ANNUAL REPORT 2014

DOCTORAL SCHOOL OF THE HUMANITIES
AALBORG UNIVERSITY
PREFACE

The annual report provides an overview of the activities of Doctoral School of the Humanities and the five doctoral programmes in 2014. The annual report may be of interest, if you consider pursuing a PhD, and would like to retrieve information about the academic scope of the doctoral school, or if you are already affiliated with the doctoral school and need information about degrees, projects, courses etc.

Since the establishment of the doctoral school, the doctoral school has seen an extensive increase in the number of newly enrolled PhD students and the total population of PhD students. One of the cornerstones of the rise in activity has been the effort to continuously strengthen external collaboration and partnerships with public and private institutions, national as well as international. In 2014, the growth has stalled and focus has been on completion and quality assurance in the context of the very diverse population of PhD students, in terms of funding models and employment status, rather than on recruitment.

The primary goal of the doctoral school is to ensure high quality PhD education. Thus, with a view to acquiring knowledge about potential points of development, the doctoral school conducted a comprehensive evaluation of the PHD programme in 2013 and early 2014. Based on the recommendations of the evaluation report, the doctoral school has pinpointed a set of strategic initiatives which will be implemented in the coming period.

The first section of the annual report concentrates on key figures and the central activities and strategic initiatives of the doctoral school in 2014. The second part of the report focuses on the academic profile of the individual doctoral programmes and the activities in 2014.
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ANNUAL REPORT OF THE DOCTORAL SCHOOL

ABOUT DOCTORAL SCHOOL OF THE HUMANITIES

Doctoral School of the Humanities at Aalborg University offers PhD education pursuant to Ministerial Order No 1039 of 27th August 2013 on the PhD programme at Danish universities, cf. the Danish University Act and Statutes of the self-governing institution Aalborg University.

The aim of the doctoral school is to strengthen the profile of the faculty as a modern cross disciplinary faculty of humanities studying various forms of creation of meaning in close cooperation with the surrounding society. Furthermore, it is the aim and primary responsibility of the doctoral school to create a framework for a PhD study programme characterized by quality and a high international standard and to ensure that the PhD programmes continue to develop in cooperation with the national and international research society, private companies and the public sector. Doctoral School of the Humanities offers doctoral programmes within the following five doctoral programmes:

- Education, Learning and Philosophy – Department of Learning and Philosophy
- HCCI (Human Centered Communication and Informatics) – Department of Communication and Psychology
- Music Therapy – Department of Communication and Psychology
- SPIRIT – Department of Culture and Global Studies
- Discourse and Contemporary Culture – Department of Culture and Global Studies

Each doctoral programme has a director, secretary, and board, who decide and implement activities under the respective programme. The overall rules and guidelines for PhD education under the doctoral school are laid down by the doctoral school’s study board. In 2014, the following were members of the study board:

- Ann Bygholm, director of the doctoral school (chair)
- Ellen Christiansen, director of HCCI
- Hanne Mette Ochsner Ridder, director of Music Therapy
- Antje Gimmler, director of Education, Learning and Philosophy
- Inger Lassen, director of Discourse and Contemporary Culture
- Mogens Rüdiger (observer), director of SPIRIT
- Jacob Davidsen, PhD Fellow, HCCI
- Lisa R. kristensen, PhD Fellow, Education, Learning and Philosophy
KEY FIGURES
The total population of enrolled PhD students at the doctoral school has tripled since the establishment of the doctoral school. The population of PhD students is very diverse in terms of funding and enrolment models and includes externally as well as internally employed and funded PhD students. The doctoral school has focused on international collaboration, also capacity-building partnerships, which is reflected in the relatively large share of international PhD students.

Total population of PhD students 2007-2014

Generally, the doctoral school has seen an extensive growth in the intake of PhD students. The table below illustrates how the doctoral programmes have developed in terms of the number of newly enrolled PhD students, since the establishment of the doctoral school.

Newly enrolled PhD students 2007-2014

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
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<tbody>
<tr>
<td>Music Therapy</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>13</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>HCCI</td>
<td>5</td>
<td>10</td>
<td>17</td>
<td>8</td>
<td>21</td>
<td>17</td>
<td>23</td>
<td>12</td>
</tr>
<tr>
<td>Discourse and Contemporary Culture</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>7</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Spirit</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>1</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Education, Learning and Philosophy</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>7</td>
<td>10</td>
<td>19</td>
<td>7</td>
</tr>
<tr>
<td>Total</td>
<td>11</td>
<td>21</td>
<td>30</td>
<td>32</td>
<td>39</td>
<td>34</td>
<td>51</td>
<td>31</td>
</tr>
</tbody>
</table>

The increase in the intake of PhD students in the years 2008/09 onwards is reflected in the number of awarded PhD degrees, as illustrated below. Three to four years after the high intake the number of PhD degrees started to increase.
PhD degrees 2007-2014

<table>
<thead>
<tr>
<th>Subject</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<th>2013</th>
<th>2014</th>
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</thead>
<tbody>
<tr>
<td>Music Therapy</td>
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<td>3</td>
<td>3</td>
<td>6</td>
<td>2</td>
<td>6</td>
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<tr>
<td>HCCI</td>
<td>5</td>
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<td>2</td>
<td>7</td>
<td>2</td>
<td>6</td>
<td>7</td>
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<tr>
<td>Discourse and Contemporary</td>
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<tr>
<td>Culture</td>
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<td></td>
<td></td>
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<tr>
<td>SPIRIT</td>
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<td>0</td>
<td>2</td>
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<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>9</td>
<td>8</td>
<td>13</td>
<td>9</td>
<td>18</td>
<td>15</td>
<td>20</td>
</tr>
</tbody>
</table>

**PHD COURSES**

*Flow Writing*
November 2014
Lecturer: Bo Skjoldborg

*The PhD supervision process: Methods and tools*
Three-day seminar October - December 2014
Lecturer: Mirjam Godskesen

*Academic Information Management*
April 2014
Lecturers: Christopher Aaby Sørensen and Louise Thomsen

*DIHM Summer School (organized by the Danish Institute of Humanities and Medicine/Health)*
August 2014
Lecturer: Professor Srikant Sarangi

**INTERNATIONAL EVALUATION**
In 2013, the doctoral school conducted an international evaluation, as stipulated by the Danish University Act. The evaluation process consisted of an internal evaluation report focusing on the quality of key elements of the PhD programme. The internal report formed the basis of an international expert review by a panel of three experts within doctoral education. The evaluation process was concluded with a report from the panel stating their recommendations for the development and quality enhancement of the doctoral school. The recommendations of the panel were as follows:

- To formulate a research strategy for the doctoral school identifying and prioritizing excellent research areas
- To enhance quality of doctoral supervision
- To explicate the responsibilities of each organizational level in terms of strategic development of the doctoral school
- To formulate strategies for an increase in the share of article-based PhD theses at the doctoral school
- To ensure competence development in doctoral supervision and recruitment of new qualified supervisors within all doctoral programmes.

