Annual report 2010

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

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

Strategies and principles for recruitment and funding of PhD students are 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 32 new PhD students in 2010. 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 32 new highly qualified PhD students in 2010.

Ann Bygholm
Director of Doctoral School of the Humanities
Doctoral School of the Humanities

Introduction

Doctoral School of the Humanities at Aalborg University offers PhD education 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 aim of the doctoral school is to strengthen the profile of the faculty as a modern cross disciplinary faculty of humanities studying various forms of creation of meaning in close cooperation with the surrounding society. The purpose of the doctoral school is to create a framework for a PhD study programme characterized by quality and a high international standard and to ensure that the PhD programmes continue to develop in cooperation with the national and international research society, private companies and the public sector. Doctoral School of the Humanities offers PhD study programmes under five different doctoral research programmes organized as illustrated below.

Each doctoral research programme has its own director, secretary, and board, who decide and implement activities under the respective programme. The overall rules and guidelines for PhD education under the doctoral school are laid down by the school’s study board, i.e. the director of the doctoral School, a representative from each doctoral programme, and two PhD students. In 2010, the following were members of the study board of Doctoral School of the Humanities:

- Ann Bygholm, director of the doctoral school
- Anette Borchorst, director, SPIRIT (January-August)
- Mogens Rüdiger, director, SPIRIT (August-December)
- Inger Lassen, director, Discourse and Contemporary Culture
- Erik Laursen, director, Education and Learning
- Tony Wigram, director, Music Therapy (January-September)
- Hanne Mette Ochsner Ridder, director ad interim, Music Therapy (September-December)
- Ole Izard Høyer, PhD student
- Simon Stefansen, PhD student
Activities 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 organized the following courses:

- Flow Writing
- Library courses in Research Information Management
- The annual supervisor course for all doctoral supervisors associated with Doctoral School of the Humanities. 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 PhD course cooperation

In 2010, eight cross-institutional course networks covering the academic fields of the Humanistic doctoral schools were established. The national PhD course collaboration has been formalized in order to ensure that all PhD students have access to specialized PhD courses within their field and get the opportunity to discuss their work and to network with peers from other institutions. Once a year, the eight course networks organize at least one joint seminar or workshop focusing on one or more fields within the humanities and one joint summer school with international lecturers. Furthermore, the individual course networks are encouraged to organize introductory courses, where newly enrolled PhD students are invited to present their work and receive feedback on methodology, theory and research questions, once or twice a year. The new model for PhD course cooperation will be evaluated by the end of 2012.

11th Semester: Research and Academic Writing

In pursuance of “Lov om særlige kompetenceudvidende forløb for nyuddannede”, Doctoral School of the Humanities offered an 11th semester programme in Research and Academic Writing, in collaboration with Faculty of the Social Sciences, in the Fall of 2010. The aim of the 11th semester programme in Research and Academic Writing was to introduce graduates to the PhD programme at the universities. During the semester, the students developed basic competencies in research and research related activities such as academic literature search, research design and knowledge dissemination. 11th semester in Research and Academic Writing was a combination of PhD courses, work in study groups and independent work tasks. Each student had to write a publishable article, under the guidance of a supervisor, and prepare a research design for a PhD project.

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. In the beginning of 2010, the HREB website was launched, and the pilot phase of the HREB project began. The board handles applications for ethics review on a regular basis and will evaluate the pilot phase in 2011.

**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 PhD networks at other faculties, while others have been more subject-specific.

**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 and to create a common understanding of administrative procedures. In February 2011, the doctoral school will have its second administrative seminar. Focus will be on the administrative procedures related to financing of PhD projects.

**Key figures**

**Enrollment**

During the past four years, Doctoral School of the Humanities has seen a large increase in the number of newly enrolled PhD students. Thus, since 2007, the annual intake of PhD students has tripled, as part of the university’s common efforts to meet the requirements laid down in the government strategy for Denmark in the global economy. Concurrently, the total population of the doctoral school has risen from 52 enrolled PhD students in 2007 to 105 PhD students by the end of 2010. By means of extensive collaboration with partner universities abroad and the business community and the academic staff of the faculty’s common efforts to recruit new PhD students, the doctoral school has managed to attract highly qualified PhD students and thus maintain its high standard during this period.
International PhD students

While the total population of the doctoral school has risen, the doctoral school has also seen an increase in the number of international PhD students. The increase is the result of efforts to further the development of international collaboration agreements with institutions both in Europe and abroad. Especially the doctoral research programme in Music Therapy and the HCCI-programme have a high percentage of international PhD students.

