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Preface

The annual report provides an overview of the activities of Doctoral School of the Humanities and the five doctoral research programmes, during the past year. 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.

The first section of the annual report concentrates on the central activities under the auspices of the doctoral school, and includes an overview of the development of the doctoral school as regards the number of enrolled PhD students, awarded PhD degrees etc. Next follows a more detailed account of the activities of the individual doctoral research programmes in terms of enrollment, degrees, courses and seminars.

The doctoral school has seen an extensive increase in the number of newly enrolled PhD students, since the establishment of the doctoral school in 2008. One of the cornerstones of the rise in activity is the effort to continuously strengthen external collaboration and partnerships with public and private institutions, national as well as international. Hence, much focus has been on capacity-building collaborations with international research institutions and partnerships with a wide range of national university colleges. Thus the current population of the doctoral school comprises a large number of international PhD students as well as a large share of PhD students affiliated with both the university and another public or private institution.

The primary goal of the doctoral school is to ensure high quality PhD education which accommodates the diversity of the conditions of the PhD students enrolled at the doctoral school. The doctoral school has its standard quality assurance policy which forms the basis of the ongoing quality enhancement and development of the PhD study programme. In 2013 the doctoral school was evaluated by an international expert review. The evaluation report contains a thorough analysis of key figures and other qualitative data on the central elements of the PhD programme. The primary focus of the doctoral school in 2014 will be to implement the recommendations from the evaluation report. We hope that this will result in an even better PhD education

Ann Bygholm
Director
1. Doctoral School of the Humanities

1.1 Introduction to the doctoral school

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. The purpose of the doctoral school is 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 PhD study programmes under five different doctoral research programmes organized as illustrated below.

![Diagram of the doctoral school structure]

Each doctoral research programme has its own 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 school's study board, i.e. the director of the doctoral School, a representative from each doctoral programme, and two PhD students. In 2012, the following were members of the study board of Doctoral school of the Humanities:

- Prof. Ann Bygholm, director of the doctoral school
- Ass. Prof. Annette Therkelsen, SPIRIT
- Prof. Ellen Christiansen, director, HCCI
1.2 Activities in 2013

PhD courses
The Majority of the PhD courses and seminars are organized by the five doctoral programmes under the doctoral school. Thus, for information on programme-specific courses, please see the following sections of the annual report on the individual doctoral programmes. General courses relevant for all PhD students are mostly organized by the doctoral school together with an annual supervisor seminar for all supervisors affiliated with the doctoral school. In 2013, the following general courses and supervisor seminar were held:

- Research Information Management/ Aalborg University Library (Spring and Fall)
- Flow Writing/ Bo Skjoldborg
- Effective Speaking, Morten berg, Ikontext

In 2013, the Doctoral school of Humanities also participated in a national project offering courses and workshops for PhD students in transferable skills and career development. The director of the doctoral school participated in the project steering committee and several PhD students participated in courses and workshops.

DELPHI
Doctoral school of the Humanities has become part of the PhD student network DELPHI at Doctoral School of the Social Sciences. Therefore, PhD students at both Faculties now have the opportunity to participate in activities organized by DELPHI. DELPHI organizes a range of different activities dealing with topics central to the PhD process. Examples are afternoon meetings, e.g. on the legal rights of PhD Fellows, courses on “how to be a PhD Fellow, both as a person and as a scientist”, and “Career Day” where interested enterprises and PhD Fellows meet to discuss future collaborations. These events are usually a combination of professional and social activities in order to promote networking across departments.

Human Research Ethics Board
Human Research Ethics Board (HREB) at Faculty of Humanities, Aalborg University was established Jan 1, 2009 in order to accommodate the need for ethics evaluation of research projects involving human participants; PhD projects as well as other researchers affiliated with the Faculty of Humanities. The overall
aim is to further good ethical practice by offering checklists, which are available online at the HREB website, evaluations of research projects, and by offering courses. In the end of 2012 HREB entered into an agreement with the national project DIGHUMLAB to further develop common resources and conceptualizations of online ethics and PhD courses in ethics.

*International evaluation of Doctoral School of the Humanities*

In 2013, the doctoral school was evaluated by an international expert panel, as part of the quality assurance and development of the PhD programme. The international evaluation was made on basis of an internal review of the PhD programme and interviews with the Dean, the head of the doctoral school, head of departments, supervisors and PhD students. The international evaluation resulted in a report with recommendations for the continued work with the development of the PhD programme under the doctoral school.

*Key figures*

Doctoral School of the Humanities has seen a large increase in the number of newly enrolled PhD students since the establishment of the doctoral school. Since 2007, the annual intake of PhD students has tripled, as part of the university’s common efforts to meet the requirements laid down in the government strategy for Denmark in the global economy. Concurrently, the total population of the doctoral school has risen from 52 enrolled PhD students in 2007 to about 161 PhD students by the end of 2013. By means of extensive collaboration with partner universities abroad and the business community and the academic staff of the faculty’s common efforts to recruit new PhD students, the doctoral school has managed to attract highly qualified PhD students and thus maintain its high quality standards despite the extensive growth.
The increase in the number of awarded PhD degrees in 2012 reflects the enrolment figures in the sense that a large share of the many newly enrolled PhD students back in 2009 and 2010 are now completing their PhD education.
2. Music Therapy

2.1 Introduction to the doctoral programme

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 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.

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 programme was established in 1993, and in 2013 eighteen (+2) PhD researchers were enrolled under the programme; 5 from Denmark, 3 from the UK, 2 from Sweden, and the rest from: Austria, Belgium, China, Colombia, Germany, Israel, Norway, Spain, and The Faroe Islands. In addition to the music therapy doctoral students, two Danish PhD students from Psychology at AAU were registered. In December 2013, 2 PhD students successfully defended their doctoral theses, and with these, and since the beginning, 33 theses have successfully been completed.