Based on the recommendations of the expert panel, the following strategic actions were formulated:

1. A revised programme structure reflecting the past years’ development of the research environment at Faculty of Humanities
2. Initiatives for quality enhancement of doctoral supervision
3. An organized and high quality course programme offering relevant courses in methods and research themes within all doctoral programmes
4. Maintaining and building national as well as international research networks with a view to providing opportunities for the PhD students to engage in other research environments during the PhD programme
5. Initiatives to improve administrative procedures
6. Recruitment and career planning

The doctoral school has begun the planning and implementation of initiatives related to the above strategic actions: By 1st April 2015, the doctoral school will implement a new programme structure which to a higher degree represents the research profile of the faculty.

In 2014, the doctoral school organized a comprehensive three-day supervisor seminar and will maintain the focus on quality enhancement of supervision through courses and seminars and the drafting of information material to both new and experienced supervisors.

PhD courses are approved by the PhD study board which now allocates the financial means PhD courses. Course organizers apply for funding with the PhD study board who is responsible for the quality of the course programme of the doctoral school.

In order to improve administrative procedures and to identify best practices within PhD administration, a working group will be established in the Spring 2015.

In 2015, the doctoral schools of the Humanities and the Social Sciences will conduct an analysis of the career paths of former PhD students in collaboration with Department of Business and Management. The analysis will be presented on a conference focusing on the career opportunities and competence profile of PhD students, in the fall. The doctoral school will use the recommendations from the evaluation as guiding principles in the continuous development of the PhD programme.
THE DOCTORAL PROGRAMME IN EDUCATION, LEARNING AND PHILOSOPHY

Programme director: Professor Antje Gimmler
Programme secretary: Jeanette Mie Arboe

The doctoral programme 'Education, Learning and Philosophy' is part of the Doctoral School of the Humanities and the Doctoral School of the Faculty of Social Science at Aalborg University. The programme is based in the Department of Learning and Philosophy. There is close collaboration with two other programmes mainly based in the department, the programme 'Technology and Science' within the Doctoral School of Engineering and Science and the programme 'Health Education, Organizations and Ethics' within the doctoral school of School of Medicine, Biomedical Science and Technology.

The programme was established in 2000, and especially during the past few years the programme has seen a major growth.

The Department of Learning and Philosophy is an inter-faculty department, represented in all three Aalborg University campuses (Aalborg, Copenhagen, and Esbjerg).

Research activities of the department comprise four major fields of interest:

- Pedagogical Innovation and Didactics – including learning theory, learning processes and IT, university pedagogy and problem-based learning.
- Organisational learning and workplace learning – including knowledge processes in organisations, creativity and innovation.
- Education and Evaluation – including pedagogic sociology, interculturalism and diversity as well as learning and didactics in science and mathematics.
- Philosophy, innovation and ethics – including applied philosophy, applied ethics, anthropology, science and mathematics.

Research activities in the department is organised in cross-disciplinary research groups and centres. All PhD students participating in the doctoral programmes are members of at least one research group. The research groups with their senior faculty members and research projects provide an excellent environment for socializing the students into the practises of conducting research and academic activities. The students for their part make substantial contributions to the activities of the research groups.

PHD COURSES

**Multimodal analysis**
January 2014
Lecturer: Eva Petersson

**Storytelling**
March 2014
Lecturer: Xiangyun Du

**Practice Theory**
June 2014
Lecturer: Anders Buch

**Action research**
November 2014
Lecturer Søren Frimann
NEWLY ENROLLED PHD STUDENTS

Niels Erik Lyngdorf: Is intercultural competence necessarily the outcome of current internationalisation strategies with China?

Susanne Winther Sørensen: Patientovergange mellem intensiv- og stamafdelinger – et aktionsforskningsprojekt

Lone Falck Jørgensen: Individualisering af patienter i standardiserede patientforløb. Et kvalitativt studie af forskellige patientgruppens møde med hospitalernes accelererede operationsforløb

Henriette Duch: Uddannelse til erhvervsskolelærer gennem Den erhvervspædagogiske diplomuddannelse

Jin Hui Li: Shaping new ideals of citizenship in a transnational learning environment? - An analysis of the formation of the learning subject in a new transnational educational context

Helle Rønn Smidt: Patientcentrering og støtte af patienternes selvførståelse i den fysioterapeutiske praksis i rehabiliteringen af patienter med apopleksi - med udgangspunkt i Bourdieus kapitalbegreb og den kropsfænomenologiske tilgang

Tilde Mette Juul: Unge uddannelsesvalg og vejledning - baggrunden for unges uddannelsesvalg og betydningen af forskellige vejledningsaktiviteter.

PHD DEGREES

Stegeager, Nikolaj: Knowledge in motion - A study of the learning processes of Master's students caught in the field of tension between education and the workplace.

The thesis deals with the learning experiences of students’ enrolled in a Danish Master’s program. The study’s focus is on the first two classes of newly started Master’s program. It follows the students over a period of three years from before the educational upstart up to one year after graduation. The theoretical basis of the thesis is theory of learning transfer. Transfer usually denotes the process whereby the content of learning is moved from one context (the learning context) to another context (the application context), where the learning is brought into use.

Since the introduction of Master’s programs at Danish universities in 2001 the concept of transfer has received considerable attention. This can be seen as a consequence of the law on “vocational education and higher education for adults” which states, that academic continuing education should be perceived as a business oriented activity designed to improve the students’ professional working skills. Therefore universities of today are often expected to deliver teaching and training with a specific and marketable content for the benefit of students and their employers.

