Annual Report 2009

Doctoral School of the Humanities
Aalborg University
Indholdsfortegnelse

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Introduction

The annual report provides an overview of the activities of the 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. Finally, the annual report contains a list of PhD students who were awarded the PhD degree in 2009 along with abstracts of the respective doctoral theses.

In 2009, strategies and principles for recruitment and funding of PhD students have been matters of the highest priority of the doctoral school and the doctoral research programmes, due to the government strategy stipulating that the Danish Universities’ intake of PhD students is to be doubled in the coming years. Thus, Doctoral School of the Humanities was to enroll 30 new PhD students in 2009. As it appears from the statistics in the following section and the reports of the individual doctoral research programmes, the majority of the programmes have seen an increase in the number of newly enrolled PhD students, and as a result of the joint efforts, the doctoral school has managed to enroll 30 new highly qualified PhD students in 2009, as stipulated. With a number of prospective PhD students in the pipeline already, it seems as if the doctoral school will continue to expand in 2010.
Course Activities

The majority of PhD courses and seminars are organized under the auspices of the individual doctoral research programmes. Thus, for detailed information on programme-specific courses and seminars, please see the annual reports of the individual doctoral research programmes in the following section. However, general courses and seminars relevant for all doctoral research programmes and supervisor courses are organized by the doctoral school. In 2009, the Doctoral School of the Humanities offered the annual Flow Writing course, library courses in Research Information Management and the joint supervisor course for all doctoral supervisors associated with Doctoral School of the Humanities. This year, Professor Emeritus Vernon Trafford gave lectures on Episteme and conceptual frameworks and Professor Tony Wigram introduced the Human Research Ethics Board, at the joint supervisor course. Together with an annual course organized by the individual doctoral research programmes, the joint supervisor course forms the basis of the continuous education of doctoral supervisors associated with Doctoral school of the Humanities.

National Cooperation

Ministerial Order No 18 of 14th January 2008 on the PhD Programme at Danish universities has defined a new institutional framework for the Danish universities’ collaboration about PhD education. That is, doctoral programmes affiliated with one university only instead of cross-institutional doctoral programmes. Thus, in 2009, the deans of the faculties of humanities and the directors of the newly established doctoral schools have worked to formalize cross-institutional course networks in order to ensure that all PhD students have access to specialized courses and networks within their academic field. In early 2010, the working group will present the framework for the course networks; eight networks covering the academic fields of the humanistic doctoral research programmes at the Danish universities.

Human Research Ethics Board

In 2009, Human Research Ethics Board (HREB) was established. HREB is to obviate the need for ethics review of research projects involving human participants at the Faculty of Humanities; PhD projects as well as projects of other students and researchers affiliated with the Faculty of Humanities. First, a set of standard procedures for ethics reviews was established and the application form for “Ethics Review of a Low Risk Research Study involving Human Participants” and the “Low Risk Project Checklist” were formulated. As part of the process, all forms and standard procedures have been discussed at PhD study board meetings. In the beginning of 2010, the HREB website will be launched, and the pilot phase of the HREB project will begin.

PhD Network

Since the establishment of the doctoral school in 2008, the PhD student representatives in the PhD study board have organized network activities for the PhD students affiliated with the doctoral school, with a view to strengthening the social and professional network of the PhD students. Some activities have been organized in cooperation with the PhD networks at INS and SAMF, while others have been specifically

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aimed at PhD students within the humanities. Examples of previous activities are library courses, Unni From, co-author of “Proces og struktur I ph.d.-forløbet” giving a talk on central aspects of the PhD process, and Jorge Cham visiting.

Administrative staff seminar

In January 2009, all administrative staff members working with PhD administration at the Faculty of Humanities were invited to a joint seminar focusing on financial matters and administrative procedures relating to PhD students and projects. The purpose of the seminar was to exchange experiences, in order to create a common understanding of administrative procedures and an awareness of the differences between the five doctoral research programmes. At the end of the seminar, it was agreed that the doctoral school should organize a joint seminar for the administrative staff every year, in order to promote collaboration and knowledge sharing across doctoral research programmes and departments.
Statistics

By the end of the year, the doctoral school calculates both completion and dropout-rates in order for the study board to be able to act on any considerable decline in the completion rates or a rising dropout-rate.

In 2009, the dropout-rate was 6%; that is 6 out of 99 PhD students. However, it should be noted that this rather high dropout-rate is due to the fact that the doctoral school had a number of inactive PhD students, whose enrollment should have been terminated in 2008, thus in 2009, there has been a thorough review of the list of enrolled PhD students.

In 2009, 67% of the completed PhD theses were submitted ahead of- or on schedule.

Overview of enrolled PhD students and awarded degrees in the doctoral research programmes

<table>
<thead>
<tr>
<th></th>
<th>SPIRIT</th>
<th>HCCI</th>
<th>Music Therapy</th>
<th>Discourse &amp; Contemporary Culture</th>
<th>Education, Philosophy &amp; Learning</th>
<th>DSHum total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of newly enrolled PhD students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>2008</td>
<td>4</td>
<td>10</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td>2009</td>
<td>1</td>
<td>17</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>30</td>
</tr>
<tr>
<td><strong>Degrees awarded</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>2008</td>
<td>0</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>2009</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td><strong>Current number of enrolled PhD students (31.12.2009)</strong></td>
<td>9</td>
<td>42</td>
<td>17</td>
<td>8</td>
<td>14</td>
<td>90</td>
</tr>
</tbody>
</table>
Introduction

The doctoral research programme Discourse and Contemporary Culture was established on 1 February 2008. Since then, the doctoral programme has been working hard to develop standards and procedures. In addition, much effort has been spent on attracting new PhD students. As a result, the number of enrolled PhD students has doubled during the past year.

In 2009, the following PhD students were enrolled in the doctoral research programme Discourse and Contemporary Culture:

<table>
<thead>
<tr>
<th>Name</th>
<th>Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nancy Leila Trapp</td>
<td>01.07.2006-30.11.2009</td>
</tr>
<tr>
<td>Sara Højslet Nygaard</td>
<td>01.11.2006-26.12.2010</td>
</tr>
<tr>
<td>Kim Toft Hansen</td>
<td>01.02.2008-31.01.2013</td>
</tr>
<tr>
<td>Laura Bang Lindegaard</td>
<td>01.08.2009-31.07.2012</td>
</tr>
<tr>
<td>Ole Izard Høyer</td>
<td>01.08.2009-31.07.2012</td>
</tr>
<tr>
<td>Simon Stefansen</td>
<td>15.08.2009-14.08.2012</td>
</tr>
<tr>
<td>Malene Fisker</td>
<td>01.09.2009-31.08.2012</td>
</tr>
</tbody>
</table>

Activities in 2009

Courses, workshops and seminars for PhD students

- **Journal Club**
  During the spring and autumn semester, 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 with an interest in discourse analysis. The Journal Club meetings were held on the last Thursday of every month. On average, six people participated in the meetings.