PhD degrees

In the period from 2008-2010, the number of awarded PhD degrees has increased, however, the doctoral school expects the number to increase further from 2011 onwards, when the PhD students who were enrolled during the period of extensive growth will finish their PhD education.


**Funding in 2010**

The figure illustrates the distribution of funding categories in 2010. With the high intake of PhD students, there will be less fully funded PhD fellowships as compared to earlier, and a rise in the number of co-financed PhD students, where one or more private companies cover one third or more of the costs. Tuition fee scholarships are normally offered to PhD students who are employed outside the university during their PhD education. Thus, tuition fee scholarships are enrolled as a student at the doctoral school, but are not employed by the university.
Music Therapy

Introduction
The doctoral research programme in music therapy at Aalborg University offers PhD education within the science of music therapy. The goal of the programme is to train researchers with sufficient theoretical, technical, methodological and applied clinical research knowledge in the field of music therapy research to assure scientific rigor. The doctoral research programme in Music Therapy was established in 1994, and has, up till now, qualified 22 PhD researchers. In 2010, the programme had 25 PhD students registered; 7 from Denmark and the rest from: Island, The Faroe Islands, Sweden, UK, Austria, Germany, Belgium, The Netherlands, USA and China. The programme is the only research centre in this discipline in Denmark and now the largest of its kind in the world.

In the present research milieu, both qualitative and quantitative research is undertaken, investigating process and outcome. Clinical fields that have been the focus of doctoral research to date including mental health and acute psychiatry, psychosis, trauma, pervasive developmental disorder, autism, learning disability, brain trauma, cancer, dementia and neuro-rehabilitation.

The doctoral research programme ensures that the PhD students are linked to internationally strong environments, receive qualified supervision, and can take advantage of the international milieu to visit and learn in other countries. The field normally requires an interdisciplinary approach, particularly in the theoretical foundation of the research projects. The bi-annual research courses are conducted in the framework of problem based learning (the Aalborg PBL model) where the PhD students present their work in progress and discuss focused topics to not only their supervisors, but also to their peer group of doctoral researchers and with the invited guest teachers. The invited guest teachers give lectures in relevant topics with the overall objective to secure that the PhD students are familiar with fundamental paradigms and principles of research in music therapy, including theories and research methods to describe, analyse, interpret, assess and evaluate clinical methods and processes in music therapy.

Programme committee
In 2010, the prominent head of the Music Therapy Programme, Prof. Tony Wigram was regretfully diagnosed with cancer and while Tony Wigram is on sick leave, Associate Professor Hanne Mette Ridder is appointed Head of the Programme.

- Associate Prof., Dr. Felicity Baker, Queensland University, Australia
- Prof. Dr. Lars Ole Bonde, Aalborg University, Denmark
- Prof. Dr. Jos De Backer, College of Science & Art, Campus Lemmensinstituut
- Prof. Dr. Cheryl Dileo, Temple University, USA
- Prof. Dr. Jaakko Erkkilä, University of Jyväskylä, Finland
- Prof. Dr. Christian Gold, University of Bergen, Norway
- Prof. Dr. Denise Grocke, University of Melbourne, Australia
- Prof. Dr. Helen Odell-Miller, Angelia-Ruskin University, UK
- Prof. Dr. Even Ruud, University of Oslo, Norway
- Prof. Dr. Brynjulf Stige, University of Bergen, Norway
- Associate Prof. Dr. Gro Trondalen, University of Oslo, Norway
Activities in 2010

Newly enrolled PhD students

**Esperanza Torres**: Usefulness of the method of Guided imagery and Music (GIM) on patients with Fibromyalgia

**Helen Leith**: A mixed-methods exploration of music therapy and the rehabilitation of female offenders with non-psychotic mental health problems

**Julian O’Kelly**: The development of an evidence-based music therapy treatment for low awareness states

**Katarina Mårtenson Blom**: Transpersonal-spiritual BMGIM experiences and the Process of Surrender – development of new understanding through theories of intersubjectivity and change factors in psychotherapy

**Margareta Warja**: Music therapy as a short-term psychosocial intervention for women with gynecologic cancer

**Mariani Bjerregård Sørensen**: Communications in therapeutic, advisory and guidance contexts: philosophical issues such as quality of life, the good course of disease and the good death

**Monika Geretsegger**: Effects of Improvisational Music Therapy on Social Communication Skills in Pre-school Children with Autism – a Randomized Controlled Trial

**Orii McDermott**: The development and evaluation of outcome measures to examine the efficacy of music therapy on the behavioural and psychological symptoms of dementia (BPSD) in care home residents

**Ruth Hertrampf**: Music Therapy in Psycho-Oncology – Guided Imagery and Music in Curative and Non-curative Treatment for Oncologic Patients with Gynaecological Diagnosis

**Sylka Uhlig**: How do vocal interventions of Rap & Singing affect emotional and cognitive development by at-risk children in music therapy?

