

# Pedagogies of hope: re-imagining doctoral education in a pandemic/post-pandemic world

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Globally, the COVID-19 pandemic has influenced how we think about doing and teaching research – also at the doctoral level. The effects of the pandemic for both doctoral students and supervisors have been far-reaching. Some examples of such effects include limitations on student mobility (and the resultant inability for particularly international students to register for and pursue their doctoral studies at institutions abroad), the suspension of studies, changes in study designs and fieldwork, and the loss of job security for supervisors and job prospects for doctoral candidates. Despite such negative consequences, the pandemic offers us a unique opportunity to look beyond an apocalyptic view of the world as we know it, and re-imagine the future of doctoral education. Building on the work of Paulo Freire, bell hooks, Dale Jacobs and others, I will argue that re-imagining doctoral education in a pandemic/post-pandemic world requires being hopeful (rather than hope-less). I explore the notion of *hope* as a means for constructive pedagogical imagining, as a communal pedagogical responsibility, and as a premise for pedagogical change within the context of doctoral education. As such, hope enables us to re-imagine doctoral education in ways that are evidence-based, socially just, and that will empower future generations of critical and creative thinkers.



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