- **Seminar**
  On 24 April 2009, Discourse and Contemporary Culture in collaboration with the research group Discourse and Society hosted a one-day seminar entitled ‘Crisis – Discourse – History – Technology – Social Justice’. The aim of the seminar was to bring together researchers and doctoral/master’s thesis students from across Aalborg University who wished to debate the recent emergence of a set of global crises - such as climate change, the energy crisis, peak oil, the food crisis, the financial crisis, human rights crises and the coming water crisis. The seminar also aimed to find theories, methodologies and analytical tools to investigate, interpret, understand and intervene to find sustainable solutions with a view to promoting resilience, social justice and equity (8 participants).

- **Summer School**
  17-22 August 2009: Discourse and Contemporary Culture in collaboration with the Centre for Discourse Studies hosted an international summer school on discourse and social justice. The title of the summer school was ‘DeXus Change 2009’. The thematic of the summer school was prompted by the recent emergence of a set of interlocking global crises – including climate, energy, food,
water, finance – which demands a renewed interdisciplinary effort to understand how to mediate the future, the past and the present in ways that attend to equity, justice and rights (30 participants).

- **Workshop**
  15 September 2009: In connection with a workshop co-organised with the PlaceMe Network, Discourse and Contemporary Culture invited Dr. Srikant Sarangi from Cardiff University to give a lecture. The title of Dr. Sarangi’s lecture was ‘Methodological Socialisation in Discourse Studies: Between coding, categorising and analysing’. On the same date, Dr. Sarangi offered his inaugural speech as adjunct professor at the Department of Language and Culture at Aalborg University. Following the lecture a reception was held to mark the opening of the doctoral programme Discourse and Contemporary Culture (10 participants).

- **Seminar**
  21-22 September 2009: In collaboration with the research group Krimiforsk, Discourse and Contemporary Culture organised a 2-day doctoral seminar entitled ‘Crimes and Media Experiences’. The seminar was held at the Utzon Center. On the first day, the seminar was open to students, PhD students, scholars and all other interested parties. On the second day, however, the seminar was only open to PhD students and scholars (25 participants).

Courses, workshops and seminars for supervisors

- In November 2008, Discourse and Contemporary Culture conducted a seminar for the supervisors in the programme. The seminar formed part of the supervision certification procedure of the Doctoral School of the Humanities and addressed topics such as ‘good supervision’ and ‘the good project proposal’. For the benefit of the supervisors who were unable to attend the seminar in November 2008, it was repeated in January 2009. Four supervisors participated.
- On 24 March 2009, approximately 20 current and potential supervisors from the doctoral programme participated in a one-day course for supervisors organised by the Doctoral School of the Humanities and the Doctoral School for Social Sciences.

**Quality assurance**

The doctoral programme Discourse and Contemporary Culture seeks to strengthen its procedures for quality assurance. The aim is to establish a set of fixed procedures. So far, the programme has taken the following measures to assure the quality of the doctoral programme:

- During the past year, all events have ended with an oral evaluation.
- In connection with advertised scholarships, all applications are evaluated by the programme director and two senior researchers. This is done to assure the quality of the applications.
- In connection with unsolicited applications for enrolment on extraordinary terms, all applications are read by the programme director and one senior researcher assigned to assess the quality of the project.
- In connection with the annual application round to the Danish Council for Independent Research – Humanities (FKK), the doctoral programme conducts a prequalification round. The potential applications are evaluated by the programme director and several researchers in the programme.
with particular expertise within the respective fields of research. During the prequalification round, the applicants receive guidance on how to strengthen their project proposal. If the doctoral programme receives more than four applications, the Programme Committee joins to select the four applications with the most potential.

- In the future, one or more supervisors are to participate as respondents in the Journal Club meetings. Among others things, this is done to enhance and ensure the quality of the PhD students’ work.

**Biannual assessments**

All PhD students in the doctoral 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 cooperation includes:

- 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)

External cooperation includes:

- The Danish School of Education, Aarhus University
- Copenhagen Doctoral School in Cultural Studies, University of Copenhagen
- The Danish National Research School for Media, Communication and Journalism (FMKJ), Roskilde University
- International Graduate School in Language and Communication, University of Southern Denmark
- Institute of Philosophy, Education and the Study of Religion, University of Southern Denmark
- The Graduate School of the Faculty of Humanities, University of Copenhagen
- The Danish Research School of Cultural Heritage, Royal School of Library and Information Science
- Dr. Srikant Sarangi, Health Communication Research Centre, Cardiff University
- Dr. Ruth Wodak, Department of Linguistics and English Language, Lancaster University
- Spar Nord
- Hospitalsenhed Vest, Region Midtjylland
- Lolland Kommune
- Hasseris Gymnasium
- Skanderborg Gymnasium
- Thisted Gymnasium
- Hobro Gymnasium
Applications

In 2009, Discourse and Contemporary Culture sent the following applications for external funding:

- May 2009: Programme director Inger Lassen applied for four PhD fellowships (Mobility application). The application was unsuccessful.
- September 2009: Programme director Inger Lassen applied to the Danish Council for Independent Research – Humanities (FKK) for four scholarships. The application was unsuccessful.

Employment of new PhD students

In 2009, Discourse and Contemporary Culture advertised four PhD fellowships. The programme received seven applications. The four applicants that were selected for the positions by the Programme Committee were enrolled in August and September.

Plans for 2010-11

New PhD students


Pipeline enrolments for 2010:

- Ariful Islam, Bangladesh
- Tarja-Liisa Laaksonen, Helsinki
- Joar Skrede, Oslo
- Two combination positions (studieadjunkter) to be filled

Supervisor certification

The programme plans a one-day supervision course on ethical issues for November 2010.

