

# Introduction à la formation doctorale

## Introduction to doctoral studies

### Session I: who am I?

Context: students have generally a wrong perception of who they are and what research is about. There are many profiles among researchers and it is important that they understand this variety of profiles and their own specificity.

Goal: help students to understand their motivation and research profile. Are they experts, very focussed or more into the mediation between experts? Do they like to write... ?

Content: teaching + survey

### Session II: how do I search?

Context: doing research is not straightforward. There are strategies to adopt to be efficient. It involves analyzing the state of the art, not taking anything for granted, perseverance and patience.

Goal: give students a background so they feel equipped to address their research topic.

Content: teaching + game

### Session III: who is my advisor?

Context: a PhD involves mainly two persons, the student and the advisor. Students have generally no idea of the way one gets a PhD grant.

Goal: explain the story behind a PhD, and therefore prepare them to the relationship with the advisor

Content: teaching + game

### Session IV: what is ahead of me?

Context: the goal here is to explain the hardship of a PhD and to introduce the normal phases of a PhD

Goal: prepare the students for the difficult times they will encounter. Explain the right attitude to adopt when times become difficult.

Content: teaching (use of metaphors and stories)

### Session V: my PhD will be what I make it

Context: students should understand how important they are to the development of their PhD.

Goal: encourage the students to be actors of their PhD program of work

### Session VI: how am I going to be evaluated?

Context: PhD students think they will be evaluated on their results. But they are evaluated on many other criteria.

Goal: help them understand what makes a successful PhD and that results are not the most important criteria.

Content: teaching + game