**XiJing Chen**: The effects of Music Therapy for prisoner inmates at final stage of imprisonment in Chinese Jail

**Aase Marie Ottesen**: Anvendelse af musikterapi og Dementia Care Mapping i et tværfagligt forløb til udvikling af personalets musiske og interpersonalle kompetencer med fokus på fremme af livskvalitet og trivsel hos personer med demens

**Kristien van der Staey**: Enrollment terminated in January 2010

PhD degrees

**Jeff Hooper**: The development of Criteria for defining sedative music, and its impact on adults with mild, moderate and severe intellectual disability and challenging behaviour.

Abstract: A person with an intellectual disability is limited intellectually, and s/he experiences differing degrees of cognitive, language, motor and social impairments. Intellectual disability is also associated with unusual behaviours: aggression, destructiveness, self-injury and stereotyped mannerisms. Currently they are collectively known as ‘challenging’ behaviour. The intellectual disability population is also pre-disposed towards mental illness, and therefore, challenging behaviour may also be driven by maladaptive ways of dealing with anxiety. The thesis discusses characteristics of challenging behaviour, and current interventions linked both to a clinician’s view of the aetiology of challenging behaviour, and the theoretical approach s/he adopts when attempting to understand human behaviour. Psychodynamic, behaviourist, cognitive, humanistic and psychopharmacological interventions are reviewed; and, although there is
evidence supporting the efficacy of each intervention, arguments are presented for the use of background music as an alternative cost-effective and labour free intervention.


Abstract: The study explored the phenomena of self-experience and personal therapy as part of music therapy training in Aalborg University from the student’s perspective. Secondly this phenomenon was contextualized professionally by describing how professional music therapists evaluate the influence of their former self-experiential training on their present professional competencies. The research questions were:

1) How do students experience and verbalize their learning processes, being in the client position, in the mandatory self-experiential training in the Aalborg Music Therapy program?
2a) How do music therapists trained in Aalborg evaluate their own clinical competencies and the impact of their prior self-experiential training on their clinical competencies?
2b) What is the relationship between what music therapy students experience and verbalize about their learning processes (as elicited in question 1), and how music therapists trained in Aalborg evaluate the impact of their prior self-experiential training on their clinical competencies?

Fundraising

As a successful result of an application for mobility stipends in 2009, the programme was awarded five full mobility stipends in 2010. On the basis of this large grant, the programme received a considerable number of highly-qualified applications and therefore split the five full stipends into seven part-time stipendiates:

**Monika Geretsegger:** Music therapist at Department for Social Psychiatry, Landesklinikum Weinviertel Hollabrunn, Austria and President of Austrian Association of Music Therapists (ÖBM – Österreichischer Berufsverband der MusiktherapeutInnen, Mag. art. [Master of arts] in Music Therapy, University of Music and Performing Arts Vienna, Austria, Mag. rer. nat. [Master of sciences] in Psychology, Vienna University, Austria, Mag. phil. [Master of philosophy] in Linguistics, Vienna University, Austria

**Helen Leith:** ARCM, StMP, kuenstlerische Reifepruefung, MMT, Music Therapist: HMP Bronzefield, UK and Project Manager of Ngwino Turirimbane, Rwandan skill-sharing music therapy project

**Orii McDermott:** BA, ARCM, DipMT, MMT, Senior Music Therapist at Central and North West London NHS Foundation Trust. U.K.

