

**Norwegian Researcher School in Geography (Research institution-based strategic project - ISP-GEOGRAFI)**Application Number: ES493477 Project Number: -1

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**Applicant****Project Owner**

Institution / company (Norwegian name)	NTNU FAKULTET FOR SAMFUNNSVITENSKAP
Faculty	
Institute	
Department	
Address	Edvard Bulls vei 1,
Postal code	7491
City	TRONDHEIM
Country	Norge
E-mail	postmottak@svt.ntnu.no
Website	
Enterprise number	874749842
eAdministration	

**Project administrator**

First name	JAN MORTEN
Last name	DYRSTAD
Position/title	DEAN
Phone	73591900
E-mail	postmottak@svt.ntnu.no
Confirmation	✓ The application has been approved by the Project Owner

**Project manager**

First name	CATHRINE
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## Norwegian Researcher School in Geography (Research institution-based strategic project - ISP-GEOGRAFI)

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Last name	BRUN
Institution / company (Norwegian name)	NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET NTN
Faculty	SOCIAL SCIENCES AND TECHNOLOGY MANAGEMENT
Institute	
Department	GEOGRAPHY
Address	DRAGVOLL
Postal code	7491
City	TRONDHEIM
Country	NORWAY
Position/title	ASSOCIATE PROFESSOR
Academic degree	Dr. polit
Preferred language	Bokmål
Phone	
E-mail	cathrine.brun@svt.ntnu.no

### Project info

#### Project title

Project title	Norwegian Researcher School in Geography
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#### Primary and secondary objectives of the project

Primary and secondary objectives	Primary objective:
	To develop an efficient, integrated and comprehensive Norwegian PhD education in geography with courses of high international standard.
Primary and secondary objectives	Secondary objectives:
	- develop and renew research traditions and methodology where Norwegian geography is strong
	- develop targeted research traditions and methodology where strengthening is needed
	- increase the number and quality of PhD courses
	- Implement the qualification framework

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- increase quality and synergy and decrease drop-out and rejections among PhD students at Norwegian geographical institutions

## Project summary

Project summary

The Norwegian Researcher School in Geography will be run by a network of the Norwegian University of Science and Technology, the University of Bergen and the University of Oslo. The Researcher School will provide a unified framework for developing and renewing geography in Norway by facilitating an integrated and comprehensive PhD education of high international standard. The Norwegian Researcher School in Geography will be composed of three permanent courses where methodological and core theoretical issues are targeted, with an aim to ensure continued development and renewal of Norwegian geography. It will further provide a context as well as a website gateway where one-off courses related to thematic initiatives and cross-cutting activities can be promoted to attract national and international interest. The Researcher School will also help internationalisation by involving international capacities in the PhD courses, promoting joint courses with other Nordic countries, attracting international students and by providing a website gateway where international networks can be made available for PhD candidates planning to spend time abroad.

## Funding scheme

### Supplementary info from applicant

Programme/ activity	ISP-GEOGRAFI
Application type	Research institution-based strategic project
Topics	
Other relevant programmes/ activities/ projects	
Discipline(s)	Geography
If applying for additional funding, specify project number	
Have any related applications been submitted to the Research Council and/or any other public funding scheme	No
If yes, please provide further information	

## Progress plan

### Project period

From date (yyyymmdd) 20130101

To date (yyyymmdd) 20171231

### Main activities and milestones in the project period (year and quarter)

Milestones throughout the project	From		To	
Appoint candidates to the Board	2013	1	2013	2
Develop and run Web Portal	2013	2	2017	4
Develop permanent courses	2013	1	2013	2
Establish and run permanent courses	2013	3	2017	4
Establish and run one-off courses	2014	1	2017	4
Mid way evaluation, questionnaire	2015	1	2015	3
Final evaluation and final report	2017	3	2017	4
Implement the qualification framework	2013	1	2017	4

### Dissemination of project results

Dissemination plan	Website  We aim to publish a paper on the implementation, experience and effects of the Researcher School on Norwegian Geography to be published in an international journal.
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### Budget

#### Cost plan (in NOK 1000)

	2012	2013	2014	2015	2016	2017	2018	2019	Sum
Payroll and indirect expenses		311	324	334	344	354			1667

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	2012	2013	2014	2015	2016	2017	2018	2019	Sum
Procurement of R&D services									0
Equipment									0
Other operating expenses		610	680	1060	660	560			3570
<i>Totals</i>		921	1004	1394	1004	914			5237

Specification

Payroll an indirect expenses:

1. coordinator, 20% post, salary scale 70,
2. other administrative costs, on an hourly basis, salary scale 48

For a breakdown of the budget, see attached project proposal

### Cost code (in NOK 1000)

	2012	2013	2014	2015	2016	2017	2018	2019	Sum
Trade and industry									0
Independent research institute									0
Universities and University Colleges		921	1004	1394	1004	914			5237
Other sectors									0
Abroad									0
<i>Totals</i>		921	1004	1394	1004	914			5237

### Funding plan (in NOK 1000)

	2012	2013	2014	2015	2016	2017	2018	2019	Sum
Own financing		44	46	48	49	50			237

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	2012	2013	2014	2015	2016	2017	2018	2019	Sum
International funding									0
Other public funding									0
Other private funding									0
From Research Council		877	958	1346	955	864			5000
<i>Totals</i>		921	1004	1394	1004	914			5237

Specification

### Person for whom a fellowship/position is being sought

First name

Last name

National identity number

### Basis for calculation of position

Type of fellowship

From date (yyyymmdd)

To date (yyyymmdd)

Not selected

	2012	2013	2014	2015	2016	2017	2018	2019
Percentage of full time position								

### Documentation for calculation of overseas research grant and visiting researcher grant

Institution / company

Travelling with family

Travel expenses

Location

Country

**Period**

From date (yyyymmdd)

To date (yyyymmdd)

**Allocations sought from the Research Council (in 1000 NOK)**

	2012	2013	2014	2015	2016	2017	2018	2019	Sum
Student fellowships									0
Doctoral fellowships									0
Post-doctoral fellowships									0
Grants for visiting researchers									0
Grants for overseas researchers									0
Researcher positions		198	209	217	226	235			1085
Hourly-based salary including indirect costs		69	69	69	69	69			345
Procurement of R&D services									0
Equipment									0
Other operating expenses		610	680	1060	660	560			3570
<i>From Research Council</i>		877	958	1346	955	864			5000

**Partners****Partners under obligation to provide professional or financial resources for the implementation of the project**

1

Institution/ company	UNIVERSITETET I OSLO
Department/ section	Institutt for sosiologi og samfunnsgeografi
Address	Postboks 1096 Blindern
Postal code	0317

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City	Oslo
Country	Norge
Enterprise number	971035854
Contact person	Per Gunnar Røe
Contact tel.	
Contact e-mail	p.g.roe@sosgeo.uio.no
Partner's role	Financing and Research activity