Programme Board:

- Head of programme, Professor Dr. Hanne Mette Ridder
- Professor Dr. Lars Ole Bonde
- Associate Professor Dr. Niels Hannibal
- Associate Professor Dr. Ulla Holck
- Professor Dr. Inge Nygaard Pedersen
- Adjunct Professor Dr. Christian Gold
- Adjunct Professor Dr. Even Ruud
- Hanne Porsborg Clausen, secretary

External members of the programme committee are:

- Associate Professor Dr. Felicity Baker, Queensland University, Australia
- Professor Dr. Jos De Backer, College of Science & Art, campus Lemmensinstituut, Belgium
- Professor Dr. Cheryl Dileo, Temple University, USA
- Professor Dr. Jaakko Erkkila, University of Jyväskylä, Finland
- Professor Emerita Dr. Denise Grocke, University of Melbourne, Australia
- Professor Dr. Cathy McKinney, Appalachian State University, USA
- Professor Dr. Helen Odell-Miller, Angelia-Ruskin University, UK
- Professor Dr. Brynjulf Stige, University of Bergen, Norway
- Professor Dr. Gro Trondalen, University of Oslo, Norway
- Professor Emerita Dr. Barbara L. Wheeler, USA

2.2 Activities in 2013

Newly enrolled PhD students

Unni Tannum Johns: The “music” in the therapeutic interplay: A Qualitative Study of Forms of Vitality in Child Psychotherapy

PhD degrees

Sanne Storm: Research into the Development of Voice Assessment in Music Therapy

Abstract: This study was a research into the development of a voice assessment profile (VOIAS), which is able to document change over time according to the principles of evidence-based practice in a valid and reliable way (Wigram et al. 2002), as well as provide relevant information for clinical music therapy practice
and the interdisciplinary teams. Already a preliminary literature search showed that no such profile within music therapy existed, and only very sparse research within music therapy focusing on and involving the human voice.

The study is an investigation of the following research questions, divided into two main questions and five sub-questions:

**Main research questions:**
1. What constitutes a valid and reliable voice assessment tool for clinical music therapy practice?
2. Can this voice assessment tool be used to evaluate change over time?

**Sub-questions:**
1. How can relevant vocal parameters for a voice assessment tool be identified and operationally defined?
2. Can inter-rater / assessor agreement be obtained to ascertain consistent outcomes in application?
3. What guidelines are necessary for assessors to undertake a systematic and consistent evaluation?
4. What are the potentials and limitations of a vocal assessment tool?
5. Will the assessment / voice assessment analysis provide valid and reliable data when applied in clinical practice?

**Vibeke Skov:** Art Therapy Prevention Against the Development of Depression A Mixed-Methods Investigation of Biopsychosocial and Spiritual Changes During Participation in Group Art Therapy for People who are Vulnerable to Depression

Abstract: The aim in this research study was to focus on art therapy as a method to explore the inner life as prevention against the development of depression and to address the possibility for art therapy to be used as an early intervention tool related to depression. A Jungian epistemology was used as a frame for the overall understanding of well-being together with a holistic approach, including the biological, psychological, social and spiritual domains in life. Art therapy processes in the clinical part of the study aimed to include all these levels as the activation of these are considered to support therapeutic change.

**Cooperations**

The programme is collaborating with the European Music Therapy Confederation (EMTC). The EMTC is a representative and liaison group, working to promote collaboration between countries for the development of music therapy training, registration and research in Europe. In the period from 2010-2016, Hanne Mette Ridder is elected president of the EMTC.

In the World Federation of Music Therapy (WFMT), Lars Ole Bonde is a member of the research Ethical Committee.

The board members are represented as editors or board members of a number of national and international scientific journals: Nordic Journal of Music Therapy, Music & Medicine, Tidsskriftet Dansk Musikterapi, Voices, Musikterapi i Psykiatrien Online, Music Therapy Perspectives, etc.

Furthermore, the programme is part of the Consortium of Universities with Advanced Music Therapy Research which was instigated by Professor Tony Wigram. The Consortium brought together various parties, with whom Aalborg and Melbourne had established collaborations, dating back to 2002:

- The University of Melbourne, The Faculty of Music, National Music Therapy Research Unit (NaMTRU), Australia.
- Temple University, The Boyer College of Music and Dance, Music Therapy Program, Philadelphia, USA.
Formal international network and collaboration is established with the above mentioned eight universities.

In addition, the programme is engaged in Nordic network collaboration: The Nordic Network of Research in Music, Culture and Health (MUCH). This is a project that unites a group of researchers from the Nordic countries: Norway, Sweden, Finland, Denmark, and Iceland. The network was formally founded at a meeting at The Norwegian Academy of Music in January 2010 and aims at bringing together different strands of Nordic based research in the field of music, culture and health.

The doctoral programme is linked to the Masters programme in music therapy at Aalborg University, the national Center for Dokumentation og Forskning i Musikterapi (CEDOMUS), and the Music Therapy Clinic – centre for treatment and research – at Aalborg Psychiatric Hospital. The Music Therapy Clinic specializes in empirical clinical research, and is established as a collaborative project between Aalborg Psychiatric Hospital and Aalborg University. The music therapy researchers in the clinic collaborate with the research department of the psychiatric hospital.

