Annual Report 2008

The Doctoral School of the Humanities
Aalborg University
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Introduction to the Doctoral School of the Humanities

On January 1 2008, the Doctoral School of the Humanities at Aalborg University was established. The Doctoral School of the Humanities is organized into the following five doctoral programmes offering PhD education within each their academic field:

- Discourse and Contemporary Culture – Department of Language and Culture
- Education, Learning and Philosophy – Department of Education, Learning and Philosophy
- HCCI, Human Centered Communication and Informatics – Department of Communication and Psychology
- Music Therapy – Department of Communication and Psychology
- SPIRIT – Department of History, International and Social Studies

With the exception of the programme of Discourse and Contemporary Culture, the doctoral programmes existed as separate doctoral schools or programmes before the establishment of the Doctoral School of the Humanities. Accordingly, these experienced programmes were able to contribute to the process of establishing the Doctoral School of the Humanities and to the drawing up of a common organizational practice. Yet, the underlying principle in the establishment was that the doctoral programmes were to maintain their status as decentralized and rather autonomous units within the doctoral school. Above all, this is reflected in the allocation of resources to the individual programmes, but also the structure of each programme reflects its autonomy in the sense that each 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 2008, the following were members of the study board of the doctoral school:

- Ann Bygholm, director of the doctoral school
- Lone Dirckinck-Holmfeld, director, HCCI
- Anette Borchorst, director, SPIRIT
- Inger Lassen, director, Discourse and Contemporary Culture
- Erik Laursen, director, Education, Learning and Philosophy
- Tony Wigram, director, Music Therapy
- Lars Ole Bonde, director, Music Therapy
- Mads Lindholm, PhD student
- Leila Trapp, PhD student

Study board meetings are held on a regular basis, to discuss overall policies and activities. In 2008, the study board held five meetings, where recurring themes have been a new study regulation, the website of the doctoral school, administrative procedures, co-operations and other issues related to the administration, planning, and quality assurance of PhD education under the Faculty of Humanities.
Activities in 2008

Study regulation
In 2008, one of the extensive activities of the doctoral school was the preparation of a study regulation. Pursuant to Ministerial Order No. 18 of 14th January 2008 on the PhD programme at Danish Universities, cf. the Danish University Act and Statutes of the self-governing institution Aalborg University, the new study regulation of the Doctoral School of the Humanities was introduced. With that, internal rules applying to PhD education under the school’s five doctoral programmes were laid down – rules which among others define the fields of responsibilities of persons and boards central to the doctoral programmes, and specify standard procedures in connection with admission, purpose, and structure of PhD education under the doctoral programmes.

Administrative procedures
In general, 2008 was the year when the Doctoral School of the Humanities devoted much time to establish and optimize administrative procedures. That is, other than the new study regulation, the doctoral school took steps to standardize administrative procedures related to admissions and assessments. In other words, a standard letter of admission as well as a standard form for biannual assessments was introduced. The objective was to develop standard forms which explicate both the time frame and the progression of PhD education.

Website
In October 2008, the Doctoral School of the Humanities launched a new website. The website gives a general introduction to the Doctoral School of the Humanities and rules and procedures applying to PhD education under the Faculty of Humanities. Thus, the website serves as the primary common source of information about PhD education and administrative procedures connected to it. Moreover, the website links to the websites of the individual doctoral programmes, where more detailed information about the activities of the respective programmes can be found.

It should be noted that the website is still under development, and will be improved continuously.

Cooperations
The Doctoral School of the Humanities collaborates with a wide range of national as well as international partner universities, for the purpose of exchange of students and staff and collaborative research. However, the majority of co-operations are established on programme-level and will be described in more detail, in the annual report of the respective doctoral programme.

Under the auspices of the doctoral school, the Doctoral School of the Humanities at Aalborg University collaborated with the following national doctoral schools in 2008:

- The Danish National Research School for Media Communication, and Journalism (FMKJ)
- Danish Research School of Psychology
- Linguistic Graduate School North

Seminars and courses
The majority of PhD seminars and courses at the Faculty of Humanities are organized on programme level, cf. the annual reports of the individual programmes. Yet, the doctoral school is responsible for general PhD seminars and certification of supervisors, in order to ensure consistency and quality in PhD supervision at the faculty. Thus, in 2008, a strategy for ongoing competency development of supervisors under the Doctoral School of the Humanities was laid down by the study board. The strategy prescribed that, from 2008 onwards, supervisors would participate in two annual seminars - one internal seminar on programme-level, to exchange
experiences, and another joint seminar with an external lecturer, arranged for all PhD supervisors associated with the Doctoral School of the Humanities.

The PhD student network 2008

2008 marked the start of the PhD student network for students enrolled in the Doctoral School of the Humanities, initiated by the PhD student representatives, Mads Lindholm and Leila Trapp, and conceived as a forum where PhD students could strengthen their social as well as professional network, their ties to AAU, and their identities as researchers.

The first activity was a meeting in April for all PhD students, which aimed at brainstorming themes for the student representatives to pursue in their Doctoral School committee work, as well as wishes for the PhD student network. In order to explore the possibilities of cooperating with the already established social science's PhD student network, DELPHI, Mads and Leila attended one of DELPHI's planning meetings in August. One outcome of this meeting was an invitation to an entertaining social event in September arranged by PAU (the PhD student network for Engineering, Science and Medicine students), featuring the cartoonist Jorge Cham.

In October, to make it possible to arrange activities specifically targeted at benefitting PhD students at the Humanities, Mads and Leila applied for, and were granted, funding by the Doctoral School of the Humanities for two activities. No arrangements were held until 2009, the first one being in January: a social and professional event in which Unni From, one of the authors of the book Proces og struktur i ph.d.-forløbet – om at leve og overleve, told about central aspects of the PhD process and initiated participants' reflections on their own processes.
Introduction
The Human Centered Communication and Informatics Doctoral Research Programme (HCCI) is set up with the purpose of training researchers at an international level in interplay with the international research world. The PhD-programme not only provides courses, seminars and other research training under supervision, but also active participation in highly recognized and international research teams. The HCCI-doctoral programme offers a stimulating and challenging interdisciplinary research and learning environment for PhD students and others studying human-computer relationships from a human perspective.

In Human Centered Communication and Informatics, computers and computer networks are seen as cultural artefacts, which reflect and create knowledge, language, communication, and learning in society. Human-computer interaction is studied from various perspectives, such as design, history, linguistics, learning, organisations, and media.

The forerunner of the HCCI-programme was the HCI-Doctoral Research School which was established in 2002 with about 10 Ph.D. students enrolled and about 15 staff members involved in the school. Today, the HCCI-programme has between 40-45 enrolled PhDs and a comprehensive body of connected senior researchers. Due to the new PhD-research regulation, the HCI-school changed status in 2008 to a PhD-research programme "Human Centered Communication and Informatics" and now also includes parts of the psychology field. The HCCI-programme together with the programmes for Music Therapy; Discourse and Culture, SPIRIT as well as Education, Learning and Philosophy now function under the Doctoral School of the Humanities at Aalborg University; established in January 2008. The aim of the humanistic doctoral school is to create a framework for PhD-education which is characterized by quality and a high international standard, maintaining critical mass and making sure that the faculty’s PhD education is developing in close cooperation with the national and international research society as well as private companies and public authorities.

Activities in 2008
The aim of the HCCI-Doctoral Research Programme is to create a dynamic and creative research environment, where various approaches and epistemological foundations interact. Research is anchored at the Department of Communication and Psychology, where the humanistic angle to computer science cooperates closely with fields such as media and communication research, grammaticalization and formalization, conceptual structures, natural and formal languages, persuasive design and linguistics.

This great variety of research methods in close cooperation and characterized by close connection puts the HCCI-Doctoral Research Programme at front in the research fields focusing on the human aspect. Furthermore, the HCCI-programme represents a unique blend of theory and practice which means that the traditional school aspect is highly complemented with active involvement in research activities.

As in previous years, the programme offered several activities in 2008, which not only attracted many Danish participants from external institutions but also a large amount of foreign students from partner universities abroad. The HCCI-Doctoral Research Programme strongly focuses on attracting foreign students as this again promotes the establishment of new contacts students in-
between. This participation from and connection to PhDs from other institutions, in Denmark as well as abroad, is one of the very strong features characterizing the HCCI-programme. Not only does it encourage cooperation between the HCCI-PhDs and the external PhDs, but it also guarantees a continuous addition of new research input, traditions, impulses, etc. from external milieus.

Among the activities in 2008 were:

**Weekly doctoral programme meetings** – public seminars in which scholars, senior researchers or invited lecturers presented actual research to other scholars and senior researchers. The HCCI-programme organized these research seminars every Wednesday from 12 – 13 and provided lunch for all registered participants. The aim of the seminars was to provide a stimulating and rich academic environment in which all actors – both researchers with relation to HCCI as well as researchers from other environments of the department - senior as well as junior researchers - were given an opportunity to present and discuss papers and work-in-progress with each other. With these seminars, the HCCI-programme has aimed at promoting a common feeling of unity throughout the department and between several different research fields and groups. The HCCI-programme will continue to invite researchers and scholars from throughout the department to enhance a rich research environment with mutual respect of and focus on multiple approaches and methods.

