

Disciplines and interdisciplinarity in doctoral education

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Connecting the dots



1. From **buzzwords to concepts**
2. The present pandemic situation and the **urgency to collaborate** against a "common enemy"
3. Doctoral Education – a window to **cross-fertilization** and to **collaborative/integrative opportunities**
4. Doctoral Education- can it **lead the institutional way?**

1. From buzzwords to concepts

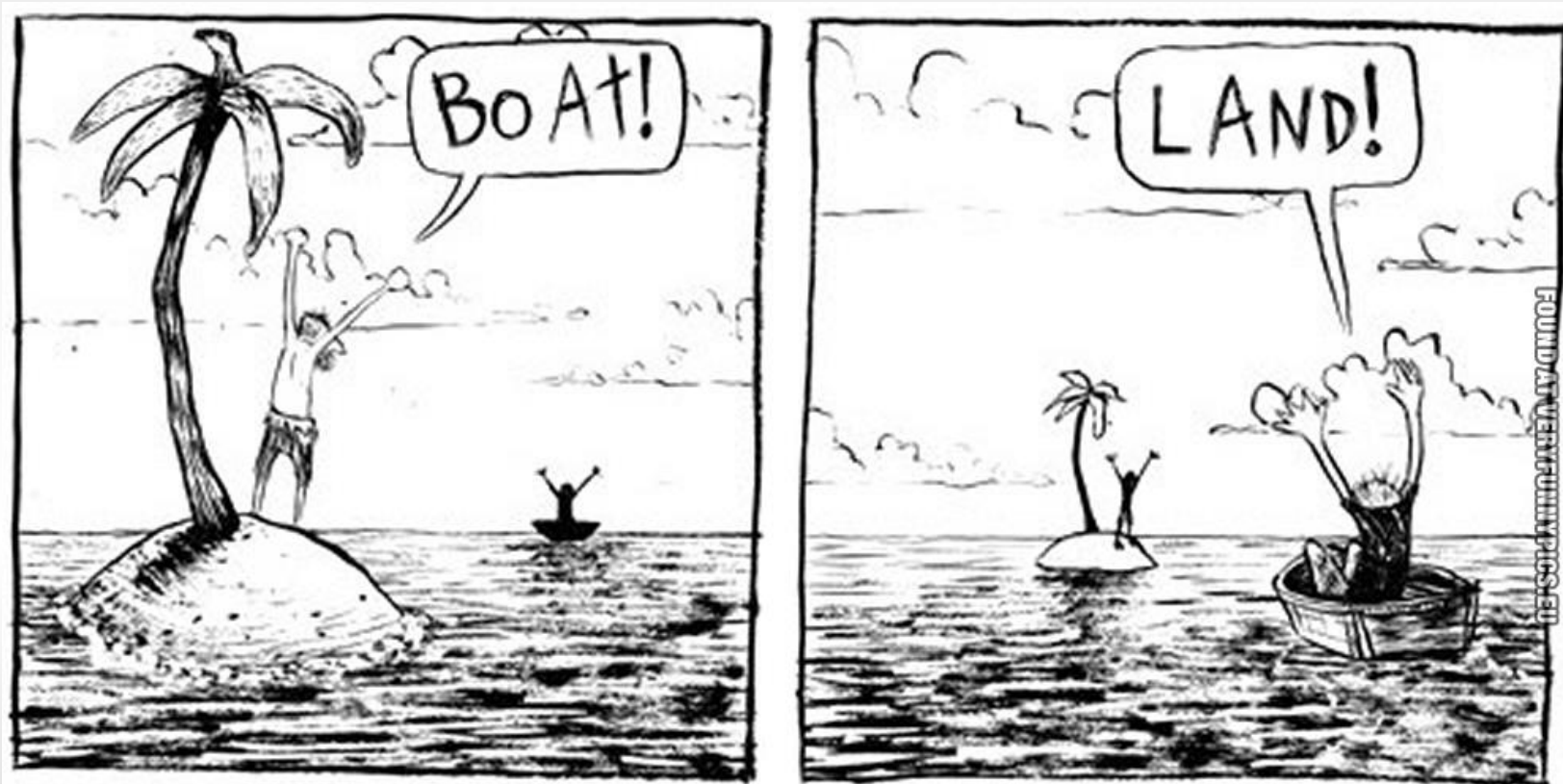
A vegetarian metaphor



2. The present situation



Different perspectives



Perspective...

And different lenses

virologists, epidemiologists,
intensivists, psychologists;
sociologists, educationalists
etc...



