Developing Globally Competent Researchers: Perspectives from Around the World

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Developing Globally Competent Researchers

o   Preliminary findings of the study about GCR

Driving forces that motivated this study:

o   No empirical research on the development of GCR

o   Current literature

o No definition for GCR

o Context specific studies

o Quantitative studies outlining skills & abilities but not how to acquire them

Importance of Research Education

o Ways of conducting research
  o Collecting data

  o Sharing research findings

  o Use of technology

  o Mobility (collaborations) of researchers

  o Cross-cultural research

CALL FOR NEW SKILL

My Argument

If research landscape is changing (the way we do research and expectations of researchers) we need to change the ways we view research education and how we prepare the next generation of researchers able to tackle social challenges.

o Development of novice researchers

o Development of experienced researchers

RESEARCH EDUCATION → RESEARCH CAPACITY

Research Education

Research education refers to research learning spaces, practices, and policies designed to equip researchers with the knowledge, skills, and attitudes they need to conduct quality ethical research locally and globally.

Methodology

o   Qualitative study; an interpretive research approach

*In **interpretive research**, meaning is disclosed, discovered, and experienced. The emphasis is on sense making, description, and detail. . . . Therefore, meaning-making is underscored as the primary goal of interpretive research in the understanding of social phenomena*

Given (2008, 465)

o   The research is designed in two phases:
- o   Open-ended questionnaire from international groups of novice and expert scholars
- o   Personal semi-structured interviews with doctoral students, postdoctoral fellows, and professors
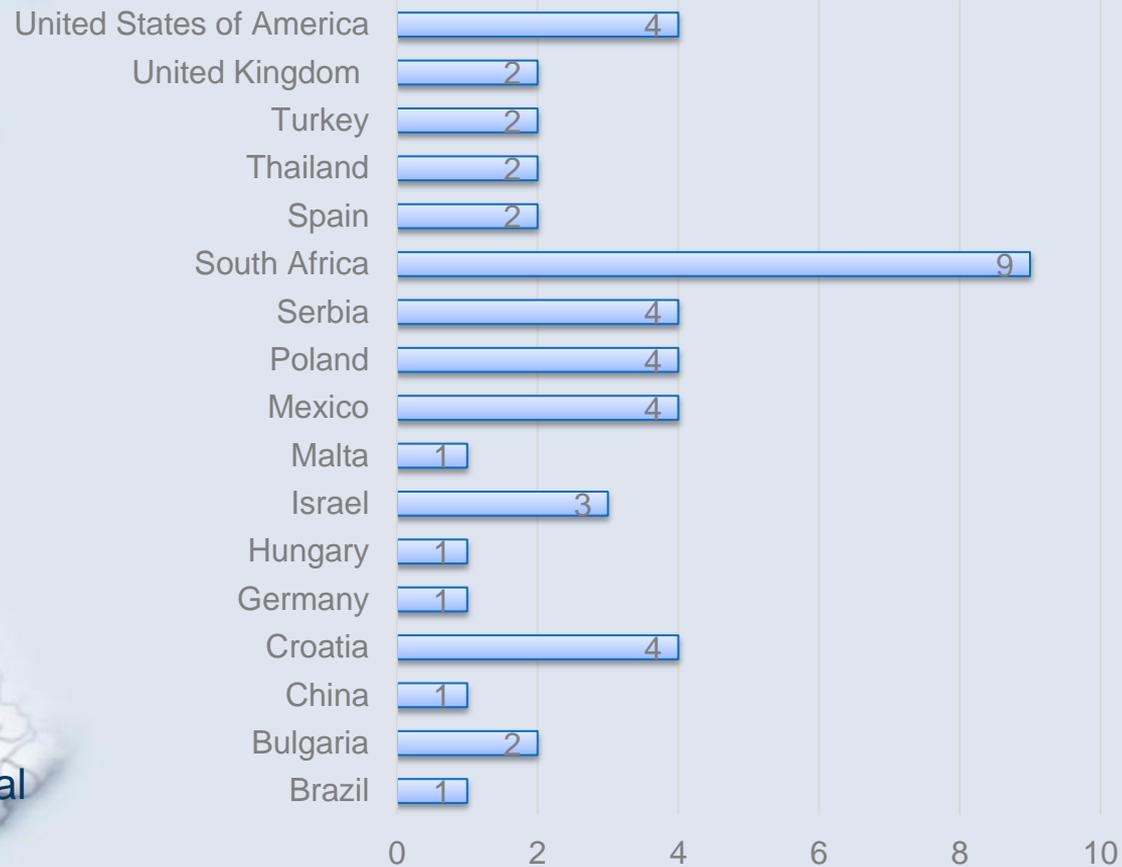
Main Questions

