And gives us some practice for tests.*

2. What do we do if an answer is something private/not to be shared?

Answer: *Absolutely, please respect your own boundaries. You never have to share anything you're not comfortable sharing. For the first one, I invite you to consider that you might have more than one inspiration for learning more about psychology. Write about whatever aspects feel safe for you. Only I will read these, and I will not share what you write with anyone (not even our Teaching Fellows). If, after submitting something, you have any regrets about the content of what you shared, please just let me know you'd like to resubmit.*

3. Can you please add lines to help us keep our printing straight?

Answer: Sure!

Researcher Identity Integration Paper

Begin by re-reading all of your Researcher Notes (in class exercises) entries. Familiarize yourself with the Researcher Development Framework (pdf [download available here](#)) by reading the overview on pages 2-3. Then, read the entry for *Self-Confidence* (quality B1.4 on page 9), which is also available in screenshots below.

Examine the grading criteria below. I'll be looking for answers to the following questions, embedded in your paper. You can structure your paper any way you wish, but be sure to address each question or

topic. I have provided some Maximum Point values for each criterion to help you prioritize space and effort. The paper should be approximately 5 pages (double spaced, 12-point font). Submit your original, hand-written reflections along with the paper.

Question to answer	Max Points					
<p>Reflection on your personalized Researcher Notes. (These responses could make a good introduction to the paper.)</p> <ul style="list-style-type: none">How would you summarize your main insights across these research reflections over the course of this term?How do you feel about your responses now, at the end of the term? Which ideas still resonate with you? Which ideas now seem outdated or underdeveloped? What do you think now?<i>Important: Use quotes from your own Researcher Notes to back up your main claims.</i>	10					
<p>Analysis of your Researcher Notes using the Researcher Development Framework (RDF) B1.4 Self-Confidence criteria. (These responses could make a good body to the paper.)</p> <ul style="list-style-type: none">Brief discussion of a sample of the RDF B1.4 criteria, including any evidence of each of them in reflections. All 13 criteria you can choose from are captured in the screenshot below: <div><p>4. Self-confidence</p><table><tr><td>Aware of some personal abilities and willing to demonstrate them. Recognises boundaries of own knowledge, skills and expertise and draws upon and uses sources of support, as appropriate. (D6)*</td><td>Aware of range of own skills and enjoys demonstrating them. Able to defend ideas in the face of reasonable challenge both from colleagues and others. Self-reliant; (D7)* capable of directing others.</td><td>Is confident of own skills and ideas in the face of strong challenge – seeks challenges. Builds a range and variety of support structures. Contributes to others' support; recognises need for collegiality.</td><td>Comfortable that own ideas are likely to be radical/unusual; has self-confidence to initiate challenge and engage with others. Maintains a variety of support structures. Develops confidence in others.</td><td>Seeks out sophisticated challenges to any new/unusual/radical ideas. Inspires confident behaviour in others.</td></tr></table></div> <ul style="list-style-type: none">The criteria are organized in 5 Phases, like a developmental progression from Phase 1 to 5, left to right. Discusses which of the 5 phases you think best captures your reflections, overall, and what evidence there is for that assessment. <i>Use quotes from your own Researcher Notes to back up your main claims.</i>Include an overall assessment of how your own “self-confidence as a researcher” developed over the course of the term, as defined by this framework.Focus on one of the 13 RDF B1.4 criteria that shows up most strongly. Discuss evidence for why you think this shows up most strongly, including direct quotes (be sure to cite which reflection they came from). For example, you might see many times when your reflections showed that you were “aware of range of own skills and enjoys demonstrating them.” Discuss what these examples look like, and include a couple of quotes to illustrate your point.	Aware of some personal abilities and willing to demonstrate them. Recognises boundaries of own knowledge, skills and expertise and draws upon and uses sources of support, as appropriate. (D6)*	Aware of range of own skills and enjoys demonstrating them. Able to defend ideas in the face of reasonable challenge both from colleagues and others. Self-reliant; (D7)* capable of directing others.	Is confident of own skills and ideas in the face of strong challenge – seeks challenges. Builds a range and variety of support structures. Contributes to others' support; recognises need for collegiality.	Comfortable that own ideas are likely to be radical/unusual; has self-confidence to initiate challenge and engage with others. Maintains a variety of support structures. Develops confidence in others.	Seeks out sophisticated challenges to any new/unusual/radical ideas. Inspires confident behaviour in others.	20
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<p>Incorporates an image (e.g., photograph, diagram, drawing) that represents your development this term.</p> <p>Includes discussion of how this image somehow illustrates your reflections and/or development across the term.</p>	5					

