



# DIN – Dottorati di Interesse Nazionale

- The Italian Ministry of Research (MUR) has adopted an innovative tool for the higher level of university education, the **National Interest PhD Program (Dottorato di Ricerca di Interesse Nazionale, DIN)**
- DIN programs are based on an **integrated and complex vision of knowledge** to address the challenges of the country with a systemic and trans-disciplinary approach
- This is a way to build bridges and **networks** between universities, research infrastructure, and the business world

# LCR – Mission



- The PhD program in **Life Course Research** fosters the study of life courses and the significant events that shape them from a **holistic and trans-disciplinary perspective**
- The program establishes an alliance among scholars from the **biomedical, psychological, and socio-demographic fields**
- The PhD program in **Life Course Research** will train a new generation of highly skilled scholars relying on an **evidence-based approach**, with a strong emphasis on **quantitative methods and data analysis**

# LCR – Consortium



# LCR – Unique features



- **Thematic** rather than disciplinary identity
- **International vocation** and **extended scientific community**
- **Multilevel teaching structure** fueled by a large Scientific Consortium

# LCR – Unique features



- **Super-departmental** and **super-regional** nature of the Consortium to overcome the fragmentation of local approaches
- **Sharing** of resources and infrastructure within the Consortium
- Development of a **National School** in Life Course Research

# LCR – Principles



- 1. Cumulative contingencies:** previous experiences (including those in the womb) shape a person's current status in different life domains (health, geographic mobility, family, work, and socioeconomic position)
- 2. Linked lives:** events in one life domain (illness, job loss, divorce) can influence all other domains
- 3. Historical time period and context:** the period and the context in which individuals live influence the probability, the timing, and the sequencing of key life course transitions

# LCR – Focal points



- An individual's life course should not be considered an arbitrary chain of events. Rather, as experiences follow one another, people are increasingly **directed into certain trajectories**, and other options decrease in probability or become closed off entirely
- **Micro-level** (individuals), **meso-level** (e.g., households, care providers, volunteering organizations, and firms) and **macro-level** (society, institutions) factors are all pivotal

# LCR – Focal points



- We ensure synergies by design as the Program incorporates trans-disciplinary perspectives that merge the **biomedical, psychological, and socio-demographic**
- The Program will train a new generation of students able to **triangulate concepts and methods** from these different approaches to untangle life course dynamics
- The Program will be based on and implement an **evidence-based approach** with a strong emphasis on **quantitative methods and data analysis**
- In addition, **qualitative approaches** can reveal important insights into the opportunities and challenges individuals face

# LCR – Curricula



- **Biomedical** – This curriculum aims to **study biomedical aspects related to the critical ages of life from birth to death**, developing along a path from childhood, adolescence, adult and senile life
- **Psychological** – This curriculum aims to **study the processes of continuity and discontinuity in development** from conception to death and the individual, contextual, and macro-social factors that can account for **adaptive and maladaptive paths in the life course**
- **Socio-demographic** – This curriculum addresses the **causes and consequences of key transitions in the life course of individuals** (e.g., family and fertility, migration, education, and employment) and **their interrelationships with economic, social, and political dynamics**

# Multilevel teaching structure



Horizontal



**Trans-Disciplinary level (TD):**

to expose all the PhD students to the complexity of the study of the life course

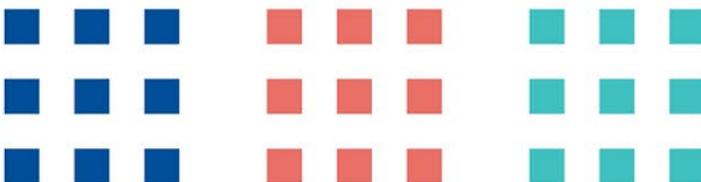
Vertical



**Curriculum level (CU):**

to train the PhD students on tools and themes specific to their scientific curriculum

Focus



**Focused and Disciplinary level (FD):**

to train the PhD students on a selection of thematic and methodological courses offered by the host University

# LCR – Teaching



## TD Courses:

- Winter School on **Meta-Analysis**
- Summer School on **Statistical Methods for Causal Inference**
- Summer School on **Academic Writing**
- Yearly Workshop on **PhD Students' Research Progress Presentation**

# LCR – Teaching



**CU Courses** (in Florence and at the associated Universities):

- **Multilevel and longitudinal research designs** for the study of fundamental characteristics of life trajectories across different domains, and how they are shaped by policies and socio-economic context
- **Qualitative approaches** to delve into the opportunities and challenges individuals face
- **Social demography** for the analysis of contemporary demographic behaviors, from low fertility to family instability, and their implications for the reproduction of social inequalities and the sustainability of pension systems
- **Clinical and etiological studies** on early ageing-related diseases, as well as studies on the validation and identification of **biomarkers of unhealthy ageing**

# LCR – Teaching



**FD Courses** (at the associated universities):

- **Targeted individual training** exploiting the variety of substantive and methodological courses available from the **scientific consortium of 29 associated Universities**