The first Master’s programs opened in 2001. Since then this educational area has been growing rapidly. Thus, today there are about 125 different Master’s programs divided among Denmark’s eight universities. Naturally, the number of students has increased in line with the educational profusion. According to the latest report from Danmarks Statistik, more than 10,000 students were enrolled at Danish Master’s programs in the year 2010/2011. However, this immediate success is by no means reflected in the research activities within this area. The number of reported studies addressing challenges and developmental opportunities within Master’s education has been quite sparse. One can therefore say that the educational success have come in spite of limited knowledge about the effects of master’s programs. Because of this, one could argue that the success of the Master’s programs primarily is a consequence of a general belief in the benefits of education rather than accumulated knowledge about the link between academic education and organizational practice. Thus, this thesis can be seen as a contribution to an under-researched scientific field. With the theory of transfer of training as the underlying basis, the thesis seeks to establish the functioning mechanisms behind a Master’s program. More precisely the thesis tries to answer the following...
questions: What kind of knowledge does a Master’s program produce? How is this knowledge produced and how is the knowledge transferred to the job and applied in the organizational context?

Anne Ejsing: *Teaching and learning - conception, comprehension and change*

Erlend Vinje: *The Norwegian open plan schools. A critical analysis of discourses and arguments associated with the debate over, and the development of, the new wave of Norwegian open plan schools.*

The main purpose of this dissertation is to undertake a critical analysis of the discourses and arguments in connection with the debate on and the construction of the Norwegian open plan schools. It has been important to uncover how different discourses and arguments set up school architecture in relation on the one hand to the teacher’s instruction and on the other hand to the pupils’ learning.
THE DOCTORAL PROGRAMME IN HUMAN CENTERED COMMUNICATION AND INFORMATICS (HCCI)

Programme director: Professor Ellen Christiansen  
Programme secretary: Hanne Porsborg Clausen

The HCCI doctoral programme facilitates challenging interdisciplinary research drawing together theories and methods from the areas of communication, psychology and informatics at Aalborg University. The PhD-programme has its foundation in the tradition of problem and project based learning and research (The Aalborg Model of PBL). The major part of the programme comprises active research under supervision, supported by courses and activities to keep the PhD students up to speed with front research environments. The doctoral programme is offered in English and has a strong international orientation, including a strong line of in capacity building projects with partners in developing regions and emerging economies. Point of departure for research affiliated with the HCCI doctoral programme is communication, psychology and informatics. The methodological approach is interdisciplinary and multidisciplinary encouraging multiple academic traditions to interact. There is a strong interest in the development of innovative research methods and also to use ICT as tools to support these, and stretching from experimental lab work to intervention process in local social environments.

PHD COURSES

**Internet Research Ethics**  
March 20 – 21  
Lecturers: Michael Zimmer

**Normality and pathology in a biomedical age**  
April 1-2  
Lecturer: Nikolas Rose

**Family as institution; Communication with differing resources; Goffman and contemporaries**  
April 7 – 9  
Lecturers: Charles Goodwin, Marjorie Harness Goodwin

**Sonic Signatures Symposium**  
April 9 – April 11:  
Lecturers: Mark Grimshaw, Simon Zagorski-Thomas, Richard James Burgess, Haydn Bendall, Anne Danielsen, Martin Knakkergaard, Tore Simonsen, Katia Isakoff, Karsten Dahlgaard, Morten Bøcher, Michael Linde

**The Notion of Worldview**  
April 22  
Lecturers: Mogens Mogensen, Clement Vidal, Peter Øhrstrom

**Phenomenology and existentialism in the social sciences**  
May 26 – 27  
Lecturers: Professor Michael Jackson, Harvard University, Associate Professor Sven Hroar Klempe, Associate Professor Sebastien Tutenges

**Michael Jackson Workshop**  
June 2nd.  
Lecturer: Professor Michael Jackson

**Kvalitative metoder**  
December 8 – December 12;  
Lecturers: Svend Brinkmann, Lene Tanggaard Pedersen
NEWLY ENROLLED PHD STUDENTS

Janne Bang: En læsning af Euromanden

Thomas Dyrmann Winkel: Nulskrald - Et metodologisk bidrag til bearbejdning af vaner og holdninger vedr. affaldshåndtering i hjemmet

Grete Seland: At the semantic barrier: User revealment and formulation of information needs in the presearch stage

Karin Haugaard: Psykoedukativ forældrekursus - med fokus på tilknytning

Willy Castro Guzman: Developing intrinsic motivations in higher education professors in order to facilitate information and communication technologies use in the learning process

Evgenios Vlachos: Sustaining emotional communication when one interaction partner is an android

Mirna Rivera Garcia: Integrating Information and Communication Technology (ICT) in the Honduran Public School System for reducing the digital gap among children and youth living in social exclusion in two main urban areas: metropolitan zones of Valle de Sula and Tegucigalpa

Maria Dolores Castro: Improving the cognitive performance in older adults using ICT

Rikke Gaardboe: Kritiske succesfaktorer for implementering af Business Intelligence i den private og offentlige sektor - en komparativ analyse

Maj Ragner Laursen: Patient Safety, Professional Practice and Organizational Learning

Farshad Badie: Cognitive Semantics of Human Learning based on Conversation Theory


PHD DEGREES

Kjær, Malene: Learning in practice: Practice in learning

The main focus of the research is on naturally occurring activity in the practice setting between the interacting participants; clinical supervisor, student and patient. The thesis is methodologically based on an ethnographic field study, especially video observation, of clinical supervisors and students in four different wards, but written interviews were also studied. The students in the study were on their fourth module in the second semester of their first long clinical practice of 10 weeks. The study was designed to closely follow the students throughout the 10 weeks. Different situations across the four wards are videotaped, analysed and discussed in the thesis. Theoretically the dissertation is based on embodied interaction (Streeck, Goodwin, & LeBaron, 2011), multimodal interaction analysis (Norris, 2004) and discursive psychology (Edley, 2014) within the ethnographic methodological framework of nexus analysis (R. Scollon & Scollon, 2004). With different perspectives throughout the thesis it is shown how the multimodal and embodied approach to investigate the practice can show us findings that otherwise would stay seen but unnoticed (Garfinkel 1967). Thus, I find that contextual configurations, layout of rooms, use of artifacts and relationships between the participants are crucial for the students’ identity formation process toward becoming professionals. In this way, the thesis contributes with a perspective on how the micro-ethnographic analysis of practices coupled with discursive psychology, in a frame of nexus analysis, can provide a nuanced picture of how the student’s identity formation process takes place.
Mølholm, Martin: What we talk about when we talk about work.