2

Institution/ company	UNIVERSITETET I BERGEN
Department/ section	Institutt for geografi
Address	Postboks 7800
Postal code	5020
City	Bergen
Country	Norge
Enterprise number	874789542
Contact person	Svein Olaf Dahl
Contact tel.	
Contact e-mail	Svein.Dahl@geog.uib.no
Partner's role	Financing and Research activity

## Attachments

## Project description

Filename	Nasjonal forskerskole i geografi prosjektbeskrivelse final.pdf
Reference	ES493477_001_1_Projektbeskrivelse_20120419

## Curriculum vitae (CV) with list of publications



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Filename	cvcb NFR april 2012.pdf
Reference	ES493477_002_1_CV_20120419

**Grade transcripts (Doctoral and student fellowships)**

Filename
Reference

**Referees**

Filename	Suggested Referees for the Proposal on the Norwegian Researcher School in Geography.pdf
Reference	ES493477_005_1_Fagekspertter_20120418

**Recommendation and invitation**

Filename
Reference

**Confirmation from partner(s)**

Filename	Letter of intent Bergen.pdf
Reference	ES493477_008_1_AktiveSamarbeidspartnere_20120418

Filename	Letter of intent Oslo.pdf
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Reference	ES493477_008_2_AktiveSamarbeidspartnere_20120418
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## Other items

Filename	Attachments other items.pdf
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Reference	ES493477_010_1_Annet_20120418
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## Norwegian Researcher School in Geography

Application, Researcher School from «Midler til oppfølging av evaluering av geografiforskning»

Application type: Institusjonsforankrede strategiske prosjekter i geografi (ISP-Geografi)

Application number: ES 493477

The Norwegian Researcher School in Geography will be run by a network of the Norwegian University of Science and Technology, the University of Bergen and the University of Oslo. The Researcher School will provide a unified framework for developing and renewing geography in Norway by facilitating an integrated and comprehensive PhD education of high international standard. The Norwegian Researcher School in Geography will be composed of three permanent courses where methodological and core theoretical issues are targeted, with an aim to ensure continued development and renewal of Norwegian geography. It will further provide a context as well as a website gateway where one-off courses related to thematic initiatives and cross-cutting activities can be promoted to attract national and international interest. The Researcher School will also help internationalisation by involving international capacities in the PhD courses, promoting joint courses with other Nordic countries, attracting international students and by providing a website gateway where international networks can be made available for PhD candidates planning to spend time abroad.

### Introduction

Individual geography departments in Norway have developed strong traditions of doctoral study. 32 PhD candidates graduated from the three departments behind this application in the period from 2004 to 2008 (The Research Council of Norway (RCN) 2011), and the number is increasing annually. Despite the individual achievements of the departments, the evaluation «Geography research in Norway» (RCN 2011) recommends increased national collaboration on PhD education in Norway. This proposal responds to this need by offering a researcher school in accordance with the network model defined. The strengths of the individual departments in PhD education will be consolidated and refined in the Researcher School. The institutions running the school will be the Department of Geography at the Norwegian University of Science and Technology (in Trondheim), the Department of Sociology and Human Geography at the University of Oslo and the Department of Geography at University of Bergen. The researcher school is open to all institutions in Norway that offer a PhD degree in geography.

Through the work of the Researcher School, Norwegian Geographers will be able to collaborate in new ways on PhD education. We can offer PhD candidates the best possible courses in Norway by pooling our resources and develop a more efficient division of labour between departments. The Researcher School will help to enhance quality of current and new PhD projects and systematise the PhD education in Norwegian geography departments. In a long term perspective, the proposed Researcher School will strengthen geographical research and secure the recruitment of geographers to researcher- and university posts. More immediate impacts of the Researcher School will be increased PhD-turnover rate and reduced number of drop outs and reject-rates, as well as strengthen connections, cooperation and synergy among PhD students and Faculty members.

### **The academic content of the researcher school**

The proposed Researcher School is a disciplinary oriented researcher school that will ensure the development of the PhD education in geography in Norway in a more comprehensive and more systematic way. It will provide PhD candidates access to complementary courses, ensure the quality of the courses and increase the internationalisation of doctoral studies in Norway. It will also improve national coordination of theory, methodology and thematic courses in geography and hence facilitate specialisation and expertise. The academic content of the Researcher School will be organised in three broad categories: *Theory, methodology and thematic initiatives*.

The profile of the Researcher School will reflect the geography environments in Norway and the profile of – at any time – registered PhD candidates in relevant institutions. However, at the same time, the Researcher School is considered an important means through which the renewal of geography in Norway should take place. The activities of the Researcher School should thus aim for enabling spaces for the renewal of the discipline. Geography is, as described in the report from the Evaluation panel (RCN 2011: 16), “a broad discipline that studies the world as the home of humankind, using a variety of approaches from the natural sciences as well as the social sciences”. Geography departments and institutions offering degrees in Geography have to varied degree integrated human and physical geography. To maintain this (in Nigel Thrift’s 2002:291 words) “extraordinary richness of geography”, the Researcher School aims to maintain a profile that 1) reflects Norwegian geography, according to the portfolio and needs of PhD candidates registered at any time, and 2) respond to some of the key challenges and shortcomings identified by the evaluation panel.

The academic content of the Researcher School is thus as mentioned above, organised into three broad categories:

#### *Theory*

The evaluation report (RCN 2011) describes Norwegian geography researchers as “theory users rather than theory producers” (see p.98), however with some exceptions among younger geographers. The Researcher School takes up this challenge. We aim to pursue courses that in a more active and systematic way considering ways in which we theorise geography, and will make these insight relevant for human and physical geographers. We consider it an important aim for the Researcher School to enable young scholars to continue to pursue theoretical aims in their work. The Researcher School thus aims to provide courses that can engage students with new strands of theoretical discussions in the discipline.

#### *Methodology*

Maintaining the current profile and at the same time renewing geography requires the Researcher School to offer courses based on current strengths as well as courses that can help to lift areas that needs strengthening. Qualitative methods are an example of the former with a strong research tradition which needs to be emphasised, continued but also renewed. An advanced level qualitative methodology component will be developed. Of equal importance is the evaluation panel’s call for PhD courses in quantitative geography. It is clear from the evaluation that the research environments in quantitative geography are relatively scarce, weakly developed and may thus be understood to be marginalised and its opportunities poorly exploited. The researcher school will assume a central role

in strengthening this field by developing two PhD courses in quantitative geography (quantitative geography and register data) that may help to recruit more PhD candidates to this field, but also to establish closer contact between candidates pursuing this methodological approach as we refer to below.