Journal Club

Discourse and Contemporary Culture will continue its Journal Club meetings on the last Thursday of every month during the semesters of 2010-11. The format of the meetings, however, will be modified slightly. First, it has been decided to exclude master’s thesis students from the meetings in order to provide an equal basis for discussion among the PhD students. Second, in the future, the PhD students from Discourse and Contemporary Culture will take turns at chairing the meetings. Third, the chairperson has to select a topic in relation to his or her PhD project. Finally, at least one supervisor will participate in each meeting as a respondent.

Summer School

The annual summer school will be replaced by a conference, NorDIsCo, which takes place in November 2010. Students from the doctoral programme participate in organising the event.

PhD seminars

- 5-7 May 2010: ‘Approaches to Discourse Studies’
The 3-day seminar addresses general issues relating to how to think about discourse, action and practice. The opening lecture offers a broad overview of contemporary approaches to studying discourse. In the workshops that follow, three different – yet interrelated – themes will be introduced by workshop leaders to stimulate interaction among participants. The theme of the first day will focus on mediated discourse and approaches to the collection and analysis of mediated (multimodal) data; on the second day, the participants will look at discourse as multimodal interaction. The first two days of the seminar are based on Mediated Discourse Analysis, Multimodal Discourse Analysis and Conversation/Interaction Analysis. The third day begins with an introduction to a method for analysing how discourse is framed, followed by hands-on analysis of oral and written texts.

  The seminar is co-organised with the doctoral programme SPIRIT.

- October (week 43): ‘Identity Construction and Subject Positions’
  2-day PhD seminar within the field of cultural studies.

- 17-19 November 2010: ‘NorDIsCo 2010: Nordic Interdisciplinary Conference on Discourse and Interaction’
  The aim of this interdisciplinary Nordic conference is to bring together doctoral students and researchers in the Nordic and Baltic region who investigate discourse and interaction from different disciplinary perspectives.

- The programme is part of a new national network for doctoral programmes. The network met in Copenhagen on 21 April 2010, and according to a preliminary plan, Discourse and Contemporary Culture will host an annual research seminar on discourse analytical approaches as well as a summer school on discourse studies in 2012. Partners of co-operation in the network are RUC, University of Copenhagen, University of Southern Denmark, Aarhus University, ASB and CBS. The focus will be on language science and language use, including discourse studies.

**PhD degrees in 2009**

Nancy Leila Trapp: *Talking at Work and Other Forms of Business Ethics Communication* (30 Nov. 2009).
SPIRIT

Introduction

SPIRIT is an interdisciplinary doctoral research 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.

PhD Students – recruitment and PhD degrees

During 2009 SPIRIT had 18 active PhD students – of whom the following were newly enrolled:

Enrolled in 2009

Jacob Roesgaard Kirkegaard Larsen: The holiday home and resort of the future. User-driver development of existing holiday home areas and future resorts.

Enrolments in the pipeline (2010)

- Lise Smed Olsen (scholarship PhD student, Humanities)
- 3 PhD students (co-financed by AAU and the Erasmus Mundus project – Mobility for Life; two PhD students from Thailand, one from India) (Enrolment: Humanities: 2 & Social Sciences: 1)
- 3 PhD students (full scholarships financed by the Faculty of the Social Sciences, currently under assessment)
- Gregory Miller (co-financed by Vækstforum and AAU, Faculty of Humanities)
- Zhang Jiuan (scholarship PhD student, Social Sciences)

PhD Degrees in 2009

- Martin Bak Jørgensen: National and Transnational identities: Turkish identity in Denmark, Sweden and Germany (HUM).
- Ingeborg Nordbø (Norway): Living with tourism. The case of small-scale rural tourism businesses in Norway and Chile (SOC).
- Lotte Bloksgaard: Arbejdsliv, forældreskab og køn – forhandlinger af løn og barsel i tre moderne virksomheder (SOC).
- Karina Madsen Smed: Tourism and Identity – Accumulated tourist experience and travel career narratives in tourists’ identity construction (HUM).
- Jeppe P. Trautner: Beliefs and the Politics of Modern Military Interventions. An analysis of how preconceptions about the nature of war and armed conflict shape the democracies’ generation, use and direction of military force (SOC).

Most PhD dissertations are available for download at SPIRIT’s home page: http://spirit.ihis.aau.dk/publications/thesis.
Activities in 2009

Visiting PhD students
SPIRIT invites selected PhD students on self-financed stays at SPIRIT and provides them with office space, a supervisor (10 hours), a mentor as well as affiliation with a research unit at the department.

Guests in 2009

- Mujde Erdinc (TR), Department of Political Science and Public Administration, University of Limerick, Ireland: Third-Country Immigration and Gender within conceptions of the Welfare state (3-month stay at SPIRIT). During her stay, Mujde Erdinc gave a presentation about her PhD project (26 May 2009).

Mentoring
All newly started PhD students and visiting PhDs get a mentor, who is a PhD student, who has been enrolled for a while.

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 at the department. Some of these activities are offered for PhD students outside the department. Below, only the PhD seminars have been included – not the individual PhD project presentations in the research units.

Method Reflection Seminar (1-3 ECTS)

At the intense one-day seminar PhD students presented theories and methodology from their projects and received feedback from the other participants (typically supervisors/senior researchers and other PhD students). Six PhD students participated as well as eight senior researchers (supervisors and others). For an elaborate description of the seminar please see http://spirit.ihi.aau.dk/activities/4182002.

PhD Workshop with Prof. Franck Düvell on (Irregular) Transit, Step-by-Step and On-Migration in the European Space (1-3 ECTS)
25 February 2009, 9:00-16:15

Organizers: SPIRIT, AMID and GDS

PhD seminar with Prof. Ruth Wodak on Critical Discourse Analysis (1-3 ECTS)
2 June 2009, 9:30-16:00.

Organizers: SPIRIT, AMID & FREIA

Kursus for ph.d.-kandidater i kommunikation uden for det videnskabelige rum (1 ECTS)
9 October 2009, 9:30-15:30
14 PhD candidates participated in the seminar. For further information and program please visit: http://spirit.ihis.aau.dk/GetAsset.action?contentId=4488919&assetId=4488940

Organizers: SPIRIT and the PhD School of the Social Sciences.

Predefences
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 2009 we organized four pre-defences (Karina Madsen Smed, Orathai Ard-am, Saki I. Fomsgaard, Daniel Gustafsson).

Individual meetings with PhD students and supervisors
The director of the programme has conducted annual (periods with leave of absence excluded) PhD talks with employed PhD students. 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.