**PhD courses and seminars**

*March 11-13, Oslo: The Nordic Network of Research in Music, Culture and Health, MUCH.*

*Spring course April 14-19: Lecturers Martin Orrell, Mats Uddholm, Lars Ole Bonde, Niels Hannibal, Hanne Mette Ridder*

*August, 7-10: European Music Therapy Congress, Oslo: Organization and presentations*


*Autumn course November 3-8: Lecturers: Cathy McKinney, Lars Ole Bonde, Niels Hannibal, Hanne Mette Ridder, Vibeke Skov and Sanne Storm*
3. Human Centered Communication and Informatics (HCCI)

3.1 Introduction to the doctoral programme

The HCCI-PhD-programme has its foundation in the tradition of problem and project based learning and research (The Aalborg Model of PBL) encouraging students to collaborate and to work closely together with participants and stakeholders. The doctoral programme is situated within the Department of Communication and Psychology at Aalborg University.

The doctoral programme was established in 2000 (originally named the HCI research school) and is the largest doctoral programme under the Doctoral School of Humanities. The doctoral programme works within the recommended objectives of post-graduate research training in the Nordic countries (Norfa, 2001), the Common Nordic principles for post-graduate research training (Siggaard Jensen et al, 2003) and the Nordic research training: Common objectives for international quality (Aasland & Nilsen, 2003), which have both national and international aspects to ensure an international benchmark.

The HCCI-programme has been supported by grants from the Faculty of Humanities, grants from FUR and FKK, and collaboration agreements with university partners and private companies, and has now achieved a good critical mass of 83 registered doctoral researchers as well as a supervisor corps and trained supervisors and co-supervisors within the Department of Communication and Psychology as well as from other Danish institutions as well as international research institutions.

The doctoral programme is offered in English and has a strong international orientation. HCCI emphasizes research capacity building projects with partners in developing regions and emerging economies. In addition, a variety of courses and activities link the doctoral students to front research environments.

Center of attention is the integration of human and social disciplines with information and communication technologies (ICT) and a special focus on interpersonal communication, psychology and collaboration. With a point of departure in communication, learning, cognition, emotion, experience, and meaning making together with specialist knowledge about informatics and digital media, PhDs are concerned with analysis and design of new work, learning and experience-based processes and environments.

The methodological approach is interdisciplinary and multidisciplinary encouraging 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. Focus is on methods development and methods testing in concrete research projects. A variation of methods is used stretching from experimental lab work to intervention process in local social ecologies.

HCCI emphasizes a number of perspectives:

- An ICT perspective focusing on new trends, applications and mediation of human practices
- A media perspective looking at the aesthetic and socio-cultural aspects of the products
- A design perspective based on participation, sustainability and experiences
• A learning perspective concerning the production of meaning, development and empowerment
• A language perspective, which focus on the interrelationship between communication and context in the production and exchange of meaning.
• A psychological perspective dealing with aspects of cognition, emotion, neuron-psychology and development
• An organizational perspective on interpersonal and ICT-processes of change, internal and external communication, collaboration and knowledge sharing
• An ethical and philosophical perspective examining principled, historical and philosophical foundations

Programme board

Head of Programme: Ellen Christiansen, Professor e-Learning Lab - Center for User-driven Innovation, Learning and Design

Members of the board:

• Jens F. Jensen, Professor, representative of Indimedia (Center for Digital, Interactive Media), ApEx - Center for Applied Experience Economy, ExCITE - Center for Experience Economy, Creative Industries and Technologies
• Peter Øhrstrøm, Professor, representative of CE (Center for Computer-mediated Epistemology), Kaj Munk research center, research unit: Language, Knowledge & Formalisation
• Kristine Jensen de Lopez, Associate Professor, representative of CPU (Cognitive Psychology Unit)
• Helle Alrø, Professor, representative of Centre for Health Communication, CDO (Center for Dialogue and Organisation)
• Lene Tanggaard Pedersen, Professor, representative of Center for Creativity Research
• Tove Arendt Rasmussen, Associate Professor, representative of MAERK (market communication & aesthetics, culture and cognition)
• Thomas Ploug, Professor, representative of Centre for Applied Ethics and Philosophy of Science

PhD-scholar representative:

PhD-student Jacob Davidsen
3.2 Activities in 2013

Newly enrolled PhD students

Helle Rasmussen “Digitalt billedarbejde og billedæstetisk kompetenceudvikling i IT-didaktisk design”

Peter Vistisen “Animation in the strategic design process”

Pernille Viktoria K. Andersen “Brug af designartefakter i design af bruger-kontrollerede forsynings-styrings-teknologier – et designperspektiv på kommunikation, menings- og betydningsdannelse mellem forskellige interessenter”

Kristian Sønderlund Ross Kristensen “A musical wormhole”

Ulrich Ejvang Brandt “Quiet Please! Sound and sound design in sport events”

Dan Nørgaard Laursen “Opfattelser af kreativitet indenfor praksisfeltet håndbold – en undersøgelse af distribueret kreativitet på et hold for mandlige elitehåndboldspillere”

Bettina Sletten Paasch “Mobile phones as an organizational tool in hospitals. Mediation of clinicians practices and communication”

Lene Heiselberg “Emotionelle oplevelser i fiktionserier”

Leo Komischke Konnerup “God uddannelse for alle – også for unge med særlige bebov.


