For Tutors

Role of tutors

1- The tutors are proposed by the Institutes for chairing one of the domains of the Young Researchers Seminar. The Steering Committee selects the tutors based on defined criteria and assigns to each tutor 3 to 4 papers composing one session of the Seminar.

2- The Seminar both include scientific and networking activities. The presence of the tutors for the whole duration (3 days) of the Seminar is required in all activities.

3- The tutors are first reviewers of the papers and presentations, which means they have to:
   a. read the papers of the young researchers composing their session,
   b. make written comments before the Seminar,
   c. have exchanges with the young researchers composing their session before and during the Seminar, in order to help them to improve both their papers and presentation.

4- The tutors are also session chairpersons. As chairpersons, they have to:
   a. chair a session composed of 3 to 4 papers,
   b. introduce their session and the presenters,
   c. prepare the debriefing part of their session prior to the Seminar,
   d. take care of the respect of time allocated to each young researcher.

5- During their sessions, tutors have to moderate a sort of lesson-learned debriefings. These debriefings are a way to identify, analyse, and capture experiences, what worked well and what needs improvement, so that the young researchers can learn from those experiences. The analysis of the presentations will be done in order to make comments, not only on the scientific perspective, but also on the form of the presentation. The aim is to advise the young researchers on the way to improve their written and oral presentations. For maximum impact, these lesson-learned debriefings will be done immediately after the presentations, with results quickly shared among those who would benefit from the gained knowledge. Even if each tutor will decide at best how to organize such a session, there are some mandatory points to respect:
   a. ensure that the debriefing session is allocated sufficient time as this is the most important aspect of the Seminar according to its tutorial/training scope;
   b. do not make a repetitive synthesis of the presented papers;
   c. act as a trainer: observe the problems, point them out and explain how to avoid them the next time;
   d. focus on both the scientific aspects and the presentation;
   e. provide opportunities for exchange and interaction with the tutored young researchers to ensure that the comments made are well understood and thus, helpful;
   f. engage the audience (other young researchers and other tutors) in providing feedbacks;
   g. use something to highlight your message: a slide, a photo/image, a video, an object; whatever you think is effective to leave a mark on them and support them in their future career.
6- The tutors are also expected to support the cross-cutting sessions during the Seminar. Cross-cutting sessions are defined by the Steering Committee; they may consist in team-based and game-based learning methods. More information on the selected cross-cutting sessions will be shared by the Steering Committee with the tutors ahead of time before the Seminar.

7- After the Seminar, tutors are expected to support the young researchers to fine-tuning their papers for potential publication.

8- Tutors are invited to recommend young researchers for best paper and presentation, based on the excellence of both oral and the written presentation and progresses made during the tutoring process. Tutors will be informed on the procedures for paper and presentation evaluation in due time. Based on the evaluation, the Steering Committee will select the best presentations of the Seminar and award the related young researchers in the final closing session.

Seminar Fees

Tutors are exempted from the Seminar fee. Travel expenses are at their organisation’s cost. Accommodation costs may be reimbursed upon request.