*Thematic initiatives; strengthening subfields, transgressing disciplinary boundaries*

The call for proposal asks specifically for initiatives that help to strengthen the four defined subfields of climate change and environmental change, landscape geography, regional development and planning, and, development- and political geography. The Research School will concentrate their focus on these fields. Geography is a highly relevant discipline at this point in time (Thrift 2002). Geopolitical changes, the increased focus on climate change and the accompanying need for understanding human-environment relations, the continued meaning of understanding social relations at multiple scales and the accompanying sophistication of geographical information systems require a strengthening of traditions that can continue to speak to the subfields of geography, but also be able to transgress the traditional subfields and find new ways of communicating our discipline across traditional divides. The Researcher School will thus open up for thematic courses, including methodological courses, that may be cross-cutting in relation the discipline's subfields, such as, physical geography and human geography, examples are various topics related to climate change and environmental changes.

**Aims for the researcher school**

The primary aim for the Researcher School is to develop an efficient, integrated and comprehensive Norwegian PhD education in geography with courses of high international standard. It will offer the best possible courses in Norway for PhD candidates in geography by pooling our resources and develop a more efficient division of labour between departments. The Researcher School will help to enhance the quality of current and new PhD projects and systematise the PhD education in Norwegian geography departments. In a long term perspective, the proposed researcher school will strengthen geographical research and secure the recruitment of geographers to researcher positions and university faculty posts.

More specifically these aims will be achieved through the following secondary aims:

- *Renew and improve PhD courses for geographers:* Increase access to courses for PhD candidates in geography, both general, thematic and methodology courses
- *Broader recruitment* of PhD candidates – by advertising PhD posts through the website and by helping to identify sub-fields where there is an under representation of PhD candidates
- *Quality control:* enable the implementation of the qualification network (work in progress in 2012) and ensure the quality of the PhD courses
- *Internationalisation:* involving international capacities in the PhD courses, promoting joint courses with other Nordic countries, attracting international students to the researcher courses and help to facilitate, through the international network of the partner institutions, PhD candidates overseas visits

- *Information:* Enable better access to information about PhD courses, PhD posts and current PhD candidates in Norway through the website
- *Identity:* Establish a stronger identity to the geography community in Norway with an aim to strengthen national collaboration in the longer term

### The Researcher school, the PhD candidates and the departments: core group and other participants

In a network model, there will be multiple attachments involved in the Researcher School, and the school will act at an intersection between different statuses and memberships. We propose that all PhD candidates in the relevant geography departments (those departments who are member institutions in the researcher school/candidates from other departments in Norway that provide PhD degrees in geography) are automatically members of the researcher school. These candidates would constitute the *core group*. For the core group, there will be no course fees, and some costs associated with the course may be covered for this group (see below). Additionally, the courses may be offered to PhD candidates outside the core group (from other disciplines in Norway, but also candidates coming from abroad). The core group will all be affiliated to their respective departments and follow the PhD programmes at these institutions. PhD courses offered through the Researcher School will not be compulsory unless the institution that offers the degree defines it as such. Their membership in the Researcher School will enable an updated list of PhD candidates, their fields of interests and the title of their PhD project. This list will form the basis on which the focus of PhD courses given through the researcher school is decided.

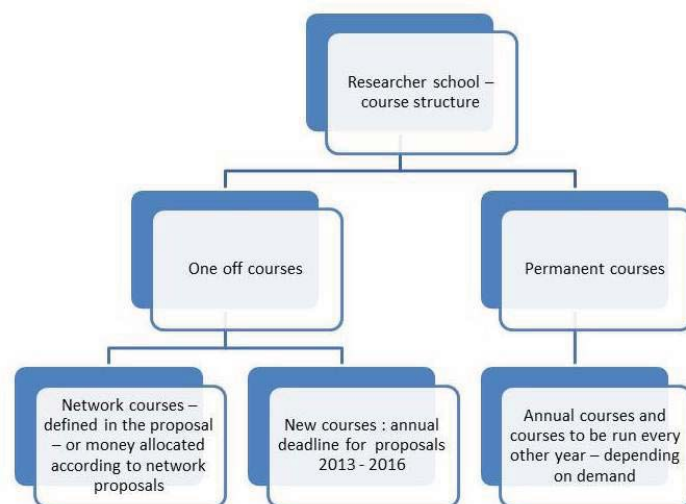


Fig 1: Structure of PhD courses in the Norwegian Researcher School in Geography

### Course structure – relationships between permanent and one-off thematic courses

There is general consensus among the partners in the proposed Researcher School that more PhD courses relevant for geographers are needed. A main task of the Researcher School is thus to offer courses for PhD candidates at a national level. The group of PhD students will change continuously as candidates complete their work and new candidates are added to the core group of the Researcher School. We suggest a flexible approach to the course structure with two categories of courses: 3 annual permanent courses and approximately 2 thematic one-off courses per year. The thematic one-off courses will enable the strengthening of more thematic areas and subfields in the discipline. One-off courses can be initiatives from different member institutions. We allocate one PhD course for each of the networks that represent the second part of this call for proposals. For the one-off

courses we require collaboration between at least two of the member institutions. Below follows a more detailed description of this structure and some of the course contents.

#### *Permanent courses and one-off courses*

We do not at the moment have all the information we need on what research interests there are in the PhD group for the whole 5 year period of the researcher school. We thus propose that some courses are offered on a more permanent basis while some thematic and methodology courses would be more of a one off arranged by resource persons and groups of the member institutions. As part of the role of the coordinating unit at NTNU, a mapping exercise will take place to make an overview of the current PhD candidates, their interests and fields. This list will be updated and posted on the Researcher School's web site. Allocation of one-off courses will partly be provided on the basis of this information. In order to safeguard the continuous relevance of permanent courses, these courses may also be revised according to the information of the members in the Researcher School. As shown below, we propose one representative from the PhD candidate on the board of the Researcher School to secure the voice of the PhD candidates in the Researcher School and thus enable their influence in what courses should be held. Once a year, there will be a deadline and groups among the partners can apply for the funding of one-off courses.

For both permanent and one-off courses there will be financial support to invite international guest lecturers. We aim to also partly fund PhD candidates expenses for the course (most likely related to accommodation). Academic staff at the partner institutions will coordinate, teach and supervise at the PhD courses. These contributions to the running of the researcher school will to a large extent be financed by the partner institutions themselves

Three permanent courses are planned:

- Quantitative methodology/Use of Register Data (lead institution Oslo) (the courses will alternate every other year)
- Qualitative methodology for geographers (lead institution Bergen)
- Theories of Geography (lead institution NTNU) (see attached course description)

#### *Permanent courses*

The Researcher School will develop two new courses on quantitative geography. For the five-year period, the aim is – subject to need – to provide an annual course on quantitative methodology. As a direct response to the evaluation report and call for proposal to offer more quantitative methodology courses for geographers, the Department of Sociology and Human Geography at the University of Oslo will take the lead in developing and running these courses. The courses, one on *Use of Register Data* and one course on *Quantitative Methods in Geography* will alternate every other year.

