

A young girl with a white flower in her hair is playing chess with an elderly man with a white beard and glasses. They are sitting at a wooden table with a chessboard. The background is a blue wall with white geometric lines.

VIU LIVES WINTER SCHOOL Life course and vulnerabilities

Life Course and Vulnerabilities

**March 8-12, 2021
online edition**

VIU/LIVES Winter School

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Venice International
University

Scientific coordinator:

Prof. Dario Spini,
LIVES Centre,
University of Lausanne

Project coordinator:

Dr. Christina Györkös,
LIVES Centre,
University of Lausanne

Please note: the program will be delivered online.

As the COVID-19 pandemic is ongoing, VIU in agreement with the Scientific coordinators and faculty decided to move the activity online. The format and agenda will be consequently updated and available soon. The fees have been revised.

Program

During an intensive one-week program, doctoral students and young researchers will work on various fields of Life Course research through a multidisciplinary approach (Sociology, Psychology, Social Psychology, Life-span Psychology, Social Demography and Social Policies) led by internationally renowned experts.

In particular, the Winter School will focus on training the participants in the drafting of research projects or journal articles as fundamental aspects of the academic career they are approaching. With a “learning-by-doing” approach, participants will go through all stages of these drafting processes.

This is the sixth edition of the LIVES Winter School, the second organized by Venice International University and led by the two VIU member universities:

- University of Lausanne, Switzerland
- University of Padova, Italy

Two thematic workshops

Life course lens on cognitive decline in later life

Social science and epidemiological research have showed that health is distributed along a social gradient, and social differences in cognitive health during later life have been broadly examined and established. The life course lens, however, enables one to examine the sources of this social gradient in health with a more comprehensive view, by exploring the role of various biological, psychological, and social mechanisms across the entire life of individuals.

This workshop uses a life course lens to examine the early origins of inequalities in cognitive status and cognitive decline during later life.

This project aims to conduct two forms of review:

1. A scoping review to synthesize the amount of evidence on the association

between life course misfortune (during childhood, adolescence, and adulthood) and cognitive health status and decline in later life.

2. A mapping review identifying life course approaches used in the studies included in the scoping review, coupled with a visual synthesis of the degree of evidence supporting each framework. The scoping and mapping reviews will enhance mastery of the relevant literature and lay the foundation for original research on the topic.

Tutors

Stéphane Cullati, LIVES Centre, University of Fribourg

Kenneth Ferraro, Purdue University, USA

Stefan Sieber, LIVES Centre, University of Geneva

The Impact of Age-Related Stereotypes on (Cognitive) Ageing: Myth or Reality?

Compared to research on racism and sexism, age-related stereotypes, prejudices, and discrimination (i.e. ageism) have only recently attracted the interest of scientists. The available literature points to an impact of age-related stereotypes on older adults' cognitive and physical health, well-being, and daily functioning, both in the short and the long term. This workshop will address a number of questions to better understand these issues, including: Are these stereotype-based beliefs valid in the real world? Do these stereotypes really impact ageing trajectories as well as cognitive capacities and performances? What are the mechanisms underlying these effects? Can we limit the impact of age-related stereotypes on older adults' quality of life? How can we measure this potential impact of age-related stereotypes, prejudices, and discrimination? Through the exploration of these research topics, the participants will be guided in acquiring basic practical skills that will help them to plan, navigate, and conduct a research project.

Tutors

Christian Maggiori, LIVES Centre, HES-SO, University of Applied Sciences and Arts Western Switzerland, School of Social Work, Fribourg

Erika Borella, School of Psychology, University of Padova

The online week will be preceded by an introductory session. During the week of the program, intensive daily sessions of around 4 hours each will be scheduled, in order to involve participants across different time zones (1:00-4:00 pm CET, tentatively). Student participants will receive further tasks and a VIU elearning platform will be available in order to share resources and readings.

Learning outcomes for the participants

- Learn the manifold know-how associated with writing an article or a research project on a topic linked to the workshops' themes
- Work on concepts, taking into account the perspectives of different disciplines
- Extend participants' academic network

Who can apply?

The School first targets PhD students, but postdoc researchers can also apply.

Disciplines involved are Psychology, Sociology, Social Psychology, Life-span Psychology, Social Demography and Social Policy, Statistics and Socioeconomics, depending on the tutors and the workshop contents. The common topic of the workshops is vulnerability across the life course.

Application procedure and costs

The Program will admit up to 20 participants.

Fees (online edition)

Students of VIU member universities, LIVES Doctoral Program and its affiliated member universities: € 150 VAT Incl.

Students of other universities: € 300 VAT Incl.

VIU Alumni are eligible for a reduced fee.

The fees will cover tuition and course materials.

PhD Students in EU universities may be eligible for Erasmus+ funding. Refer to international offices in home universities or contact VIU Erasmus office: erasmus@univiu.org

On-line application

Deadline extended until January 31, 2021.

Applicants must submit via application form: a letter of motivation (max. 2 pages), a CV including publications and academic/research experience (max. 3 pages), a proposal of the current project - e.g. MA thesis, upcoming publication or PhD thesis- (max. 5 pages) and a photo.

Admitted candidates will be notified by **February 5, 2021** and will be asked to pay the fee by **February 10, 2021**.

Credits

ECTS credits equivalence: 2.

A certificate of attendance will be issued at the end of the course.

Co-organizers

Venice International University

University of Lausanne & University of Geneva – LIVES Centre

University of Padua - Department of Philosophy, Sociology, Education and Applied Psychology

KU Leuven, Faculty of Social Sciences

Affiliated institutions

Bremen International Graduate School of Social Sciences (BIGSSS), University of Bremen & Jacobs University (D)

Hallie Ford Center for Healthy Children & Families, Oregon State University (USA)

Centre for Population, Aging and Health, Western University (CA)

Ageing and Living Conditions Programme (ALC), Umeå University (SE)

Venice International University is a consortium of 20 universities, representing 15 countries throughout the world.

The mission of VIU is to foster cooperation among VIU member institutions while facilitating the exchange of knowledge and ideas, by developing, promoting, and organizing joint academic, research and training/capacity-building program. Students from non-member universities may participate in selected academic programs. The academic programs at VIU are distinguished by a markedly interdisciplinary approach to the topics, and by the international perspectives that the participants contribute to the discussions. The VIU campus is on the island of San Servolo in Venice, Italy.



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