It is precisely the late-modern human beings verbalization of the relation between man and work, and the arrangement of the late-modern human beings attitudes, actions and way of talking about work caused by the formation of discourses, which is the object of analysis in this dissertation. I begin the dissertation by describing, how work has come to take up an increasingly part of the late-modern human beings life, and the strong emotions that is attributed to the relation to work. On the one hand we seem to love our job and feel a deep sense of satisfaction from the way, work stimulates our desire and urge to develop, both professionally, personally and socially, and unfold our potential in an ever changing and alternating worklife. On the other hand, an increasing number of people in the workforce have difficulties uniting a hectic and demanding worklife, and its constant demand for development of competencies, flexibility and commitment, with a family- and leisure-life that is coherent and in balance. Stress has become the second largest problem on the European labor market, and every day 35.000 Danish workers report themselves sick due to stress. That establishes a relation between man and work, which is fundamentally paradoxical: It is a source of pleasure and deep personal and professional satisfaction; and at the same time, the very same source is causing an increasing number of people to become sick, due to the late-modern worklife.

In the dissertation I describe the mechanisms that allow the late-modern workingman to experience both pleasure and deterioration from the late-modern worklife, and allow him to both talk about work as a positive stimulus and as mentally deteriorating. But simultaneously makes it difficult to prevent or remedy the things that make man sick, or discuss measures that can be taken to relieve the problem. In my dissertation I establish a discourse-archaeological approach, based on the work of the French philosopher Michel Foucault between the period from 1966 - 1984, in the analysis of dissertations data material, consisting of approximately 800 articles from the week-letters A4 and Monday Morning. This implies a descriptive approach to the analysis of the archive, followed by an analysis of the arranging effect of the discourses, on the human beings norms, attitudes, actions and way of talking about the late-modern worklife.

In the 1st part of the dissertation I describe three -ism’s - determinism, voluntarism and scientism - that marks the understanding of the relation between man and work, from the beginning of the 17th century and on to the time around World War Two. I show that the relation it constitute both by an external, religious calling that determines it, and that it at the same time is a voluntary activity that is necessary in order to survive, and create a safe and comfortable life. But that it is also a relation that it is gradually possible to determine, explain, predict and hence manipulate with reference to regulate, control and manage a society, which is ever more becoming a work-society.

In the 2nd part of the dissertation I describe and analyze the formation of three discourses - the globalization-discourse, the development-discourse and the health-discourse - from the period between 2002 - 2010, each discourse in its own chapter (chapter 6 - 8).

Saifuddin Khalid: Secondary Educational Institution Centered Diffusion of ICT in Rural Bangladesh

This dissertation presents a holistic approach for exploring, analyzing, solving, and circumventing the barriers to the integration and adoption of ICT in relation to the learning environments of secondary educational institutions in rural Bangladesh. It contributes to the fields of ICT for development (ICT4D) and educational technology in the scope and findings as follows. The current literature lacks a holistic understanding of the complexities of the barriers that are rooted and entangled across individual, social, and organizational policies and power structures.

Moreover, there is an absence of empirical studies for the diffusion of ICT using mixed methods, methodological appropriation, and practical diffusion strategy identification. Therefore, I have taken my motivation from the “Vision 2021: Digital Bangladesh” initiatives and consider that ICT is a relatively new field in the secondary education systems (i.e., covering grades 6–12) in Bangladesh. Having positioned this investigation within the transformative paradigm, I took six strategic approaches to diffuse ICT in the learning environment of the stakeholders in rural private vocational school. The ICT diffusion strategies were: an integrated purchase and training facilitation, smart classroom implementation, educational administration, extracurricular activities, a non-formal computer literacy center, and school-based internship. Two live-in field studies were conducted: from August 2011 to January 2012 and from August 20, 2012 to September 29, 2012. Building on ethnographic action research (EAR) methodology and applying participatory learning and action (PLA) methods, the stakeholders’ problems and inquiries were identified and the diffusion strategies were initiated or adapted.

This dissertation is based on papers submitted, accepted, and published during the PhD period and consists of two parts. Part I introduces and positions the study in terms of ICT adoption barriers, introduces Rogers’
theory of diffusion of innovations as the guide for a change agent, and theoretically frames the strategic interventions. Part II consists of eight papers that focus on but are not limited to different aspects of the topic: project plan, literature review, application of PLA methods, and mapping the barriers in a framework of macro-meso-micro levels, current practices, and investigation of different diffusion strategies. Central to these papers are participatory methods and the iterative phases of methodology, which demonstrate the application of Rogers' theory in qualitative research using mixed methods.

What I found was that central to the barriers are lack of funds, high distrust, a lack of skilled human resources—particularly computer graduates, subject-specific teachers—and a lack of technical support for computers, electrical devices, and electronics. These barriers are situated at the levels of individual stakeholders, organizations that are part education systems’ rules and regulations, and the external environment comprised of social and non-social factors. The public policies governing secondary education systems’ employment, curriculum, and assessment form a central diffusion system, where the overall control of decisions and the direction of diffusion is in the hands of government administrators and technical subject-matter experts. The barriers faced by the schools’ stakeholders do not have the scope to be heard and facilitated. Therefore, this dissertation devises a hybrid diffusion system that recommends applying two-way communication and appropriating skilled human resources at local levels. The question remains as to how a scale-up experiment of a hybrid diffusion system can be conducted to address the barriers to funding, knowledge, and skills in relation to ICT in secondary education.

Davidsen, Jacob: Second graders’ collaborative learning around touchscreens in their classroom: Micro-studies of eight and nine year old children’s embodied collaborative interactions in front of a touchscreen.

In “Second graders’ collaborative learning around touchscreens in their classroom”, Jacob Davidsen explores, analyses and discusses how eight- and nine-year-old children’s embodied collaborative interactions around touchscreens unfold in classroom settings. Having conducted micro-studies on children’s embodied interactions around touchscreens, the author has found that children’s body movements and, in particular, their hand movements are crucial in their processes of engagement and disengagement in collaborative activities around touchscreens. The data comprise 150 hours of video footage and ethnographic observations, all from a year-long study of naturally occurring activities in two second grade classrooms at a public school in Denmark.

The way of seeing and making visible children’s collaboration around touchscreens presented in this thesis is informed by CSCL, ethnomethodology and embodied interaction analysis. The findings provided by this way of seeing and making visible can have implications for researchers, teachers and policy makers, with regard to their understanding of children’s collaborative activities around touchscreens. The research is part of the field of CSCL@school, and the micro-studies contribute findings regarding children’s embodied practices of moment-to-moment co-operation of collaborative activities around touchscreens.

Brinck, Lars: Ways of the Jam : Collective and improvisational perspectives on learning

In the PhD-dissertation Ways of the Jam, I investigate jamming and learning as profoundly collective and improvisational matters. Bridging a theory of funk jamming with situated learning theoretical analyses of New Orleans second line, everyday leadership, and of a studio recording session demonstrate how looking at human activity from a jamming perspective enhances our understanding of learning as a complex collective and improvisational process.

