Research-Related and Profile-Oriented Mediation Competences as a Must for the 21st Century PhD Students

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Presentation Outline

✿ The four broad profiles for researchers outlined by the European Commission in "Towards a European Framework for Research Careers"

✿ A PhD Student as a First Stage Researcher (R1) (necessary research & communication desirable competences)

✿ Lomonosov Moscow State University didactic studies on PhDs students' success as researchers in international settings

✿ PhD students as self-made translators and cross-lingual (amateur) mediators in international settings

✿ The necessity for adding mediation competences to the list of European researchers' necessary and desirable competences

✿ Lingua-cultural academic sensitivity, lingua-cultural academic adaptability as preconditions for being a successful academic international writer

✿ Intercultural dialogue of national academic cultures in the 21st century

A European View on the Research Career Pathway of the Modern Researcher

The Beginning Researcher (BR) = Master's Degree students

The First Stage Researcher (R1) = MD holders & PhD students

The Recognised Researcher (R2) = PhD holders or equivalent who are not yet fully independent

The Established Researcher (R3) = Researchers who have developed a level of independence (associate professors, professors)

The Leading Researcher (R4) = Professors leading their research area or field

Illustrative Data on the Comparison of Necessary and Desirable Competences of R1 & R2

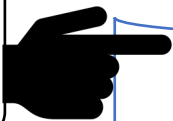| Profile	Necessary Competences	Desirable Competences
R1 PhD student	1.1 carries out research under supervision; 1.2 has the ambition to develop knowledge of research methodologies and discipline; 1.3 has demonstrated a good understanding of a field of study; 1.4 has demonstrated the ability to produce data under supervision; 1.5 is capable of critical analysis, evaluation and synthesis of new and complex ideas; 1.6 is able to explain the outcome of research (and value thereof) to research colleagues.	develops integrated language, communication & environment skills, especially in an international context

R2

❑ NECESSARY COMPETENCES:

➤ HAS DEMONSTRATED A SYSTEMATIC UNDERSTANDING OF A FIELD OF STUDY AND MASTERY OF RESEARCH ASSOCIATED WITH THAT FIELD;

➤ HAS DEMONSTRATED THE ABILITY TO CONCEIVE, DESIGN, IMPLEMENT AND ADAPT A SUBSTANTIAL PROGRAMME OF RESEARCH WITH INTEGRITY;

➤ HAS MADE A CONTRIBUTION THROUGH ORIGINAL RESEARCH THAT EXTENDS THE FRONTIER OF KNOWLEDGE BY DEVELOPING A SUBSTANTIAL BODY OF WORK, INNOVATION OR APPLICATION. THIS COULD MERIT NATIONAL OR INTERNATIONAL REFEREED PUBLICATION OR PATENT;

➤ DEMONSTRATES CRITICAL ANALYSIS, EVALUATION AND SYNTHESIS OF NEW AND COMPLEX IDEAS;

➤ CAN COMMUNICATE WITH THEIR PEERS - BE ABLE TO EXPLAIN THE OUTCOME OF THEIR RESEARCH (AND VALUE THEREOF) TO THE RESEARCH COMMUNITY;

➤ TAKES OWNERSHIP FOR AND MANAGES OWN CAREER PROGRESSION, SETS REALISTIC AND ACHIEVABLE CAREER GOALS, IDENTIFIES AND DEVELOPS WAYS TO IMPROVE EMPLOYABILITY;

➤ CO-AUTHORS PAPERS AT WORKSHOPS AND CONFERENCES.

❑ Desirable competences:

✓ Understands the agenda of industry and other related employment sectors;

✓ Understands the value of their research work in the context of products and services from industry and other related employment sectors;

✓ Can communicate with the wider community, and with society generally, about their areas of expertise;

✓ Can be expected to promote, within professional contexts, technological, social or cultural advancement in a knowledge based society;

✓ Can mentor First Stage Researchers, helping them to be more effective and successful in their R&D trajectory.

LEADING RESEARCHER DESCRIPTORS

R 4

- ❑ HAS AN INTERNATIONAL REPUTATION BASED ON RESEARCH EXCELLENCE IN THEIR FIELD;
- ❑ DEMONSTRATES CRITICAL JUDGMENT IN THE IDENTIFICATION AND EXECUTION OF RESEARCH ACTIVITIES;
- ❑ MAKES A SUBSTANTIAL CONTRIBUTION (BREAKTHROUGHS) TO THEIR RESEARCH FIELD OR SPANNING MULTIPLE AREAS;
- ❑ DEVELOPS A STRATEGIC VISION ON THE FUTURE OF THE RESEARCH FIELD;
- ❑ RECOGNISES THE BROADER IMPLICATIONS AND APPLICATIONS OF THEIR RESEARCH;
- ❑ PUBLISHES AND PRESENTS INFLUENTIAL PAPERS AND BOOKS, SERVES ON WORKSHOP AND CONFERENCE ORGANISING COMMITTEES AND DELIVERS INVITED TALK;

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- ❑ IS AN EXPERT AT MANAGING AND LEADING RESEARCH PROJECTS & SKILLED AT MANAGING AND DEVELOPING OTHERS
- ❑ IS AN EXCELLENT COMMUNICATOR AND NETWORKER WITHIN AND OUTSIDE THE RESEARCH COMMUNITY [CREATING NETWORKS];
- ❑ IS ABLE TO CREATE AN INNOVATIVE AND CREATIVE ENVIRONMENT FOR RESEARCH;
- ❑ ACTS AS A PROFESSIONAL DEVELOPMENT ROLE MODEL FOR OTHERS.

