



Réflexives®

Linguistique et Pratiques de Recherche

TRAINING THROUGH RESEARCH: SEMINARS FOR SUPERVISORS AND THEIR PHD STUDENTS

- Integrity and Responsible Conduct of Research, Quality in Research
- Building a scientific project: from idea to project, Communicating science
- Education for Sustainable Development

Loosely defined stages are common to most research projects. Most authors argue that it is incumbent upon the supervisor to bridge the gaps in communication during the various stages of research by requesting regular meetings and updates, and to develop a basic level of collegiality to make the research project successful. The roles expected and assumed by students and supervisors – as guide, project manager, or ‘critical friend’ – structure the relationship and the strategies for supervision.

We defend the idea that the research project plays a fundamental role in structuring thinking, knowledge acquisition and elaboration, and that it strongly contributes to developing competencies like autonomy, critical analysis and the capacity to synthesize ideas and experience. The methodological approach to structuring a research project is key to a successful relationship between supervisors and students.

OBJECTIVES

From the supervisor's idea to the PhD student's research project: opening transaction spaces to foster relations of cooperation

Training young professionals to:

- “have the big picture”: capacity to situate their project and to situate themselves
- conduct their research in a responsible manner and implement quality criteria
- develop critical thinking and analysis, and become effective readers and reviewers
- build an Individual Development Plan and a Portfolio

Training supervisors to:

- think critically about their role as supervisors, mentors, and role models
- ensure that the PhD student will take ownership of his research and professional project
- formulate their competencies

STRATEGY

- opening spaces of transaction to build the PhD student's research project
- encouraging dialogue between disciplines and focus on scientific and societal issues
- assessing the gap between norms and practices
- developing reflective practice to analyse research practices, professional practices and identify competencies involved
- fostering mutual learning

METHODS AND TOOLS

- each workshop includes 4 supervisor/PhD student pairs and are facilitated by 2 researchers trained in communication and mediation techniques
- theoretical presentations and real-work situations
- mind-mapping to foster creativity ; linguistics

The Réflexives® seminars are followed by technical workshops such as project management, scientific writing, building a portfolio. Supervisors are encouraged to attend workshops on Reflective Analysis of Professional Practice to foster sustainability of the training.



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