**PhD-courses/Research seminars** – courses within research areas central to human centered communication and informatics. Outstanding researchers from throughout the world were invited as guest lecturers. Certificates and ECTS-credit points were awarded. Examples of such seminars in 2008:

- **PhD-course on 'Logic, Time and Ethics'**
  Organiser: Peter Øhrstrøm / Lecturers: Max Cresswell and Adriane Rini
  The purpose of the course was to discuss historical and philosophical perspectives of the logic of time, modality and ethics. The course included discussions of the ideas of A.N. Prior.

  A doctoral consortium for PhD students working with projects within the field of persuasive design or related areas. The doctoral consortium took place from June 1 to June 3, 2008 near Oulu, Finland, allowing participants to attend the Persuasive 2008 after the doctoral consortium. A number of qualified researchers within the field offered teaching and supervision during the course. The doctoral consortium provided an excellent opportunity for students in the field to receive high quality feedback, and to establish valuable contacts with other members of the international community of persuasive design. The doctoral consortium was organised jointly by the SoSE Graduate School, University of Oulu and HCCI Doctoral Research Programme, Aalborg University, Denmark. The doctoral consortium was chaired by Prof. Harri Oinas-Kukkonen and Prof. Peter Øhrstrøm, Aalborg University, Denmark.

- **HCCI-Doctoral Research Programme - Introduction Seminar**
  The seminar presented and discussed the major changes and developments in the organization of the Doctoral School of the Faculty of Humanities and the extended program in Human Centered Communication and Informatics (HCCI). Furthermore, the overall requirements, expectations and possibilities related to being a PhD student were presented. Ann Bygholm, director of the Doctoral School of the Humanities, and Lone Dirckinck-Holmfield, director of the Doctoral Programme in Human Centered Communication and Informatics (HCCI) chaired the discussions.
• Ethnographic development and mediation by Associate Professor, Aarhus University, Line Dalsgaard

• PhD course and Master class on Developmental Language Impairment
  The course gave an introduction to language impairment and to some tools for identifying children with developmental language impairment with the focus on language impairment in Scandinavian languages. The students’ individual PhD-projects were discussed during the Master class and students were requested to send a short project description with their registration. Course teachers: Heather K.J. van der Lely, director of the Centre for Developmental Language Disorders & Cognitive Neuroscience, UK, Professor Gisela Håkansson, Centre for Languages and Literature, University of Lund, Sweden, Dr. Naama Friedmann, Language and Brain Lab, School of Education, Tel Aviv University, Isreal, Senior researcher Napoleon Katsos, Research Centre for English and Applied Linguistics, University of Cambridge, UK. Associate Professor Kristine Jensen de López, Department of Psychology, University of Aalborg, DK

• Etienne Wenger - Open lecture and seminar
  "Knowledge and competence on Web 2.0" with a.o. Professor Lone Dirckinck-Holmfeld, Nina Bonderup Dohn (SDU) and Tom Nyvang (AAU), Charlotte Rasmussen (SDU), Anne Gerdes (SDU)

• Etienne Wenger seminar: Technology Stewarding for Communities
  Technology Stewarding for Communities was the theme for this seminar. Technology stewardship was defined as: "Technology stewards are people with enough experience of the working of a community to understand its technology needs, and enough experience with technology to take leadership in addressing those needs. "Stewardship typically includes selecting and configuring technology, as well as supporting its use in the practice of the community."

• Design Ethics and Software for Mobile Devices - with a.o. Prof. Peter-Paul Verbeek, Twente University, The Netherlands.
  The purpose of designing technology is most often to make it serve a certain function, and it is a much desired objective to somehow be able to control both functionality and the ensuing ethical scenarios in the design process. Recently, work has been done to develop so-called persuasive technologies as a way to proactively anticipate certain user behaviours. This is the case within the HANDS-project, a consortium involving AAU, which is developing a software toolkit for mobile devices that aims at helping autism-diagnosed teenagers to navigate and develop socially.

• User driven innovation and design
  About the purpose of determining and using knowledge on how users learn, act, experience and think and thereby assist companies and institutions in creating, implementing and evaluating products and services. Professor Ellen Christiansen, Mads Clausen Institute, SDU, and Jesper Johansen from Digitales, (SHRPA)

**Basic seminars** – typically 2-day courses providing an introduction to theory of science as well as offering practice oriented lectures with point of departure in presented student papers related to choice of target group, application of literature, choice of theories, coupling to possible productions (incl. implementations) as well as collection and application of empirical data. An example from 2008:
• **HCI-basic course ("How to survive a PhD") for new PhD students**
  The course provided an introduction to theory of science as well as offered practice oriented lectures with point of departure in presented student papers. Each PhD student was asked to make methodological critiques of one or more of the student papers. The methodological problems of primary interest were related to choice of target group, application of literature, choice of theories, coupling to possible productions (incl. implementations) as well as collection and application of empirical data.

**Methodological seminars** - mainly for new PhD students and typically two to five-days PhD-courses giving methods, tools and techniques in design research: PhD students of design of ICT interaction, ICT learning and ICT architecture in the domains of education, e-governance, environment, health informatics, etc. were invited to learn how to re-formulate research problems, how to achieve academic literacy, how to deal with context, how to produce scientific knowledge through construction, how to analyze and evaluate research output. An example from 2008:

• **Acting with technology - research methods on context and change**
  Organizers and main teachers: Lone Dirckinck-Holmfeld, Pirkko Raudaskoski and invited quests: 24-26 September Ellen Christiansen, Professor, Mads Clausen Institute, University of Southern Denmark / 22-23 October Master class with the internationally recognized researcher on social learning systems, Etienne Wenger - A five-day PhD-course giving methods, tools and techniques for research on acting with technology in various settings, as well as in workshop-activities targeting the future. PhD students whose area lies within (the design of) ICT interaction, ICT learning and ICT architecture in the domains of education, e-governance, environment, and health informatics were invited to learn about three important lines in acting with technology research. During the first three days, the lecturers presented theories, tools and techniques for studying ‘acting with technology’ as well as academic literacy aspects of this ever changing subject. They demonstrated the application of ways of researching using own research cases as examples. The last two days took the form of a master class in which the participants presented their projects to Professor Etienne Wenger and received comments as well as a closing lecture on the course theme, with a special emphasis on learning.

The HCCI-Programme offers courses representing approx. 32-35 ECTS-points every year.

Furthermore, the HCCI-programme offered PhD-counselling with guest professors at various occasions, among others with Professors Etienne Wenger, Judith Gregory (Chicago), BJ Fogg (Stanford), etc.

**Quality enhancement**
In cooperation with the Doctoral School of the Humanities, the HCCI-programme has initiated courses and workshops in two particular areas, as mentioned in the introductory section of the annual report of the doctoral school. One is the training of supervisors, which partly consists of discipline-specific workshops undertaken by the programme and partly a more general one day course for all PhD supervisors at the faculty. The workshops held in the autumn of 2008 addressed the requirements to the PhD study plan and models for supervising PhD students. Central themes in these workshops were the support of peer to peer learning among supervisors and consensus within and amongst the programmes on explicit quality criteria in these areas.

Both activities will be held at faculty level once a year, in order to ensure continuous development and quality assurance in PhD supervision. The HCCI-programme will continue to offer specific courses for own supervisors in relation to the certification courses of the doctoral school. Furthermore, the HCCI-programme has offered courses in Research Information Management and Flow writing – also as supplementary activities related to the courses of the doctoral school. These
courses, which are also intended to be repeated once a year, are run in cooperation with the Library at Aalborg University and an external consultant.

The HCCI-programme focuses on establishing a collaborative research- and learning culture between the PhD students, supervisors and collaboration partners. The students must actively participate in those research education activities (project-work, research cooperation, seminars and courses) organized by the HCCI-programme or others.

Generally, the PhD student must take active part in course activities corresponding to 30 ECTS.

In addition, the HCCI-programme encourages that the following demands are fulfilled:

- At least once every semester, the student must make a presentation on an internal seminar on a subject which is central to the thesis.
- Within the first year of study, the student must author a publication which has undergone review and has been accepted at an international conference or similar.
- After 18 months, the student must document a satisfactory progress of the thesis.
- After 30 months, the thesis is expected to be completed to such a degree that a pre-defence can be arranged in order to be able to incorporate feedback and criticism in the final thesis.
- At least once during the PhD-study, the student must participate in the organization of a research seminar.

It is expected that the student enters a study period abroad in a relevant international research institution. In addition, the Department of Communication offers training in the form of 600 hours of teaching or other relevant activities. With a deadline of maximum three months after the enrolment date, the PhD student must hand in a study plan in agreement with the main supervisor. This study plan must be approved by the HCCI-programme as well as the central doctoral school. Every six months, the PhD students hand in a biannual report in accordance with the Ministerial Order and the study regulations of the Faculty of Humanities. The report accounts for the progress and processes of the PhD student. This report is approved by the supervisor and the director of the HCCI-programme and hereafter by the director of the Doctoral School of Humanities

An international perspective
The HCCI – Doctoral Research programme collaborates extensively with partner universities in other countries for the purpose of staff and student exchange and collaborative research. The HCCI-programme offers a motivating and challenging interdisciplinary learning and research environment with a strong focus on national as well as international cooperation and exchange. HCCI has cooperation agreements on exchange of PhD students, researchers and courses with national and international research institutions and universities. In addition, a series of courses and projects with focus on PhD students’ external relations with national and international research environments, are offered and in general, HCCI encourages and supports PhD students’ participation in international conferences, doctoral consortiums relevant to their field of study.