Ways of the Jam demonstrates how learning is a matter of changing improvisational participation in changing practice in analytically inseparable ways, circumscribed by what practice is ‘about’. This leads to the dissertation’s closing argument: putting what practice is about and the collectivity of practice first enhances important aspects of learning. The dissertation offers a set of theoretical as well as empirical speculations on this ‘aboutness’ of practice, on the collectivity of changing practice, on the improvisational aspects of participation, and on these analytic perspectives’ complex hegemony and subordination.

Clasen, Line Engel: Supporting Danish early educators’ professionalism and children’s language development – bookfun as a pathway to improved inclusion
The objective of the thesis is to explore how BookFun can support children's language development as well as early educators’ professional development in order to create pathways to improved inclusion in the day-care centres. The empirical foundation of the thesis uses a mixed methods design. A matched controlled trial with 77 3-4 year old children showed that BookFun is a powerful tool for boosting children's vocabulary and verbal working memory (measured by semantic fluency) in a more effective way than regular book reading. Results from an interview study with 18 early educators showed that they could successfully integrate BookFun with their existing practices and that the programme has the potential to support professionalism as well as inclusion in the day-care centres. The results are discussed in relation to the central research questions and the contributions, implications and limitations of the study are considered. In conclusion, the thesis finds support for BookFun’s potential to support development in the day-care centres among both early educators and children, thus creating pathways to improved inclusion.

Østergaard, Claus Møller: Mobile User Experiences – Understanding, designing, and implementing mobile user experiences in theme parks

This Ph.D. dissertation offers a study of mobile user experiences in theme parks, which results in a theoretical framework and a design methodology. The theoretical framework represents a theoretical understanding of the aspects constituting mobile user experiences in theme parks. The aspects are: the environmental, social, and digital context. The digital context consists of the mobile content, the mobile functionalities and the mobile interface.

The development of the theoretical framework is based on case studies of mobile solutions developed for theme parks in Northern Jutland, Denmark, as well as a case study of a mobile solution developed for a zoo in Tokyo, Japan. The case studies were conducted from 2010 to 2012 and the empirical data consisted of observational notes and shadowing notes, photos of the observed users as well as interviews with these users. The analysis of the empirical data was based on the principles of the grounded theory approach by Strauss and Cobin (1990). The design methodology is based on the theoretical framework. The analysis of the empirical data was based on principles of the grounded theory approach by Strauss and Cobin (1990). The design methodology can be used for designing mobile user experiences in theme parks as well as for analyzing existing mobile user experiences. The methodology consists of the four phases: understand, idea generate, integrate, and design. The first phase is designed to give the workshop participants an understanding of the environmental and social context of the theme park which the workshop focuses on. In the idea generate phase the participants develop their preliminary ideas for their mobile concept.

The dissertation, which is based on eight papers published during the course of the PhD, consists of three main parts: In Part I the theme “Mobile User Experiences in Theme Parks” is positioned within the field of HCI and the theoretical field is presented. Additionally, the methodical approaches and considerations are accounted for, and a number of theoretical concepts that are employed throughout the dissertation are defined. Part II consists of eight papers published during the course of the PhD as well as an exposition of the correlation between the papers. In Part III I discuss and conclude on the results that were presented in the papers.

Hansen, Allan Grutt: A Quantitative Profection Tool

The analysis is based on a quantitative problem and method treatment of the topic “Gender and Career in a major Danish bank. The methodology is a so-called empirical scientific approach, which will highlight the theme from a hypothetical-inductive/deductive angle.

Systematically collected empirical, inductive knowledge through the form of an electronic questionaire, used deductively later on in the form of a concatenation of hypotheses and testing by cross tabulation of responses to survey questions among the individual, examined the subtopics within the topic of gender and career.

The inductive part of the PhD-thesis will fundamentally be based on two approaches, respectively. In the outside barrier (eg. Youngest child’s age, division of labor in the home, education, income, working hours, etc.) and within (eg. The manager job is attractive, qualifications, job content, etc) the bank.

The PhD-thesis is not a thesis in theoretical pre-treatment of the focal point of the empirical study, namely that men and women apparently do not have equal opportunities to make a career, but more critical approach to the method and the measurement of gender and career as a monitoring tool.
The aim of this thesis has been to investigate how students gradually become more aware of their information needs during their work task process, specifically during the prefocus stage, before they have formulated a topical focus. The process of students clarifying their information needs was called cognitive user revealment. It was explored whether – and how – students might benefit from teachers’ terminological understanding of a topical area, as well as how students’ learning styles affect their formulation behaviour. The research topic has been explored with an interdisciplinary perspective, using information searching theory, cognitive linguistic theory, and cognitive psychological theory.
THE DOCTORAL PROGRAMME IN MUSIC THERAPY

Head of the programme: Professor Hanne Mette Ochsner Ridder
Programme secretary: Hanne Porsborg Clausen

The Doctoral Programme in Music Therapy offers PhD education within the science of music therapy. The doctoral students are trained in a stimulating international research milieu and meet twice a year in Aalborg for one-week courses where they work with the peer group, invited presenters and the supervisors. In this cross-disciplinary and enriching learning community, research ideas and problems are shared, and learning has value at an academic and professional level following the principles of Problem Based Learning.

In order to provide an academic research culture with a perspective on practice integrated at all levels of training, the doctoral students are expected to document clinical music therapy expertise within a specific field. With this as a starting point, the aim is to promote accumulation of clinical evidence, scientific knowledge, advanced competence in research methodology, theory development and international cooperation.

The doctoral programme has been developed on a strong foundation in the milieu around the well-established five years full time MA training in music therapy at Aalborg University, and has attracted researchers from all over the world with the intention of promoting new scientific areas within music therapy. The doctoral programme ensures that the students are linked to internationally strong environments and receive qualified supervision. The field requires an interdisciplinary approach, particularly in the theoretical foundation of the research projects. The programme is the only research centre in music therapy in Denmark, and is worldwide the largest centre in music therapy research.

The 5 ECTS biannual courses include a rich mixture of course work and aim to cover the following topics of learning: a) Reflexive methodology including data administration and data analysis, b) Objectivistic methodology including data administration and statistical analysis, c) Research ethics and reflexivity, d) Theory of science, and e) Academic writing and dissemination. The working methods for the courses are workshops, round table discussions, lectures, presentations of research in progress, and feedback on written as well as oral presentations.