The source of the image is credited appropriately. (This image could be on a cover page, or embedded within directly where it is discussed.)	
Revisit Course Goal 8. Respond to it thoroughly, drawing on all of your reflections and your current thinking. (This discussion could be a make a good final stage to the paper.) <i>Reflect on your own positionality, your values and perspectives, and how they might influence how you engage with psychology's research processes. Discuss what skills, methods, values, perspectives you want to take with you beyond this course, which to leave behind, and which you might continue to try out or perhaps continue to question.</i>	10
Evidence of integrity and honesty. Does this paper show clear evidence of having drawn from this person's own specific Researcher Notes, to produce original work? Are the original Researcher Notes included in the submission?	5
Total	50

FAQ 2023

- It says to attach all handwritten researcher notes along with the submission of the paper in the assignment description. How would you like this done, I was thinking of scanning each paper and attaching it as a separate page on the final document, does this work? I was also wondering how we should submit, the sixth note?
 - Answer:** scan, or even photographs. I just want you and me to be able to refer to them.
- Just to confirm we are allowed to use personal pronouns?
 - Answer:** yes absolutely
- I also just wanted to know if we have to in-text cite when referring to points made in the Research Development Framework?
 - Answer:** just the first time, but I'll know what the task is I've asked you to do
- I am just having some trouble with the image part of the paper. Can any image be used, so long there is accurate credit given and a small caption to discuss the purpose of the image?
 - Answer:** any image -- maybe a photo that's a metaphor of your growth, or a diagram, or anything. The discussion of the image should be embedded in your paper.
- Citing Personal Images: In the context of sourcing personal images for the article, could you provide guidance on how to cite them properly? For instance, should I follow a format like "Picture by [Name]"?
 - Answer:** No points are going to APA style, but if you want to use it, the 2nd example here <https://apastyle.apa.org/style-grammar-guidelines/references/examples/clip-art-references> looks appropriate.
- Formatting Concerns: Am I allowed to use formatting styles such as bolding for emphasis in my reflections?

Answer: yes
- Reference List Inclusion: Is it necessary to include a reference list at the end of the reflections, or is the citation within the text sufficient?

Answer: depends on what you're citing, if it's just your own notes then no reference list is needed. if it's something else, then yes one is needed.
- Quoting vs. Paraphrasing: When referring to quotes, is it acceptable to paraphrase the content, or should I strictly adhere to quoting the original text?

Answer: depends on what you're quoting or paraphrasing
- Organization of Phases and Evidence: I have included the discussion of the RDF B1.4 criteria, along with evidence, in my reflections. Is it acceptable to combine the discussion of criteria, phase identification, and

evidence in a single section, or should they be separated?

Answer: up to you. think about what would make it easier for me to identify these elements quickly while I'm marking

10. Submission of Original Reflections: The guidelines mention submitting "original, hand-written reflections along with the paper." Does this mean that I should include all my reflections in the PDF document as well?