Furthermore, the HCCI-programme also participates in a series of research capacity building-projects with partners in e.g. developing countries. HCCI has a strong portfolio of international research collaboration and guest professors:

Networks of Excellence (Selected):
- Network of Excellence within the European Commission's sixth framework programme
Projects, Networks and Associations (selected)

- eGov+ - Exploring design and use of transparent and tailable IT in local government, beyond web2.0.
- U-Drive:IT – examination of how the IT industry and related businesses in the Scandinavian countries work with user-driven innovation.
- E-quality in E-learning research Laboratoire (EQUEL)
- ICT, sustainable development and female leadership
- European and Latin American Consortium for IST Enhanced Continued Education
- European Research Team on Networked Learning
- HANDS Helping Autism-diagnosed teenagers Navigate and Develop Socially - aims to develop a mobile ICT solution to help young people with an autism diagnosis (ASD) to become better integrated in society.
- The maXi project: Design of information services supporting diabetics' self-regulation in their everyday life.
- COST Action "Living in Surveillance Societies", 2009-2013
- CPU (Cognitive Psychology Unit) - a research unit at The Department of Communication (Psychology) - Aalborg University. Project partners: Chair of Cognitive Psychology Unit, Kristine Jensen de López (HCCI), University of Alberta, Canada, Harvard Graduate School of Education, USA, Sct. Hans Hospital, Roskilde, Tia Hansen - Associate Professor (HCCI), Jens Kvorning - Assistant Professor, Head of Study for Psychology and Music Therapy, Laura Petrini - Assistant Professor Head of Cortical Plasticity and Human Brain Mapping Laboratory, the KANUK Professions Programme 2007
- NASUD - Danish contribution to cross-linguistic research on language development by typical and atypical developing children led by developmental psychologist Dr. Kristine Jensen de López (HCCI). Cooperation partners: Dr. Larry Leonard, Purdue Universitet, USA, Dr. Seyhun Topbas, Education, Research & Training Centre for Speech and Language Pathology, Anadolu Universitet, TU; Dr. Laura Quintanilla, Universidad Nacional de Educación a Distancia, Madrid; Dr. Pilar Sanjuan, Universidad Nacional de Educación a Distancia, Madrid 30
- ICCS-Conference, which, in 2006, was arranged by the HCCI-staff with HCCI-Professor Peter Øhrstrøm as "general chair" ICCS-2006 <http://iccs-06.hum.aau.dk/> HCCI-staff a.o: Henrik Schærfe and Peter Øhrstrøm as members of the international steering committee for the ICCS-work. Cooperation partners are among others: The founder of the ICCS-field Dr. John Sowa, New York. See http://www.iccs.info.
- The Surveillance Project, Queen's University, Canada. Cooperation partner: Professor David Lyon. This cooperation offers research stays, workshops, summer schools for HCCI-students
- Høgskolen in Bergen – conc. “Læringssamtalen i matematikfagets praksis". Financed by Norsk Forskningsråd

University Collaborations (capacity building) (Selected):

- University of Greenland, Asian University for Women (AUW), Chittagong, Bangladesh, Bangladesh University of Technology, Dhaka, Bangladesh, Chittagong University, Bangladesh; Universidad National, Coata Rica; Mae Fah Lung University, Chang Rai, Thailand; Østfold University College; International Research Institute of Stavanger; University College North, New York University, Department of Communication (Professor Helen Nissenbaum).
- New York University, Department of Communication – Exchange of students and foreign stays for HCCI-students. Contact person is Professor Helen Nissenbaum
Guests
In 2008, HCCI hosted several guest researchers, cooperation partners and PhDs with whom the HCCI-programme is able to offer courses and individual guidance for both HCCI-PhDs and senior researchers as well as participation in research cooperation with HCCI-staff and PhDs. Among these were:

Lecturers/Researchers
- Judith Gregory from the Design Institute at Illinois Institute of Technology in Chicago
- Etienne Wenger – highly renowned researcher within the field “communities of practice and their application to organizations”.
- BJ Fogg – Director – Stanford Persuasive Technology Lab
- Pål Kraft, Professor – Olso University / Owner – Changetech, Olso
- Cees Midden, Professor – Eindhoven University of Technology
- Susan Ferebee, Professor – University of Phoenix, Arizona
- Judith Masthoff, Head of Computer Science – University of Aberdeen
- Harri Oinas-Kukkonen, Professor – University of Oulu
- Per Hasle, Rektor – Danmarks Kongelige Biblioteksskole
- Professor Søren Holm, Cardiff University, Wales (where e.g. HCCI-PhD student Thomas Ploug is on foreign stay).  
- Professor Eep Talstra, Amsterdam, member of Scientific Advisory Board of the Virtual Knowledge Studio <http://www.virtualknowledgestudio.nl/board/>, Amsterdam.
- Dr. Sharon ARMON-LOTEM, Bar-Ilan University, Israel
- Dr. Jan De Jong, University of Amsterdam, Holland;
- Dr. Kirsten M. Bjerkan, Bredtvet Ressource Centre, Norway;
- Dr. Anna Gavaro, Universitet Autonoma de Barcelona, Spain;
- Dr. Theodoros Marinis, University of Reading, UK;
- Dr. Gisela Hakansson, Lund University, SE; Dr. Natalia Gragina, ZAS, DE.
- Dr. Anne Holmen, DPU;
- Dr. Manuel Luis de la Mata Benitez, Universidad de Sevilla
- Dr. Norman Brown, University of Alberta, CA http://www.ualberta.ca/~nrbrown/
- Joseph Folger, Institute for the Study of Conflict Transformation
- Baruch Bush, Institute for the Study of Conflict Transformation

Guest PhDs were typically participating in HCCI-courses or staying for shorter or longer periods to take part in research cooperation with HCCI-PhDs.

Recruitment and Applications

New enrolments in 2008:
- Camilla Ginnerup
- Marie Glasemann (Germany)
- Aparna Purushothaman (India)
- Martin Mølholm
- Peter Kofod
- David Jakobsen
- Anne Birgitte Døssing
- Kristina Margrethe Rasmussen
- Thomas Mosebo Simonsen

Pipeline enrolments for 2009:
- Tor Geir Kvinnen (Norway)
- Kjetil Aukland (Norway)
- Ann Starbæk Bager
- Farzana Akther (Bangladesh)
- Christian Grund Sørensen
- Jette Rygaard (Greenland)
- Birgit Kleist Pedersen (Greenland)
- Janani Thevananth (Sri Lanka)

The following PhD students were awarded the PhD degree in 2008:
- Anders Albrechtslund: In the Eyes of the Beholder: Introducing participation and ethics to
surveillance

- Tom Nyvang: *Ibrugtagning af ikt i universitetsuddannelse*
- Marianne Kristiansen: *Midwifery and Dialogue in Organizations*
- Ulrik Petersen: *Annotated text databases in the context of the Kaj Munk archive: One database model, one query language, and several applications*
- Bendt Torpegård Pedersen: *Self-governing work groups.*

In 2008, HCCI was engaged in several applications for grants to specific research projects and cooperation as well as grants for PhD-studies and received grants for the following:

- 1 co-financed PhD-stipend: Brugerdrevet innovation indenfor digital forvaltning på uddannelsesområdet
- 1 PhD-stipend: Youtube kulturens indtog – en ny dokumentarisme by Thomas Mosebo Simonsen
- eGov+ - research project
- HANDS: Helping Autism-diagnosed teenagers Navigate and Develop Socially – EU-research project
- Network on e-learning

In 2008, the programme has initiated cooperation with various national partners from both the private and public sector on formulating subjects for coming PhD-studies. This cooperation will result in applications for grants to finance these PhD-stipends in 2009. Among others, the subjects are:

- Teaching and training of hospital staff in Image Guided Radiotherapy by e-learning
- Preventive healthcare and health promotion at the personal level in the area of obesity
- Accessible and inclusive ICT - focus on older people
- User-centered conceptual design of handheld information systems to complex data management
- ICT, empowerment and female leadership
- Education and training of personnel in image guided radiation treatment through e-learning
- Mediation of culture through geocaching seen as persuasive technology
Introduction
The Doctoral Programme for Music Therapy (DPMT) has been established since 1994, and has qualified 18 PhD researchers over that period of time. The DPMT had 16 PhD researchers registered during 2008, 13 from the music therapy and 3 from psychology.