FIRST STAGE RESEARCHER DESCRIPTORS
HTTPS://EURAXESS.EC.EUROPA.EU/EUROPE/CAREER-DEVELOPMENT/TRAINING-RESEARCHERS/RESEARCH-PROFILES-DESCRIPTORS

RESEARCH LANGUAGE SKILLS IN ACADEMIC L1 + ELF

- ❑ CARRY OUT RESEARCH UNDER SUPERVISION;
- ❑ HAVE THE AMBITION TO DEVELOP KNOWLEDGE OF RESEARCH METHODOLOGIES AND DISCIPLINE;

- ❑ HAVE DEMONSTRATED A GOOD UNDERSTANDING OF A FIELD OF STUDY;
- ❑ HAVE DEMONSTRATED THE ABILITY TO PRODUCE DATA UNDER SUPERVISION;
- ❑ BE CAPABLE OF CRITICAL ANALYSIS, EVALUATION AND SYNTHESIS OF NEW AND COMPLEX IDEAS

- ❑ BE ABLE TO EXPLAIN THE OUTCOME OF RESEARCH (AND VALUE THEREOF) TO RESEARCH COLLEAGUES

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- ❑ DEVELOPS INTEGRATED LANGUAGE, COMMUNICATION AND ENVIRONMENT SKILLS, ESPECIALLY IN AN INTERNATIONAL CONTEXT

➢ **MONOLINGUAL ACADEMIC SKILLS**

➢ **BILINGUAL SKILLS IN CRITICAL READING**

➢ **BILINGUAL PERCEPTIVE & PRODUCTIVE SKILLS IN UNIVERSITY ACADEMIC SETTINGS**

➢ **INTELLECTUAL & COMMUNICATIVE SKILLS IN UNIVERSITY ACADEMIC SETTINGS**

➢ **BILINGUAL SKILLS IN UNIVERSITY ACADEMIC SETTINGS**

➢ **BILINGUAL AND PLURICULTURAL SKILLS IN WRITTEN & SPOKEN COMMUNICATION**

COMMUNICATIVE LANGUAGE COMPETENCES

FOUR MODES OF COMMUNICATION

RECEPTION

PRODUCTION

INTERACTION

MEDIATION

ACTIVITIES & STRATEGIES

READING

LISTENING

SPEAKING

WRITING

CEFR

C2
C1
B2
B1
A2
A1

LANGUAGE USERS AS MEDIATOR

The mediator is a person who is able to make communication possible between other persons who are unable, *for whatever reason*, to communicate with each other directly and he is able to act as an intermediary between interlocutors who are unable to understand each other directly, normally (*but not exclusively*) speakers of different languages.

(CEFR, 2001)

The mediator as a go-between other interlocutors involved in intercultural communication is able to:

✓ mediate a text (*relaying specific information, explaining data, proceeding test, translating a written text in speech or writing and the like*);

✓ mediating concepts (*facilitating collaborative interaction with peers, collaborating to construct meaning, managing interaction and encouraging conceptual talk*);

✓ mediating communication (*facilitating communication in delicate situations and disagreements*)

(CEFR.CV,2018,pp103-125)

MEDIATION ACTIVITIES	R2	R3
1.Mediating a (scholar/science) text:		
1.1. Relaying specific information given in written papers or scholars' presentations	✔	✔
1.2. Presenting verbal information in non-verbal formats (graphs, chats etc.) исследовательской информации.	✔	✔
1.3. Processing different genres of scholar/science texts.	✔	✔
1.4. Translating scholars' written text in (mostly selective) translation of scientific /research-related organisational / researched=related legal information for mediation purposes.	-	✔
1.5. Mediation-based Interpretation of academic research information in international settings.	-	✔
2. Mediating concepts		
2.1. Facilitating collaborative interaction with peers.	Partly	✔
2.2. Collaborating to construct meaning.	-	✔
2.3. Managing interaction.	-	✔
2.4. Encouraging conceptual talk.	-	✔
3. Mediating communication :		
3.1. Facilitating pluricultural space	-	✔
3.2. Acting as cross-cultural/pluricultural mediator in informal & formal academic settings.	Partly	✔
3.3. Facilitating communication in delicate situations and disagreements .	-	✔

Non-dialogue of Cultures

One's attitude to another culture is characterized by his/her:
a) **denial or rejection and/or underestimation other cultures' values;**
b) **utilitarian attitude to another culture (pragmatic assimilation or extreme idealization).**

DIALOGUE OF CULTURES

One's attitude to another culture is characterized by:
a) acknowledging its equality, regardless of its differences from one's own culture;

b) interesting, thought-provoking, enriching, desirable in its uniqueness and discovery.