1. What does it mean to be a globally competent researcher?

2. What skills, knowledge, and values do globally competent researchers need to engage in multi-national and multi-disciplinary projects?

3. How do research education spaces and practices contribute to the development of globally competent researchers?
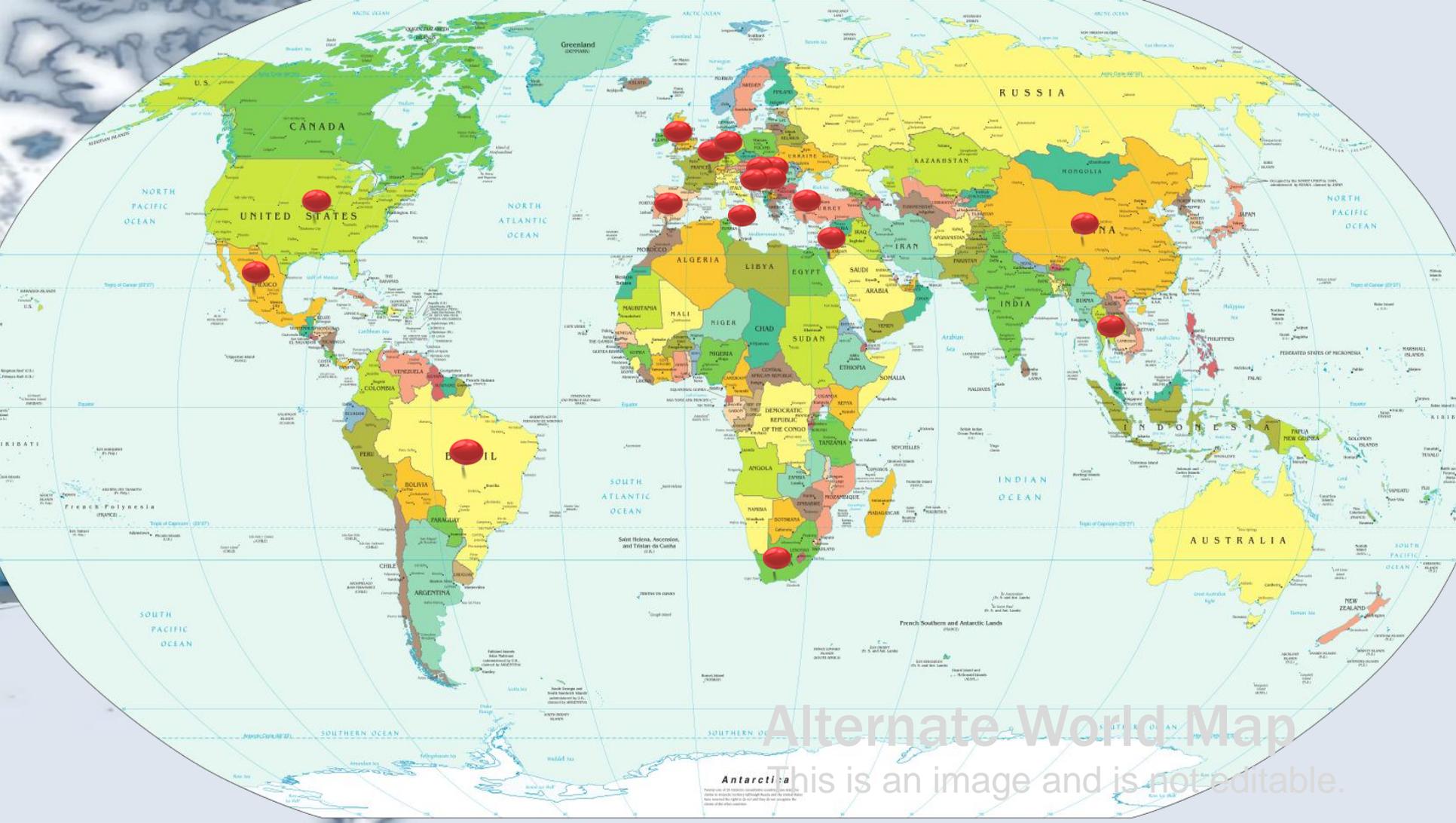
Q1   What does it mean to be a globally competent researcher?