Fundraising
SPIRIT applied for funds for 10 PhD scholarships at the Danish Research Council in 2009 (two ‘ordinary’ scholarships, five mobility scholarships and one collaboration scholarship) but was not granted any funds. Currently (2010), we are applying for two individual PhD scholarships as well as a number of PhD scholarships integrated in larger research projects.

Plans for 2010
We continue to strive for sustaining a critical mass of PhD students – and thus expect to enrol at least nine new PhD candidates in 2010. It is expected that around five PhD candidates will defend their dissertations this year.

It is still a high priority task to assist PhD student whose scholarship has expired, in finalising their dissertations. Furthermore, our present quality-assurance measures (pre-defences, mentoring, career meetings, collective and individual meetings with the PhD students) will be maintained.
HCCI, Human Centered Communication and Informatics

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 communication, psychology and human-computer relationships from a human perspective. In Human Centered Communication and Informatics, communication is seen as exchange of meaning and computers are seen as cultural artefacts, which reflect and create knowledge, language, communication, and learning in society.

New director: In 2009, the HCCI-director, Professor Lone Dirckinck-Holmfeld, was appointed Dean of the Faculty of the Humanities and in her place, the board of HCCI nominated and elected Associate Professor Tove Arendt Rasmussen as new head of HCCI.

Programme Committee 2009

Head of programme:
Tove Arendt Rasmussen, Associate Professor, specialized within qualitative media studies, media and consumer experience.

Members of the board:
Jens F. Jensen
Peter Øhrstrøm
Anne Marie Kanstrup
Kristine Jensen de Lopez
Helle Alrø
Lene Tanggaard Pedersen
Anders Albrechtslund
Christian Jantzen
Ellen Christiansen

PhD-scholar representative:
Malene Kjær Jeppesen

Activities in 2009

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

This great variety in research methods in close cooperation 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 school offered several activities in 2009, 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 and not only encourages cooperation between the HCCI-PhDs and the external PhDs but also guarantees a continuous addition of new research input, traditions, impulses, etc. from external milieus.

The activities in 2009 were:

**Wednesday meetings** – public seminars in which scholars or senior researchers or invited lecturers presented actual research to other scholars and senior researchers. The HCCI-programme organized these research seminars at Wednesdays 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. By these seminars, the HCCI-Programme has also aimed at promoting a common feeling of unity throughout the Department and between several different research fields and groups and continues 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.

Furthermore, the HCCI-programme supports PhD-meetings in the Dialogue and Organization environment at Dept. 11 every third Wednesday:

**Center for Dialogue and Organization – PhD-forum meetings** - A forum held every 5th Wednesday for which all participants prepares an approx. 1 page presentation on the status of their PhD-project. For each seminar, two PhDs are responsible for the main presentations. Questions and themes from these presentations are used as introductions to the seminars. The contents are furthermore combinations of discussions of relevant themes and presentation and discussions of theoretical, analytical, methodological problems and questions of design, etc.

**PhD-courses/Research seminars** – courses within research areas that are central to human centered communication and informatics. Established researchers from throughout the world were invited as guest lecturers. Certificates and ECTS-credit points were awarded:
• **Design Thinking and Informatics** (2 days + essay) 3 ECTS (including approval of essay) Course lectures: Judith Gregory, Institute of Design, Illinois Institute of Technology, Chicago, US & Anne Marie Kanstrup, Department of Communication and Psychology, Aalborg University, DK. The PhD-course focused on design thinking (vs. construction) in product development with special focus on the field of informatics, i.e. case examples were from design research in informatics.

• **Processes of Discovery, Conceptualization, and Explanation** (1 day + presentation) 2 ECTS (including presentation) Course lectures: Lorenzo Magnani, Department of Philosophy and director of the Computational Philosophy Laboratory at the University of Pavia, Italy, visiting professor at the Sun Yat-sen University in China. Lennart Nørreklit, Department of Education, Learning and Philosophy, Aalborg University. The PhD course dealt with issues about the logic of scientific discovery and a philosophical method called ontological conceptualization.

• **Bringing an Artistic Touch to Organisational Photography as a Research Method** (1 day + preliminary reading) ½ ECTS. Guest lecturer Halim Sabbagh, a well-known photographer from Lebanon, ran a hands-on workshop in photography which explored what an artistic touch will bring to the organizational photography as a research method.

• **Social Media: Analysing Identity, Sociality and Creativity in Online Networked environments** (3 days + min. 10 pages paper) 3 ECTS (Participation with paper), 2 ECTS (Participant without paper). FMKJ and the HCCI Graduate School at University of Aalborg jointly offered this PhD course with the participation of Nancy Baym, Associate Professor at University of Kansas; Marika Lüders, PhD from University of Oslo, now researcher at SINTEF IKT; Jonas Larsen, Associate professor at Roskilde University; Anne Scott Sørensen, Associate Professor at University of Southern Denmark. The general aim of the course was to address new social media as means of self-creation, peer-to-peer production and social networking.

• **Conversation/Discourse Analysis** (3 days + transcribed text) Lecturers: Professor Helle Alrø, Senior researcher Søren Frimann, Senior researcher Poul Nørgård Dahl. Seminar arranged in cooperation with Senter for utdanningsforskning, Høgskolen in Bergen on three approaches to conversation analysis.

• **Acquisition of science theory** (1 day) ½ ECTS. Lecturers: Patrik Kjærsdam Telléus, Institut for Uddannelse, Læring og Filosofi, Mogens Pahuus, Institut for Uddannelse, Læring og Filosofi, Lars Bo Henriksen, Institut for Samfundsudvikling og planlægning.

• **Summer school in cooperation with Discourse and Contemporary Culture. DeXusChange 2009:** Shaping Discourses to Come! An Alternative, International Summer School on Discourse and Social Justice. 6 days. Lecturers: Lawrence Frey, Professor of Communication, University of Colorado at Boulder; Anabela Carvalho is Assistant Professor at the Department of Communication Sciences of the University of Minho (Portugal); Shi Xu is Qushi Distinguished Professor and Director of the Institute of Discourse and Cultural Studies; Thomas Tufte is Professor in the Department of Communication at Roskilde University; Keith Jenkins is Professor of Historical Theory at the University College, Chichester.