Answer: yes

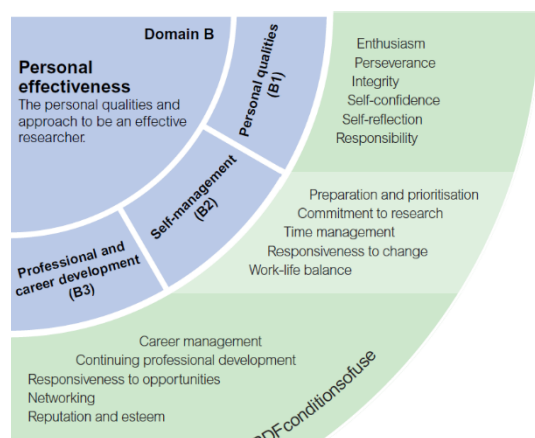
11. Page Limit and Inclusions: The guidelines state "5 pages." Could you clarify if this means five pages for the entire submission, encompassing both the photo and cover page, or if these should be separate from the seven-page limit?

Answer: this isn't meant to be a very long paper. It makes sense to exclude the cover page.

Additional Background

This assignment is grounded in the [Researcher Development Framework](https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework) (RDF):

<https://www.vitae.ac.uk/researchers-professional-development/about-the-vitae-researcher-development-framework>. I considered other student-scholarly identity development theories especially the "self-authorship" framework (see Baxter Magolda, 2014; King, Baxter Magolda, Barber, Brown, & Lindsay, 2009), but it didn't quite fit with our course learning goals or provide the assignment structure I was seeking. Upon close examination of the RDF, it was Domain B, particularly B1 Personal Qualities seemed particularly relevant to our learning goals.



B1 Personal Qualities are summarized as "the personal qualities, career and self-management skills required to take ownership for and control of professional development." Of all 6 qualities in B1, **self-confidence** caught my eye for a few reasons.

4. Self-confidence	Aware of some personal abilities and willing to demonstrate them. Recognises boundaries of own knowledge, skills and expertise and draws upon and uses sources of support, as appropriate. (D6)*	Aware of range of own skills and enjoys demonstrating them. Able to defend ideas in the face of reasonable challenge both from colleagues and others. Self-reliant; (D7)* capable of directing others.	Is confident of own skills and ideas in the face of strong challenge – seeks challenges. Builds a range and variety of support structures. Contributes to others' support; recognises need for collegiality.	Comfortable that own ideas are likely to be radical/unusual; has self-confidence to initiate challenge and engage with others. Maintains a variety of support structures. Develops confidence in others.	Seeks out sophisticated challenges to any new/unusual/radical ideas. Inspires confident behaviour in others.
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At its earliest stages (to the left) it involves identifying one's own strengths and engaging with them. There is an assumption here that each person *has* strengths to demonstrate here in a research context (see Silverman, Rosario, Hernandez, & Destin, 2023). Embedded in the description is also the important recognition of one's limitations, and prompts action to seek appropriate resources and support to address those -- which isn't the same as dwelling on one's deficits. "Comfortable that own ideas are likely to be radical/unusual" also caught my eye as importantly related to my Course Goals 2 and 8. To the extent that we are succeeding here in a more diverse group of people feeling belonging, that

belonging might be rooted in this very comfort. I also think it's important that there is a sense of uplifting other folks here too. All in all, this subdomain is quite consistent theoretically with all three facets of self-determination theory (competence, autonomy, and relatedness; see Ryan & Deci, 2000), and aligns somewhat with the 4/5Rs (see Kirkness & Barnhardt, 2001). In the existing psychological literature, this definition of “self-confidence” actually aligns more closely to “self-efficacy” (for an example, see Freire et al., 2020).

Acknowledgements

Thanks to [Dr. Andrea Webb](#) for the nudge to use a theoretical framework to guide this assignment series, and to [Dr. Natasha Kenny](#) for a thoughtful conversation at [STLHE](#) in June 2023 during which she recommended I consider the Researcher Development Framework.

References

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Some additional works consulted

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<https://doi.org/10.1177/1745691622114498>

Researcher Notes Reflection #1

Please use the following page (front and back if you wish), to respond thoughtfully to the following prompt. Please respect your own boundaries. You do not have to share anything you're not comfortable sharing. Write about whatever aspects feel safe for you. Only I will read these, and I will not share what you write with anyone (not even our Teaching Fellows). If, after submitting something, you have any regrets about the content of what you shared, please just let me know you'd like to resubmit.