Sanne Schlieve “Negotiation of social role distance: Transformation of selv and the other in everyday encounters between expatriates and domestic servants in India”

Sarai Løkkegaard “Vidensspredning i et kommunikationsstrategisk og oplevelsesorienteret perspektiv”

Steffen Moltrup Ernø Jensen “Entrepreneurship”

Camilla Valbak-Andersen “Ledelse af dagen i morgen – på skulderne af fortiden, tilstede i samtiden og på rejse i fremtiden”

Jens Dinesen “Implementering og tilrettelæggelse af forskningsbaseret undervisning i praksisnære undervisningssituationer”

Mikka Nielsen “Quantify your self! Numbers in ambiguous borderlands of health”

Mette Rønberg “Diagnostic culture: the experience, history and social representation of depression and ADHD”

Morten Kusk Fogsgaard “Magtprocesser i grænsekrydsende ledelse”
Hans-Peter Gasseleder “Re-dramatising the game orchestra – Dynamic music and the modelling of immersive presence in video games”

Karina Burgdorff Jensen “Response strategy – sales dialogues”

Susanne Hjorth Hansen “ICT-supported two-way communication between patients and staff”

Christian Ravn Haslam “Tværfaglig studenterbåren innovation”

Diana Schack Thoft “Patient and Public engagement in research”

Jacob Østergaard Madsen “Hverdagslivets innovationspotentiale – når teknologi giver mening”

PhD degrees

David Jakobsen “Arthur Norman Priors bidrag til metaphysikken”

Abstract: This thesis gathers the central threads of Arthur Norman Prior’s philosophical work, from his intense concern with theology in his youth, to his invention of temporal logic and his subsequent treatment of metaphysical problems, before his death in 1969. A central part of the work has consisted in research into the A.N. Prior Archive at The Bodleian Library in Oxford. As a result of this, a series of articles have been uncovered, annotated and edited with the view of publishing them in this thesis, and, also with respect to A.N. Prior’s upcoming centenary in 2014. These aforementioned articles are found in the second part of this thesis. They treat historical theology, as well as tense-logical and philosophical problems; resultantly, they are relevant to our present investigation of Prior’s contribution to metaphysics. Some of these metaphysical problems were elsewhere addressed in published articles. These can be found in the third part of the thesis.

Martin Führ “Latterfrygt og humorstøtte – undersøgelser af 11-16-åriges tilbøjelighed til at ty til humor i trængte situationer og til at frygte at blive leet ad”

Abstract: The thesis investigates the importance of humor in early adolescence. Part 1 focuses on the correlation between humor production and humor preference, suggesting that peers tend to use humor when facing actual life tasks during the transition from childhood to adulthood. The assumption is made that developmental changes in form and function of humor for children aged 12-16 years may be influenced by their actual environmental settings and thieri actual tasks. Finally, this part of the thesis considers the importance of children’s sense of humor in problem solving and social interaction during th period 12-16 years.

Lena Lippke “En erhvervsskole for alle? Professionelle deltagelsesformer og spændingsfelter mellem faglighed og omsorg”

Abstract: This thesis presents a qualitative empirical study of teachers’ and student coaches’ participation in retention practices. In the thesis I focus on persons who daily act, in a vocational educational training system that has been given the task to ensure that more young people complete their education at an upper secondary level (grade 12-13). In recent years, politicians, researchers and the media have directed
much of their attention towards vocational training colleges. The common question has been: What can be done in this educational setting in order to reach the political goal that 95% of a youth cohort should complete an education at an upper secondary level. The emphasis has often been placed on the young people, who do not succeed in completing their education at an upper secondary level. These students have been labeled in many ways, such as being at-risk, weak, vulnerable, marginalized. Both among researchers and politicians there has been a tendency to explain drop-out as an individual problem and most solutions have been directed towards the individual student. This thesis explores what goes on in the actual educational setting, before students effectively drop out of school. With this focus in mind, the thesis starts from the premise that the school context and the professionals within it can facilitate a learning environment that helps students to experience commitment towards education and complete their degrees, despite notable difficulties.

Aparna Purushothaman “ICT and development study about how women get empowered by Internet Usage”

Charlotte Ganes Wegener “Innovativt skole-praktiskamarbejde I social og sundhedsuddannelserne”

Abstract: The purpose of this study is to scrutinize and challenge the call for innovation in welfare domains. The study asks how social practices across boundaries unfold in the field of social and health care educations under innovation imperatives.

Lone Sundahl Olsen “Danske børn med sprogforstyrrelser: En undersøgelse af sprog og kognition hos danske børn med Specific Language Impairment (SLI)”

Abstract: This thesis focuses on a group of Danish children with specific language impairment (SLI). Common to these children is that they have a normal IQ, no identified neurological, emotional, social or physical difficulties, but still the language development of these children does not happen as smoothly and easily as is the case for their peers. SLI is a language disorder that can affect both the expressive and the receptive language.

Karen-Lis Kristensen “Overskridelse af lærerudbrændthed og ADHD-dianosticering af børn – En social praksistheoretisk udforsking af indskolingsbørn og deres lærerteams mulighed for overskridende læring i klasserummet”

Abstract: This article based dissertation is written on the background of a social practice researchproject, that examines teachers’ and students’ co-participation in inschooling practice in two Danish Primary Schools. The main focus of the project lies in unfolding societal contradictions that may lie behind teachers’ difficulties that are accounted for and treated as burnout, and childrens difficulties that are diagnosed as ADHD. How the contradictions are lived in in everyday life is unfolded from the first person perspective as dilemmas, doublebounds and limitations of possibility-conditions for teachers and students.

Cooperations

With the purpose of ensuring interdisciplinarity and quality in the PhD-education, the HCCI-programme takes part in a national network of course cooperation across the humanistic PhD-schools and their various research programmes. The HCCI-PhD Programme cooperates with the programmes and institutions mentioned below:
The HCCI-programme is also represented in or takes part in the following projects which all include either financial means for PhDs or offer PhD-exchange, research cooperation, etc.:

- **Danish National Research Foundation**
  
  An independent organization established by the Danish Parliament in 1991 with the objective to promote and stimulate basic research at the highest international level at the frontiers of all scientific fields. The Center of Excellence (CoE) program is the main funding mechanism, but also a number of programs and initiatives have been launched specifically targeted at increasing the level of internationalization of Danish research communities.

