EDITORIAL

Achieving the competencies of an educational researcher

Rehan Ahmed Khan[1]

1 Editor in Chief, Health Professions Educator Journal, Lahore, Pakistan.

It is a long journey to become a competent educational researcher. The researcher requires both technical and non-technical competencies to become a skilled researcher(Baral, 2021). This editorial does not address the assessment and entrustment of these competencies. Rather it focuses on the competencies required to become an educational researcher. This includes conduct of research, research skills at the workplace, discipline specific knowledge, professionalism, communication skills, critical thinking, leadership, management, and job market skills.

The conduct of research is the practice of scientific investigation with integrity(Iqbal, 2011). It includes but is not limited to collaboration, managing conflicts of interests and commitments, data acquisition and its management, human research protection, mentoring, peer review, publication practices and research misconducts whereas research skills at the workplace include searching for information, taking notes, time management, problem solving and communicating results(Rush, Ooms, Marks-Maran, & Firth, 2014). Can we analyse and systematically develop these research skills? The answer is yes. The Research Skills Development framework developed by John and Kerry is a tool that can analyze and plan a curriculum for the systematic development of research skills (Hendriarto, Mursidi, Kalbuana, Aini, & Aslan, 2021). The framework is based on different facets of student's research: curious, determined, discerning, harmonizing, creative and constructive. These facets vary at different stages of student's autonomy of researching skills: prescribed, scaffolding, open-ended and unbounded researching(Willison & O'Regan, 2007).

Discipline specific knowledge is specific to the disciplines or professions and defines a specialist in that area. It defines set of understanding that are more than mere broad knowledge of the subject. Professionalism for an educational researcher is about the intellectual honesty and excellence in thinking and doing. It is about the use of ethical practices in the research process and publication. Critically thinking is a vital skill required by a researcher as it is the ability to think independently and to

develop one's own opinions supported by the existing evidence. Communication skills also is an essential component of the researcher competencies. When researchers communicate effectively, the research thrives. Without effective leadership and management, it is very difficult to conduct a good and productive research. These skills are required both at the individual and organizational level. These management skills are required for professional and research ethics and integrity, intellectual property rights, data protection and confidentiality, seeking and managing funding and project management. It is also important for the researcher to understand the market needs and the strategy to market own's research.

In essence, contrary to the general or the popular belief, a good researcher should not only be well versed with conduct of research and research skill development but there are non-technical competencies that are equally important to become a competent educational researcher as mentioned earlier

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Correspondence:
Prof. Dr. Rehan Ahmed Khan,
Editor in Chief, Health Professions Educator Journal, Lahore, Pakistan.
E-mail: *surgeonrehan@gmail.com*