As mentioned above, there is already a strong and well established tradition of qualitative methodology in Norwegian geography. Still, there is a need for a PhD course in qualitative methodology that takes a more advanced and epistemological approach than current masters level courses. Academic staff at the Department of Geography at the University of Bergen has a long

standing experience in teaching qualitative methodology at the PhD level, and the department in Bergen will take the lead in developing this course.

In order to secure the common identity and continued theorisation of geography, a third permanent course will be developed with an emphasis on theories of geography. Department of Geography at NTNU will take the lead in developing this course. Having had the experience of providing PhD courses focusing on relevant theoretical themes, the NTNU will develop a national PhD course with the title *Theories of Geography*. This course will provide candidates with insight into recent theoretical discussions in geography and how these discussions relate to key theoretical stands in the discipline.

An allocation is made in the budget to develop the permanent courses under the umbrella of the Researcher School, initial ideas for these courses are provided in the attachment to this proposal.

#### *One-off courses*

As there is a need for more thematic courses for PhD candidates in Geography, we see the researcher school as a possibility to offer such courses on a more systematic basis. Through the mapping exercise and increased communication between the environments offering PhDs we will be able to provide relevant courses for the student group at the time. The courses that may be from one to three credits should be provided according to the following categories:

- The courses linked to the networks (1 course per network) (Regional Development/Economic Geography, Geographies of Mobilities, Political Ecology and Environmental Policy, Political Geography) (altogether 4 courses from 2013 to 2015)
- Thematic one-off courses (including methodology and physical geography) that are planned during the work of the researcher school, with an annual deadline for proposals from the Geography departments involved in the research school (4 – 6 courses from 2014 – 2017)

In all courses, permanent and one-off courses alike, permanent academic staff will teach and supervise as an institutional contribution in addition to invited international guests as mentioned above.

#### **Website: PhD in Geography in Norway**

As part of the Researcher school we will establish a web site titled *PhD in Geography in Norway*. The website will serve to create identity, enhance external visibility and facilitate interaction between PhD candidates. The website will be carefully planned with a level of ambition that allows for consistent and quality-assured information within a limited budget. As part of building up and running the web site we will map and make an overview available of the PhD candidates who are members of the Researcher School. There may be a link to the candidates' personal websites. Information on the PhD courses and other activities of the Researcher School will be posted on the website. The web site will not replace more general initiatives for making information available for PhD candidates, such as the PhD portal planned by University of Oslo (social sciences). The mapping exercise and continuous updating of the profile of PhD candidates in Geography in Norway is the most essential tool for maintaining a flexible approach in the researcher school and ensure the relevance of the PhD courses.



### **International collaboration/internationalisation of the researcher courses**

The researcher school aims to maintain the international standard of the current PhD education in Norway. Already, the three departments have a number of international partners that may be brought into the Researcher School in various ways. The Researcher School enables further interaction with key influential scholars in various fields and the school aims to formulate and provide courses that will enable meeting places between leading Norwegian and international scholars. From previous experience we know this is also very inspiring for the PhD candidates. There is already a long tradition of collaboration on researcher courses between Nordic geographers, and the researcher school will work to revitalise and increase the active collaboration with Nordic geographers and institutions. We will work towards a formalised mutual agreement with other Nordic countries on arranging researcher courses to enable sustainability of the Researcher School beyond the five-year period. Additionally, internationalisation will take place by attracting internationally renowned lecturers from abroad to teach on the PhD courses.

### **Ensuring and increasing quality**

Work is under way to develop a qualification framework for PhD in Geography in Norway. The Researcher School will take an active role in this work. The courses held under the umbrella of the Researcher School will be subject to a joint framework – developed by the partners - for assessing the PhD candidates and ensure their work is at PhD level. Participating PhD-student will be engaged in course evaluations.

### **Supervision – and the role of the Researcher School**

The importance of supervision is stated in the report “Utredning av ordning med nasjonale forskerskoler i Norge” (RCN no date) and in the Official Norwegian Report “En styrket Forskerutdanning” NOU (2008). In a recent Swedish study (Forskerforum 2012), the role of supervisors – or rather poor supervision – is also mentioned as a crucial reason for why many PhD candidates drop out before completing their work. The Researcher School will not have the capacity to run separate sessions for supervisors or guide supervisors. There are already more general mechanisms for such activities in the respective Universities. However, we still consider it an important role of the Researcher School to make use of the valuable network we represent in order to enable coordination of supervision, the involvement of resource persons from other departments than ones own and better opportunities for contact between PhD candidates and supervisors within the same field at different universities will be enabled by the Researcher School.

### **Organisation of the researcher school**

#### *Partner institutions*

The Researcher School will be run according to a network model. The partner institutions of the Researcher School are: The Norwegian University of Science and Technology (NTNU), The University of Oslo and the University of Bergen. See description of the departments’ PhD programmes in Appendix.

### *Board*

The board of the Researcher School is Nasjonalt Fagråd (National Board of Geography) represented by NTNU, University of Bergen and University of Oslo. In addition a representative from the PhD group and an external representative will be appointed. The head of the National Board of Geography is also head of the Researcher School. The academic coordinator of the Researcher School will participate in the board meetings.

### *Secretariat*

The Researcher School is coordinated by NTNU. The academic coordinator Dr. Cathrine Brun has been appointed by the National Board of Geography. The role and principal obligations of the coordinator and the secretariat are described below.

### *Reporting and evaluation*

The coordinator of the Researcher School reports to the board twice a year. There will be a mid-term, and a final evaluation of the Researcher School.

### **Division of labour**

A clear division of labour is developed between the secretariat, the partners and the board as outlined below.

#### *Secretariat (at NTNU):*

The coordinator is responsible for fulfilling the tasks of the secretariat:

- Run the school at a day to day basis, manage the overall running of the school, oversee economic transaction between institutions Coordinate the development of permanent PhD courses, facilitate the collaboration and coordination of the partners.

- Ensure the progress and finalisation of a qualification framework for PhD in Geography, and as a result ensure the quality of the PhD courses held through the researcher school

- Set up a website

- Run website

- Map and make available information on PhD candidates on a web site

- Organise the call for proposals for developing/conducting one-off courses and prepare the decision by the board for allocations of one-off courses

- Foster increased internationalisation of PhD education in Norway by making more systematic the links with international partners among the three founding institutions

- Revive links with Nordic geography environments for increased collaboration on PhD courses

- Make the information about the Researcher School available for all PhD candidates in Geography in Norway

- Help to advertise the PhD courses run by the member institutions

- Develop a sustainability plan for the researcher school beyond the five year prospect of this proposal

- Write the final report of the Researcher School

### *Partners (including NTNU):*

- Make available the information needed about PhD candidates at the institution
- Participate in implementing the qualification framework
- Develop PhD courses
- Organise PhD courses
- Teach on PhD courses – both permanent and one-off courses
- Help to ensure the sustainability of the researcher school

### *The board*

- Decision making: final say on profile and portfolio of researcher courses
- Funding for PhD courses: decide on the proposals for one-off courses
- Assess and follow up the relevance of the permanent courses, if necessary engage in revision or termination of courses
- Guide the coordinator and follow up the aims and achievement of the Researcher School

### **Sustainability**

The proposal for the research school will have a five year prospect. However, there will be an effort to develop a sustainability plan beyond the five years. As suggested above, we would work towards a strategy where more active collaboration is sought with other Nordic countries.