Activities in 2008
Courses, workshops, and seminars for PhD students
During the calendar year 2008, the following seminars and workshops for PhD students were held by the programme:

Spring Course: A six day Doctoral research course from 5th – 10th May.
Teaching on this course was undertaken by Prof Cheryl Dileo (Temple University, USA), Associate Dean Dr. Denise Grocke (Melbourne University), Dr. Christian Gold (Bergen University), and Prof. Tony Wigram (Aalborg University). Themes included in the teaching on this course were:

- Ethics in Music Therapy Research: Method, data collection and dissemination of findings.
- Mixed methods in Music Therapy

In addition, four 2 hour workshop training sessions on Statistical Analysis using R were undertaken by Dr. Gold January 2008. Fifteen doctoral students, four permanent VIP’s and 3 guest teachers attended this course, and one visiting PhD student for the UK. Master’s level students (7 & 9 semester) are invited to the guest teachers’ lectures and discussion times, and not to the doctoral students’ presentations (approximately 10 students).

Autumn Course: A five day doctoral research course from 27th October – 1st May.
The teaching on this course was undertaken by Prof. Cheryl Dileo (Temple University, USA), Prof. Even Ruud (Oslo University), Dr. Tuomas Eerola (Jyvaaskyla University, Finland), Tove Lohsien (AUB) and Prof. Tony Wigram (Aalborg University). Themes included in the teaching on this course were:

- Music Therapy - A Human Science Perspective
- Ethics workshops I & II
- A computational approach to musical feature extraction
- Practicalities and challenges of the musical feature extraction process

Fifteen doctoral students, four permanent VIP’s and 3 guest teachers attended this course, and one visiting PhD student for the UK. Master’s level students (7 & 9 semester) are invited to the guest teachers lectures and discussion times, and not to the Doctoral students presentations (approximately 10 further students).

Courses, workshops and seminars for supervisors
The second PhD supervisor’s course in Music Therapy was again initiated by Professor Tony Wigram, hosted by Aalborg University, funded by the Danish Research Council, and held in Skagen, Denmark in 2008 (the first course had been taught in 2005). This was a 5 days supervisor seminar and course, and was attended by 16 supervisors (from the Consortium described below). The focus of this course was section 2 of the collaboration agreement, specifically ethical standards in music therapy research, and research design, including discussion of best-practice measures adopted in current research:
**Session 1:** Introduction and programme review  
**Session 2:** Initial proposals: advising and setting boundaries  
**Session 3:** Helping students make a literature review  
**Session 4:** Elaborated proposals or confirmation: Crossing the bar  
**Session 5:** Ethical guidelines and challenges Inclusion of data in thesis – in text, appendix or not provided (ethics issues)  
**Session 6:** Plenary  
**Session 7,8 & 9:** Evaluation tools: Compiling a list of appropriate standardised and non-standardised tools for measurement or evaluation (quantitative and qualitative) for different populations, different dependent measures, different research methods  
**Session 10:** Plenary Discussion  
**Session 11 & 12:** Music therapy research methods: Advising students on methods: Making choices – examples from our ‘caseload’ with advantages and disadvantages. Quant/Qual/Mixed  
**Session 14:** The International Collaborations – Plans, hopes and ambitions: How can we work together: Sharing theses; Exchanging research knowledge; Exchanging information; Research seminars; Electronic Journal; NJMT Discussion forum  
**Session 15:** Writing up – a process

In addition, Tony Wigram ran a short teaching session for supervisors on the requirements of the Study Plan.

**Quality control**

Supervision is undertaken by experienced researchers based inside and outside of Denmark. This situation has developed considerably over the last three years, thanks to an increasing involvement of guest research teachers in the biannual courses, and the younger, qualified PhD researchers gaining experience as potential future main supervisors.

The DPMT ensures that the student is linked to internationally strong environments, receives qualified supervision, and interacts with the international milieu. The DPMT works within the principles set by the NorFa working group for postgraduate research training by ensuring a good international benchmark with a publicly defended doctoral dissertation. The research training takes place in an active research environment with several established researchers at the Faculty of Humanities at Aalborg University. The quality of the research is tested by the high level and quality of the censors involved in the defence. Applications are assessed before registration, and an Elaborated Proposal is required after 6 months full time, or 12 months part-time work.

Three applications were received during 2008. These are assessed by members of the International Board of supervisors, and a set of assessment criteria has been set up. The Head of the DPMT undertakes preliminary work to ensure the quality of applications.

**Biannual assessments**

All PhD students in the programme submitted biannual statements of their activities for assessment by the programme director and the director of the doctoral school. These were approved.

**International Cooperation partners**

DPMT is supported by 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 2008, the International Consortium of Nine Universities with Doctoral & Research Programmes in Music Therapy. International Consortium of Music Therapy Research (abbreviation) was established and instigated by Professor Tony Wigram (Aalborg University Denmark), and hosted by the University of Melbourne (through Assoc Prof Denise Grocke). The Consortium brought together various parties with whom Aalborg and Melbourne had established collaborations, dating back to 2002. Collectively there are 27 music therapy academics and clinicians within these 9
Universities, all with PhD's and all active in conducting research through their respective research centre and supervising higher degree research students. The Consortium agreement is in place for a period of five years – from 2008 to 2013. In 2013, the membership and continuation of activities will be renegotiated between all Universities. The International Consortium of universities with specific objectives for developing research in music therapy has been extended, and now includes the following institutions:

**THE UNIVERSITY OF MELBOURNE** acting through THE FACULTY OF MUSIC, National Music Therapy Research Unit (NaMTRU), AUSTRALIA; **AALBORG UNIVERSITY** acting through THE FACULTY OF HUMANITIES, Institute for Communication and Psychology, Research School in Music Therapy, DENMARK; **TEMPLE UNIVERSITY** acting through THE BOYER COLLEGE OF MUSIC AND DANCE, Music Therapy Program, Philadelphia, UNITED STATES OF AMERICA; **THE UNIVERSITY OF BERGEN** acting through THE GRIEG ACADEMY MUSIC THERAPY RESEARCH CENTRE (GAMUT), NORWAY; **THE UNIVERSITY OF QUEENSLAND** acting through THE FACULTY OF ARTS, School of Music, Music Therapy Department, AUSTRALIA; **THE UNIVERSITY OF JYVASKYLA** acting through THE FACULTY OF MUSIC AND MUSIC THERAPY, FINLAND; **THE NORWEGIAN ACADEMY OF MUSIC**, Oslo, NORWAY; **ANGLIA RUSKIN UNIVERSITY** acting through THE FACULTY OF ARTS AND LETTERS, Department of Music and Performing Arts, Cambridge, UNITED KINGDOM; **THE KATHOLIC UNIVERSITY** acting through LEMMENSINSTIITUUT, College for Science and Art, Leuven, BELGIUM

**Areas of Collaboration**

There are three broad areas of collaboration which identify the aims and objectives of the Consortium. These are:

1. *International benchmarking in the evaluation of proposals, ethical procedures, and the supervision and examination of theses*

   - To develop high standards in research design and implementation through international benchmarking.
   - To discuss and promote the development of high standards in the supervision of post-graduate research.
   - Exchange and advise on ethical procedures.
   - Develop courses for supervisors, and an international network of specialist consultants and advisors within music therapy and related disciplines.
   - Serve as supervisors and/or examiners on dissertations and theses when appropriate, funded by the inviting institution.
   - It is proposed that where an Advisory Board exists, members from the partner universities are invited to sit on the advisory board of the other centres in order to contribute to the evaluation of proposals for Master’s and PhD level research in music therapy.

2. *Collaborative projects*

   - To disseminate literature reviews from masters and doctoral students to facilitate dissemination of information in specialised areas.
   - Develop and contribute to literature databases in specific clinical and research areas for the use of post graduate researchers in the nine research milieus.
   - Establish links through websites that will enable researchers in any one of the nine milieus to discuss their research with other researchers.
   - Collaborate on joint research projects, when possible.
   - Collaborate on applied clinical research projects at post graduate or post doctoral level.
• Promote multi-centre research studies.
• Develop themed research seminars and mini-conferences for the post graduate researchers and research staff in the nine research milieus, given available resources.
• Develop research based discussion in online discussion forums and video conferencing.

3. Research teaching and supervision

• Exchange of information regarding current research methods, including evaluation tools used to analyse results.
• Share information on research education issues (Masters and Doctoral level), and participate in discussions of common issues.
• Establish a ‘meeting place’ for researchers and faculty at international congresses to promote discussion and exchange.
• Exchange copies of dissertations and theses to the nine institutions (hard copies or electronic versions where appropriate).
• To facilitate research students registered in the nine participating milieus to have access to attend research courses in music therapy where appropriate. This would be self-funded, and at the discretion of the institution at which the course is taking place.

The activities described above are at the discretion of each milieu, and conditional upon available funding.

Applications
In 2007, FKK awarded two Fellowships to the DPMT. Two doctoral students took up these fellowships in January and September 2008. Two Scholarships were also awarded to foreign students.

• Ilan Sanfi began his FKK fellowship on 1st January 2008 investigating the effect of music therapy on children and adolescents with Cancer.
• Soeren Hald began his FKK fellowship on 1st September 2008 investigating the effect of music therapy on adults with Traumatic Brain Injury and Neurodisability.
• Camino Menendez began her Scholarship on 1st April 2008 investigating the effect of music therapy on children and adolescents with Cancer in Spain.
• Melody Schwantes began her Scholarship on 1st December 2008 investigating the effect of music therapy on mental health problems in Mexican Migrant Farmworkers in the USA.