NEWLY ENROLLED PHD STUDENTS

Maya Story: Group Music and Imagery as a Treatment Modality for Female Veterans with Military Sexual Trauma Related Post Traumatic Stress Disorder


PHD DEGREES

McDermott, Orii (2014)
The Development and Evaluation of Music in Dementia Assessment Scales (MiDAS)

The majority of quantitative studies in dementia use standardised psychiatric outcome measures to evaluate the impact of music on the reduction of neuropsychiatric symptoms. However, clinically important changes are highly individual and there are concerns that these measures may not portray what matters most to the client. There was a need to develop a clinically relevant and scientifically robust outcome measure incorporating the above concerns.

A narrative synthesis systematic review found consistent evidence for short-term improvement in mood and reduction in behavioral disturbance but there were no high-quality longitudinal studies that demonstrated long-term benefits of music therapy. The review also confirmed that no psychometrically validated outcome measure specifically designed for music therapy with people with dementia was used in the current literature.

In order to develop a clinically meaningful outcome measure, focus groups and interviews with people with dementia, family carers, care home staff and music therapists were conducted. The accessibility and immediacy of musical experiences for people at all stages of dementia, a close link between personal identity and music and
the importance of shared musical experiences were particularly highlighted. Key comments and recurring themes were transcribed and scrutinized to identify scale items and ensure the content validity of the new outcome measure.

Music in Dementia Assessment Scales (MiDAS) comprises the five Visual Analogue Scales (VAS) items: Levels of Interest, Response, Initiation, Involvement and Enjoyment, and a supplementary checklist of major reactions from the individual with dementia consisting of three ‘positive reactions’ (attentive/interested, cheerful/smiling, relaxed mood) and three ‘negative reactions’ (agitation/aggression, withdrawn/low in mood, restless/anxious). MiDAS version 1 was fieldtested by a music therapist and staff in a care home. Feedback from the clinicians and further peer consultations were incorporated during the refinement stage of the scales. MiDAS version 2 was produced for the main study.

In order to evaluate the reliability and the validity of MiDAS, weekly MiDAS ratings were collected from music therapists and care home staff. A total of 629 MiDAS forms were completed during the main study. The statistical analysis revealed MiDAS has a high therapist inter-rater reliability, a low staff inter-rater reliability, an adequate staff test-retest reliability and a fair concurrent validity. Factor analysis revealed high factor loadings between the five VAS items. MiDAS was found to be sensitive to change and feedback from the study participants confirmed the clinical relevance of MiDAS.

O’Kelly, Julian (2014)
*The Development of Evidence Based Music Therapy with Disorders of Consciousness*

By improving arousal and awareness for those with disorders of consciousness (DOC), music therapy may contribute to the assessment of whether individuals are in vegetative states (VS) or minimally conscious states (MCS). However, supporting evidence is lacking. This thesis addresses whether music therapy can effect neurophysiological and behavioural changes suggesting arousal and awareness to contribute to the assessment of patients with DOC?

The thesis comprises three peer reviewed papers. The first explores relevant music therapy and neuro-science literature, highlighting how interdisciplinary dialogue is mutually beneficial. The second asks: what do concurrent music therapy and global assessments reveal about DOC patients’ responsiveness to auditory and musical stimuli? An audit compared 42 music therapy assessments (MATADOC) with concurrent multimodal assessments (SMART) using standardised measures for each. Statistical analysis highlighted that whilst MATADOC has higher sensitivity within auditory and visual domains, SMART has higher sensitivity in the motor domain. Findings support the use of the music therapy assessment in contributing to the understanding of a patient’s level of awareness.

The third paper addresses further questions: What information will a neurophysiological and behavioural examination of DOC and healthy responses to music therapy and other auditory stimuli reveal in relation to (i) contrasting responses across and within healthy, MCS and VS cohorts, and (ii) comparison with standardised behavioural assessments? A multiple baseline within-subjects study compared electro-encephalogram (EEG), cardio-respiratory and behavioural responses of 20 healthy, 12 VS and 9 MCS subjects to music therapy (live preferred music and improvised music entrained to respiration), pre-recorded disliked music, white noise and silence. Post-hoc ANOVA tests indicated that preferred music produced the widest range of significant responses ($p \leq 0.05$) across healthy subjects, particularly for respiration rate and EEG amplitude. Significant EEG amplitude peaks were found in frontal areas in MCS and VS cohorts ($p \leq 0.05$) in response to music therapy, suggesting increased arousal. These cortical responses may also indicate selective attention. Furthermore, behavioural data showed significantly increased blink rates for preferred music in VS patients ($p = 0.029$).

In conclusion, neurophysiological and behavioural evidence indicates that music therapy improves arousal and awareness, providing empirical support for its role in optimising the conditions needed for assessment and rehabilitation.

Chen, XI JING (2014)
*Music Therapy for Improving Mental Health Problems of Offenders in Correctional Settings*

Music therapy as one kind of rehabilitation interventions has been applied for offenders for decades. This research aimed to investigate the effects of music therapy on enhancing mental health for offenders in correctional settings. Two studies, a randomized controlled trial (RCT) and a systematic review and metaanalysis, were conducted.

First, the RCT was implemented to investigate the effects of group music therapy on improving anxiety,
depression, and self-esteem in offenders in prison. Two hundred Chinese male adult prisoners were randomly assigned to music therapy \((n = 100)\) or standard care \((n = 100)\). Participants assigned to the music therapy condition had 20 sessions of group therapy for 10 weeks compared to standard care. Standardized scales measured anxiety, depression, and self-esteem at three time points. Data were analyzed based on the intention to treat principle. Compared to standard care, anxiety and depression in music therapy decreased significantly at mid-test and post-test; Self-esteem improved significantly at mid-test and post-test. Younger participants decreased more in anxiety at mid-test. Participants with lower education had a greater improvement in anxiety and self-esteem at post-test. Second, the systematic review and meta-analysis examined the effects of music therapy on improving mental health for offenders in correctional settings. Exhaustive searches were conducted to identify RCTs and quasi-randomized controlled trials (controlled clinical trials, CCTs) of music therapy for offenders in correctional settings. Five studies \((N = 409)\) were included for fixed-effects meta-analyses including the aforementioned RCT. The results showed that music therapy was effective for promoting offenders’ self-esteem, anxiety, depression, and social functioning. Effects of music therapy increased with the number of sessions. No significant effect was found in the comparison of different music therapy approaches.