**Julian O’Kelly:** MSc, BA (Hons), Dip MT, NMT, Head of Music Therapy, Royal Hospital for Neuro-disability

**Margarata Warja:** MA of Arts, Music Therapist, Licensed Psychotherapist, Director of Education of The Swedish Institute for Expressive Arts in Stockholm

**Ruth Hertrampf:** Music therapist, MA

**Aase Marie Ottesen:** Sygeplejerske, MA i humanistisk sundhedsvidenskab, Videncenterleder v. Videncenter for kommunikation og læring i sundhedssektoren, University College Nordjylland

Cooperation

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

- **The University of Melbourne**, The Faculty of Music, National Music Therapy Research Unit (NaMTRU), Australia.
- **Temple University**, The Boyer College of Music and Dance, Music Therapy Program, Philadelphia, USA.
- **The University of Bergen**, The Faculty of Humanities and The Grieg Academy Music Therapy Research Centre (GAMUT), Norway.
- **The University of Queensland**, The Faculty of Arts, School of Music, Music Therapy Department, Australia.
- **The University of Jyväskylä**, The Faculty of Music and Music Therapy, Finland.
- **Norwegian Academy of Music**, Oslo, Norway.
- **Anglia Ruskin University**, The Faculty of Arts and Letters, Department of Music and Performing Arts, Cambridge, UK.
- **The Catholic University**, Lemmeninstitut, College for Science and Art, KU Leuven, Belgium.

Formal international network and collaboration is established with the above mentioned eight universities who offer PhD training programmes and a research milieu. In addition, the programme is engaged in Nordic network collaboration: The Nordic Network of Research in Music, Culture and Health (MUCH). This is a project that unites a group of researchers from the Nordic countries: Norway, Sweden, Finland, Denmark, and Iceland. The network was formally founded at a meeting at The Norwegian Academy of Music in January 2010 and aims at bringing together different strands of Nordic based research in the field of music, culture and health. This aim is pursued through meetings, workshops and conferences. The first conference will be held in Oslo, March 2011.

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

**Guest PhD students**

- Philippa Derrington (visiting student, ARU)
- Anita Forsblom (visiting student, JYOU)
- Mats Udholm (visiting student, Royal College of Music, Stockholm)

**PhD courses, workshops and seminars**

**Research seminar May 9-10, 2010, International Music Therapy Research Consortium, Cadiz, Spain**

- Progress reports on studies discussed in November in Lorne and related studies
- Beginning discussion on Community Music Therapy implications for training
- Spectrum of practice in music therapy
- Possible standardization of outcome measures relevant to music therapy
- Development of a research e-journal in music therapy
PhD course April 21-27, 2010

- Søren Hald: Analyzing music-therapy-assessment-exercises in search of interpersonal competences
- Anne-Marie Rasmussen: Musical interactive toys
- Melody Schwantes: Mexican Migrant Farmworker study: recruiting participants and analysis of focus group interviews
- Dr. Raymond MacDonald: What is research, why do we do it and who cares? Contemporary methodological issues for music psychologists and music therapists
- Dr. Raymond Macdonald: Investigating the effects of music on pain and anxiety perceptions
- Mats Udholm:
  - Valgadur Jonsdottir: Summarizing main findings as a trial towards preliminary discussion (discussion chapter in a research thesis)
- Erik Christensen: Experimental GIM programs and music phenomenology
- Raymond Macdonald: What are Musical Identities and why are they important?
- Dr. Michele Forinash: Doctoral education and doctoral research – especially what research is needed in the field
- Stine Jacobsen: Assessment and Development of Parental Competences in Cases of Emotionally Neglected Children through Music Therapy. Comparing clinical and non-clinical data
- Ilan Sanfi: Medical music therapy procedural support at intravenous starts. Interpretation of the preliminary data
- Sanne Storm: Voice Assessment
- Sylka Ulig: Research about the effects of vocal interventions on emotional and cognitive development of at-risk children in music therapy
- Mariann Sørensen: Communications in therapeutic, advisory and guidance contexts: philosophical issues such as quality of life, the good course of disease and the good death
- Prof. Tony Wigram: Aalborg Ethics Committee, The Introduction chapter, Course evaluation

PhD course November 1-9, 2010

- Søren Hald: The effect of active music therapy on interpersonal competences in persons with acquired brain injury (ABI)
- Kia Mårtenson Blom: Transpersonal-spiritual BMGIM experiences and the Process of Surrender – development of new understanding through theories of intersubjectivity and change factors in psychotherapy
- Anke Coomans: Music Therapy and Dementia: refining the research method
- Erik Christensen: The Neurosciences and Music - a pilot study
- “Hands-on” workshops on practical quantitative methodology
- Mårith Bergström-Isacsson: “Putting it all together”. The statistical (almost complete) and glimpses of the upcoming findings.
- Margareta Wärja: Music therapy as a short-term psychosocial intervention for women with gynecologic cancer
- Carola Maack: Finishing Data Collection
o Ilan Sanfi: The effects of music therapy at intravenous starts in hospitalised children on distress, pain and anxiety: a Randomised Controlled Trial