- **Erasmus Mundus Mobility for Life**
  
  The Mobility For Life project is a programme which offers scholarships to European Nationals who are currently studying or working in one of the European partner universities, and to Asian Nationals from Bangladesh, Bhutan, Nepal, Pakistan, Afghanistan, India, Indonesia and Thailand. Partner universities in Europe: University of Flensburg, Germany, Delft University of Technology, Netherlands, University of Rome “Tor Vergata,” Italy, National Technical University of Athens, Greece, University of Zagreb, Croatia, University of Malaga, Spain, University of Aveiro, Portugal. Partner universities in Asia: Bangladesh University of Engineering & Technology, Bangladesh, Asian University for Women, Bangladesh, Chittagong University, Bangladesh, Royal University of Bhutan, Bhutan, Institute of Engineering Tribhuvan University, Nepal, Mehran University of Engineering & Technology, Pakistan, Kabul University, Afghanistan, University of Calcutta, India, Sinhgad Institute of Technology, India, Bandung Institute of Technology, Indonesia, Mae Fah Luang University, Thailand.

- **Asian University for Women**
Development of curriculum for post-graduate level training in Environmental Engineering and Human Centred Informatics focused on meeting the needs and aspirations of women from poor and rural Asian communities. Partners: Imperical College London, Harvard University, Massachusetts Institute of Technology (MIT), Aalborg University/E-learning Lab (HCCI-programme), Aalborg University/Development and Planning, Aalborg University/Computer Science. Aalborg University

**P2P-video. Research network for audiovisual communication on the Internet**

Partners: Copenhagen University, Danmarks Medie og Journalisthøjskole, Roskilde University

**The University of Northampton, School of Health**

Cooperation on joint supervision and award of joint PhD-degree.

**LARM: Radio Culture and Auditory Resources Research Infrastructure**

Main purpose of the LARM project is to establish a digital archive and infrastructure with tools that facilitate that researchers can describe, search and interact about radio and auditory resources. Partners: Copenhagen University, Roskilde University, University of Southern Denmark, Kolding School of Design, The Royal School of Library and Information Science, Statsbiblioteket and Forskningsnettet.

**Language Impairment in Monolingual and Bilingual Society (LIMoBiS)**

An interdisciplinary cooperation that brings together psychologists, linguistics, and speech and language professionals who work on language acquisition and cognition in children with typical and atypical language development and who are acquiring one language or more. The goal of the conference was to integrate knowledge about typical and atypical language development in monolingual and bilingual contexts.

Partners: NASUD, Cognitive Psychology Unit, FGNET

**The International Networked Learning (NLC)**


**Information dissemination in Bangladesh.**

Partners: Fjuk, Annita, Telenor Research & Innovation, Norway, Rognskog Mella, Heidi, Telenor Rearch & Innovation, Norway, Geirbo, Hanne Cecilie, Telenor Research & Innovation, Norway, Roldan, Grace, Telenor research & Innovation, Malaysia, Wong, Andrew, Telenor Research & Innovation, Malaysia

**UserTEC**

User practices, Technologies and Residential Energy Consumption - a five years multidisciplinary research project supported by The Danish Council for Strategic Research. The project is based at Aalborg University and carried through in cooperation with University of Cambridge, University of Oxford, Linköping University, Delft University of Technology and Technical University of Denmark, as well as in cooperation
with major Danish and international companies within the building and energy sector. The aim of the project is to use unique data to analyse in detail the everyday life practices of households in relation to energy consumption. Furthermore the aim is to use these insights to enhance communication on energy consumption between actors as well as to develop energy efficient building technologies and renovation processes that better respond to the way ordinary people actually live in their homes.

*The Obel Family Foundation*

A corporate family foundation established in 1956. Among other things, its purpose is to support activities with the common good in mind. The Foundation has decided to focus on three areas: Research and education; Social objectives and health; Art and culture

National cooperation partners in PhD-projects:

- University College North in the PhD-projects by Marianne Wurtz, Susanne Dau, Ulla Lunde Ringtved, Helle Rasmussen, Bettina Sletten Paasch and Susanne Hjort Hansen
- Vester Mariendal Skole – in the project “Digitalt billedarbejde og billedæstetisk kompetenceudvikling i IT-didaktisk design
- Nordsøen Ocearium og Forskerpark in the project “Nordsøens digitale lag”
- Danmarks Radio in the project on Emotional Experiences in Fiction Series
- University College Syddanmark in the project God uddannelse for alle. A research project developed in cooperation with 30 public schools and educational institutions in Denmark
- Aalborg University Library in the project on Vidensspredning i et kommunikations-strategisk og oplevelsesorienteret perspektiv
- SOSU-Nord in the project on Implementering og tilrettelæggelse af forskningsbaseret undervisning i praksisnære undervisningssituationer”
- Udviklingskonsulenterne AS in the project ”Magtprocesser i grænsekrydsende ledelse”
- Regionshospitalt Silkeborg in the project on ICT-supported two-way communication between patients and staff.
- Technology College Aalborg in the project on Crossprofessional student innovation
- Hjørring Municipality (the administration) for the projects “Kommunal ledelses-kommunikation” (Municipal management communication) and “Communicative intelligence in management”
- Odense By Museer through funding from the Ny Carlsbergfond for the project “Willem Soya”
• SKAT together with The Danish Research Agency for the project “Brugerdrevet innovation inden for digital forvaltning på uddannelsesområdet”

• Social og sundhedsskolen, Silkeborg and the Alexandra Institute in Aarhus related to the project “Innovatív skole-praktikssamarbejde på social- og sundhedsområdet”

• Designskolen, Kolding and ITU in relation to the project “Mobile media and mobile user experience”

• Danmarks Biblioteksskole concerning development of a Prior-site – related to the project “

• Institut for sprog, litteratur og medier, Grønlands Universitet

• Castberggård Job- og Udviklingscenter in relation to the project “Bedre livskvalitet og mindre sygefravær hos erhvervsaktive hørehæmmede gennem optimering af de kommunikative muligheder”

• Mads Clausen Institute in South Jutland in relation to the project “Borgernes perspektiv på kommunikation og interaction med det offentlige system”

• DUEL – E-learning network for Danish Universities and CIL – Center for IT and Learning, Aarhus University in relation to the project : Development of a learning methodology within the problem based learning approach with the use of web 2,0

• Danmarks Lærerforening, Lærernes Pension, Alectia and Arbejdsmedicinsk Klinik cooperates with the programme in relation to the project: Communication, interaction and organization in a teaching context

• Institut for Naturfagenes Didaktik, KUA and Research & Development, University College Sjælland in relation to the project: Kreativitet og læring i de gymnasiale uddannelser.