Plans for 2009/10

New PhD students
Three applications for scholarships are in progress at this time, and two of them are likely to begin in 2009. The DPMT are also intending to apply under the mobility fellowships to recruit up to five fellowship students, if the Research Council awards funding.

Supervisor certification

Supervisor certification procedures will continue. The Faculty of Humanities and the Faculty of Social Sciences have scheduled Tony Wigram to run (together with an external professor) two 1 day courses on PhD supervision. Tony Wigram, the head of the DPMT, together with the director of the research school, a Professor in Persuasive Design and, a Psychology Lecturer, have prepared a proposal for a Faculty Ethics Committee to evaluate and approve low-risk research studies.
**PhD Seminars**

Two PhD Courses will be held in April (8 days) and October (6 days) 2009. Both of these courses will involve presentations by doctoral researchers, with focussed discussion and supervision. The courses will also involve guest professors teaching research methods.

**PhD degrees in 2008**

In 2008, there was one PhD defence:

- Karin Schou: *Music therapy for post operative cardiac Patients. A Randomized Controlled Trial Evaluating the Effects of Guided Relaxation with Music on Anxiety, Pain, and Mood*

Tony Wigram, director of the doctoral programme of Music Therapy  
Hanne Porsborg & Lisbeth Ellevang - Secretaries
Introduction
The research programme of Discourse and Contemporary Culture was established on 1 February 2008 and is under development. Consequently, the programme is very young, and is working hard to develop standards and procedures and to attract PhD students.

Activities in 2008

Courses, workshops, and seminars for PhD students
During the calendar year 2008, the following seminars and workshops for PhD students were held by the programme:

- Doctoral seminar on *Discourses of Risk: Constructing Scenarios of (Un)certainty*, 28-29th May 2008
- Doctoral workshop on *Global Media and Local Perception: Calibrating Mediated Discourses and (Direct) Action*, arranged by the National Doctoral School for Media, Communication and Journalism (FMKJ) and supported by the Centre for Discourse Studies, 28-30th January 2008

Approximately 15 students attended each of these events.

Courses, workshops and seminars for supervisors
On 20 November 2008, Discourse and Contemporary Culture conducted a seminar for all supervisors in the programme. This seminar formed part of the supervisor certification procedure of the Doctoral School of the Humanities and addressed topics such as ‘good supervision’ and ‘the good project proposal’. Fourteen supervisors participated in the seminar, which was repeated in January 2009 for the benefit of four supervisors unable to attend in November.

Quality control
In connection with the annual application round to the FKK (The Danish Council for Independent Research – Humanities), the programme conducted a prequalification round and in that connection five project proposals were evaluated. The potential applicants received feedback from several researchers in the programme with particular expertise within the respective research fields of the applicants. All five applicants were encouraged to revise their original proposals, and one applicant then decided to withdraw. The final result was that on 1 September the programme was able to forward one application to the FKK on behalf of the four remaining applicants.

Biannual assessments
All PhD students in the programme submitted biannual statements of their activities for assessment by the programme director and the director of the doctoral school. These were approved.

Cooperation
Internal AAU cooperation includes:

PlaceME Nordic research network, Department of Language and Culture
Centre for Discourse Studies, Department of Language and Culture
Research groups in the Department of Language and Culture:

- Communication and Culture in Professional Settings
- Discourse and Society
- The Interdisciplinary Research Group in Culture (IRGiC)
- Languages and Linguistics (LangLing).

Discourse and Contemporary Culture is engaged in cooperation with the Danish National Research School for Media, Communication, and Journalism (FMKJ) at Roskilde University. In January 2008, researchers from our programme participated in a conference on Linguistics and Poetics at the Copenhagen Doctoral School in Cultural Studies.

Furthermore, we have a cooperation agreement with the Linguistic Graduate School North (SFN) at the University of Aarhus. However, it has been decided that AAU should no longer contribute financially to SFN, because we do not benefit sufficiently, but we still exchange invitations to seminars, conferences etc.

External partners are the research programmes at the Copenhagen Business School, the Aarhus School of Business, the University of Aarhus, the University of Southern Denmark, and Roskilde University. Co-operation with these partners needs to be strengthened.

Applications
In September 2008, Discourse and Contemporary Culture applied to the FKK on behalf of four co-financed PhD scholarship students. Unfortunately, all four were refused.
We also applied to the Danish Agency for Science Technology and Innovation for four co-financed scholarships. Three were approved.

Plans for 2009/10
New PhD students
In the spring of 2009, Discourse and Contemporary Culture advertised four PhD positions and received seven applications.
The four new PhD students will be enrolled on 1 August 2009, if the programme succeeds in obtaining adequate external funding for all of them.

Supervisor certification
Supervisor certification procedures will continue. Discourse and Contemporary Culture is involved in establishing a Human Research Ethics Board and intends to include procedures concerning ethical aspects in a future supervisor course.
The programme will also encourage PhD students to attend courses regarding ethical aspects of their projects.

Journal Club
In the spring semester 2009, the doctoral programme Discourse and Contemporary Culture invited all master’s thesis students and PhD students to participate in a Journal Club, which is a discussion forum for scholars and advanced students interested in discourse analysis. The theme for the spring semester 2009 was different approaches to discourse analysis, with a focus on research in professional settings. The Journal Club met the last Thursday of every month. The Journal Club will continue its activities in the autumn semester 2009.

Summer School
From 17 to 22 August 2009 an alternative, international summer school on discourse and social justice will be held in the Centre for Discourse Studies. Themes within the interdisciplinary focus of
this problem-based, project-centred DeXusChange research summer school for PhD students and scholars will include the following clusters:

Discourse/Style/Genre/Semiotics/Rhetorics
Mediation/Modality/Action/Practice
History/Narrative/Memory/Experience
Change/Intervention/Critique/Social Justice
Rights/Ethics/Care/Hope
Suffering/Risk
Identity/Gender/'Race'/Ethnicity/Kinship
Belonging/Citizenship/Linking/Relationality
Nature/Environment/Habitus/Context
Interaction/Technology/Artefact
Structure/Ordering/Organisation/Governance
Space/Movement/Mobility/Flow/Scale

PhD Seminars
Two PhD seminars will be held in September and November 2009. The seminar in September will be in cooperation with the PlaceME network to mark the opening of the PhD programme. The theme for this one-day seminar will be ‘discourse studies’. The one-day seminar in November will focus on ‘Identity Construction’.

Crime Seminar
In September 2009, a seminar on ‘Crimes as media experiences’ (Forbrydelser som medieoplevelser) will be held at the Utzon Centre in Aalborg. On 21 September the seminar will be open to students, PhD students, scholars and all other interested parties, whereas the programme on 22 September is only open to PhD students and scholars.

PhD degrees
At present, 3 PhD students are enrolled under the programme Discourse and Contemporary Culture. They are

- Leila Trapp (01.07.2006 – 30.06.2009)

In 2008, no PhD students defended their theses under this programme.

29 May 2009
_Inger Lassen, Director of Discourse and Contemporary Culture_
_Kirsten Gammelgaard, programme secretary_
Introduction

The doctoral programme of Education, Learning and Philosophy is part of the Doctoral School of the Humanities and the Doctoral School of the Social Science Faculty at Aalborg University. The programme is based in the Department of Education, Learning and Philosophy. There is close collaboration with the doctoral programme ‘Technology and Science’ within the Doctoral School of the Faculty of Engineering, Science and Medicine.

The director of the doctoral programme of Education, Learning and Philosophy is professor Erik Laursen.

The Department of Education, Learning and Philosophy (http://www.learning.aau.dk) is an inter-faculty department, which does research in five main areas:

- Pedagogy and didactics
- Organizational learning and learning in the work place
- Educational research
- Philosophy
- Philosophy of science

Research activities in the department is organised in a number of research groups.

All PhD students participating in the doctoral programmes are members of one of the research groups in the department. The research groups with their senior faculty and research projects provide an environment for familiarising students with the practises of research and academic work. The students for their part provide invaluable contributions to the work in the research groups.

Activities in 2008

The courses follow an active pedagogy which requires a high level of participation and involvement on the side of the students in reading materials, discussing them together with other participants, and presenting his or her own project with the aim of receiving feed-back from the course leaders, lecturers and other students. Courses are generally run in a seminar form with international guest researchers as well as local lecturers and other experienced researchers.

International PhD seminars

28.-29.01.2008: NORDID PhD Seminar: Systemteori, sociokulturel teori og fænomenografi. (Systems theory, socio cultural theory and phenomenography) University of Gothenburg

22.-23.05.2008: NORDID PhD Seminar: Relationsprofessioner i udvikling. (Developing Relations in Professions) Aalborg University

20.-22.11.2008: NORDID PhD Seminar: Dannelse og kundskabsopfattelse. (Formation and Concepts of Knowledge) Agder University College, Kristiansand

The NORDID PhD courses focus on the common characteristics of didactics in Scandinavia.

26.-28.11.2008: The Postmodern Learner: Challenging Traditions in the Organization of Education and Learning. Cooperation between the programmes Education, Learning and Philosophy,
Technology and Science, and the Doctoral School of Organisational Learning at The Danish School of Education.

**Local public PhD courses**
The PhD courses are open to all PhD students in Denmark. Courses may be held in Danish or English.