o Orii McDermott: Measuring the unmeasurable? The development and evaluation of outcome measures to examine the efficacy of music therapy on the behavioural and psychological symptoms of dementia in care home residents

o Julian O’Kelly: The development of an evidence-based music therapy treatment for low awareness states

o Raymond MacDonald: A mixed methods investigation of the effects of musical participation for individuals with learning difficulties

o Cathy McKinney: Some Fundamentals of Quantitative Research Methods

o Cathy McKinney: Befriending Imperfection: Lessons from Mistakes Along a Researcher’s Journey

o Ruth Hertrampf: Music Therapy in Psycho-Oncology – Guided Imagery and Music in Curative and Non-curative Treatment for Oncologic Patients with Gynaecological Diagnosis

o Esperanza Torres Serna: Utility of the method of guided imagery and music on patients with fibromyalgia

o Kristien Van der Staey: Music education for people with a mental handicap

o Denise Grocke: Fundamentals of qualitative research

o Aase Marie Ottesen: Music therapy and Dementia Care Mapping

o Helen Leith: Music Therapy and the Rehabilitation of Female Offenders with Mental Health Problems in Prison: Towards an Evidence-based Rationale

o Research Librarian Tove Lohsien: Info-Search at Aalborg University Library, AUB

o Librarian Gudrun Hansen and prof. Lars Ole Bonde: Ref-works databases

Plans for 2011

New PhD students

Vibeke Skov: Art Therapy. A prevention for development of depression? A mixed methods investigation of biopsychosocial changes during participation in six months group art therapy for people who are vulnerable to depression

Anne-Mette Rasmussen: Evidensbaseret musikterapi: Validering og testning af reliabiliteten af et nyt assessmentredskab til børn med psykopatologi: Individualized Music Therapy Assessment Profiles, IMTAP

PhD courses, workshops and seminars

o PhD course Spring 2011, 28 April - 6 May

o PhD course Fall 2011, 1 November – 8 November

Contact

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Programme secretary: Hanne Porsborg Clausen, hannepc@hum.aau.dk
Human Centered Communication and Informatics (HCCI)

Introduction
The HCCI-programme has its foundation in the tradition of problem and project based learning and research (The Aalborg Model of PBL) encouraging students to collaborate and to work closely together with participants and stakeholders. The major part of the programme comprises active research under supervision. In addition, a variety of courses and activities link the PhD students to front research environments. The doctoral programme is offered in English and has a strong international orientation. HCCI emphasizes research capacity building projects with partners in developing regions and emerging economies.

Centre of attention is the integration of human and social disciplines with information and communication technologies (ICT) and a special focus on interpersonal communication and collaboration. With a point of departure in communication, psychology, learning, cognition, emotion, experience, and meaning making together with specialist knowledge about informatics and digital media, PhD students are concerned with analysis and design of new work, learning and experience-based processes and environments. The methodological approach is interdisciplinary and multidisciplinary encouraging academic traditions to interact. There is a strong interest in the development of innovative research methods. Focus is on methods development and methods testing in concrete research projects. A variation of methods is used stretching from experimental work to intervention process in local social ecologies.

HCCI emphasizes a number of perspectives:

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

Programme committee
- Tove Arendt Rasmussen, Associate Professor, director of HCCI
- Jens F. Jensen, Professor, representative of Indimedia (Center for Digital, Interactive Media), ApEx - Center for Applied Experience Economy, ExCITe - Center for Experience Economy, Creative Industries and Technologies
- Peter Øhrstrøm, Professor, representative of CE (Center for Computer-mediated Epistomology), Kaj Munk research center
- Anne Marie Kanstrup, Associate Professor, representative of Mobile Design Lab, Asian University for Women
- Kristine Jensen de Lopez, Associate Professor, representative of CPU (Cognitive Psychology Unit)
Activities in 2010

Newly enrolled PhD students

Banphot Nobaew: Media and Knowledge Construction in Communication Processes through Collaborative Learning Networks
Carl Emil Carlsen: Managing Sound Fields
Charlotte Ganes Wegener: Innovativt skole-praktiksamarbejde på social- og sundhedsområdet
Anne Engholm Pedersen: Kommunikativ intelligens i ledelse
Jørn Ry Hansen: Cognitive Psychology
Kristian Aagaard Dahl: Leadership Pipeline
Lars Bøgh Olsen: Kommunikativ intelligens i ledelse
Morten Lund: Animated User Interface
Saifuddin Khalid: E-learning 2.0: ICT penetration centric learning environment to reduce digital divide

PhD degrees

Anders Ramian Trillingsgaard: Udviklingsepisoder i ledelsesteam

Abstract: The purpose of the thesis was to describe the research process and the results of the Industrial PhD project “Developmental episodes in management teams”. The aim of the project was through an explorative comparative case study to study the episodes whereby management teams begin new patterns of interaction, that enable them to more successfully accomplish their goals. The research questions were: 1) Are “developmental episodes in management teams” an identifiable phenomenon? 2) How does the generic progression through developmental episodes in management teams take place? 3) Which variations of developmental episodes are the most salient?