• Alsion, Sønderborg (Mads Clausen Insitute) in relation to the project “Brugeroplevelse og forretningsmodellering i designprocessen”

• Center for Experience Research, Roskilde University in relation to Søren Smed’s project

• Novozymes – enzymes and industrial biotechnology solutions – in relation to the PhD-project: Kollektiv Stress

• The Dept. of Neurobiology Institute of Anatomy, University of Aarhus in relation to Ulla Konnerups PhD-project.

• Innovation network “Animation Hub”, Aalborg University

• IT-West – in relation to the PhD-project by Bolette Rye Mønsted

• Aalborg Municipality in relation to the PhD-project by Chalotte Glintborg

• Psykiatrien – North Jutland region in relation to the PhD-project by Christina Mohr Jensen
• Landsforeningen "Spædbarnsdød" in relation to the PhD-project by Ester Holte Kofoed
• Vidensspredningsprojektet NOEL (Network on e-learning) in relation to the PhD-project by Jacob Davidsen
• Danmarks Medie og Journalismhøjskole in relation to the PhD-project by Kate Kartveit
• Teknologisk Institut, Center for Robotteknologi in relation to the PhD-project by Lykke Brogaard Bertel
• Region Midtjylland in relation to the PhD-project by Rasmus Hjort
• Viborg Gymnasium in relation to the PhD-project by Rasmus Hjort

International cooperation partners in PhD-projects

• Danida – Ministry of Foreign Affairs of Denmark – together with The Royal University of Bhutan and the Royal Government of Bhutan for the joint Danish/Bhutanese research project: ICT in Integrated Curriculum in the Institutions of Royal University of Bhutan.

• Telenor (R&I) – Norway for the project “ICT and Development – study about how women get empowered by internet usage”

• Societas Homiletica – an academic society for teachers and researchers of preaching and homilics – the academic discipline of preaching. The cooperation is established in relation to the project: “Persuasivt design af kirkelige budskaber”

• Canterbury University, Christchurch, New Zealand and the Prior archives at Bodleian Library, Oxford in relation to the project “Research in Prior’s authorship”

• BRAC (Bangladesh Rural Advancement Committee) in relation to the project: Informal learning approach for semi literate and illiterate people in developing country Bangladesh

• Handelshøyskolen BI, Oslo, Norway in relation to two PhD-projects

• University of California, Berkeley in relation to the project “Development of creative education environments”

• The research networks: NNME, Nordic Network for Music Education; NNMPf, Nordic network for music pedagogical research; DNMPF, Danish network for music pedagogical research; EPARM, European Platform for Artistic Research in Music in relation to the project: Udvikling af creative uddannelsesmiljøer – et studie af autodidakte rytmiske musikeres udviklingsprocesser I social læringsteoretisk blik

• University of Sevilla, Faculty of Psychology, Spain in relation to Radka Antalikovas PhD-project
- Coventry University, Learning and Innovation & Stanford University, CA in relation to the PhD-project: Cognitive Fitness in 3D Virtual Worlds
- CIFE - Centro de Investigación y Formación en Educación Universidad de los Andes, Colombia in relation to the PhD-project by Gary Cifuentes

PhD courses and seminars

Phenomenography workshop – Lecturer: Vivien Hodgson, Lancaster University

Digital Humanities workshop – Lecturer: Jeffrey Schnapp, Harvard University

LASI-Aalborg (Learning Analytics Summer Institute – online participation with the LASI-Stanford Summer School

How do we – as researchers – put words to that which seems too enigmatic and too saturated with meaning to be captured by the scientific language? – Lecturers: Max Van Manen, University of Alberta and Steen Halling, Seattle University

Kvalitativ metode – Lecturers: Lene Tanggaard Pedersen and Svend Brinkmann

Furthermore, the HCCI-programme supported PhD-club arrangements within the various knowledge groups at the Department.
4. Discourse and Contemporary Culture

4.1 Introduction to the doctoral programme

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, ethnomethodology, 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.

Programme committee:

Programme Director: Inger Lassen · Professor (with special responsibilities)
Director of Research, Professor (with special responsibilities) Paul McIlvenny
Director of Research, Associate Professor Peter Stein Larsen
Director of Research, Associate Professor Kirsten Jæger

Director of Research, Associate Professor Lotte Dam
Director of Research, Associate Professor Lise-Lotte Holmgreen
PhD Fellow, Richard Madsen
Secretary, Marianne Høgsbro

4.2 Activities in 2013

Newly enrolled PhD students
- **Lawrence Naaikuur**: Promoting Development and Local Governance through Community Radio: The Case of Ghana

- **Rasmus Dahl Vest**: Poesi IRL: Samtidspoesiens rolle og placering I den digitale tidsalder

- **Ana Maria Garcia**: Evne, antagelser, Motivation og sproglig udvikling. En observation af den strukturelle sproglige udvikling hos danske studerende med spansk som fremmedsprog på Aalborg Universitet

- **David Carré**: Human Economics: understanding the scientific formation of economists in Chile

**PhD degrees**

**Ole Izard Høyer**: Living a jazz life: Constructions of identity and genre in face-to-face interviews with Danish jazz musicians of the 1950s

Abstract: This thesis is a study of genre characterisations articulated within narratives of identity. It explores how Danish jazz musicians still alive today characterise jazz of the 1950s when they were well-known practitioners. It is based on the theoretical assumption that personal and social identities are constructed in and through discourse. I have chosen to apply the ethnomethodological approach of membership categorisation analysis (MCA) complemented by conversation analysis (CA) and discourse analysis. This MCA/Culture-in-action approach informs my study of one of musicology’s primary concerns - the characterisation of genres.