### **Summary of activities and budget**

<b>Activity</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>From RCN</b>	<b>Own financing</b>	<b>Total</b>
Academic Coordinator 20%	231	244	254	264	274	1085	182	1267
Travel coordinator	10	10	10	10	10	50		50
Web site - development	100					100		100
Running website	40	40	40	40	40	200		200
Admin*	80	80	80	80	80	345	55	400
Development of courses	150					150		150
Permanent courses **	300	300	300	300	300	1500		1500
One off courses***		320	700	300	200	1520		
Travel costs – board member	10	10	10	10	10	50		50
<b>TOTAL</b>	<b>921</b>	<b>1004</b>	<b>1394</b>	<b>1004</b>	<b>914</b>	<b>5000</b>	<b>237</b>	<b>5237</b>

\*Admin at NTNU, in addition to coordinator involves the organising of call for proposals, financial management related to the transactions of and organising of distribution of money for PhD courses

\*\*Permanent courses will cost an average of 100.000 per course, three courses per year – the lead institution will be allocated the funding to run the course annually - according to budget

\*\*\* Altogether 4 one-off courses are planned run by the networks, an additional 4 to 6 one off courses are planned run during the project period, including a physical geography course with relevance for climate change research. The course in physical geography will be substantially more expensive which explains the higher cost in 2015. Estimated average for human geography one-off-courses would be 100.000

From own institution: Academic staff at the partner institutions will teach and supervise at the PhD courses. These contributions to the running of the researcher school will to a large extent be financed by the partner institutions themselves.

## References

- Forskerforum. 2012. Derfor slutter stipendiatene. *Forskerforum*, <http://www.forskerforum.no/wip4/derfor-slutter-stipendiatene/d.epl?id=1272823>, accessed 16.04.2012.
- Kunnskapsdepartementet. 2008. *En styrket forskerutdanning*. NOU 2008:3. Kunnskapsdepartementet, Oslo.
- The Research Council of Norway. 2011. *Geography Research in Norway. An evaluation*. The Research Council of Norway, Division of Science, Oslo.
- The Research Council of Norway. no date. *Utredning av ordning med nasjonale forskerskoler i Norge*. The Research Council of Norway, [http://www.uhr.no/documents/Nasjonale\\_forskerskoler\\_2.pdf](http://www.uhr.no/documents/Nasjonale_forskerskoler_2.pdf), accessed 01.04.2012.
- Thrift, N. 2002. The future of geography. *Geoforum* 33: 291 – 298.

## Curriculum Vitae with Publication List (last five years)

**Dr. Cathrine Brun**

### Personalalia

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Born 6 October 1970

Work address: Department of Geography, Norwegian University of Science and Technology (NTNU),  
No-7491 Trondheim, Norway

Tel: +47 73 55 02 46 (work), +4799690588 (mob), Fax: +4773591878, e-mail: [cathrine.brun@svt.ntnu.no](mailto:cathrine.brun@svt.ntnu.no)

### Professional Experience

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From August 2004: Associate professor, Department of Geography, NTNU

November 2002– August 2004: Post doctoral fellow, Department of Geography, NTNU

January 2000– October 2002: Lecturer at the Department of Geography, NTNU

August 1997– August 2002: PhD-fellow, Department of Geography, NTNU

March 1996– June 1997: Research fellow at Telemark Research Institute

August 1995– March 1996: Lecturer and research fellow, Department of Geography, NTNU (part-time)

### University degrees

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Dr. polit. (PhD) Human geography, Department of Geography, NTNU, 2003.

polit.

(MPhil, 2 year research degree) in Geography, University of Trondheim, 1995.

Cand. mag. Universities of Bergen and Trondheim, 1993.

### Main research grants and projects last five years

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*Conflict, mobility and cultural change? Mobilities and conflict network (MCN) SAMKUL*, Research Council of Norway (2012), collaboration between Peace Research Institute Oslo (PRIO, project owner), Christian Michelsen's Institute and NTNU.

*European Universities on Professionalization of Humanitarian Action*, Leonardo da Vinci (2012 – 2014), NTNU is one of 32 partners (coordinator at NTNU)

*Citizen's Commission to Investigate the Expulsion of the Northern Muslims in October 1990* (Community based truth seeking process (<http://citizens-commission.org/>) Coordinated by the Law and Society Trust, Colombo (Sri Lanka), (commissioner, 2009 – 2011)

*Scholarship from NTNU to qualify for professorship* (from 2009, ongoing)

*Post crisis recovery: researching and teaching across boundaries*. Collaboration between NTNU and the Sri Lankan University Consortium (Eastern University, South Eastern University and University of Peradeniya), funded by NORAD through the Norwegian Centre for International Cooperation in Higher Education (NUFU, 2007-2011), (coordinator, supervisor and principal researcher)

*The geography of social vulnerability, environmental hazards and climate change*, funded by the Research Council of Norway (2007-2012) (I was involved in generating the funding and has been very peripherally involved as a researcher)

*Beyond the knowledge-action gap: Research as an intervention into Sri Lanka's post-crisis reconstruction* with the NTNU Research Group on Forced Migration (2006-2010, funded by the Research Council of Norway), principal researcher

*FORUT/NTNU strategic collaboration framework (FONT). Real-time research on FORUT's post-tsunami recovery initiative in Sri Lanka*, with the NTNU Research Group on Forced Migration (2005-2008, funded by FORUT). I was one of three principal researchers on this collaboration.

### Experience in teaching, supervision and examination

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Since 1995: teaching and developing courses and degree programmes, including PhD courses, at undergraduate and post graduate levels.

Supervised 34 MPhil candidates (6 ongoing) working on several European, African, Asian and Latin American countries and 4 PhD students (2 ongoing):

Selboe, Elin. 2008. *Changing continuities: Multi-activity in the network politics of Colobane, Dakar*. PhD thesis, Department of Sociology and Human Geography, University of Oslo (Co-supervisor with Kristian Stokke)

Rozairo, John Nigel. 2011. *Livelihoods in a Conflict Setting. A case study of the ethnically bordered agricultural villages in Ampara District, Sri Lanka*. Department of Geography, NTNU.