- Aware of a wider world, diverse world views, cultures, social norms
- Aware of global issues (in relation to own location/research)
- aware of complexities of different contexts and their impact on education
- Interested in exchanging perspectives, practices, experiences
- Interested in conducting research that is relevant globally
- Able to collaborate with multi-cultural and multi-disciplinary networks
- Able to conduct quality ethical research in different contexts
- Able to share research results internationally
- Able to critically read research reports from different context
- Tolerant, valuing diversity, outraged by social injustice
- Knowledgeable in different research methodologies

Emerging Definition

A globally competent researcher (GCR) possesses knowledge, skills, values, and attitudes necessary to conduct respectful and rigorous research in diverse contexts. GCRs are aware of a wider world, critical global issues and their impact on education. They are committed to collaborate within multicultural and multidisciplinary settings. GCRs value diversity, social justice, and manifest intercultural sensitivity conducting and reporting research.

Q2 What skills, knowledge, and values do GCRs need to engage in multi-national and multi-disciplinary projects?

KNOWLEDGE	SKILLS	VALUES
Expertise in own field	Critical thinking skills	Respectful for diversity, other cultures and religions
Current international literature	Problem solving skills	Open minded
Knowledge of multiple research methodologies/research methods	Intercultural skills related to human relations (negotiating, conflict resolution, cultural sensitivity)	Driven by passion to make a difference in the world
Culture specific knowledge /contextual knowledge	Communication skills and team work skills (across disciplines)	Compassionate, empathetic, collegial
Historical understanding of a context under investigation	Ability to explain own worldviews and to recognize own biases	Ethical, honest, strong moral principles = integrity
Knowledge of human rights	Ability to speak and write in English	Objective
Knowledge of ethical regulations	Ability to cope with change and adapt	transparent
Knowledge of foreign languages	Advanced technology skills	Social justice oriented

Q3   How do research education spaces and practices contribute to the development of globally competent researchers?

- Offering research workshops, qual. & quant. research methods courses, thesis research, supervision/mentorship, research assistantships
- Encouraging networking, building international collaborations
- Encouraging movement of researchers across institutions/nations
- Promoting graduate students' mobility (conferences, student exchanges, workshops, joint & exchange programs)
- Learning from international speakers
- Providing infrastructures and research funds
- Promoting English language as cross-cultural communication tool (oral/written)

Recommendations

- Ongoing evaluation of research capacity/development of researchers

- Organizing research workshops, short-courses, webinars (use of technology)

- Encouraging training in research ethics, intercultural sensitivity, social justice complexities

- Inviting speakers to share their research (designs, struggles, limitations, etc.)

- Promoting cross-cultural research, mobility of researchers

- Understanding own research in relation to local, national, and global realities

- Rewarding inclusive-collaborative research community

- Sharing information about research education practices

THANK YOU!