**Cooperation**

International cooperation:

- Lancaster University, Greg Myers
- Cardiff University, Lise LaFontaine
- Ashton University, Christine Schäffner
- Edinburgh University, Peter Dayen
- University of Science and Technology, Sydney, Rich Iedema
- University for Development Studies, Wa campus, Ghana, Dr. Sylvester Gaala
- Ohio University, USA, Professor Scott Jarvis

**PhD courses and seminars**

- Network seminar for PhD students, 21. oktober 2013
- International Summer School on Discourse, Practice and Social Justice, 19-24 August 2013 arranged by Paul McIlvenny and Pirkko Raudaskoski

- Ph.d.-Course: Place in Literature, Media and Culture, 27 May 2013. Arranged by the Interdisciplinary Research Group in Culture (IRGiC)

- PhD workshop: Discourse Theory and Method, 21-23 May 2013. (Srikant Sarangi and Rick Iedema)

- Pre-defence Simon Stefansen, Monday 22 April 2013: The pre-defence started with a presentation by the PhD student followed by the opponent's (Jeanne Strunck) comments and an open discussion
5 SPIRIT

5.1 Introduction to the doctoral programme

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.

Programme Committee:

Mogens Rüdiger: Programme Director, Professor mso (Contemporary History)
Søren Dosenrode, Professor mso (European Studies; Comparative Integrations Studies)
Ruth Emerek, Professor mso (Migration and Diversity; Gender Studies)
Ane Katrine Bislev, Assistant Professor (DIR - Development and International Relations)
Torben Kjersgaard Nielsen, Associate Professor (Pre-modern History)
Birte Siim, Professor (Gender Studies; Equality, Diversity, Gender)
Bodil Stilling Blichfeldt, Associate Professor (Culture and Consumption, TRU - Tourism Research Unit)
Anja Kirkeby, PhD Fellow
Marianne Høgsbro, Secretary

5.2 Activities in 2013

- Newly enrolled PhD students (list with name, project title)
  - Anne Lassen: Re-engaging the unequeal distribution of rewards: A study of trust among stakeholders in the yam and cassava value chains in Ghana
  - Marie Mikkelsen: The Future of Caravanning
Dominic Degraft Arthur: Decentralization and Public Services Delivery in Ghana: The Problem of Resource Endowments

Sandro Nickel: Human Rights and European Terrorism Policy – Past and Present Policy and Conflict

PhD degrees

PhD defence Jacob Roesgaard Kirkegaard Larsen, 5 April 2013.
Abstract: The dissertation explores the holiday experiences of families at the holiday home destination. Through perspectives on place, individual and social experiences, it examines how the experiences of parents and children interact through intra-family holiday dynamics. The empirical analysis is based on 26 in-depth, qualitative whole-family interviews (156 respondents) and two weeks of participant observations in Blokhus and Hals, Denmark. The analytical part (presented in four papers) provides a nuanced understanding of intra-family dynamics related to children’s excitement and parental relaxation. It demonstrates the interrelation of individual experiences in and between places and the challenges of combining these to achieve a successful social experience of family togetherness and argues that being together on holiday entails a highly complex interaction of different experiences, suggesting that being apart may be an important part of family togetherness on holiday.

PhD defence Line Dahl Olesen 2 May 2013.

PhD defence Jesper Manniche 16 September 2013. Territorial Knowledge Dynamics and Alternative Food: The case of Bornholm.

Abstract: The empirical point of departure in the thesis is the knowledge dynamics underlying the innovation of products, productions, networks, marketing and support systems for regional quality food on the Danish island of Bornholm. A knowledge biography methodology is utilized in the tracing and mapping of the actors and cognitive processes that contribute to the development of knowledge from the first idea to the final realization. This case is approached from two different theoretical perspectives and fields of research: 1) New discussions within economic geography, summed up in the notion of Territorial Knowledge Dynamics (TKD) (Crevoisier and Jeannerat 2009), emphasizing a shift in modern market economies from cumulative knowledge dynamics along regional and sectoral trajectories towards multi-scalar and combinatorial knowledge dynamics, involving more territorial scales, different types of knowledge (scientific, technological, and socio-cultural) as well as interaction across the usually divided spheres of production and consumption. 2) Theories on alternative food and re-structuring of markets and producer-consumer relations. Two specific models on market re-structuring are applied and discussed: the Worlds of Production model (Storper and Salais 1997), based on convention theory and the model of Territorial Staging Systems (Jeannerat and Crevoisier 2010), based on experience economy theorization. The Bornholm case confirms the relevance and usefulness of the territorially and epistemologically open
TKD perspective by documenting the importance of combining differing types of knowledge including, not least, socio-cultural, symbolic knowledge and instrumental, synthetic knowledge, as well as the significance of interaction not only at regional level but also at national and international levels.

**Cooperations**

- The National PhD Network for History and Archeology
- PhD courses and seminars
  Method Reflection Seminar for SPIRIT PhD students in their final stage, 8 May 2013.
- Pre-defence Sasiwimon Khongmueang 1 July 2013. The pre-defence started with a presentation by Sasiwimon Khongmueang followed by the discussant’s (Martin B. Jørgensen) comments and an open discussion.
- Pre-defence Kristin Løseth 18 October 2013, The pre-defence started with a presentation by Kristin Løseth followed by the discussant’s (Bodil Stilling Blichfeldt) comments and an open discussion.
6. Education, Learning and Philosophy

6.1 Introduction

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 (http://www.learning.aau.dk) 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.