Sivagnanam Maheswaran (ongoing): *NGO Networks, a Social Entrepreneurial Approach: A study of Local NGOs in Post Crisis Recovery Situation in Eastern Sri Lanka*

Hilde Refstie (ongoing) *A Knowledge-Power shift? Theorizing spatial practices of participation by the urban poor in planning processes in Malawi*

Involved in more than 50 MPhil theses examinations at NTNU, the universities of Bergen and Oslo (Development studies, Geography, Sociology and Political Science).

External examiner of PhDs at NTNU (Department of Town and Regional Planning), University of Oslo (geography and migration studies), University of Copenhagen (geography/development studies), and University of Warwick (sociology), UK.

Lecturer and assessor on PhD courses, and final seminars for PhD candidates.

Organiser and scientific member of committees examining PhD theses

### Administrative positions, academic referee

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Member of advisory panels (selection): 1) 'Diaspora as agents of change in conflict settings' (the Sri Lanka component), a collaboration between COMPAS, at the University of Oxford, George Washington University (Washington DC), and University of Miami (Florida), funded by the Canadian International Development Research Centre (IDRC); 2) Centre for Migration Research and Development, Colombo, Sri Lanka, 3) Enhancing the mental and physical resilience of humanitarian aid workers, project lead by Stenden Hogeschool Leeuwarden, the Netherlands

Member of Board, Norwegian Network for Asian Studies (2006-2012); Norwegian Association for Development Research (NUFU), 1997-2001, editor of NUFU newsletter; Department of Geography (August 1998 to July 2001, August 2005– July 2009)

Responsible for the NTNU-Sri Lankan University Consortium research collaboration

Member of a national panel of geographers assessing the grading practices of Geography MPhil theses

Running the NTNU IDP contact network unit for international research on internal displacement (1999-2005)

Organised several national and international workshops and conferences in Norway and Sri Lanka.

Member of the editorial board of the *Norwegian Journal of Geography* (from 1998)

Reviewer of more than 20 journals and publishers

Assessor of research grants, applications and final project reports for: Economic and Social Research Council (United Kingdom); the Norwegian Research Council; Dutch Research Council; University of Bergen.

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### Fieldwork experience

Sri Lanka: Extensive fieldwork for basic research, consultancies, capacity building and for teaching purposes in all regions of the country since 1994; focus on conflict-affected areas since 1998, and tsunami-affected areas since 2005.

Additional fieldwork from India, UK, Tanzania, South Caucasus, Bosnia and Norway.

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### Honors and awards

Prize awarded by the Royal Norwegian Society for Science and Letters for best junior researcher in social sciences and humanities 2003

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### Publications<sup>1</sup> last five years

#### Books

(2009) *Spatialising politics. Culture and geography in postcolonial Sri Lanka*. Sage, New Delhi (edited with T. Jazeel)

(2008) *Finding a place. Local integration and protracted displacement in Sri Lanka*. Social Scientists Association, Colombo.

#### Journal articles

Tamils in the UK: diaspora dynamics at a turning point? *Diaspora: a journal of transnational studies*, accepted with minor revisions (with N. Van Hear) (accepted subject to revision).

(2012) Gendering tsunami responses – local responses and disconnected global discourses. *Gender, Place and Culture* (with C. Attanapola and R. Lund), doi:10.1080/0966369X.2011.625080

(2012) Collaborative research with ‘urban IDPs’ in Uganda. Advocating for empowerment or maintaining marginalisation? *Journal of Refugee Studies* (with H. Refstie), doi: 10.1093/jrs/fer047

(2012) Between the local and the diasporic: the shifting centre of gravity in war-torn Sri Lanka’s transnational politics. *Contemporary South Asia* 20(1): 61–75 (with N. Van Hear)

(2010) Hospitality: becoming ‘IDPs’ and ‘hosts’ in protracted displacement, *Journal of Refugee Studies*, 23(3): 337-355.

(2010) Real Time Research: Decolonising practices or just another spectacle of researcher-practitioner collaboration. *Development in Practice*, 20(7): 812-826 (with R. Lund)

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<sup>1</sup> All co-authored publications are equal authorship

- (2009) A geographers' imperative? Research and action in the aftermath of disaster. *The Geographical Journal* 175(3):196-207.
- (2009) 'Unpacking' the narrative of a national housing policy in Sri Lanka. *Norwegian Journal of Geography* 63(1): 10-22 (with R. Lund)
- (2008) Making a home during crisis: Post-tsunami recovery in the context of war, Sri Lanka. *Singapore Journal of Tropical Geography* 29(3): 274-288 (with R. Lund)
- (2008) Birds of Freedom. Young people, LTTE and representations of gender, nationalism and governance in northern Sri Lanka. *Critical Asian Studies* 40(3): 399-422

#### Book chapters

- (forthcoming) "I love my soldier". Developing responsible and ethically sound research strategies in a militarised society. In *A view from Below: Conducting Research in Conflict Zones*. Eds. D. Mazurana, K. Jacobsen and L.A. Gale, Cambridge University Press, Cambridge. In press.
- (2012) Home in temporary dwellings. Smith, S. (ed.) *International Encyclopedia of Housing and Home*. Elsevier, Oxford. In press.
- (2011) Shifting between the local and global: space, power and politics in war-torn Sri Lanka. In *Trysts with Democracy: Political Practice in South Asia*, Eds. S.Toft-Madsen, K.B.Nielsen and U.Skoda. Anthem Press, London, pp. 239 - 257 (with N. Van Hear).
- (2009) IDPs and hosts as constitutive categories in protracted displacement. In Fernando, P., K. Fernando and M. Kumarasiri (eds.) *Forced to move - involuntary displacement and resettlement – policy and practice*. Centre for Poverty Analysis, Colombo, pp. 125-144.
- (2009) Introduction. Spatial Politics and Postcolonial Sri Lanka. In Brun and Jazeel (eds.) *Spatialising politics. Culture and geography in postcolonial Sri Lanka*. Sage, New Delhi, pp 1-23 (with T. Jazeel).
- (2009) Concluding thoughts. In Brun and Jazeel (eds.) *Spatialising politics. Culture and geography in postcolonial Sri Lanka*. Sage, New Delhi, pp.216-222. (with T. Jazeel)
- (2009) 'Unpacking' the narrative of a national housing policy in Sri Lanka. In *The Tsunami of 2004 in Sri Lanka. Impacts and policy in the shadow of civil war*. Eds. P. Blaikie and R. Lund. Routledge, London (reprint from Norwegian Journal of Geography, with R. Lund).