Christian Andersen: Den Trykte reklames komposition og effekt - Hen imod en peirceansk reklamesemiotik

Abstract: The purpose of the thesis was to deliver a semiotic advertisement contribution from a cognitive basis to further develop the categorization of the printed advertisement, which has been initiated from a semiological basis by the aesthetically oriented advertisement semiotics in Denmark. With point of departure in the Peircean semiotics, the thesis investigates the degree to which the cognitive and emotional paradigm can create new knowledge in how differences in the composition of the advertisement – through cognitive preparation – influence differences in reception. The thesis comprises the persuasion–paradigm (also called ’The Strong Theory’) and the reinforcement–paradigm (also called ’The Weak Theory’).

Dorte Buchwald: Millioner af stjerner - om hvordan børn magter tilværelsen med en alvorligt syg og døende forælder
Abstract: The thesis argues for a need for enhancement of quality in relation to the care for children with seriously ill or dying parents. The purpose of the investigation is to produce new nursing-related knowledge within the palliative treatment and thereby knowledge and understanding of how children handle the situation with a mother or father who is a seriously ill cancer patient so that nurses on these wards and within the primary municipalities are able to provide care of a high quality to such families.

Heilyn Camacho Nunez: Developing a Methodology Based on Action Learning to Facilitate the Adoption of ICT in Small and Medium-sized Companies in Costa Rica
Abstract: The aim of the thesis is to understand and explore better strategies to support the Small and Medium-sized companies sector in Costa Rica in the ICT adoption process. A strategy has been proposed which focuses on learning process and the interaction of university, industry and government (Triple Helix Model) in order to support the SMEs sector. The concrete proposal of the research is to design collaborative project based on action learning approach with partnership of the three sectors in order to address concrete ICT projects in SMEs. The project was carried out in the action research context, considering a holistic approach needed in the SMEs and fostering the multi learning perspective claimed in the triple helix model.

Iben Brehdal Jessen: Netreklamens æstetik - En typologisering og medieæstetisk analyse af reklame på annoncwebsites
Abstract: With point of departure in a media aesthetic perspective, the thesis focuses on what characterizes net advertisements as a text form, and how net advertising can be analyzed as a multisemiotic organization which contains a meaning potential. The basis of the thesis is empirical investigations of advertisements on websites to identify dominating composition forms and develop a net advertisement typology and an apparatus of concepts for media aesthetic analysis.

Malene Charlotte Larsen: Unge og online sociale netværk: En neksusanalytisk undersøgelse af medierede handlinger og offentlige diskurser
Abstract: The PhD thesis investigated Danish children and young people’s use of a relatively recent web phenomenon: Online social networking. The so-called social network sites (SNSs) are internet based social spaces where users via personalised profiles can list each other as friends and communicate and socialize across time and space. The main purpose of the thesis is to gain an understanding of the meanings SNSs, such as Arto and Facebook, have for young people’s individual and social lives and how they use them as part of everyday life. In order to investigate this, the thesis takes its analytic departure in an extensive amount of various empirical data. The primary data consist of five years of ethnographic engagement (including participatory observation within the field) and a large-scale qualitative questionnaire aimed at investigating the experiences that 12-18 years old Danes have on social network sites. In this way, the thesis encompassed both the level of social actors and the level of discourse. It explored and analysed the central actions young people carry out across social network sites, as well as the ways in which they discursively construct and articulate their concrete use and experiences.

Mayela Coto: Designing for change in university teaching practices. The case of UNAgora: A community of practice approach to facilitate university teacher professional development in ICT and project-oriented problem pedagogy
Abstract: The overall aim of this research was to enhance the understanding of to what extent a distributed community of practice approach affects the professional development of university teachers and whether
this leads the teachers to promote a transformation in teaching practices mainly regarding the introduction of ICT and project-oriented problem pedagogy (POPP). More specific research questions are concerned with what is the impact of belonging to the community of practice on teachers?; What kind of changes take place in the teachers’ practice?; Which factors support or hinder the professional development of teachers who are part of a distributed community of practice?; How does technology contribute (or not) to the formation of the community, and to the professional development process?; and what principles may be used to guide the design of a professional development model-based on communities of practice for fostering change of practice?