Programme Director: Professor Erik Laursen
Programme Board: Anders Buch, Ditte Kolbæk, Pia Frederiksen, Erik Laursen, Lars Qvortrup, Eva Petersson, Palle Rasmussen, Line Revsbæk, Ulla Thøgersen.

6.2 Activities in 2013

PhD students enrolled in 2013

Andreas Birkbak, PhD student, enrolled on 1 January 2013.

Project: Digitale offentligheder i kontroversen om kørselsafgifter i København

Supervisor: Associate Professor Torben Elgaard Jensen
Anna Kristine Elisabeth Lolle Lauridsen, PhD student, enrolled on 1 February 2013.

Project: Deres betydning for sammenhængskraft, vækst og innovation på lokalt og regionalt plan.

Supervisor: Professor Palle Rasmussen

Charlotte Lærke Weitze, combined post as teaching professor (studieadjunkt) and PhD student, enrolled on 1 February 2013.

Project: Innovative og motiverende it-støttede undervisningsforløb

Supervisor: Associate Professor Rikke Ørngreen

Hanne Voldborg PhD student, enrolled on 1 January 2013.

Project: Hvordan skabes en inkluderende ikt-faciliteret praksis i folkeskolen?

Supervisor: Associate Professor Elsebeth Sorensen

Henrik Grum, PhD student, enrolled on 1 January 2013.

Project: Hvordan understøtter informations- og kommunikationsteknologien (ikt) inclusion af elever med særlige behov?

Supervisor: Associate Professor Elsebeth Sorensen

Jamshid Gholamian, Independent PhD student, enrolled on 1 August 2013.

Project: Interkulturel vejledning – en dialogisk læring i vejledningssamtaler som forebyggelse- og fastholdelsesindsats mod frafald på erhvervsuddannelser

Supervisor: Associate Professor Iben Jensen

Mengxing Li, international PhD student, Confucius Institute, enrolled on 1 June 2013.

Project: The Role of Confucius Institutes to the Sino-Danish Knowledge Collaboration--Bridge or Barrier?

Supervisor: Professor Xiangyun Du

Mira Skadegård Thorsen enrolled on 1 January 2013.

Project: Implicit and explicit discrimination: a study of Danish visible minorities in situated contexts

Supervisor: Associate Professor Iben Jensen

Ole Lauge Sørensen, PhD student, enrolled on 1 February 2013.

Project: Genbeskrivelse i organisationer
Supervisor: Associate Professor Søren Willert
Rina Østergaard, PhD student, enrolled on 15 June 2013.
Project: *Innovative læreprocesser i videreuddannelsesforløb for professionsuddannede erfarne praktikere*

Supervisor: Associate Professor Elsebeth Sorensen
Anne Abildgaard, PhD student, enrolled on 1 September 2013.
Project: *Værdiskabelse i mødet mellem private virksomheder og borgere, der modtager kommunale social- og sundhedsydelser*

Supervisor: Professor Morten Karnøe Søndergaard
Anne Görlich, PhD student, enrolled on 1 November 2013.
Project: *Ledige unges fastholdelse i uddannelse*

Supervisor: Associate Professor Noemi Katznelson
Annette Villain, PhD student, enrolled on 1 September 2013.
Project: *Learning in continuing professional Development in open online learning environments*

Supervisor: Associate Professor Lars Birch Andreasen
Louise Yung Nielsen, PhD student, enrolled on 1 August 2013.
Project: *De unge og kroppen i digitale verdener: En diskursanalyse af kropsrepræsentationer på modeblogs og digitale sociale netværksites.*

Supervisor: Associate Professor Niels Ulrik Sørensen
Signe Schack Noesgaard, PhD student, enrolled on 1 May 2013.
Project: *Online opkvalificering af naturfagslærere – hvordan virker det?*

Supervisor: Associate Professor Rikke Ørngreen
Ann-Merete Iversen, PhD student, enrolled on 1 November 2013.
Project: *Brugerinddragelse og co-creation i professionsudvikling*

Supervisor: Professor Palle Rasmussen

20 PhD students continue their studies; 3 have handed in their theses in 2013. Thus the programme by the end of 2013 comprises 36 PhD students within the Doctoral School of Humanities.

*PhD degrees*
One degree has been awarded during the year:

**Cooperation**
The programme Education, Learning and Philosophy participates in a Danish national network for collaboration between doctoral programmes in the area of education, pedagogy and learning ([http://www.educational-research.dk](http://www.educational-research.dk)). The collaboration mainly consists in:

- circulation of information about courses and seminars for PhD-students in the research field
- organising one national seminar (often focusing on methodological issues in education and learning research) in collaboration, hosted in turn by the participating departments
- coordination meetings held most approximately twice each year on planning and PhD policy

Another area of cooperation is “Læring på tværs” (“Learning Crosswise”) – a network involving the Department of Sociology and Social Work and the Department of Learning and Philosophy, with the aim of integrating Action research/Interactive research and Organisational learning, teaching and development. Participants are senior researchers, PhD-students and development consultants.

**PhD workshops and courses in 2013**

May 2013: PhD course: Collecting Visual Data: Methodologies, Analyses and Ethics. (Kathrin Otrel-Cass)

May 2013: PhD course: Pragmatism: Research Design and the Variety of Practices (Antje Gimmler)

June 2013: PhD course: Working with literatures: Persuading an octopus into a glass (Kathrin Otrel-Cass)

November 2013: PhD course: Inclusion and exclusion (Palle Rasmussen)