#### Selected research reports and papers and publications for practitioners and policy makers

- (2009) *How knowledge about gender travels through organisations*. Social Scientists' Association, Colombo (with C. Attanapola and R. Lund)
- (2008) *The FONT Programme. Building Capacities for Reconstruction and Recovery – A Review of Activities 2005–2008*, Trondheim: Department of Geography, Norwegian University of Science and Technology (NTNU) (with the NTNU Research Group on Forced Migration)



## Suggested Referees for the Proposal on the Norwegian Researcher School in Geography

1. Professor Mats Widgren, Department of Geography, University of Stockholm, 106 91 Stockholm, Sweden. Email: mats.widgren@humangeo.su.se
2. Professor Adrian Smith, School of Geography, Queen Mary, University of London, Mile End Road, London E1 4NS. Email: a.m.smith@qmul.ac.uk

INSTITUTT FOR GEOGRAFI

Fosswinckelsgate 6  
5007 Bergen  
Tlf. 55 58 30 62  
Telefax 55 58 30 99  
E-post: post@geog.uib.no



DEPARTMENT OF GEOGRAPHY

Fosswinckelsgate 6  
N-5007 Bergen, Norway  
Tel. +47 55 58 30 62  
Telefax +47 55 58 30 99  
E-mail: post@geog.uib.no

Bergen 18 April 2012

To whom it may concern,

**Participation in *Norwegian Researcher School in Geography***  
**Letter of intent – Department of Geography, University of Bergen**

I hereby confirm that Department of Geography, University of Bergen, will be an active partner in “Norwegian Researcher School in Geography”.

Best regards,

A handwritten signature in blue ink that reads 'Svein Olaf Dahl'. The signature is written in a cursive style and is positioned above a light yellow rectangular highlight.

Svein Olaf Dahl  
Head of Department  
Department of Geography  
University of Bergen

To The Research Council of Norway

Date: 18 April 2012

### **Letter of intent**

This is to confirm that the Department of Sociology and Human Geography (ISS), at the University of Oslo (UiO), will be an active partner in the Norwegian Researcher School in Geography in the five year project period from January 2013 till December 2017. The institution will contribute, as laid out in the proposal submitted to the Research Council of Norway on the 18th April (Call: "Midler til oppfølging av evaluering av geografiforskning"). The Researcher School will be run according to the network model, coordinated by NTNU, and ISS/UiO will act as an active partner in facilitating the activities of the school.

Sincerely yours



Professor Grete Brochmann

Head of the Department of Sociology and Human Geography



Attachments: «Other items» for the proposal on the Norwegian Researcher School in Geography

1. A description of the partner institutions, page 2
2. Initial course ideas for four permanent courses (two courses in quantitative methodology that will alternate), allocations have been made in the budget to develop this courses under the umbrella of the Norwegian Researcher School in Geography:

Theories of Geography, page 4

Use of register data, page 5

Regression analysis with variables, page 6

Course in qualitative methods, page 7

## **Norwegian Researcher School in Geography**

### **Description of the partner institutions**

#### **Department of Geography, University of Bergen**

The PhD education at the department is part of the PhD programme at the Faculty of Social Sciences. A PhD project is normally three year and includes independent research documented through a dissertation that is defended publicly in a PhD defence. The PhD education also includes a course programme of the duration of at least one term. The department's PhD candidate is distributed across a number of themes from physical to human geography. The themes follow the department's five researcher group and PhD supervision is offered on all the broad themes of the groups:

- Physical geography
- Environmental and landscape geography
- Economic geography, regional development and planning
- Development geography
- Systems analysis

At the end of 2011, there were 21 registered PhD candidates at the department, 15 in geography and 6 in systems analysis. In 2011, there were two public defences in the department, 5 defences are expected in 2012. The department's PhD candidates are funded from several sources such as the Research Council of Norway, the University of Bergen, the European Union and the Quota Programme .

#### **The PhD programme at the Department of Sociology and Human Geography, University of Oslo**

The principle feature of the PhD-degree in human geography at the University of Oslo is a standardized research training period equivalent to three years. Candidates are expected to fulfill a training component consisting of obligatory and elective coursework equivalent to three months full-time study. A candidate is expected to devote the remaining time to critical and individual research within their chosen field of specialization. Candidates who are offered financing of a fourth year are also expected to teach and supervise lower-level students, thus assuring them pedagogical training.

The doctoral program concludes with a public trial lecture on a given subject, and a disputation defending the doctoral dissertation. An independent adjudication committee approves this concluding part of the candidate's research training.

Candidates applying to the PhD program must document full financing for a minimum of three years. Applicants should hold a prior degree in Human Geography, though exceptions may be made. Applicants must present a project proposal which should fall within one of the Department's main

areas of research and disciplinary profile. At present we have candidates within all fields of research in human geography; development geography, economic geography, environmental geography, political geography and urban geography.

20 candidates are currently enrolled in our PhD-degree program in human geography, and two candidates on average successfully defend their thesis each year.

### **PhD education at the Department of Geography, NTNU**

The three year PhD Program in Geography aims to develop the candidate's qualifications in work that requires an advanced degree of scientific expertise. The most important element of the Program is independent research that forms the basis for a PhD thesis. The Program provides the basis for an independent, creative and critical perception of one's own and others' research, as well as providing practice in communicating research results in academic and other forums. The candidate shall also complete training which is to complement work with the thesis, as well as contributing to the necessary academic requirements. The latter part of the Program is equivalent to one semester's work.

The applicant must have a Master's Degree or equivalent education in Geography or M.Phil. in Development Studies or other education that the Faculty has deemed acceptable for admission to the PhD Program in Geography. In special cases, applicants with other backgrounds may be admitted. Applicants can then be required to attend particular courses/qualifying courses as a prerequisite for admission.

The research part of the Program leads to an academic thesis, which at the end of the period of study must be publicly defended, and consequently approved by an assessment committee appointed by NTNU. The thesis is intended to be an independent, academic work of international standard, and at a high level of academic accomplishment. The thesis should contribute to the development of understanding and knowledge in its field, and be of sufficient quality for it to be published or considered worthy of publication. In addition, the candidate is to give a trial lecture which has to be approved by the appointed committee.

Presently, 29 PhD students are enrolled in the Program and approximately 4 candidates a year defend their thesis successfully.

## Initial Course Ideas

### Theories of Geography

**Credits:** 10 credits

**Learning aims:**

The researcher course in Theories of Geography aims to provide candidates with insight into recent theoretical discussions in geography and how these discussions relate to key theoretical stands in the discipline. Emphasising higher-order theoretical discussions, the course aims to provide the participants with tools to think, discuss and write theoretically about geographical research by identifying, critically assessing and positioning themselves in relation to recent theoretical discussions in geography.

**Format:** Two three-day seminars.

First seminar: invited key note speakers (international and Norwegian): lectures and short presentations/discussions of PhD candidates' projects, with particular reference to their theoretical approaches. The keynote speakers will discuss recent theoretical developments in geography and how these developments speak to recurrent geographical theoretical debates (such as, for example, space, place, scale).