• Etienne Wenger – annual guest professor at HCCI – various open lectures

• **Qualitative Research Methods** (5 days) 5 ECTS. Lecturers: Professors Lene Tanggaard and Svend Brinkmann. Arranged in cooperation with the National Research School in Psychology: The course introduced qualitative research – both specifically and generally.
- **The new shape of online communities** (1 day) Lecturer: Nancy Baym. The course examined community, friendship, and music fandom on the social networking sites

**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:

- **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 – 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:

- **Design and Learning in/ for Action (5 days + paper and readings/ 5 ECTS)**
  Organizers and main teachers: Lone Dirckinck-Holmfeld, Pirkko Raudaskoski, Ellen Christiansen and Guest Professor Etienne Wenger. A five-day PhD-course exploring methodology, tools and techniques for research on design and learning in/for action in various practices. 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 the area of design and learning: Action research, User driven innovation, and Nexus analysis

  In addition, the programme arranged or co-financed with cooperation partners a random selection of short courses or lectures with visiting lecturers.

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

**Quality enhancement**

In cooperation with the Doctoral School of the Humanities, the HCCI-programme has initiated courses and workshops in two particular areas. One is the training of doctoral supervisors of a high standard which consisted partly of discipline specific workshops undertaken within each programme and partly of a more general one day course for all PhD supervisors at the faculty with Professor Vernon Trafford. The HCCI-programme will continue to offer specific courses for own supervisors in relation to the certification courses of the Doctoral School.
The HCCI-PhDs are offered PhD-counseling with guest professors at various occasions, among others with Professors Etienne Wenger, Judith Gregory (Chicago), Nancy Baym, BJ Fogg (Stanford), etc.

Generally, the PhD-students 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.
- At least once during the PhD-study, the student must participate in the organization of a research seminar.
- It is expected that the PhD-student enters a study period abroad in a relevant international research institution. In addition, the Department of Communication generally 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-students 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 as well as the Head of Department and hereafter by the Director of the Doctoral School of Humanities.

**Cooperation – 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. 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 are offered which ensures further connection of PhD-students to external, national and international research environments as well as HCCI supports and supervises the students to participate in international conferences, doctoral consortiums with relevance for their doctoral work.

Furthermore, the HCCI-programme also participates in a series of research capacity building-projects with partners in e.g. developing countries. One of the most important partner projects in 2009 was the involvement in the collaboration between Asian University for Women and AAU. Aalborg University has stated that Asia is one of its top-priorities in the future regarding research, sharing of knowledge and the establishing of new networks and collaborations. On that basis, collaborative efforts have been initiated and will hopefully strengthen both researchers and students with special interest in Asian culture, economics and politics. As a result of this collaboration, two new PhD-students from Asian University for Women: Farzana Akther and Janani Thevananth were enrolled under HCCI in September 2009.
Applications and Recruitment

By the end of 2009, the HCCI-Doctoral Research programme comprised 45 PhD-students as well as several applicants in pipeline for new scholarships or stipends.

Newcomers in 2009 were:

- Anne Engholm Pedersen
- Ann Bager
- Aparna Purushothaman
- Camilla Ginnerup Pedersen
- Christian Grund Sørensen
- Farzana Akther
- Janani Thevananth
- Julie Kirstine Linderoth Bouchet
- Kjetil Aukland
- Lillian Buus
- Louise Nørgaard Glud
- Morten Lund
- Nikorn Rongbuttri
- Radka Antalikova
- Tanja Kirkegaard
- Thomas Mosebo Simonsen
- Tor Geir Kvinen
- Ulla Konnerup

In 2009, the HCCI-programme participated in/sent in applications for:

- (Danish Agency for Science Technology and Innovation) five mobility stipends – none of these were granted
- (Danish Agency for Science Technology and Innovation) two co-financed scholarships – none of these were granted
- Ane Knüppel has been granted a PhD stipend by The National Research Council for Culture and Communication (FKK). Ane Knüppel has applied through the Psychology-programme under the Doctoral School of the Humanities.
- (The Danish Council for Independent Research) four stipends – none of these were granted.
- (Frederik Obel Fund/ Det Obelske Familiefond/ Asian University for Women in Bangladesh) two scholarships were granted

The completed PhD-students in 2009 were:

- Nicolaj Jørgensgaard Graakjær: Musik i TV-reklamer
- Edith Mark: Restriktiv spisning i narrativ belysning – en fænomenologisk undersøgelse af børns oplevelser af spisning ved diabetes el. overvægt.
Music Therapy

Introduction

The Doctoral Programme for Music Therapy (DPMT) has been established since 1994, and has qualified 22 PhD researchers over that period of time. The DPMT had 18 PhD researchers registered during 2009, 15 from the music therapy and 3 from psychology.

Activities in 2009

Courses, workshops, and seminars for PhD students

During the calendar year 2009, the following seminars and workshops for PhD students were held by the programme:

Spring Course: A nine day Doctoral research course from 22nd – 30th April. Teaching on this course was undertaken by Dr. Cathy McKinney, Prof. Gro Trondalen and Prof. Tony Wigram. Themes included in the teaching on this course were: Quantitative research design issues and issues (advantages and challenges) of measuring physiological variables in music therapy research.

Autumn Course: A five day doctoral research course from 26th October – 31st October. The teaching on this course was undertaken by Professor Christian Gold, Professor Tony Wigram, Professor Lars Ole Bonde and Dr. Ulla Holck. Themes included in the teaching on this course were: Inferential Statistical Analysis: Parametric and non-Parametric Statistics, data analysis, Qualitative Interview methods, and a Workshop/masterclass on qualitative interview methods using examples from the PhD.

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).

Quality assurance

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 principal 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.
Five applications were received during 2009. 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.

**Supervisor certification**

Supervisor certification procedures will continue. The Faculty of Humanities and the Faculty of Social Sciences invited Tony Wigram to run (together with an external professor) two 1 day courses on PhD supervision in March 2009.

**Human Research Ethics Board**

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. The Human Research Ethics Board was formed at the end of 2009, and Low Risk Ethics Checklist, Flow Chart and Application Form was prepared ready for a pilot phase in January-July 2010.

**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 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, AUSTRALIA; AALBORG UNIVERSITY, DENMARK; TEMPLE UNIVERSITY, Philadelphia, UNITED STATES OF AMERICA; THE UNIVERSITY OF BERGEN, NORWAY; THE UNIVERSITY OF QUEENSLAND, AUSTRALIA; THE UNIVERSITY OF JYVASKYLA, FINLAND; THE NORWEGIAN ACADEMY OF MUSIC, Oslo, NORWAY; ANGLIA RUSKIN UNIVERSITY, UNITED KINGDOM; THE KATHOLIC UNIVERSITY, Leuven, BELGIUM.

