Abstract

The traditional belief is that a person who knows how to research can train researchers, and can therefore be satisfactorily employed as a professor in doctoral programs. Some of the findings of the research behind this article prove that such a belief is not always true. Reflective reports from eleven students and three doctoral programs in education suggest that professors' actions can be located on different points of a quality continuum when they perform in scenarios like the conduction of seminars, participation in colloquiums, and tutoring. The doctoral candidate, a future professor, in a vicarious manner learns the ways his professors perform. There is no guarantee that the candidate will internalize only the behaviors he considers positive and desirable. This point remains pending for research and teacher training.

Keywords

Researcher training, graduate students, professor characteristics, professor attitudes, Mexico