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What does it take to train researchers of tomorrow?

Come and join us in discussing the challenging task of training researchers of tomorrow.

Supervision is sometimes primarily regarded as a something that can boost the future career of researchers. However, promoting skills and independence in doctoral students also requires skills and independence as a key for successful training and creating conditions for supervision as a critical pedagogical praxis (Hopwood & Frick, 2023). We need sufficient well-trained researchers able to take on the challenge of supervision in a world where science is both more important than ever but also debated and mistrusted. But how do you train for supervising an individual in a unique project preparing the student for an independent research career or a career outside academia?

At Linnaeus university we want applicants who has started an independent research career, published, and has adequate experience to participate in the program for border-crossing exchanges of experiences between doctoral supervisors from different disciplines during 8 months.

Challenges we experience are perceptions of doctoral education as uniform, proposing administrative rules interfering with exam objectives and the process. We see tendencies both among supervisors' councils/collegiums and students to mainstream and standardize training. We consider these tendencies alongside supervisors' main incentives for being supervisors as being two main challenges for the training program.

Depending on the no of attendees our aim would be to stage a 'floating café' after an introduction to our case, challenges of an eight-month supervisors training program at Linnéus University. The form can preferably be used for intensive brainstorming and problem solving, bringing on new and revised perceptions of complex issues of doctoral supervision. If fewer participants, the challenges could be discussed in a larger setting or groups.

- Tables in the café setting would then represent challenges as:
- What is required of contemporary and future doctoral supervisors?
- How to balance a unique doctoral education and different conditions while maintaining consistent degree goals?
- How can uninformed praxis be challenged in supervision training?
- What's the future for ISP? Can we talk about the ISP as a pedagogical tool?