14.-15.04.2008: Kvantitative metoder og kombinerede designs i uddannelsesforskning (Quantitative methods and combined designs within education research)

23.-24.09.2008: Samspillet mellem læring og social kontekst: Teorier, analyser og modeller (Collaboration between learning and social context: Theories, analyses and models)

**Local (closed) seminars**
The PhD students of the programme arrange the internal seminars in cooperation with the head of the programme. All PhD students at the department may participate.

24.01.2008: PhD students’ papers

14.02.2008: Brugen af kulturbegrebet i beskrivelsen af uddannelsesmæssig praksis (The concept of culture and educational practice). Assoc. professor Kirsten Jæger, Dept. of Language and Culture
27.03.2008: Evaluering og læring (Evaluation and learning). Professor Peter Dahler-Larsen, University of Southern Denmark

13.06.2008: PhD students’ papers

28.08.2008: PhD students’ papers

06.11.2008: NVivo, v. Rasmus Antoft

11.12.2008: Om publicering - Hvor, hvordan, sammen med hvem? (On publication – where, how, with whom to publish). Professor Palle Rasmussen

**Supervision, Support and Quality Control**
In the programme Education, Learning and Philosophy, several procedures are used to assure the quality of teaching and supervision.

- Student representatives are included in the programme board
- The head of department holds individual employee development interviews with all PhD students once a year. These interviews focus on the employee aspects of the student’s situation.
- PhD courses (except brief internal courses) are evaluated through questionnaires, and the responses are summarized and discussed by the programme board.
- Each student are given three opportunities of getting feed-back from students and faculty, at a start-up seminar after 1 semester, a mid-way seminar after 3 semesters and a pre-defence during the last semester of the individual study programme.
- All students are attached to one of the research teams of the department together with their supervisor
Cooperation

The programme Education, Learning and Philosophy is part of a Danish national network for collaboration between Danish research departments offering doctoral programmes in the area of education, pedagogy and learning (http://www.educational-research.dk). The collaboration, which has existed for ten years, 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 a year on planning and PhD policy

In Scandinavia the programme Education, Learning and Philosophy has formalised collaboration with the University of Göteborg (Sweden) and the University of Agder (Norway) under “Nordid”, a network organizing PhD courses in the area of didactics research. Other types of collaboration are also being pursued.

“Læring på tværs” (“Learning Crosswise”) – a network involving Dept. of Sociology, Social Work and Organisation and Dept. of Education, Learning and Philosophy, with the aim of developing a fusion between Action research/Interactive research and Organisational learning, teaching and development. Participants are senior researchers, PhD students and development consultants.

External grants

Dept. of Education, Learning and Philosophy is partner in the project Collaborative Innovation in the Public Sector: Identifying and removing the barriers, which holds a grant of 15.5 mio DKK. The partner project grant is 3 mio. DKK, including a PhD scholarship as of September 1, 2009. Head of joint project is professor Eva Sørensen, Roskilde University; head of local project is assoc. professor Birthe Lund, Dept. of Education, Learning and Philosophy.

Plans for 2009/10

September 2009: A 2-day international PhD seminar: Drop-out phenomena and retention strategies in the educational system. Coordinator: Professor Palle Rasmussen


8-10 internal seminars featuring papers and presentations by the PhD students. Each student is expected to discuss his/her project three times in the 3-year period. One or two students is expected to do a pre-defence in Autumn 2009.

PhD students

Currently, 10 PhD students at the Faculty of Humanities are enrolled with the programme:

<table>
<thead>
<tr>
<th>Name</th>
<th>Enrolled</th>
<th>Expected defence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Henning Linderoth</td>
<td>01-05-2001</td>
<td>unknown</td>
</tr>
<tr>
<td>Frits Hedegaard Eriksen</td>
<td>01-01-2001</td>
<td>unknown</td>
</tr>
<tr>
<td>Anne Ejsing</td>
<td>01-01-2003</td>
<td>2012</td>
</tr>
<tr>
<td>Alice Juel Jacobsen</td>
<td>01-01-2004</td>
<td>2010</td>
</tr>
<tr>
<td>Marianne Kémeny Hviid</td>
<td>01-05-2005</td>
<td>2009</td>
</tr>
<tr>
<td>Margit Saltofte Nielsen</td>
<td>01-11-2006</td>
<td>2010</td>
</tr>
<tr>
<td>Sanne Almeborg</td>
<td>01-01-2007</td>
<td>2010</td>
</tr>
<tr>
<td>Knud Erik Andersen</td>
<td>01-01-2009</td>
<td>2012</td>
</tr>
</tbody>
</table>
The PhD students are enrolled under various financial and employment conditions, thus the inconsistency in the duration of the study periods. We expect 4 PhD students to be enrolled in 2009, and we expect 3 PhD theses to be handed in for assessment.

**PhD Degrees in 2008**

- Marianne Kristiansen: *Midwifery and dialogue in organizations. Emergent, mutual involvement in action research.*


- Frederik Hertel: *Full Circle. Inclusion and Exclusion in problem-based group work.*
Introduction

In 2008, a lot of efforts have been put into the work with the start-up of the doctoral schools at the Faculty of Humanities and the Faculty of the Social Sciences, respectively. SPIRIT’s level of activity was characterised by fewer economic resources in 2008 but we have roughly maintained the level of activity from the previous years and we have put much efforts into applying for external funds.

During 2008, SPIRIT had 31 active PhD students (including the PhD students who were awarded the PhD degree in 2008). By the end of 2008, 26 PhD students were enrolled at SPIRIT, and were all affiliated with a research unit at the department. Out of the 26 PhD students, the scholarships of 10 PhD students had expired in 2008. The table below shows the distribution of PhD students on research units:¹

<table>
<thead>
<tr>
<th>Research Unit</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>AMID-AAU – Academy for Migration Studies in Denmark</td>
<td>5</td>
</tr>
<tr>
<td>CCG – Communication, Culture &amp; Globalisation</td>
<td>1</td>
</tr>
<tr>
<td>DIIPER - Development, Innovation and International Political Economy Research</td>
<td>1</td>
</tr>
<tr>
<td>(DIR – Development and International Relations²)</td>
<td>3</td>
</tr>
<tr>
<td>Europa – European Studies</td>
<td>2</td>
</tr>
<tr>
<td>FREIA – Center for Feminist Research</td>
<td>3</td>
</tr>
<tr>
<td>GDS – Global Development Studies</td>
<td>1</td>
</tr>
<tr>
<td>History – Post-modern Societies/Cultural Encounters in Pre-modern Societies</td>
<td>3</td>
</tr>
<tr>
<td>PS – Policy Studies</td>
<td>2</td>
</tr>
<tr>
<td>TRU – Tourism Research Unit</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>26</strong></td>
</tr>
</tbody>
</table>

Activities in 2008

PhD Degrees

In 2008, the following PhD candidates (all affiliated with the Doctoral School of the Social Sciences) at SPIRIT were awarded the PhD degree:

- Mette Frisk Jensen (associated with the History research unit): *Korruption og embedsetik - en undersøgelse af det danske styres syn på korruption og embedsetik blandt centraladministrationens embedsmænd i det 19. århundrede.*³ (SOC)
- Andrea Graw-Teebken (associated with CCG): *Nationaliserede grænserum. En undersøgelse af nationale diskurser i Østrisland og Slesvig, 1815-1867.*⁴ (SOC)
- Torsten Rødel Berg (associated with DIR): *Irrigation Management in Nepal’s Dhaulagiri Zone: Institutional Responses to Social, Political and Economic Change* (SOC)

¹ Several PhD students are affiliated with more than one research unit but in this overview only one affiliation per PhD student is included.
² DIR was replaced by GDS and DIIPER, but the “old” PhD students are included under DIR.

³ Corruption and ethics in public office – an investigation of the Danish government’s view upon corruption and ethics in public office among the civil servants in the central administration.
⁴ Nationalised border areas. An analysis of national discourses in East Frisia and Schleswig, 1815-1867
Corrie Lynn McDougall (associated with DIR): Why Food Aid Persists and Food Security Recedes. (SOC)

For a complete list of PhD degrees including date of award please see SPIRIT’s home page: http://spirit.ihis.aau.dk/about-spirit/2308365.

Five new PhD students were enrolled in 2008 with the following projects (HUM or SOC refers to the doctoral school which the PhD student is affiliated with – Humanities or the Social Sciences):

- Bonn Bryan Torres Juego: Crisis, State Transformation and Social Change: Contrasting Political-Economic Development Strategies in Malaysia and the Philippines since 1997 (SOC – financed by the faculty)
- Pennie Fogth Henriksen: Destination Development: Comprehending Small Tourism Businesses’ Network and Knowledge Interactions (HUM – financed by the faculty)
- Osman Farah Abdulkadri: From state collapse to state reconstitution: The role of trans-state Somali diasporas in political and economic development in Somalia (SOC – financed by the faculty)

For a complete list of PhD students at SPIRIT, please see SPIRIT’s home page: http://spirit.ihis.aau.dk/about-spirit/2308358.

SPIRIT’s programme committee has decided that PhD dissertations should be available for download at SPIRIT’s home page. According to the plan, dissertations will be available some time in 2009 and they will be published in a special series.