Name (preferred first and LAST) _____ Student ID number _____

Please photograph your writing before submitting, for your records.

What is it about who you are that makes you interested in studying psychology? In this approach to knowing? Consider your positionality/identity as you come to learn this research process. You might include a particular emphasis on pivotal life experiences, the strengths that you bring, your existing abilities, and/or any ontological/epistemological lenses that you are aware that bring to research.

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, leaving small margins at the top and bottom. There are no vertical margin lines, text, or other markings on the page.

Researcher Notes Reflection #2

Please use the following page (front and back if you wish), to respond thoughtfully to the following prompt. Please respect your own boundaries. You do not have to share anything you're not comfortable sharing. Write about whatever aspects feel safe for you. Only I will read these, and I will not share what you write with anyone (not even our Teaching Fellows). If, after submitting something, you have any regrets about the content of what you shared, please just let me know you'd like to resubmit.

Name (preferred first and LAST) _____ Student ID number _____

Research Group number _____ *Please photograph your writing before submitting, for your records.*

What is one strength or perspective that you admire in someone else who is involved in making knowledge (from any discipline or way of knowing)? --- *How do you see that strength being useful in a specific part(s) of the research processes we are learning here?* --- If possible, *how might you develop that strength in yourself?* --- If you were on team with this person, how might your abilities complement what they offer?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.

Researcher Notes Reflection #3

Please use the following page (front and back if you wish), to respond thoughtfully to the following prompt. You do not have to share anything you're not comfortable sharing. Write about whatever aspects feel safe for you. Only I will read these, and I will not share what you write with anyone (not even our Teaching Fellows). If, after submitting something, you have any regrets about the content of what you shared, please just let me know you'd like to resubmit.

Name (preferred first and LAST) _____ Student ID number _____

Research Group number _____ *Please photograph your writing before submitting, for your records.*

Everyone has borders/limitations to their current knowledge, skills, and expertise. (a) When you think about making knowledge and engaging in the process of research, discuss one border/limitation you think you have. (b) How important is it to you that you learn and grow in this area? Why? (c) What resources or support might help you with that growth? (d) If you succeeded in learning and growing in this area, what impacts do you think that would have for you?

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Researcher Notes Reflection #4

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Name (preferred first and LAST) _____ Student ID number _____

Research Group number _____ *Please photograph your writing before submitting, for your records.*

(A) What perspectives, knowledge, or lived experiences do you, personally bring that might be unique to doing research in psychology (or research in another context)? (B) When do you feel most comfortable sharing ideas that come from your unique lens? (C) How might you build confidence in sharing your ideas? (D) How might you help someone else on a research team build confidence sharing their ideas?

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Researcher Notes Reflection #5

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Name (preferred first and LAST) _____ Student ID number _____

Research Group number _____ *Please photograph your writing before submitting, for your records.*

Creating knowledge (i.e., research) takes initiative, persistence in the face of failure and rejection, and creative responses to new challenges. Given what you have learned about yourself and the research process this term, reflect on your current/recent willingness to persist through challenges and take initiative. (A) What kinds of challenges do you enjoy the most, if at all? (B) What are some strategies you use (or could you use) to help you persist when challenges feel extra difficult? (C) In what ways (and how much) do you want to be challenged by your future career path(s)?

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Researcher Notes Reflection #6

Please use the following page (front and back if you wish), to respond thoughtfully to the following prompt. You do not have to share anything you're not comfortable sharing. Write about whatever aspects feel safe for you. Only I will read these, and I will not share what you write with anyone (not even our Teaching Fellows). If, after submitting something, you have any regrets about the content of what you shared, please just let me know you'd like to resubmit.

Name (preferred first and LAST) _____ Student ID number _____

Research Group number _____ *Please photograph your writing before submitting, for your records.*

Reflect on your own positionality, your values and perspectives, and how they might influence how you engage with psychology's research processes. Discuss what skills, methods, values, perspectives you want to take with you beyond this course, which to leave behind, and which you might continue to try out or perhaps continue to question. [Course Goal 8]

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