



**Graça S. Carvalho** Graça S. Carvalho is Full Professor of the University of Minho, Braga, Portugal, and the Director of the Research Centre on Child Studies (CIEC) of the same University. She has developed postgraduate research training in Child Health, with particular focus in school settings. In addition to 24 national projects, she was the general coordinator of the European project on “Biology, Health and Environmental Education for better Citizenship” (BIOHEAD-CITIZEN: STREP-FP6 CIT2-CT2004-506015; 2004-2008) involving 19 countries. Presently, she coordinates, at national level, two European projects: “Promoting healthy eating and physical activity in local communities” (HEPCOM: European Commission Health Programme, Contract nº 20121204; 2013-2016); and “Co-Creation: a method to develop sustainable welfare solutions” (Co-Creation Welfare; Erasmus+ KA202-2016-12; 2016-2019).

She has supervised 22 PhD theses and is supervising 8. She has 433 publications, including 125 papers in scientific journals, 73 chapters in books and 181 papers in proceedings of scientific meetings. She is referee of submitted manuscripts to 28 international journals and is member of panels of evaluation for: academic promotion (France, Greece, Cyprus), research centers (France) and research projects (Germany, Romania and Israel). She has awarded the honorary degree of ‘Doctor Honoris Causa’ by the University of Claude Bernard Lyon 1, France in 2017.

#### Keynote 4

### Research with children: methodological and ethical issues

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Research with children is a matter of intense discussion nowadays. Some researchers perceive research with children as being just the same as with adults, others as entirely different, and other researchers are between these two poles. The way researchers perceive children and childhood (such as children being social competent actors) has implications for the research process with children and affect the ways of listening to them. In this talk, general areas of differences between research with adults and children will be discussed, giving particular emphasis to issues of ethics and imposing researcher’s perceptions (critical reflection of the use of ‘child centered’ methods), validity/reliability (children may exaggerate or lie to please the researcher), language clarity (language appropriate to children’s age), research context (setting where children are at ease), building rapport (empathy making to create a trusting zone of rapport), data analysis (care to interpret children’s perspectives), appropriate research methods (using children’s preferred methods and familiar sources). Research task-based methods make research fun for children and tap into their interests. The following task-based methods will be presented and discussed: drawings, photographs, spider diagrams, diaries, interviews and questionnaires. In short, even considering that children are socially competent actors, researchers must be critically aware of the reasons why research with children may be, in some aspects, different from adults.