The Consortium members met in May 2009 for a three day research seminar in Klitgaard, Skagen following the Nordic Conference of Music Therapy. The meeting discussed the development of appropriate research designs and measurement tools for music therapy research.
The Consortium members met again in Australia in November 2009 for a 5 day research seminar in Melbourne. Quantitative and Qualitative research studies were designed, planned and costed that involved international cooperation between members of the Consortium. The areas of collaboration prioritized by the nine member Universities were:

To develop high standards in research design and implementation through international benchmarking.

Develop courses for supervisors, and an international network of specialist consultants and advisors within music therapy and related disciplines.

To disseminate literature reviews from masters and doctoral students to facilitate dissemination of information in specialized areas.

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.

Promote multi-centre research studies.

Collaborate on applied clinical research projects at post graduate or post doctoral level.

Develop themed research seminars and mini-conferences for the post graduate researchers and research staff in the nine research milieus, given available resources.

Exchange of information regarding current research methods, including evaluation tools used to analyze results

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 2009, following an application to the Danish State Research Council, the programme was awarded a total sum of 11,000,000 Danish Kroner for five mobility stipends. These stipends will be enrolled in the course of 2010.

An application was made for a Stipendiate to FKK for a study to investigate the applied use of an assessment tool, IMTAP. This application was not successful.
Anke Coomans began her Scholarship on 1st July 2009 investigating Music Therapy with patients with Dementia

Erik Christensen began his Scholarship on 1st August 2009 investigating Music Therapy, Phenomenology, and Neuroscience

Jeff Hooper began his Scholarship on 1st December 2009 investigating the development of a tool for defining sedative music, implemented in a study to reduce mealtime agitation in people with intellectual and developmental disability.

Resignations
Two students left the programme. Mette Thuesen, enrolled as a psychology PhD Researcher had undertaken 2.5 years of a Stipendiate study when her supervisor decided not to continue supervising her study. Very little writing up had been undertaken in her study. Subsequent discussion involved Mette continuing as a privatist student after she was employed as a psychologist, with a planned writing plan. Mette resigned soon after. This has not happened to date on the Music Therapy Doctoral programme, and acts as a warning to ensure steady and monitored progress, especially in writing up the study from the beginning.

Camino Menendez resigned as a scholarship student after 18 months of a 6 years, part time study, citing too many family and work pressures. She had already completed a 70 page elaborated proposal including a literature review and method chapter.

Plans for 2010/11

New PhD students
One application for a Stipendiate is currently awaiting a decision from FKK. Four applications for scholarships/Privatists are in progress at this time, and two of them are likely to begin in 2010. One scholarship student, Katarina Mårtenson Blom was enrolled on 1st January 2010. An increase in resources allows the recruitment of further privatist students, full-time and part-time. These researchers represent a relatively small outlay of expense for the Faculty and Department, and there has been to date a 95% success rate of completions.

Five mobility stipends will begin in the summer/autumn of 2010.

PhD Seminars
Two PhD Courses will be held in April (8 days) and November (9 days) 2010. Both of these courses will involve presentations by doctoral researchers, with focused discussion and supervision. The courses also involve guest professors teaching research methods. There will be an increased number of doctoral researchers registered in the programme (approximately 8 during 2010), which will require additional days for the course. The priorities on courses
PhD degrees in 2009
In 2009, there were two PhD defences:

**Lisa Summer**: CLIENT PERSPECTIVES ON THE MUSIC EXPERIENCE IN MUSIC-CENTERED GUIDED IMAGERY AND MUSIC (GIM), Supervisor: Professor Lars Ole Bonde

**Examinining Committee**: Prof. Inge Nygaard Pedersen (Chair) Aalborg University, Denmark, Prof. Even Ruud, Oslo University, Norway, Dr. Björn Wrangsjö, Stockholm, Sweden

**Dikla Kerem**: THE EFFECTS OF MUSIC THERAPY ON SPONTANEOUS COMMUNICATIVE INTERACTIONS OF YOUNG CHILDREN WITH COCHLEAR IMPLANTS, Supervisor: Professor Tony Wigram

**Examinining Committee**: Associate Professor Ulla Holck (Chair), Aalborg University, Associate Professor Gro Trondalen, Norwegian Academy of Music, Associate Professor Cochavit Elefant, Bergen University, Norway

Tony Wigram, director of the doctoral programme of Music Therapy Hanne Porsborg & Lisbeth Ellevang – Secretaries
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 Education, Learning and Philosophy. There is close collaboration with the doctoral programme ‘Technology and Science’, also based in the Department, within the Doctoral School of the Faculty of Engineering, Science and Medicine.

Professor Erik Laursen is director of the doctoral programme on Education, Learning and Philosophy.

The Department of Education, Learning and Philosophy (http://www.learning.aau.dk) is an inter-faculty department, doing 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 members and research projects provide an environment for socializing the students into the practises of doing research and academic work. The students for their part make substantial contributions to the activities of the research groups.

Activities in 2009

The PhD courses are based on an active pedagogy which requires a high level of participation and involvement from the students. The activities include studying texts, discussing them with other participants, and presenting their project with the aim of receiving feed-back from the course leaders, lecturers and other students.

Courses are normally conducted as seminars, with international guests, and experienced researchers from Aalborg and from other Danish universities as lecturers and discussants.

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

International PhD seminars

November 24-25, 2009: Dialogue and Organisational Development, David Boje, 22 participants
October 2009: Researcher’s roles in interactive and developmental research. In cooperation with Roskilde University. Coordinators: professors Erik Laursen, Aalborg and Kurt Aagaard Nielsen, Roskilde. Due to practical problems, the seminar was postponed to March 2010.

A PhD seminar in September 2009 on *Drop-out phenomena and retention strategies in the educational system*, Coordinated by professor Palle Rasmussen was cancelled due to lack of participants.

**Departmental (internal) seminars**
In cooperation with the head of the programme, the PhD students of the programme arrange seminars, usually held once a month during the semester. All PhD students at the department may participate.

On these occasions, a mixed range of subjects of common interest and relevance are discussed. It is also expected that the students in the programme will share their work and progress on their projects with the group, several times during their PhD study.

