The Doctoral School of People and Technology, Roskilde University (DK) in collaboration with University of Lower Silesia (Poland), PROFRES, Stavanger University (Norway) and East China Normal University, Shanghai (China)

International PhD Summer School: Methodological Issues
20 - 23 August 2019

ECTS Credits:
Participation in the summer school, i.e. submission and presentation of one’s own work and active participation in all aspects of the summer school is accredited 3 ECTS points.

Registration and fee:
Participants must be enrolled as PhD students, or provide a recommendation from senior supervisors for their ability to work at a postgraduate research based level. The registration fee is 200 € and covers all tuition, most meals and refreshments. Students who have no possibility of institutional support may apply for waiving of the fee. Students who are members of ESREA, or affiliated with a membership institution, may apply for a bursary from ESREA.

Deadlines:
Applications should be delivered through the online registration system by 15th of June 2019, and should include your name, institutional affiliation, a short description of the theme of your PhD research and a title for your paper submission. If applicable, the application must be accompanied by a recommendation from a home university professor for the waiving of the summer school fee.

A full workshop paper must be submitted through the online registration system by August 1st 2019

Accommodation:
Participants will be offered accommodation for the period of the summer school and 2-3 adjacent nights - the price is approximately € 300.

PhD Summer School homepage:
https://events.ruc.dk/imt-international-phd-summerschool2019

E-mail: forskerskolen@ruc.dk

The Roskilde University International Summer School has provided a decade-long tradition of dynamic doctoral training based on critical reflection and interactive forms of learning. Our significant focus is a continuous interest in methods and methodology and how this relates to research questions, theory, concepts and empirical findings.

This year’s summer school will focus on methodological issues informed by theory. The ambition is to present and discuss research approaches in which we seek transparency and critical reflections on methods, methodology and how these choices form our analysis, representations and texts. Such activities might include issues of subjectivity and discourses, learning and societal contexts that help us reframe and rethink qualitative research in learning, health, cultural activities, and participation in civil society, work life, social innovation and families. It will also address basic questions of theory and epistemology and stimulate discussion of the role of researchers and their engagement in issues of societal importance – and how this might influence our research.

We welcome PhD projects within learning, health, professional development and social innovation – within a variety of arenas such as educational institutions, working life, health care and social service, civil society, public and private organizations.
PhD Summer School

Keynote Lectures and Workshop Moderators

Professor Tobba Therkildsen Sudmann, Western Norway University of Applied Sciences, NO
Professor, Christine Øye, Western Norway University of Applied Sciences, NO
Professor, Dr. Ewa Kurantowicz, ULS Wroclaw, Poland
Associate Professor, Dr. Sine Lehn-Christiansen, Roskilde University
Associate Professor, Dr. Niels Warring, Roskilde University, DK
Professor, Dr. Linda Lundgaard Andersen, Roskilde University, DK

The summer school comprises two types of activities – workshops and lectures. Keynote lectures will present a variety of critical approaches based on research arenas where learning, professional development and social innovation takes place. Professors who are participating in the workshops will deliver keynotes.

Participating PhD students will present their own research projects in intensive workshops convened and supervised by professors with fellow students acting as discussants. The paper should include a short project description, including research question(s), theoretical approaches, methodological considerations and preferably some empirical findings (if available). The paper should be around 10-15 pages in length.

All students will have the opportunity to present, to be discussants and to get detailed feedback from supervisors and their peers. The summer school is inclusive in relation to topics such as: learning, health, cultural activities, and participation in civil society, work life, social innovation and families. The workshops constitute the most important part of the summer school and have been highly appreciated by past participants who thrived in this learning format developed to support their PhD work and to foster critical academic scientific reflection.
### Tuesday 20th

<table>
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<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>10:00</td>
<td>Opening and introduction to the Summer School</td>
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<tr>
<td>10:30</td>
<td><strong>Keynote: Social Innovation Scenarios as Critical Perspectives on Learning, Work Life and Cross-Sectoral Collaboration: Methods and Methodology Revisited</strong>&lt;br&gt;<strong>Linda Lundgaard Andersen, professor &amp; director, Doctoral School of People and Technology, Roskilde University</strong></td>
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<tr>
<td>12:00</td>
<td>Lunch</td>
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<td>13:00</td>
<td><strong>Workshop groups:</strong>&lt;br&gt;Introduction to workshop format and first paper discussion</td>
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<tr>
<td>18:00</td>
<td><strong>Evening meal with informal lecture:</strong></td>
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**Literature:**