**Mogens Jensen:** *Development and evaluation of the quality of pedagogical treatment during residential care in order to formulate an understanding of the psychic processes displayed with the aim to qualify and evaluate the treatment*

Abstract: The aim of the thesis is to qualify and evaluate the social-pedagogical treatment carried out in institutions of residential care for adolescents. In recent years there has been a growing concern to the quality and the effect of placing adolescents in residential care. A dominating answer to this challenge has been efforts to provide evidence for results by research on the treatment. From a personal background in the field my judgement is, that these investigations within what could be framed as the Evidence-Paradigm (EP) is not catching the qualities and processes in good social-pedagogical treatment. In the thesis I therefore try to find other ways to evaluate and qualify social-pedagogical treatment.

**Fundraising**

The HCCI-programme has taken part in several project applications on department level in which PhD-stipends or scholarship funds are included. Examples of these are:

- The LARM-project (Radio Culture and Auditory Resources Research Infrastructure) in which 6 PhD-stipends are included
- Erasmus Mundus – Mobility for Life which focuses on exchange between Europe and Asia and includes 8 European and 11 Asian partner universities. Through Mobility for Life, students, researchers and academic staff are given the opportunity to study or work in one of the partner universities in Asia or Europe.

**Cooperation**

National networks of course cooperation have been established across the humanistic doctoral schools and their doctoral research programmes. The HCCI-programme takes part in the academic networks and cooperates with the programmes and institutions mentioned below:

- ICT, Communication, Media Studies and Journalism, Aarhus University
- New Media: Technology, Communication and Social Interaction, Institute of Business Communication and Information Science, University of South Denmark
- The doctoral programme in Communication, Journalism, and Performance Design, Roskilde University
- Department of Language and Business Communication, Aarhus School of Business (Aarhus University)
The HCCI-programme is also represented in or takes part in the following projects which all include funding for PhD students or offer PhD-exchange, research cooperation, etc.:

**Erasmus Mundus Mobility for Life:** The Mobility for Life project is a programme which offers scholarships to European Nationals who are currently studying or working in one of the European partner universities, and to Asian Nationals from Bangladesh, Bhutan, Nepal, Pakistan, Afghanistan, India, Indonesia and Thailand. As part of this programme, the HCCI-programme has enrolled three PhD students from Bangladesh and Sri Lanka. Furthermore, some of our Danish students and staff visit the partner universities in Asia.

Partner universities in Europe are: University of Flensburg, Germany, Delft University of Technology, Netherlands, University of Rome “Tor Vergata,” Italy, National Technical University of Athens, Greece, University of Zagreb, Croatia, University of Malaga, Spain, University of Aveiro, Portugal

Partner universities in Asia are: Bangladesh University of Engineering & Technology, Bangladesh, Asian University for Women, Bangladesh, Chittagong University, Bangladesh, Royal University of Bhutan, Bhutan, Institute of Engineering Tribhuvan University, Nepal, Mehran University of Engineering & Technology, Pakistan, Kabul University, Afghanistan, University of Calcutta, India, Sinhgad Institute of Technology, India, Bandung Institute of Technology, Indonesia, Mae Fah Luang University, Thailand.

**Asian University for Women:** Development of curriculum for post-graduate level training in Environmental Engineering and Human Centred Informatics focused on meeting the needs and aspirations of women from poor and rural Asian communities.

Partners are: Imperial College London, Harvard University, Massachusetts Institute of Technology (MIT), Aalborg University/E-learning Lab (HCCI-programme), Aalborg University/Development and Planning, Aalborg University/Computer Science. Aalborg University.

**p2p-video:** Research network for audiovisual communication on the Internet.

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

**LARM - Radio Culture and Auditory Resources Research Infrastructure:** The main purpose of the LARM project is to establish a digital archive and infrastructure with tools that facilitate that researchers can describe, search and interact about radio and auditory resources.

Partners are: Copenhagen University, Roskilde University, University of Southern Denmark, Kolding School of Design, The Royal School of Library and Information Science, Statsbiblioteket and Forskningsnettet.

**Language Impairment in Monolingual and Bilingual Society (LIMoBiS):** Cooperation on an international and interdisciplinary conference that brings together psychologists, linguistics, and speech and language professionals who work on language acquisition and cognition in children with typical and atypical language development and who are acquiring one language or more. The goal of the conference is to integrate knowledge about typical and atypical language development in monolingual and bilingual contexts.

