Featured Story

LEAD2 MOOCs as magic tool facilitating the academic

socialization for PhD researchers

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推动博士生学术社会化的利器：LEAD2 慕课

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  博士生教育处于国家教育体系的顶端，肩负着培养拔尖创新人才的艰巨任务。当下，高等机构培养的博士生其掌握的技能是否与匹配社会需求，博士生培养质量已然受到越来越多高等教育领域研究者的关注。传统的博士生教育主要是

以提供学术训练、培养学术能力为核心，但随着知识生产模式 2（Knowledge Production Mode 2）、"三螺旋模型"（Triple Helix Model)等概念的提出，高等教育自身的职能也在发生着深刻的变化。大学的内在学术性和外在社会性要求博士生培养也要兼顾学术和市场，博士生面临着身份的双重社会化，即角色的社会化和职业角色的社会化。这种双重社会化不是单一的线性模式，而是复杂的多元互动模式，二者相互交织与影响，共同促进博士生的学术社会化和职业社会化。这是他们成功地走向学术劳动力市场和非学术劳动力市场的重要因素。

Doctoral education is at the top of the national education system and has the daunting task of nurturing the best and most innovative talents. At present, whether the skills mastered by doctoral students trained by higher institutions meet the needs of society, the quality of doctoral students training has attracted more and more attention from researchers in the field of higher education. The traditional doctoral education has focused on providing academic training and developing academic competencies, but with the introduction of concepts such as Knowledge Production Mode 2 and the Triple Helix Model, the function of higher education itself is undergoing profound changes. The inherent academic and external social nature of the university requires that doctoral training also takes into account both the academic and the market, and doctoral students face a double socialisation of their identity, namely the socialisation of their role and the socialisation of their professional role. This dual socialisation is not a single linear model, but a complex and multifaceted interaction that intertwines and influences the academic and professional socialisation of doctoral students. This is an important factor in their successful transition into both the academic and non-academic labour markets.

　　作为一个在读博士生，为未来的职业选择及职业发展做好准备显得尤有必要。但是仅仅从日常对身边老师的观察来了解如何实现身份的转换， 即从学生到独立的研究者， 从职业自然人到职业社会人的过程是不够的。因为职业社会化的过程中，需要获得将来进入劳动力市场所需要的职业意识与价值观、职业知识、职业技能、行为规范， 从而适应职业角色的过程。在这个过程中，社交关系包括师生关系和导师支持，与同学、家庭及其他教职工人员的关系也是促进或者制约其学术职业社会化进程的重要因素。正如霍普伍德所言，良好的社交关系能有效传达重要他人对博士生的角色期待，有利于促进博士生对学术职业身份的认同感。

　　As a PhD student, it is particularly necessary to prepare for future career choices and development. However, it is not enough to understand how to realize identity transformation through daily observation of the teachers around us, such as the process from a student to an independent researcher, from a professional natural person to a professional social person. This is because in the process of professional socialisation, it is necessary to acquire the professional awareness and values, professional knowledge, professional skills and behavioural norms needed to enter the labour market in the future and to adapt to professional roles. In this process, social relationships include teacher-student relationships and supervisor support, and relationships with fellow students, family and other staff members are also important factors that facilitate or constrain the process of their academic professional

socialisation. As Hopwood pointed out, good social relationships are effective in conveying the role expectations of significant others for doctoral students and help to promote a sense of identity for the academic profession.

当前，大学管理和学术领导在促进高等教育和促进大学发展方面变得越来越重要。学术领导力正是社交关系能力的重要体现，中国地质大学（武汉）作为 LEAD2 项目的重要合作伙伴，在入学后就接触到了这项目，知晓项目旨在帮助青年学术领导者，更好地理解有关大学治理和学术领导力的关键问题并支持他们成为在新的高等教育背景下具有多重能力的新一代学术领导者。此外，该项目还为潜在的和青年大学学术领导者，建立学习合作和交流平台，以交流经验并提高他们的学术技能。该课程由该领域的教育专家和著名的学术领袖团队设计，也由年轻和专业的讲师讲授。

Currently, university governance and academic leadership are becoming increasingly important in promoting higher education and fostering university development. Academic leadership is a crucial expression of social networking skills. As China University of Geosciences (Wuhan) is a key partner of the LEAD2 project, I was exposed to the LEAD2 project right after I started my PhD. I learned that the project aims to help young academic leaders to better understand key issues related to university governance and academic leadership and to support them to become a new generation of academic leaders with multiple competencies in the new higher

education context. In addition, the project creates a learning collaboration and networking platform for potential and young university academic leaders to share their experiences and enhance their academic skills. The project is designed by a team of educational experts and renowned academic leaders in the field, and is also lectured by young and professional lecturers.