### Wednesday 21th

<table>
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<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>09:00 - 11:00</td>
<td>Workshop Session I</td>
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*Sine Lehn-Christiansen, Associate Professor*  
Departing from an ethnographic study of nurse students’ clinical education, this keynote will address methodological issues related to the study of ‘care logics’ and how they shape practices of care. The concept of “logics” is developed by Dutch researcher Anne Marie Mol (2008) to explore the ‘invisible’ patterns of practice that make everyday practices understandable and sometimes even “natural” to the human agents involved. Logics of care are often “invisible” or unconscious to the actors involved; they are embedded in the institutionalized day-to-day ways of doing and saying, the habits inherent in the professionalism of e.g. nursing, materialities and/or the governing structures of clinical practice. But how does one, as a researcher identify practice patterns that are not articulated? And what are the implications for the production of knowledge?  
**Literature:** |
| 13:30 – 15:30 | Lunch                                                                 |
| 16:00 – 17:30 | Workshop Session II                                                   |
| 16:00 – 17:30 | **Surviving a PhD study** – panel discussion organized by students    |
|             | Free Evening in Copenhagen                                           |

### Thursday 22th

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<th>Time</th>
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| 09:00 – 10:30 | Keynote: How to produce Interactional Data highlighted by Bodily Conditions for Social Participation and Micro-communication  
*Tobba Therkildsen Sudmann, Professor*  
This keynote will explore how micro communication and micro aggression evolves from unrecognized social stratification and stereotypies, and from unrecognized communication. Examples from critical ethnographic field work at day activity centers and long-term care facilitates for people living with dementia, and participation in activities for persons who are active substance users, will be used to illustrate the potential of the theoretical and methodical approaches. The theoretical point of departure is in sociology, particularly Erving Goffman, Derald Sue and Thomas Scheff. The methodological grounding is in critical ethnography (eg. Madison 2012) and community work (Popple 2015), emphasizing involvement of those concerned and facilitation of change for persons to “get a better deal”. Social interaction necessitates “traffic rules” and “short cuts”, i.e. stereotypes, ideal types, and idioms. However, when these may be “invisible” to the
professional actors, the may be luminous to persons socially marked with low prestige and value. The affects of microaggression or micro-affirmations on the creation and upholding of a therapeutic alliance, or of a supportive and affording environment, will be exemplified.

Literature:


Background material for the theoretical and methodological approaches:

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<th>Time</th>
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<tr>
<td>11:00 – 13:00</td>
<td>Workshop Session III</td>
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<tr>
<td>13:00 - 14:00</td>
<td>Lunch</td>
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| 14:00 – 15:30 | **Keynote: Noticing the Unnoticed - Professional competence in preschool teacher’s work**  
*Niels Warring, Associate professor*  
Based on examples from research on preschool teachers' work the keynote will explore how unnoticed professional competence is an important yet challenged part of everyday practices in day care centres. Special attention will be given to discussion of potentials and challenges of the methodological triangulation used in the project. Analysis of ethnographic and phenomenological based observations of everyday life in day care centers formed the basis for individual interviews and informal talks with employees. Interviews were analysed inspired by a critical hermeneutic approach. The analysis of observations and interviews constituted a knowledge base as the project went in to the last phase: action research based workshops. In the workshops findings from observations and interviews were brought in dialogue with participants' everyday experiences and knowledge. It will be argued that the special combination of methods made it possible to not only reveal significant aspects of professional competence but also contributed to the preschool teacher’s collective reflections on and development of daily work practices.  
Literature:

**16:00 – 18:00** Workshop Session IV

**Evening** Joint dinner

**Friday 23th**

**09:00 – 11:00** Keynote: Collaborative Research and Ethical Challenges when we are doing Qualitative Research

*Christine Øye, Professor*

This keynote will illuminate research ethical challenges and dilemmas doing qualitative research when collaborative ties are tight. Recently, collaborative research involving different stakeholders is increasingly becoming a preferred way of doing qualitative research in order to improve healthcare services. Based on lessons learned from different qualitative collaborative healthcare research projects executed in Norway and Denmark respectively, this keynote will illuminate ethical research dilemmas around ethical principles and guidelines of autonomy (informed consent), confidentiality (anonymity), and integrity of research. Accordingly, this keynote will critically examine ethical research guidelines formulated in the Declaration of Helsinki. Moreover, the keynote will discuss methodological issues in relation to research ethics prominent in different part of the research process.

Literature:

Øye C, Sørensen NØ, Dahl H & Glasdam S. 2019. Tight ties in collaborative health research puts research ethics on trial? A discussion on autonomy, confidentiality and integrity in qualitative research. *Qualitative Health Research* DOI: 10.1177/1049732318822294


Øye C, Sørensen NØ, Glasdam S 2016. Qualitative research ethics on the spot – not only on the desktop. *Nursing Ethics*; 23(4), s. 455-64 
doi:10.1177/0969733014567023


**11:00 – 12:30** Evaluation and final discussion