The same problem

But ... a few words of advice

The sense of urgency

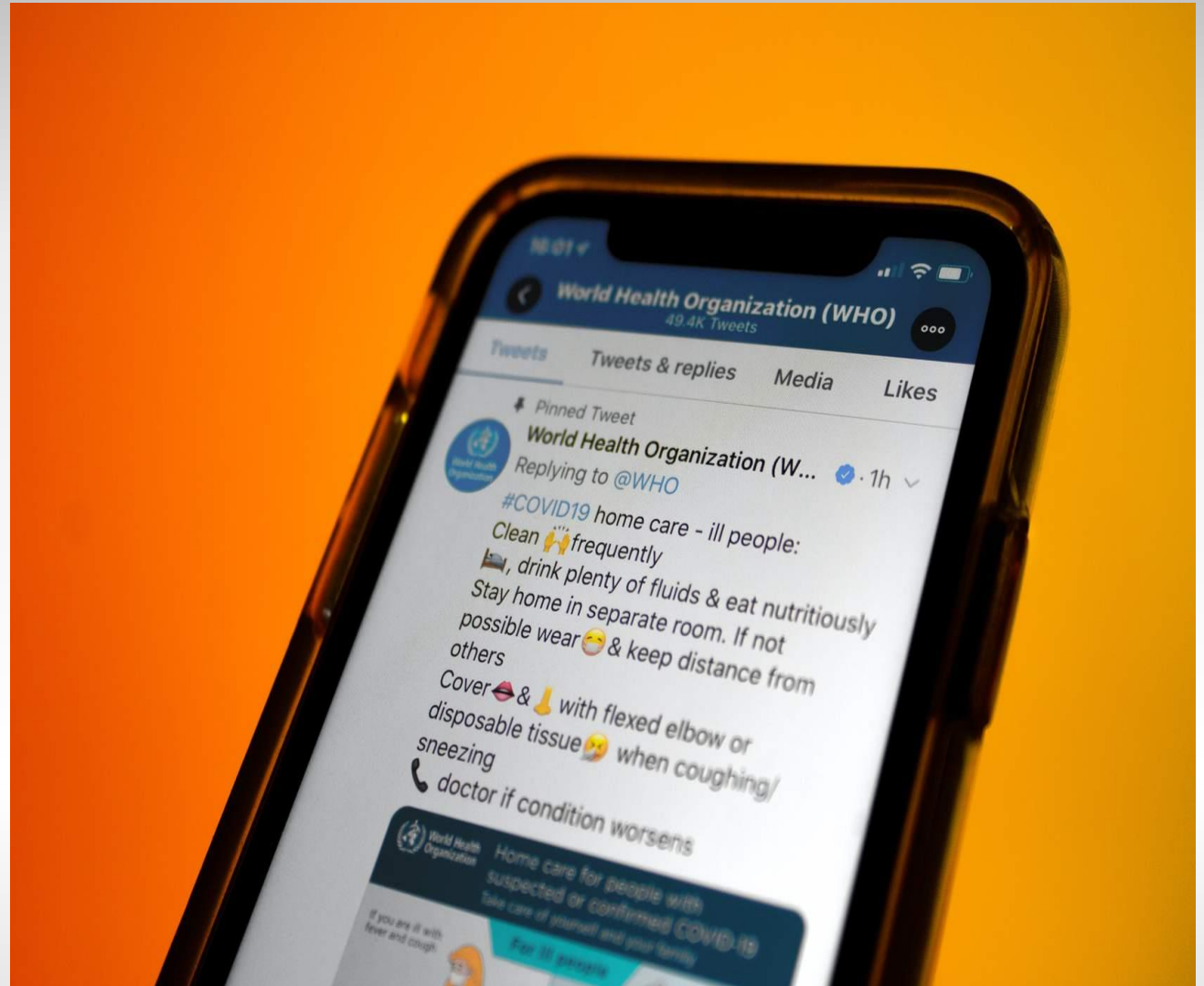
Politicians need quick answers
and certainty

Scientists thrive on questions
and need time to test and test
again



Communication

with different "targets"
and the importance of
communicating science
to the public



Grand challenges require collaboration across disciplines:

- Global Health
- Sustainable cities
- Cultural understanding
- Tourism and Hospitality
- Justice and Equality
- Transformative Technology

But:

Only excellent researchers doing excellent research in their own disciplines will be able to address larger issues



3. Doctoral Education

A perfect opportunity to develop collaborative skills



Where transversal competencies can be developed

- "Situational awareness"(the bigger picture)
- Respect for other scientific domains
- Readiness to adjust own methodologies to the problem
- Collaborative planning and Team work
- Tolerance and Negotiation
- Dealing with uncertainty
- Openness for Interdisciplinary approaches



NOVA Doctoral School



an "umbrella" school

Same rigorous attitude
in a different culture

- Intellectual Honesty (Ethics)
- Science Communication
- Social Media For Scientists
- Project Management
- Design Thinking

....

4. Pillars for a new institutional culture

- * Selecting appropriate members and leaders
- * Establishing ground rules
- * Expliciting and solving epistemological and methodological differences
- * Validation by the hierarchy and infrastructural support



Stember, M. (1991)

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