Overall, music therapy seemed to be helpful for offenders to improve their mental health. In addition, it can be highly beneficial for prisoners of young age or low education. Music therapy has potential to combine the strengths of diverse offender rehabilitation theories to benefit offenders and public safety. Future studies should consider offenders of genders, larger sample size, multiple sites cooperation, dose effects, and long term effects.

Blom, Katarina Mårtenson (2014)
Experiences of Transcendence and the Process of Surrender in Guided Imagery and Music (GIM) - Development of New Understanding through Theories of Intersubjectivity and Change in Psychotherapy

The study was developed within a pragmatic and constructivist paradigm, with a qualitative and flexible research design, using a hermeneutic – phenomenological methodology. Music in GIM was explored as a relational agent, with musical elements metaphorically serving as relational ingredients in verbal as well as GIM therapeutic practice. The epistemology of implicit and subjective knowledge was considered crucial in understanding the transforming power of GIM. Collaboration as an unavoidable, necessary and desirable force in psychotherapy as well as in research was confirmed, and the collaborative perspective was assumed to mirror the intersubjective perspective. The research questions were:

1. Can the categories of analysis identified in a pilot study be useful in developing a new understanding of transpersonal and spiritual GIM experiences and their transforming power? If yes, in what ways?
2. How are the relational modes that constitute shared lived experience/intersubjectivity expressed and described in the transcripts of GIM sessions?

Data collection was done through two focus group interviews with GIM therapists \((n=7)\), GIM session transcripts \((n=38)\), and collaborative interviews with therapist and participants \((n=4)\). Data analysis was performed through hermeneutic methodology and thematic analysis. The key concept, process of surrender, was explored through a triangulation of data.

The findings confirmed the applicability of the categories of analysis from the preliminary pilot study. It was possible to illuminate the GIM process in new ways, e.g. it was possible to make assumptions about patterns in the participants’ implicit relational knowing and deepening levels of interaction between therapist, music and participant. From an intersubjective perspective, the analysis contributed with new knowledge about the change process in GIM during transpersonal and spiritual experiences and about the transformational therapeutic process as a whole. The concept Relational Mode of Surrender from the small study was further explored and applied to the GIM process. A music analysis was conducted with the aim of exploring the interaction between music classification categories and experiential categories (categories of analysis). The findings illuminate important elements and connections in the intersubjective field of music, therapist and participants.

Aase Marie Ottesen (2014)
The use of music therapy and dementia care mapping in a learning model. For the development of musical and interpersonal competences in care providers of persons with dementia

The research project is based on the basic assumption that professional care providers are responsible for
the Quality of their relation to the person with dementia. It is therefore decisive that care providers are in possession of the personal and professional competences required to engage in the relational meeting with the person with dementia. The focus of the research project is the relational meeting between the person with dementia and the care provider in which music therapy is the shared platform for establishing and developing the relation. The research project is concerned with a learning model for care providers in the dementia area. The Dementia Care Mapping method is included in the learning model, together with the development of cross-disciplinary cooperation between a music therapist, care providers in the dementia area and the researcher.

The objective of the project is, through a learning model for care providers in dementia care, to promote the advancement of communication and care methods which will contribute to increasing the quality of life and wellbeing of persons with dementia.

The research project is aimed at developing a learning model for care providers in the dementia area focusing on the relational meeting between the person with dementia and the care provider where 1) a group music therapy course is the focal point for the learning of the care providers; where 2) Dementia Care Mapping is used as an observation and feedback method; and where 3) the implementation of the learning model will be carried out through the development of cross-disciplinary cooperation between the music therapist, the care providers and the researcher, who is also responsible for the learning process.

In terms of the development of competences in care providers and the factors that have impacted this process, it can be concluded that the competences in the care providers have been developed through a learning environment/community of practice that has enabled the possibility for shared professional reflections and the challenging of one another. Another important factor was the learning context, which was based on successful situations and continuous feedback on the care providers’ development processes. Additionally, working with the video sequences and linking these to the theoretical frame of reference and the DCM results have also contributed to the development of competences in the care providers.

There are conclusions showing signs that the focus on developing the musical and interpersonal competences in the care providers has had a positive impact on the quality of life and wellbeing of the residents. The positive impact on the quality of life and wellbeing of residents has appeared when residents have been seen to be happier and more attentive in their daily lives, and have participated more actively when socializing with other residents. The difficult care situations have either been diminished or do not occur at all anymore.

Leith, Helen (2014)
Music therapy and the resettlement of women prisoners: A mixed methods exploratory study

Women form a minority (5%) in the UK prison system, which is predominantly designed for men. A high number of women prisoners bring experiences of trauma and abuse with them into the system. The incidence of mental health problems is inordinately high compared to the general population.

Whilst an increasing number of UK music therapists work in forensic psychiatry providing treatment for mentally disordered offenders, there is a dearth of music therapists working in UK prisons. There is correspondingly little research into music therapy and women prisoners.

This embedded QUAL(quan) mixed methods study investigates whether there is a change in the self-perception of women prisoners attending music therapy, and whether, if this is the case, they show an improved ability to engage with prison resettlement interventions. It also examines the impact of different treatment lengths on outcomes.

10 participants were recruited to the program and attended (bi-)weekly music therapy sessions of 45 minutes. They attended for a minimum of 8 sessions and a maximum of 52 weeks. Clinical interventions included songwriting, improvisation, singing of popular songs, computer technology based composition, rap, and therapeutic teaching. Sessions were held by a registered music therapist.

Data was collected concurrently in the form of semi-structured interviews, self-report measurements, staff observation questionnaires and prison logs on behavioural incidents, adjudications, and program attendance. The interviews of 6 participants were coded thematically and both within participant and between participant analyses conducted. Effect sizes were calculated from the self-report and staff observation questionnaires for all 10 participants. The data was triangulated in the form of exemplary case studies.

Findings showed that women prisoners attending music therapy experienced a change in self-perception. Engagement in music therapy translated into behavioural change outside the music therapy room. Participants showed an increase in self-confidence, self-esteem, self-efficacy, achievement motivation and a number of other areas relevant to successful resettlement. There was a reduction in the number of self-harm
or behavioural incidences and attendance of other programs improved. Although short-term therapy was not contra-indicated significant gains were achieved if participants attended music therapy for 3 months or longer.

For severely disaffected prisoners music therapy provided an appealing and motivating intervention, which served as an entry point to other programs required for resettlement. Women prisoners not only showed an enhanced ability to attend the programs required for their successful resettlement; music therapy created aspirations, which is of significance to downstream outcomes.