**Supervision, support and quality assurance**
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 feedback 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 each year on planning and PhD policy

In Scandinavia, the programme Education, Learning and Philosophy has formalised collaboration with the University of Gothenburg (Sweden) and the University of Agder (Norway) under “Nordid”, a network organizing PhD courses in the area of didactics research. The network is passive at the moment, but expected to be revived, taking other kinds of collaboration into consideration.
“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, held by Julie Borup Jensen, employed September 2009. Head of the joint project is professor Eva Sørensen, Roskilde University; head of local project is assoc. professor Birthe Lund, Dept. of Education, Learning and Philosophy.

The programme forwarded four applications to the Danish Council for Independent Research/Humanities, and one to the Danish Council for Strategic Research. None were granted. Efforts will be made to find funding for one or two of the applicants through other sources.

**Plans for 2010**

**June 2010**: PhD course: Power and organisations with Stewart Clegg, Sidney. Arranged by Kenneth Mølbjerg Jørgensen, funded by the PhD School of Social Sciences.

**September 2010**: PhD course: Kvalitative studier af læring og identitet (Qualitative studies in Learning and Identity) arranged by Lene Tanggaard and Svend Brinkmann, Dept. of Communication.

**December 2010**: Action Research on Organizational Development.

8-9 internal seminars featuring papers and presentations by the PhD students.

Three PhD students are expected to defend their thesis in 2010. One student is expected to do a pre-defence in Autumn 2010.

**PhD students**

At the end of 2009 10 PhD students at the Faculty of Humanities were 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>Margit Saltofte Nielsen</td>
<td>01-11-2006</td>
<td>2010</td>
</tr>
<tr>
<td>Sanne Almeborg</td>
<td>01-01-2007</td>
<td>2011</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.

**PhD Theses and Degrees in 2009**

No PhD degrees were awarded in 2009.

Two PhD students have handed in their theses in December 2009:

<table>
<thead>
<tr>
<th>Name</th>
<th>Defence Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marianne Kémeny Hviid</td>
<td>29 January 2010</td>
</tr>
<tr>
<td>Alice Juel Jacobsen</td>
<td>9 April 2010</td>
</tr>
</tbody>
</table>

We expect one PhD thesis to be handed in for assessment in 2010.
PhD degrees in 2009

**Martin Bak Jørgensen:** “National and Transnational Identities: Turkish identity in Denmark, Sweden and Germany”

**Abstract:** In recent decades international migration has become a worldwide phenomenon. The novelty is not migration as such, but rather the challenges recent migration has created for the modern nation-state and in particular for the welfare state. Thus Brochmann points out that in earlier times receiving countries had time to wait for settlers to assimilate slowly over history, whereas modern welfare states of today do not have time for this due to the dynamics and expenses of the welfare system itself (Brochmann, 2003: 6-7; Schierup *et al.*, 2006). The individual nation-states have been pushed to develop models of incorporation that can handle this challenge. In substantive terms the aim of the dissertation is firstly to identify the integration and citizenship regimes in Denmark, Sweden and Germany, secondly to investigate how these influence the organizing processes and collective identity constructions within the Turkish minority in the three countries with special attention to the influence of transnational social transformation.

**Karina Madsen Smed:** “Tourism and Identity – Accumulated tourist experience and travel career narratives in tourists’ identity construction”

**Abstract:** The present study takes a vantage point in tourism as an inherent part of life in contemporary society. The world of the tourist is highly complex and thus complicates the tourism industry’s task of accommodating increasing demands for specific tourism products and services that satisfy a large variety of wants and needs that seems to continue to increase. In academia, similar discussions take place together with a more fundamental question of understanding why people travel at all. The purpose of tourism is no longer as straightforward as it used to be, and a more elevated status has been ascribed, as several meaningful elements of human life are affected by the consumption of tourism. Simultaneously, individualism entailed in contemporary society indicates that consumers focus increasingly on unique opportunities and ways for setting themselves apart from the masses. They are essentially trying to avoid clearly defined target groups, which is what the tourism industry seeks. It is argued, though, that a prevalent desire to conform to certain defined norms pulls in a more collective direction for consumer choices, which indicates that both individual and collective mechanisms affect consumer behaviour. Narratives play a central role to this study, because tourism entails an inherent need for communication. Because of the vast supply of tourist experiences in contemporary society, a discursive need thus occurs that engages tourists in conversations of various sorts to express lived tourist experiences, and because of this need, discourse and specific touristic narratives may provide a look into the meaning of tourism to the individual tourist. This meaningful discourse is explored throughout this study.

**Nicolai Jørgensgaard Graakjær:** “Music in Television Commercials – A Text analytical Examination”

**Abstract:** This thesis is about the phenomenon “music in television commercials”. Inspired by a personal interest in what shall be called *heteronome music*, the thesis sets out to examine the characteristics and appearances of this type of music. It appears as if music in television commercials is *heard by most people* on the one hand and on the other hand *examined by only the fewest musicologists*. Inspired by this
seemingly disproportional state of affairs, the thesis aims at substantiating the phenomenon “music in television commercials” – both theoretically and empirically within musicology. The general theoretical and empirical perspective is grounded in textual analysis and inspired most significantly by Geertz 1973, Middleton 1990, Cook 1998 and Tagg &Clarida 2003.

In conclusion, the thesis claims to offer relevant and thorough insights into a somewhat neglected and certainly fragmented field of research. It is hoped that the thesis can inspire to further research on music in television commercials and affiliated media-types and genres, thereby strengthening the understanding of the widely dispersed and very important heteronome music.

Aase Voldgaard Larsen: “Faglighed og forståelighed I kontrakter – En undersøgelse af sproglige forskelle I tyske lejekontrakter rettet mod henholdsvis fagmand og lægmand”

Abstract: The purpose of the thesis is to examine the professional genre of contracts in order to determine if linguistic differences exist between contracts where both contracting parties are professionals and contracts to which one contracting party is a professional and the other contracting party is a non-professional, and to examine the nature of any such differences. The hypothesis is that such differences do exist between contracts involving the above-mentioned constellations of parties, and in order to examine and possibly confirm this hypothesis, two text examples within the genre are analyzed, one of which is a contract between professionals, whereas the other is a contract involving a non-professional and a professional.

The realization of the above purpose is based on a corpus of 22 authentic German tenancy contracts, which are subjected to examination in terms of their situation, function and linguistic means. Also a survey is carried out among a number of lawyers working with text production for the purpose of examining their practices when drafting contracts in relation to the topic of this thesis. A model of analysis is developed on the basis of the 22 contracts, which serves as a tool in identifying differences, and subsequently two of the contracts are selected for testing the hypothesis through a detailed analysis based on the model developed.