Second seminar: 1-2 keynote lectures, presentation of papers by PhD candidates – with feedback from international and national guest lecturers in addition to comments by participating PhD candidates.

Deadline for the submission of papers a month after the second seminar.

**Assessment:** Passed/failed paper

The paper should be approximately 8000 words and discuss a theoretical theme in geography. The candidate is expected to be able to position her/his theoretical perspectives in wider geographical debates and to be able to think and write critically about the theoretical discussions presented in the paper. The candidate should also be able to make visible how these theoretical perspectives may be relevant for the PhD project she/he is developing.

**Comments:** While the course will always focus on higher-order theory and discussions on central concepts, the specific themes of the course will be somewhat adjusted to the interests of the student group at the time and in accordance with the expertise of the keynote speakers. Keynote speakers will all be international capacities in their particular field. A reading list will be provided

Course coordination: NTNU

## Use of register data

Our main aim with this course is to facilitate register-based research in human geography. We consider PhD students to be the main target group, but we also accept post docs and senior researchers. The course will be arranged annually, and will contain two components:

### *1. Access to and use of prepared statistics.*

Many questions and topics can be explored with existing data, some of which relate to individuals, some to households and some to geographical units (e.g. nations, counties and municipalities). The course will give a solid overview of national sources (e.g. Statistics Norway and Norwegians Social Science Data Services) as well as international services (EU-SILC/ Eurostat, OECD statistics, UN statistical databases and the European Social Survey). Many of these sources appear to overlap, but there are often small differences which limit the efficacy in particular analyses, particularly in comparative research.

### *2. Access to and use of data from national registers.*

Several registers in Norway provide individual-level data for longitudinal and cross-sectional research. The data have a world-class standard, and can be delivered at various scales. It is fairly easy, for instance, to acquire population samples, or the whole population, with geographic information at the census tract level. Such series are well-suited in analyses of life-course events, socio-economic “place effects” and labour market activity, to name just a few topics. There are also detailed data about business enterprises, which can be linked to an employment register. Register data are thus a valuable source in studies of economic clusters, divisions of economic activity and coherence/mismatch in labour market regions. We will focus on the whole process from choice of register(s) through application to organization and management of data. The course will contain some practices in a PC-lab. We pay particular attention to the transformation of crude data, e.g. event data, into usable formats (e.g. SPSS and STATA).

Participants who have completed the course should :

- Have a thorough knowledge of existing registers
- Have the knowledge to work with databases
- Have a thorough knowledge of applicable laws and ethical principles
- Understand the methodological challenges involved in conducting register-based research
- Be able to assess the quality of register data
- Have the knowledge to plan and implement register-based studies

The course will extend over four days and require a written paper on register-based geographical analysis. The paper may focus on design, practical problems and solutions, ethical considerations, validity, reliability or other topics that are covered by the course.

Suggested course instructors: Lena Magnusson Turner (NOVA and University of Oslo) and Terje Wessel (University of Oslo)



## Regression analysis with categorical variables

Register data often require analysis of variables with categorical values. Relevant examples are analyses of migration, family extension, marriage, entry to poverty, exit of poverty, reception of welfare benefits, completion of education, purchase of housing, etc. A similar challenge obtains in survey research of perceptions, opinions and behaviour. Opinions, for instance, may boil down to a simple distinction between “agree” and “disagree”. Another example is an outcome with graded answers: “strongly agree”, “agree”, “strongly disagree” and “disagree”. All of these cases lack a metric, and should not be analysed with ordinary linear regression.

The course provides an introduction to logistic and probit regression, which are standard alternatives in analyses of categorical data. We go through both nominal and ordinal outcomes, and pay attention to residuals, model performance and multicollinearity. Throughout, we will focus on technical problems and solutions. A particularly important problem concerns biased characteristics (unobserved heterogeneity) in panel data. We explore this problem through a comparison of fixed effects and random effects models.

Participants who have completed the course should:

- Be able to choose between OLS and maximum likelihood estimation
- Know how to run binary and multinomial logistic regression
- Have some knowledge of probit regression
- Know how to interpret classification plots and model statistics
- Know how to test for multicollinearity
- Be able to judge the explanatory power of independent variables
- Be able to choose between fixed effects and random effects models
- Know how to interpret regression results in a theoretical context
- Know how to present and utilize regression results in scientific articles

The course will have a practical rather than a mathematical approach. We will, if necessary, arrange a pre-course that recapitulates basic statistics, including linear models. The main will course will extend over four days. Participants will be required to utilize one or more of the methods in a written paper.

Suggested course co-ordinators: Lena Magnusson Turner (NOVA and University of Oslo) and Terje Wessel (University of Oslo)

## **Qualitative research methods**

### **Goal of the course**

During the course, students shall acquire competence in using some classical as well as recent methodological tools in producing as well as interpreting various kinds of qualitative data, like interview, observation of events and material structures, and written texts. Students shall be able to argue their choice of methodology epistemologically and they shall reflect on ethical aspects of an intimate relationship to the field of study that is often inherent in qualitative methodology.

### **Thematic content**

Since PhD students in geography are working on a wide range of empirical topics and applying different theoretical approaches, it is assumed that they will need a variety of methodological tools in their projects. In order to comply with an assumed variation in demand, the course will address general challenges in qualitative research like fieldwork (since geography is a field discipline), participant observation, case-studies, testing and validation of qualitative assertions, problems of generalization on basis of non-random samples, symbol analyses/semiotics, categorization of observations, and text analyses. These topics will be addressed every time the course is arranged

In addition to the permanent topics, the course will focus more thoroughly on selected topics each time it is arranged. Such specialized topics can be discourse analyses, system-analyses, hermeneutics, various forms of interview, visual methods, grounded theory, etc. Choice of specialization must each time be coordinated with perceived demand among potential participants and shall probably vary during the application period.

### **Structure of the course**

The course will consist of two sessions:

Session 1) First Five days of intensive lectures (ca 18 hours) on the various topics covered by the course. Participants discuss design, focus and content of obligatory course paper. The course will not contain a fixed curriculum, but, rather, a wide reading list from which participants can choose what they find most relevant for their projects.

Participants work on draft course papers during one month. Two weeks before second session, participants submit draft papers to course leaders.

Session 2) lasts two days and is held approximately 1.5 months after session 1. Now, participants shall present orally their draft course papers and respond to prepared comments from course leaders and spontaneous comments from co-participants.

Participants continue to work on course papers based on comments given during session 2). Course paper should be ca 15 pages, and it should be related to one or several of the topics of the course as well as being relevant for the participants' PhD thesis. Also, the paper shall reflect a reference list of at least 700 pages. Deadline for submission of final course paper shall be 1.5 months after session 2).

Study points recommended for approved course: 10 ECTS.

Suggested course coordinator: Tor Halfdan Aase, University of Bergen