通过报名参加 LEAD2 慕课及青年学术领导力培训项目，经过 9 次课程学习，我对大学治理和学术领导力的基本概念、学术领导力与大学治理的关系，青年学者提升学术领导力的路径、挑战及策略等有了系统的学习。慕课学习打破了空间和时间的限制，让来自不同地区的学者相聚于云课堂，线上学习平台既有来自国内的资深学者、也有海外中国学者，也有国外学者，学者们从各自的工作经验出发，分享了不同学科背景、不同高校的案例，学术领导力课程做到了理论与实践的完美融合，开阔了自己的视野，启迪了自己的思考，仅仅关注知识层面是不够的，还要深入实践中去思考是什么、为什么？在这个过程中去思考优秀学者的成长历程，结合 LEAD2 慕课所学知识用更高的站位去凝练优秀学者的共同点，避免单纯的模仿，为未来自己的学术成长和职业发展奠定更好的基础。

By enrolling in the LEAD2 MOOC and the blended Young Academic Leadership Training program, after nine sessions, I have gained a systematic understanding of the basic concepts of university governance and academic leadership; the relationship between academic leadership and university governance; and the pathways, challenges and strategies for young scholars to enhance academic leadership. The MOOC learning breaks the constraints of space and time, allowing scholars from different regions to meet in the online classroom. The online learning platform

includes senior scholars from China, overseas Chinese scholars and foreign scholars. Scholars shared cases from different disciplinary backgrounds and universities from their own work experience. The academic leadership training programme has achieved a perfect integration of theory and practice, broadening my horizons and enlightening my thinking. It is not enough to focus on the intellectual level, but also to go deeper into practice to think about the "what" and the "why". In this process, we reflect on the growth history of outstanding scholars and use the knowledge gained from the LEAD2 MOOC to condense the commonalities of outstanding scholars from a higher standpoint, so as to avoid mere imitation and lay a better foundation for our future academic growth and career development.

除了理论学习外，课程最吸引我的地方是培训课程搭建了交流平台和渠道，在每次学习都为学员预留了足够的时间去交流，在后疫情背景下让自己能够与来自不同区域、不同学校、不同学科背景的老师和学者去交流，在交流讨论的过程中，大家积极踊跃的分享了自己在工作和学习中遇到的问题，自己的对策，以及自己仍旧存在的困惑。通过这种课程学习与交流讨论紧密结合的方式，使我能够获得最大的学习成果。
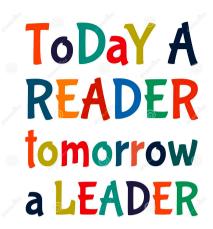
Apart from the theoretical learning, what attracted me most to the training program was the communication sessions that were set up, with enough time set aside for participants to interact with each other during each learning session. In the post-epidemic context, this allowed me to discuss with scholars and participants from different regions, different universities and different subject backgrounds. During the

discussion, participants actively and enthusiastically shared the problems they encountered in their work and scholarly studies, their own countermeasures, and the confusion they still have. I have gained the best learning experience and outcome through this close integration of learning and discussion in the training classes.

正如 LEAD2 项目及培训课程的口号：LEAD2 共同领导，领导明天。每一位成功的学者各不相同，但是都会有一个相同点，就是在自己的职业生涯中如何去提升自己的学术领导力，推动自己和团队的共同进步。通过培训课程的学习，我收获颇多，相信在未来自己步入高校校园，身份由学生向教师转变之时会更加清晰自己的目标，知道自己应该具备的学术领导者能力以及自己可能面临的挑战和对策，让自己的学术和职业道路走得更加顺畅。

As the slogan of the LEAD2 project and the training course goes: LEAD2, Leading Together, Leading Tomorrow. All successful scholars are different, but they all have one thing in common: how to improve their academic leadership skills and drive themselves and their teams forward in their careers. I have learnt a lot from the training program. I believe that in the future, when I work at a university and change my status from a PhD researcher to an academic teaching staff, I will be clearer about my goals, the academic leadership skills I should have, and the challenges I may face and the responses I should make. This will certainly help my academic and career paths to be smoother.

最后，感谢 LEAD2 项目，感谢这个课程搭建和线上线下活动组织中付出卓越贡献的项目协调人及其团队的各位成员，希望今后还能继续跟随 LEAD2 项目及 LEAD2 平台学习更多的学术领导力知识。

Last but not least, I would like to thank the LEAD2 project and the YAL training program, the program coordinator and her team for their outstanding contribution in building the programme and organising the online and offline activities. I hope to continue to learn more about academic leadership with the LEAD2 project and the LEAD2 community in the future.