THE DOCTORAL PROGRAMME SPIRIT

Head of the programme: Professor Mogens Rüdiger
Programme secretary: Marianne Høgsbro

SPIRIT is an interdisciplinary doctoral programme for the systematic study of themes and theoretical issues related to the intertwining of political, cultural, and socio-economic processes, with particular emphasis on contemporary globalisation trends and their historical preconditions.

It is dedicated to examining - from the combined vantage point of both the human and the social sciences - cultural, political and socio-economic issues on a spectrum ranging from the local and regional dimension over the national level to the transnational global processes that increasingly impinge on the organisation of life and the structure and dynamics of the world.

SPIRIT's research is conducted within four broad themes:

- Transnational change, where the understanding of globalisation and internationalisation and character development is in focus;
- Inter-regional developments and conflicts, such as integration or regionalism, i.e. involving governance and development strategies;
- Identity and globalisation, i.e. focusing on gender conflicts, nation, class and ethnicities in the globalising world;
- Intercultural production and consumption, such as companies' handling of transnational challenges, tourism and everyday life are explored.

PhD COURSES

Method Reflection Seminar
October 28
Lecturer: Martin Bak Jørgensen and Peter Hervik

Intertwining cultural and managerial studies in tourism research
September 30 – October 1
Lecturer: Martin Trandberg Jensen and Carina Ren

NEWLY ENROLLED PHD STUDENTS

Adriaan De Man: Tourism and heritage in Portugal: A comparative study on stakeholders

Lisbeth Harbo: Unwrapping migration trends in Northern Sparsely Populated Areas

Helle Dalsgaard Pedersen: Udvikling af perifere områder fra et ungeperspektiv - identificering af udviklingspotentialet for perifere områder med særlig fokus på at skabe varig tilknytning til lokalområdet


Anne Marboe: Kulturelle værdier og beskyttelsesstrategier - en samtidshistorisk kortlægning af natursyn.
PHD DEGREES

Kristin Løseth: Adventure tourism - Exploring relations between knowledge and innovation

With cases from Norway and NZ the thesis examines what innovation means in the context of adventure tourism businesses, and explore relations between such change processes and the available knowledge resources of the business. Several factors influence the knowledge resources of a given business, and the study looks specifically at how the size of the business, its location, and the maturity of the specific adventure tourism activity shapes processes of knowledge development and innovation. The study takes its starting point in research on small businesses and tourism innovation, and draws on perspectives from economic geography and evolutionary theories of industry development. The patterns of innovation identified follow previous research on innovation in small tourism businesses, but also highlights the importance of product innovation for experience providers, the international character of knowledge development as well as the role of wider outdoor recreation milieus as a knowledge resource reservoir for this particular part of the tourism industry.

THE DOCTORAL PROGRAMME IN DISCOURSE AND CONTEMPORARY CULTURE

Head of the programme: Professor Inger Lassen
Programme secretary: Marianne Høgsbro

The doctoral programme Discourse and Contemporary Culture at Aalborg University welcomes PhD students who are interested in the field of discourse as it is shaped in different cultural settings. We understand culture as a broad concept embracing global, national, regional, organisational and individual constructions of culture. The concept discourse includes the many ways in which language is used, including for instance writing, speech, bodily gestures, music and silence. It also entails a socially constructed perspective, where social actors and their acts, relations and identities constitute and negotiate a nodal system of meaning. In a broader sense discourse studies is also to be understood as a way of exploring the ways in which discursive events are framed and how discourse is constitutive of the social and vice versa. Approaches to the study of discourse and contemporary culture are increasingly interdisciplinary and include critical discourse analysis, text linguistics, conversation analysis, genre analysis, ethnomet hodology, sociolinguistics, etc. Research in the field explores the relations between language, social structures and action and may include literature, music, institutional genres and how culture may influence the meanings that can possibly be made within these areas.

Studies under this programme include a wide range of topics and fields of interest, such as mass media discourse, racism, sexism and gender , environmental discourse, biotechnology discourse, political discourse, literary discourse, multimodal discourse, discourses of gender and career, as well as intercultural discourse, discourse in professional or institutional settings, music as discourse, language in contemporary society, media and film studies, aesthetics and culture in fiction and non-fiction.

PHD COURSES

PhD seminar presentations by PhD students
January 15
Lecturer: Inger Lassen.

PhD seminar with presentations
March 4
Lecturer: Inger Lassen.
PhD seminar on cross-linguistic influence
June 16
Lecturer: Professor Scott Jarvis, Ohio University and Jesper Fredriksen.

PhD seminar with presentations and feedback
May 21
Lecturer: Helle Thorsøe Nielsen

Doctoral workshop in Organizational and Professional discourse: Theories and Methods
August 18 – 22
Lecturer: Inger Lassen.

Seminar at Klitgaarden
November 29 – 30
Lecturer: Helle Thorsøe Nielsen.

Halfday seminar for PhD students enrolled in the PhD Programme: Discourse and Contemporary Culture
December 12
Lecturer: Inger Lassen.

NEWLY ENROLLED PHD STUDENTS

Henrik Ladegaard Johannesen: Timescapes: The interactional accomplishment of time in a global organization

Martin Gregersen: Transmaterialitet - økopolitiske implikationer i dansk litteratur

Tobias Skriveren: Minoritetslitteraturens kropslige erfaringer - et postkonstruktivistisk blik på marginaliserede grupper i dansk samtidslitteratur.

Jonah Amosa: Climate change and sustainable livelihoods: the case of community managed irrigation schemes in Ghana

Hanne Laurberg P. Mohapeloa: “The Unasked Questions About Sex. How doctors, nurses and other health professionals are asking chronically ill patients if they are experiencing sexual problems that may be related to their chronic disease.

PHD DEGREES

Joar Skrede: The Value of Culture. Discourse Approaches to Culture, Capital and Urban Change
In the doctoral thesis “The Value of Culture: Discourse Approaches to Culture, Capital and Urban Change”, Joar Skrede analyses the debate that ensued from the decision to relocate several museums in Oslo, and how culture relates to the concept of sustainable development. The thesis also includes a study of political rhetoric elaborating on the need to merge culture and business in order to create economic growth. By means of critical discourse analysis (CDA), Skrede analyses the intricate mechanisms at play between cultural, economic and political interests. His case studies illustrate that economic motives are given more attention than culture itself. As far as social change is concerned, this may be understood as a neoliberalisation of values where spheres of social and cultural life are subjected to the logic of the market.