It is concluded that it is possible to draft a non-professional contract differently from a professional contract, if a non-professional reader is imagined when communicating, and that it is possible to use the presented model of analysis to identify differences in the linguistic drafting of the two contracts examined.

Edith Mark: “Restrictive eating in a narrative light: A phenomenological study of diabetic or overweight children’s experiences with eating”

Abstract: The research work presented here is based on children’s experiences with restrictive eating (the children were overweight or suffered from type 1 diabetes). The children are constantly reminded of what, when and how much they are allowed to eat. In striving to stay healthy or regain health, they are faced with a special eating challenge. Understanding restrictive eating is important to help children achieve good lives, and the results of this study are hoped to qualify efforts in the health care system. Based on philosophical theory, the analysis takes a phenomenological and hermeneutical approach. Qualitative research methods were used. The participants in the described project were children aged between nine and twelve years; six were children with diabetes and six were overweight. Data collection was performed partly through individual interviews in the children’s homes, partly by observing two story groups, one for the children with diabetes and one for the children with overweight. In the groups the children were told
the story of Winnie-the-Pooh and his friends. The fairytale describes the formation process of the various characters and their relationships with food. With a view to strengthening their hope and life courage, the children were enabled to configure their own life stories by using the fiction story to tell their own stories. Aided by the Storyline Method the children were offered the opportunity to express their experiences and stories through drawing, modelling and other creative activities. The use of creative and narrative techniques demonstrated its suitability for data collection aimed at gaining insight into children's life worlds. This applied in particular to conditions in which the children were restrained in talking about inappropriate eating behaviours. The narrative approach also showed that children can improve their general sense of coherence and life courage by working with stories - whether their own or others'. The results demonstrate clear differences between the two groups. The children with diabetes had a diagnosis; they were strongly attached to the nurse/health care system, and felt they were the innocent victims of a disease. These children discovered that they had a good and interesting story to tell about their illness. Those who, in addition to the story of their illness, had a coherent and life affirming story were successful in overcoming their fates. They felt that life was good, and their enjoyment of food was unaffected. The children with overweight had no diagnosis; they did not enjoy comfortable relationships with health professionals and were burdened by a sense of overwhelming shame. They thought of their overweight as self-inflicted and beyond their powers to change. These children felt that theirs was a bad story, which they did not want to share with others. They often isolated themselves from others and were unable to break the vicious circle of bad eating habits. For those of the children who had a strong life story as an alternative to the story of overweight, the narrative method offered a chance to gain greater benefit from their life stories and they were thus able to reconfigure the story of overweight. They could thereby strengthen their life courage and break the vicious circle of bad eating. The study indicates a way for nurses, teachers and educators as well as others working in close relationships with children to use a narrative approach in a health promoting perspective.

Dikla Kerem: “The effects of Music Therapy on spontaneous communicative interactions of young children with cochlear implants”

Abstract: This investigation examined the effect of music therapy (MT) on spontaneous imitation, initiation, turn-taking, and synchronization of young children, following cochlear implantation. Data were also collected from parents describing their child’s engagement in and enjoyment of music in daily experiences before and after the MT intervention. The subjects were five 2-3-year-old children (4f, 1m) of normal hearing parents with no known disability other than deafness. The study utilized mixed methods and was carried out as an in depth multiple case study, comparing responses within subjects and between conditions. An A-B-A-B crossover design was employed, with subjects randomized as to order of condition (A: four 20-minute weekly sessions of play with 10 minutes directed by the therapist and 10 minutes child-led; B: four 20-minute weekly MT sessions, 10 minutes directed by the therapist and 10 minutes child-led). The researcher served as the therapist in both conditions and employed a flexible protocol for both. Data collection was carried out using video analysis of the MT and play sessions as the main tool, and the non-standardized parent pre- and post-intervention questionnaires and semi-structured interviews as secondary tools. The findings support the premise that MT, as implemented in this study, would have a positive effect on
communication outcomes when integrated into a total habilitation program for young children with CI. To realize these benefits, parents and educators need to be given concrete recommendations regarding the exposure of children with CI to music and the use of music for communications as well as the importance of the undirected approach.

Lisa Summer: “Client perspectives on the music experience in Music-centered Guided Imagery and Music (GIM)”

Abstract: An analysis of the theoretical underpinnings of the six publications in this dissertation was conducted to begin this study. Three different perspectives were found: psychodynamic, humanistic/transpersonal, and music-centered; and the publications typically bridged two theories together. The motivation for the study, its purpose, the clinical protocol, and the research questions all developed, in large part, from the theoretical foundations expressed in these publications.

In addition, the main themes of the publications were distilled and described. The first four publications reveal a central theme: theorizing about how music works within the client-music relationship in GIM. The final two publications chronicle the main modifications of BMGIM that were developed through years of clinical practice with adults diagnosed with mood, addiction, and anxiety disorders; and “well” adults. These two themes, the emphasis upon the client-music relationship and GIM modifications were combined into the clinical protocol of the study: music-centered GIM.

A review of the GIM literature found publications in which music is identified as the “co-therapist” within the therapeutic triad (music, client, therapist), but revealed the need to study music as the primary therapist in GIM. Therefore, the present study was designed to examine music-centered GIM as a modification of GIM that emphasizes music’s primacy. Music-centered GIM is a modification of the Bonny Method of GIM. It was defined, for the purpose of the study, by its two modifications: music choice and guiding strategies. Music-centered GIM is characterized by the use of a music program that includes repeated pieces of classical music during which the client interacts with a guide who uses primarily music-centered verbal guiding interventions.

Nancy Leila Trapp: “Talking at Work and Other Forms of Business Ethics Communication”

Abstract: The dissertation is motivated by the still growing trend for multinational companies (MNCs) to strengthen their business ethics profile by communicating with staff about business ethics issues. In particular, it addresses the challenges they face when communicating about business ethics with a geographically dispersed, and therefore diverse, workforce. To do so, it examines international staff communication patterns and preferences with regard to being informed about business ethics issues, and being motivated to behave ethically, and questions whether contextual differences have an influence on these patterns and preferences. Two empirical studies are conducted, an email survey study and a focus group interview study, involving sales and marketing staff at affiliates of the global Danish healthcare company Novo Nordisk in Denmark, Sweden, Brazil and the U.S.