**Visiting PhD students**

SPIRIT hosted 6 visiting PhD students on 5-month stays. Above all, our guests contribute to the development of SPIRIT’s international profile and network.

**Guests in 2008:**

- Nuran Savaskan Akdogan (TR), Leiden University; The Netherlands: Muslim immigrant ethnic identities and national identity in Turkey: the impact of globalization and ethnic conflict since 1980. (5 months)
- Ibrahim Saylan (TR), Dept. of Political Science, Bilkent University, Turkey: The Phenomenon of Sub-state Nationalism within European Integration: A Comparative Study of Basque, Kurdish and Scottish Cases.
- Ismail Seki (TR), Ege University, Turkey: The Role of Universities in Economics in the Context of Knowledge Governance (5 months)

Unfortunately, SPIRIT had to abandon the Visiting PhD Scholarship scheme6 due to cutbacks in the funds from the Faculty of Humanities. Instead SPIRIT invites selected PhD students on self-financed stays at SPIRIT, but SPIRIT still provides office space, supervision (10 hours), a mentor as well as affiliation with a research unit at the department.

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5 “Good polity” – state formation in Northern Jutland during the age of absolutism

6 In this scheme, SPIRIT awarded visiting PhD students stipends of DKK 7,000 per month and covered their travel expenses. In addition to this, visiting PhD students were allocated 10 hours of supervision from a local supervisor. Akdogan and Saylan were the last to receive the stipends as they had applied for and been granted these in 2007.
**Mentoring**
We still have mentoring, i.e. PhD students, who have been enrolled for a while, offer to mentor newly started PhD students as well as our international guests. Peter Wilgaard Larsen and Line Dahl Olesen have been mentors during 2008.

**PhD Seminars**
SPIRIT’s academic activities can be divided into seminars and presentations aimed at all PhD students of the department, and activities which are initiated by the research units. These can be aimed at PhD students internal as well as external to the research environment, and may also be part of other general activities.

SPIRIT (represented by Anette Borchorst) was co-organizer of the PhD seminar *The Role of Ideas*, 1-3 October 2008 offered by the *Doctoral School - Welfare State and Diversity*. Four PhD students from SPIRIT participated in the seminar.

**Collective presentation seminars**
In both the spring and fall semester, the *Method Reflection Seminar* was held with the participation of 5 and 7 PhD students, respectively. At the intense one-day seminar, PhD students presented theories and methodology from their projects and received feedback from the other participants (typically supervisors), the director of SPIRIT and associate professor emeritus Staffan Zetterholm. For an elaborate description of the seminar please see [http://spirit.ihis.aau.dk/activities/3483654](http://spirit.ihis.aau.dk/activities/3483654).

**Course on Information Search Online**
In the spring 2008, SPIRIT offered the course *Advanced Information Search Online*, which is organized by Aalborg University Library. The course is a recurring “tool course” and is primarily aimed at new PhD students and our visiting PhD students. The course is an introduction to the essential programs used for literature searches.

**Seminars organized by the research units**
In 2008, SPIRIT urged research units at the department to send applications to SPIRIT for funding of PhD seminars and short visits by international guest researchers. The precondition for applying for funds is that the activities must be relevant to PhD students from minimum two of the department’s research units.

**AMID**
Organized one PhD seminar (with financial support by the Dean of the Social Sciences) and two other seminars:
- PhD seminar with Thomas Faist (Bielefeld University) on Transnational and Irregular Migration in a European Perspective (4/3-2008). 10 people attended the seminar.
- Seminar at Klitgården on irregular migration (19-20/5-2008). Five PhD Students gave presentations.

**CCG/TRU**
- Organized a two-day PhD seminar titled *Identitet, marked og organisation i en global verden* (6-7/11-2009) (with financial support from SPIRIT/Faculty of the Humanities). Read more about the seminar: [http://spirit.ihis.aau.dk/activities/3827871](http://spirit.ihis.aau.dk/activities/3827871). Three of SPIRIT’s PhD students gave presentations.

PS
Seminar at Rold Vandrehjem. (14/5-08) Two PhD students gave presentations (Martin Bak Jørgensen and Lise Rolandsen Agustín).

FREIA
PhD meetings with Prof. Sylvia Walby (Lancaster University) (May 2008).
PhD meetings with Prof. Carol Bacchi (University of Adelaide) during CB’s visit to FREIA (September 2008) in connection with a PhD seminar organized by the Doctoral School - Welfare State and Diversity (at the beginning of October 2008).
PhD meetings with Prof. Ann Phillips (LSE) during her visit at FREIA (end of May 2008)
Silvia López Rodríguez (Complutense University of Madrid, Spain) (28/10-08): Presentation on Policy Frames on Gender-Based Violence in Spain – A Prolific Context.

Predefence
SPIRIT organizes pre-defences where PhD students at the final stage of their PhD studies present selected parts of the dissertations and receive comments from an external discussant, supervisor(s), and the director of SPIRIT. In 2008, four PhD students had pre-defences (Martin Bak Jørgensen, Malee Lang, Lotte Bloksgaard and Jeppe Ingemann Lyng).

Individual meetings with PhD students and supervisors
The PhD coordinator has conducted bi-annual PhD talks with employed PhD students (periods with leave of absence excluded). The format is informal talks taking stock of the PhD studies (ECTS, stay abroad, teaching/dissemination, publication strategies etc).

Career talks with the head of department, the PhD coordinator as well as the supervisor are carried out at the request of the PhD student at the final stage of the PhD studies. The focus of these talks is on future career opportunities and wishes. In 2008, two career talks were held (with Lotte Bloksgaard and Susi Meret).

In the spring of 2008, we contacted all PhD students whose scholarships had expired, but who had not yet handed in their dissertations, with the aim of discussing strategies/solutions for how to conclude the PhD studies and finalise the dissertation (e.g. pre-defences, funds for proofreading and layout).

Fundraising
In 2008, SPIRIT sent the following applications for external funding:

PhD and postgraduate fellowships in relation to research training programmes in Denmark [FKK] (deadline: 1/9-08)

SPIRIT (applicant: Anette Borchorst) applied for two PhD fellowships titled:

- The construction of gender in the mass media – high-school students and images of gender.
- Daddy – from patriarch and breadwinner to democratic care person?

Amount applied for: DKK 3.5 mio. The application was unsuccessful (there was funding for 16% of the funding applied for).
Co-financed PhD fellowships [FKK] (deadline: 30/4-08).

SPIRIT (applicant: Anette Borchorst) applied for three co-financed PhD projects:

- **Challenges Facing the West: A comparative analysis of integration processes in East Asia and the EU, aiming at analysing development scenarios for East-Asia** (co-financed by the Obel Family Foundation)
- **Labour-market immigration and integration** (co-financed by the Ministry of Employment)
- **Kommunernes mainstreamingsindsats** (co-financed by the Obel Family Foundation, The Municipality of Århus, Department of Gender Equality and 3F)

Amount applied for: DKK 1,650,000. The application was unsuccessful (the application was graded as worth funding. There was funding for 25% of the funding applied for).

**Plans for 2009/10**

We continue to strive for sustaining a critical mass of PhD students. We expect to advertise one PhD scholarship within a project financed by Vækstforum: The holiday home and resort of the future. User-driven development of existing holiday home areas and future resorts. Furthermore, we will disseminate information about our visiting scholar scheme both internationally and in the research units at the department.

It is still a high priority task to assist PhD student whose scholarship has expired, in finalising their dissertations. We expect that 7 dissertations will be handed in during 2009. Furthermore, our present quality-assurance measures (pre-defences, mentoring, career meetings, collective and individual meetings with the PhD students) will be maintained. A new initiative from the Doctoral School for the Social Sciences is the *12-month evaluation* where the PhD student, the supervisor(s) and the director of SPIRIT together evaluates the PhD plan and the progress of the PhD studies.

SPIRIT’s online PhD handbook will be updated and translated into English as soon as the implementation (including the new division of competences and the new procedures) of the two faculty-based doctoral schools has been finalised.

In 2009, SPIRIT will be hosting (in the new visiting scholars scheme, as described earlier) a number of visiting PhD students and researchers. We expect to host at least three Chinese and one Turk.

Fundraising will still be prioritised – both in terms of PhD scholarships from national sources of funding, e.g. the Research Councils, Industrial PhDs, as well as attracting self-financed PhD students⁷, and internationally, i.e. we are investigating the opportunities for establishing bilateral agreements [kulturaftaler] with foreign universities with the aim of long-term staff exchange (PhD students), as well as self-financed PhD students. Moreover, SPIRIT will apply for funding for PhD seminars with well-reputed international guest lecturers.