Kagan, M. C. (1988). *The World of Communication: Problem of Intersubjective Relationships*. Moscow: Politizdat.

Cultural academic sensitivity

Lingua-cultural academic adaptability

Lingua-cultural flexibility

DIDACTICALLY-SUPPORTED INTERCULTURAL TRANSLATOLOGY

An Intercultural Dialogue in the field of science, research & innovation is a style of cooperation & collaboration between researchers themselves, between researchers & business communities, between researchers and society on the whole. It comprises an open and respectful exchange of views between individuals and groups with different ethnic, cultural, religious and linguistic backgrounds and heritage, on the basis of mutual understanding and respect and in accordance with the European vision of Open Education, Open Science, Open Innovation and Open to the World. In the light of what has been said, modern researchers are expected to be able to act as cross-cultural/pluricultural mediators, bilingual or trilingual, not only in intercultural academic environments, but in business and other communities.

(Based on: White Paper on Intercultural Dialogue "Living Together As Equals in Dignity", 2008: 17; Kagan,1988, Safonova, 2017)

Researchers' Intercultural Development

RECOGNISED RESEARCHER
(PhD holders)
Research, Innovation & Life Changes Programmes

- ✓ BILINGUAL SELF-TRAINING IN RESEARCH LEADERSHIP
- ✓ BILINGUAL/TRILINGUAL SELF-EDUCATION ON HOW TO CREATE OPEN SCIENCE & OPEN INNOVATION RESEARCH COMMUNITIES
- ✓ BILINGUAL/TRILINGUAL AND PLURICULTURAL SELF-TRAINING IN RESEARCH MANAGEMENT

FIRST STAGE RESEARCHER
(PhD students)
Research & Innovation Programmes

- ✓ BILINGUAL TRAINING AS RESEARCH GRANT CANDIDATES
- ✓ BILINGUAL TRAINING IN RESEARCH LEADERSHIP
- ✓ TRAINING AS PLURICULTURAL MEDIATORS FOR THE PURPOSES OF PROFESSIONAL INTERCULTURAL COMMUNICATION
- ✓ SELF-EDUCATION ON RESEARCH, SCIENCE AND INNOVATION POLICIES

RESEARCH ASSISTANT
(Master's degree holders)
Research & Develop Programmes

- ✓ INTERNATIONAL PROJECTS & COLLABORATION TRAINING
- ✓ PROFILE-ORIENTED TRAINING IN ACADEMIC INTERCULTURAL COMMUNICATION
- ✓ TRAINING OR SELF-TRAINING AS CROSS-CULTURAL MEDIATORS

RESEARCH BEGINNERS
(Master's degree students)
Think Globally & Research Locally

- ✓ BILINGUAL AND CROSS-CULTURAL INTRODUCTION INTO THE MASTER'S DEGREE EXCHANGE / RESEARCH PROGRAMMES
- ✓ AN INTRODUCTION INTO TRANSLATION FOR PROFESSIONAL PURPOSES
- ✓ BILINGUAL AND BICULTURAL TANDEM TRAINING FOR ACADEMIC PURPOSES

Principles of Researchers' Intercultural Development

❑ Research training programmes should provide profile-oriented bilingual training with cross-cultural or pluricultural dimensions.

❑ Intercultural development of researchers is to be designed with the view to the European vision of Open Society, Open Education, Open Science and Open Innovation programmes.

❑ Researchers are to be developed as cross-cultural /pluricultural mediators who have adopted the style of the research-cultures dialogue and are able to follow the international code of research ethics.

❑ Researchers' profile-oriented multi-level intercultural training should be introduced into three-cycle university system at all levels, involving curriculum internationalization and transdisciplinarity as necessary pre-conditions for researchers' effective sociocultural development.

❑ Intercultural educational & self-learning guides & materials should be designed for R1-R3 profiles including materials related to international co-operation & collaboration.

❑ Multicultural-Internet environment should be widely exploited for the purposes of developing researchers' intercultural awareness and creating in future a research-friendly intercultural atmosphere across borders.

RF Projects on Developing a Multi-level Profile of the Researcher (2017-2020)

Pan-European Focus on:

❑ Global perspectives of promoting research, science and innovation as a key priority in modern society (G7 Science Ministers' communiqué, 2017)

❑ The European Code of Conduct for Research Integrity

❑ New EU practices in regulating innovation-driven investment in human capital

❑ EU research profiles descriptors

❑ The interrelation between "Open Education", "Open Science" and "Open Innovation" programmes

❑ Tuning Educational Structures in Europe (http://www.unideusto.org/tuningeu/)

Russian Federation Focus:

❑ Russian traditions & innovations in training university researchers

❑ Conducting surveys among Russian and Foreign research supervisors, advisers and experts via Skype (in European countries, the USA, Canada and China)

❑ Theoretical & experimental framework for the multi-level profile of the researcher = RF professional standard

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QUESTION TIME