RVS Annual Seminar
21 - 22 April 2020,
MF Norwegian School of Theology, Religion and Society

Tuesday April 21

19:00 – Annual RVS dinner (venue: Kulturkirken Jakob, Oslo)

Wednesday April 22

09:00 – 09:45 Key note lecture: (Aud 1)
Lars Johan Danbolt, MF Norwegian School of Theology, Religion and Society
The promises of meaning making in the empirical study of existential questions

09:45 – 10:15 Discussion (Aud 1)

10:30 – 12.30 Seminars

| PhD students choose one of these four parallel seminars (run twice during the day) |
|---------------------------------------------|---------------------------------|-----------------------------|-------------------------------|
| Justyna Bell and Fredrik Saxegaard          | Ingrid R. Christiansen          | Unn Målfrid Hegseth Rolandsen and Gina Lende | Tom Muir                      |
| Negotiating the role of the researcher in the field | Shadowing as research method | Thinking ahead: doing external research projects | Analyzing, understanding and responding to articles |
| Room 371                                    | Room 401                        | Room 405                    | Room 412                      |
### PhD supervisor seminar (The lunch room, 4th floor)

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<th>Speaker</th>
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<td>Sigrid Gjøtterud and Tomas Drønen</td>
<td>Intercultural PhD-supervision</td>
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#### Time Table

- **12:30 – 13:30** Lunch
- **13:30 – 15:30** Seminars continue.

The PhD-students choose a second seminar (see above). The PhD supervisor seminar continues.

- **15.30 – 16.00**: Summary and goodbye (Aud 1)

More information on lectures and speakers below.
About the speakers, seminars and lectures

Lars Johan Danbolt
*The promises of meaning making in the empirical study of existential questions*

In psychology of religion existential meaning making has become a central issue of research as well as an important way of understanding the dynamics in religiosity and spirituality.

The lecture will present prominent research in the field, and particularly draw on the investigations on Meaning in Life and Sources of Meaning as conducted by prof Tatjana Schnell (Innsbruch, but also in a part-time position at MF). What is meaning making about and how does this research add to the understanding and theoretical development in psychology of religion and related empirical fields? An how can knowledge from this research be useful in practice, such as in church, education and health care?

Examples from Norwegian and international research will be presented.

*Lars Johan Danbolt* is professor in practical theology and psychology of religion at MF and director of Center for psychology of religion at Innlandet Hospital Trust. Published on pastoral care and chaplaincy, clinical psychology of religion and ritualizing.

Justyna Bell and Fredrik Saxegaard
*Negotiating the role of the researcher in various stages of a study*

Justyna will provide examples of qualitative migration studies to portray how a position of a researcher can shift at various stages of research. She will also talk about practical examples of ethical dilemmas and different types of disclosure between the researcher and the participants during the study and what the researcher choses to disclose to the various wider audiences in the dissemination stage.

Fredrik will share his experiences of being an insider doing ethnographic research. How to find new positions in well-known practices? How to deal with a sense of awkwardness of suddenly being a very visible fly on the wall? How to fight recurring "demons" and find your voice as researcher?

*Justyna Bell* is a senior researcher at the Norwegian Social Research at Oslo Metropolitan University. She is a sociologist working within the fields of migration research, transnationalism, welfare studies and public health research.

*Fredrik Saxegaard* is associate professor in practical theology at MF. His research interests include theory and methods in practical theology, professional learning, leadership, and rhetoric.

Ingrid R. Christiansen
*Shadowing as research method*

In this session, we will explore the adventures and some horrors of ethnographic shadowing. Ethnographic shadowing is a qualitative research method "walking a mile in the shoes of..."
others” seeking to gain insights by being in the same space as the subjects and objects of your research. I will take the starting point in own research experiences in the Church of Norway and in Norwegian classrooms.

During this course day, we will discuss
- What is observation?
- The aims of ethnographic shadowing
- Practical steps: How to do shadowing
- The unreliable researcher: Participation, consent, and reliability of ethnographic shadowing

During the course, you will of course also be able to practice ethnographic shadowing.

_Ingrid Reite Christensen_ is associate professor in pedagogy. She works at the University of South-Eastern Norway in teacher education. Her focus of research is professions, workplace learning and applied ethics in education (diversity, inclusion and special needs, human dignity, democracy and so on).

**Unn Målfрид Høgseth Rolandsen and Gina Lende**  
*Thinking ahead: how to get involved in externally funded research projects*

Getting involved in larger research projects might be your next step on the way to an academic career (if doing a PhD is not enough for you...). You might have more research questions and more material you want to explore. But how to do it? Where to start, with whom? What are some of the available funding mechanisms out there? And what is a ‘post-doc’ anyway? In this session we will discuss some of the features of the contemporary research landscape, and give your pointers to navigate it.

_Unn Målfрид H. Rolandsen_ is MF’s senior advisor for research. She has worked for 14 years in the university sector - 5 years as a researcher, and 9 as an administrator. Unn Målfрид holds a PhD in Chinese and takes a keen interest in empirical research, project design and project development.

_Gina Lende_ is the coordinator at the RVS. She is also a post-doc at MF in religious studies, working on religion and politics in contemporary society.

**Tom Muir**  
*Analyzing, Understanding and Responding to Articles*

All scholars have to grapple with existing research in their fields and convey to a reader the relationship between their work and the field at large. This practical workshop equips participants with ways to approach this task. Participants will consider ways of extracting key information from journal articles, and take steps towards responding to it in their own writing. All participants should bring along two recent journal articles relevant to the research they are currently doing. A short reading task will also be assigned prior to the seminar.

_Tom Muir_ is associate professor of English for academic purposes at OsloMet - Oslo Metropolitan University. He has a PhD in English from the University of Sussex in the UK, and has taught academic writing for many years, in both the UK and Norway.
Globalization and mobility in higher education and research result in more international PhD-students and international supervisors. Cultural differences are of course also present in other forms in PhD-supervision. This seminar discusses challenges and possibilities in cross-cultural supervision, for instance how such supervision can offer learning possibilities. The lecturers draw on research in the field, their own experiences and the experiences of the participants in the seminar.

**Sigrid Gjøtterud** is professor at Norwegian University of Life Sciences (NMBU), teaching education and supervision. She is engaged in a number of international projects, and has published on supervision in teacher education, on democracy, sustainability and youth in Tanzania, action-research and cross-cultural PhD-supervision.

**Tomas Drønen** is professor at VID Specialized University and dean of Faculty of Theology, Diaconia and Leadership Studies. He has published on themes like African religion, Christianity and globalisation, intercultural communication and mission history. Drønen is working in an institution with many international PhD-students, and have experiences with supervising in intercultural contexts.