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⁷ This is, however, foreseen to be difficult when taking into account the high expenses (in the range of DKK 172,000-244,000 or DKK 227,000-300,000 for three years of PhD studies – depending on which faculty (Humanities or the Social Sciences) the PhD student is to be enrolled at.
Overview of PhD degrees under the Doctoral School of the Humanities in 2008

From 2007 to 2008, the number of enrolled and completed PhDs under the Doctoral School of the Humanities developed as follows:

<table>
<thead>
<tr>
<th>Programme data</th>
<th>SPIRIT</th>
<th>HCCI</th>
<th>Music therapy</th>
<th>Discourse &amp; culture</th>
<th>Education, learning and philosophy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolment</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2008</td>
<td>4</td>
<td>10</td>
<td>6</td>
<td>1</td>
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<tr>
<td>Degrees awarded</td>
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<td></td>
</tr>
<tr>
<td>2007</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>2008</td>
<td>0</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Current no. of foreign PhD students</td>
<td>Total:</td>
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<td>10</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Current no. of PhD students with</td>
<td>Total:</td>
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<td>3</td>
<td>8</td>
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<tr>
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<tr>
<td>Danish institution</td>
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</tr>
<tr>
<td>No. of PhD students presently</td>
<td>Total:</td>
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<td>17</td>
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</tr>
<tr>
<td>enrolled</td>
<td>72</td>
<td></td>
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</tr>
</tbody>
</table>

In 2008, the following PhD-students were awarded a PhD-degree under the Faculty of Humanities:

- **Anders Albrechtslund**: *In the Eyes of the Beholder: Introducing participation and ethics to surveillance*

  Doctoral programme: HCCI

  **Abstract:**
  In his dissertation, Anders Albrechtslund explores, analyzes and develops the idea of participation in the context of surveillance, and selected ethical issues are studied and discussed. The main focus of the dissertation is to understand surveillance, and participation and ethics have been ways to grasp the concept. He introduces the concept "participatory surveillance" to emphasize aspects of surveillance practices which are not adequately expressed in the current surveillance studies literature or by the two familiar metaphors, Big Brother and Panopticon. These aspects relate to the subjectivity which actively takes part in its own surveillance for purposes ranging from empowerment to playfulness. This way of grasping surveillance might be in stark contrast to the everyday understanding of something unpleasant and unwanted, which terrifies and controls its passive victims, a description we know so well from depictions in books, films and TV series. However, when certain everyday social relations are studied, e.g. online social networking, these practices can be described as active, positive engagements with surveillance. Consequently, there seems to be more to surveillance than meets the eye.

- **Tom Nyvang**: *Implementation of ICT in Higher Education*

  Doctoral programme: HCCI

  **Abstract:**
  The purpose of the PhD Thesis is to analyze implementation of ICT in educational programs in universities. Implementation is defined as the development from one practice
to a new practice with ICT. The focal point is the questions about how implementation can be characterized theoretically and empirically, and how the context influences the implementation. The thesis firstly shows that different fields of research can add to the understanding of implementation of ICT in university education. The four fields are: Systems development, organizational learning, diffusion of innovations and ICT for learning and teaching. None of these fields focus on implementation, but they do, however, touch upon issues closely related to implementation. Systems development focuses on creating systems. Organizational learning and diffusion of innovations focus on processes in the implementing organization. ICT for learning and teaching focuses on the goal of the implementation. Since no single field delivers a coherent theory of implementation the thesis chooses activity theory as a general theoretical framework for characterizing implementation of ICT in university education.

- **Ulrik Sandborg-Petersen:** *Annotated text databases in the context of the Kaj Munk Archive: One database model, one query language, and several applications*

  Doctoral programme: HCCI

  **Abstract:**
  The central theme of the PhD dissertation is “annotated text databases”. An annotated text database is a collection of text plus information about that text, stored in a computer system for easy update and access. The “information about the text” constitutes the annotations of the text.
  The PhD work of Ulrik Sandborg-Petersen has been carried out under the organizational umbrella of the Kaj Munk Research Centre at Aalborg University, Denmark. Kaj Munk (1898–1944) was an influential and prolific playwright, journalist, pastor, and poet, whose influence was widely felt — both inside and outside of Denmark — during the period between World War I and World War II. He was murdered by Gestapo in early January 1944 for his resistance stance.
  The two main tasks of the Kaj Munk Research Centre in which Ulrik Sandborg-Petersen has been involved during his PhD work are: a) Digitizing the *nachlass* of Kaj Munk, and b) Making the texts of Kaj Munk available electronically to the general public. His dissertation reflects these tasks by taking the works of Kaj Munk as the empirical basis, the empirical sample data, on which to test the theoretical advancements made in the dissertation.
  His work has thus not been about Kaj Munk or his works as seen from a historical or even literary perspective. The perspective on Kaj Munk’s works has been that of a computer scientist seeking to represent annotated versions of Kaj Munk’s works in a computer database system, and supporting easy querying of these annotated texts. As such, the fact that the empirical basis has been Kaj Munk’s works is largely immaterial; the principles crystallized, the methods obtained, and the system implemented could equally well have been brought to bear on any other collection of annotated text.

- **Bendt Torpegård Pedersen:** *Self-governing work groups*

  Doctoral programme: HCCI

  **Abstract:**
  The objective of this dissertation is to contribute empirically and theoretically to an illumination of work-organisational adaptation processes, which take place when autonomous working groups are introduced. More specifically the objective is to shed light on the complex social-psychological problems that are in play in a work-organisational adaptation to autonomous working groups.
The dissertation draws attention towards the fact that the adaptation process of an autonomous working group is more contradictory and ambiguous than is usually presumed. Through the adaptation processes of the organisation’s different actors – collective as well as individual – contradictions and ambiguities that can be considered both as a medium for and a result of organisational control and resistance perform conversely to the organisational-working adaptation claims.

- **Karin Schou**: *Music therapy for post operative cardiac Patients. A Randomized Controlled Trial Evaluating the Effects of Guided Relaxation with Music on Anxiety, Pain, and Mood*

Doctoral programme: Music Therapy

Abstract:
This study is the first controlled research undertaken in the field of cardiac surgery investigating the effects of a receptive music therapy method. Guided Relaxation with Music was applied to introduce and trial an intervention of listening to sedative music as a background while the participants were systematically guided through a relaxation. Post operative cardiac patients were recruited to the study, and measures of anxiety, pain, mood, satisfaction with hospitalization, and length of stay were collected. The sample were 68 patients, age range 40 – 80 years, who underwent heart valve surgery as a single procedure or as a double procedure including a concurrent coronary artery bypass operation. The participants were randomly allocated to one of three conditions: Guided Relaxation with Music, a comparison condition of music listening with no guiding, or a control condition of scheduled rest with no music. Participants selected their preferred style of music from four choices: easy listening, classical, specially composed, and jazz. The participants received one preoperative and three postoperative sessions of 35 minutes during their hospitalisation. Repeated measures were taken from participants’ self reporting on their experiences of anxiety, pain, and mood before and after their operation. Data were collected on length and satisfaction of hospitalisation and participants’ analgesic medication.

Results showed that Guided Relaxation with Music has proven effective in significantly reducing anxiety. The treatment proved to enhance mood, and tension and confusion were significantly reduced. At all times of measurement during their hospitalisation the treatment group reported a higher mean level for valuing their sessions of rest/relaxation than did the other two groups. Participants in both the treatment and the comparison condition gave highest priority to melody’ and ‘tempo’ when they chose their preferred style of music. Quality of voice was given the highest priority in relation to the benefits of the treatment. Requiring post-operative participants to complete questionnaires before and after treatment caused anxiety and tension, leading to attrition. The sample was relatively small, however, the results support the findings of previous studies involving similar interventions with surgical patients, and the treatment may be applied with some potential success to a wider population.

- **Marianne Kristiansen**: *Midwifery and dialogue in organizations. Emergent, mutual involvement in action research.*

Doctoral programme: Education, Learning and Philosophy and HCCI

Abstract:
Marianne Kristensen’s research project is a dialogic organizational development process carried out with managers and employees in the Research & Development Department of Bang & Olufsen, Denmark. This action research project did not start with ready-made
concepts to be implemented. They were developed during the process. That goes for the understanding of dialogue as sharing, daring and caring; for dialogic competencies as, e.g., confirmation and meta-communication; and for generatively facilitated conversations as midwifery. The methodology is accordingly characterized as emergent, mutual involvement. The book is a dialogue between theory and praxis, too. It integrates research, action, and training as well as theories of interpersonal and organizational communication, Roger’s humanistic psychology, Gadamer’s philosophical hermeneutics, and Buber’s philosophy of dialogue.

- **Karen Egedal Andreasen**: *Grading, culture, and interpretations. A qualitative study among 57 juveniles in ninth grade examining their interpretations of grading in different social contexts, and a discussion of the influence of students’ perceptions.*

  Doctoral programme: Education, Learning and Philosophy

  Abstract:
  Karen Egedal Andreasen explores what students think about marks and examinations and what their arguments are. On the basis of an analysis of the interpretations of marks, she discusses how different students in different ways can find meaning in actions relating to the marks, and how the marks influence some students’ self-image and possible consequences of this, including the students’ perceptions of education following their primary school years. Insight into these aspects can be the key to understanding and deciding how the evaluation process can be used in a manner that positively supports learning for all students.

- **Frederik Hertel**: *Full Circle. Inclusion and Exclusion in problem-based group work.*

  Doctoral programme: Education, Learning and Philosophy

  Abstract:
  The aim of the thesis is to obtain a deeper understanding of the informal exclusion processes taking place in problem-based group work. In order to obtain his aim, the informal university-culture producing the values and norms used by students to judge and exclude fellow students has been analysed. One of the major results produced is the description of different types of informal exclusion processes and the description of their interplay with the formal exclusion processes.