Partners are: NASUD, Cognitive Psychology Unit, FGNET.

**The International Networked Learning (NLC):** Cooperation on international conference in 2010.

Partners are: Hodgson, Vivien, Lancaster University, Storbritannien, McConnell, David, Glasgow University, England, De Laat, Maarten, University of Utrecht, Holland, Jesmont, Alice, Lancaster University, England.
Information dissemination in Bangladesh:
Partners are: Fjuk, Annita, Telenor Research & Innovation, Norway, Rognskog Mella, Heidi, Telenor Research & Innovation, Norway, Geirbo, Hanne Cecilie, Telenor Research & Innovation, Norway, Roldan, Grace, Telenor Research & Innovation, Malaysia, Wong, Andrew, Telenor Research & Innovation, Malaysia

HANDS: A project that aims to improve quality of life for teenagers with an autism diagnosis by providing a mobile ICT toolset supporting them in many daily situations. The HANDS toolset will help improving their social skills and self-management skills, thereby ensuring social integration and independence. Partners are: Wirtek, Denmark, Wirtek Srl, Romania, ELTE University, Hungary, London South Bank University, UK, Helen Allison School, NAS, UK, Egebakken, Denmark, Svedenskolan, Sweden, Autism Foundation, Hungary.

PhD courses, workshops and seminars
In 2010, the programme offered activities which not only attracted many Danish participants from external institutions but also a large number of foreign students from partner universities abroad. The 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.

Wednesday meetings: Public seminars in which PhDs or senior researchers or invited lecturers presented research. 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 Faculty as well as from external institutions to enhance a rich research environment with mutual respect of and focus on multiple approaches and methods.

Center for Dialogue and Organization – PhD-forum meetings: A forum held every 5th Wednesday for which all participants prepare an approx. 1 page presentation on the status of their PhD project. For each seminar, two PhD students 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 central to human centered communication and informatics. Established researchers from throughout the world were invited as guest lecturers. Participants in the courses were both internal HCCI-students, guests from other Danish research environments as well as a large number of international PhD students.
Networked Learning and the Net Generation – Implications and Critical Perspectives: The seminar critically interrogated the claims and discourses levitating around concepts such as the Net Generation, Digital Natives and the Facebook Generation through presentations and discussion of recent empirical investigations of students’ actual use of digital and mobile technologies. While this included a critical perspective on prevalent discourses, the goal of the seminar was to consider what the implications of the pervasiveness of digital and mobile technologies are for education and citizenship in the 21st century. Lecturers were: Chris Jones, Institute of Educational Technology at the Open University, England; Laura Czerniewicz, Director of the Centre for Educational Technology (CET) the University of Cape Town; Etienne Wenger, HCCI-Honorary Professor, global thought leader in the field of communities of practice and social learning systems.

Design for users: The course focused on central readings in design with users. Texts on design research and participation were distributed at least two weeks before the course with tasks for literature search and readings. There were short lectures and student presentations of selected readings. The ambition was to share thoughts and recommendations for key readings for the savvy design researcher in 2010 and beyond. The course also focused on the process of user participation. There were short inspiration lectures and several exercises where students walked through a presented method with point of departure in their own project and ended up with methodological plans for user participation. Lecturers were: Judith Gregory, Institute of Design, Illinois Institute of Technology, Chicago; Anne Marie Kanstrup, Department of Communication and Psychology, Aalborg University.

Networked Learning Conference: The Networked Learning Conference is an international, research-based conference. Since its inception in 1998, the conference has developed a strong following by international researchers. In addition it is well supported by practitioners, managers and learning technologists interested in contributing to and hearing about research in this area. The conference is considered a major event in the international ‘technology enhanced learning’ conference circuit. Keynote speakers: Yrjö Engström and Etienne Wenger.

PhD course in relation to Persuasive Design conference: Persuasive Technology is a young and vibrant research field, focusing on how interactive technologies may be used to create, maintain, or change human thought and behavior. Combining well-established research methods and traditions from epistemology, rhetoric, social psychology, communication, and information science with cutting-edge technologies brings about a special flavor characteristic of the Persuasive Technology conferences. The conference and PhD-course is arranged in cooperation with Royal School of Library and Information Science and Oulu University.

PhD Course in Atypical Language Development: The course focused on typical, non-typical, bilingual, literacy development and related areas; Boundaries between language impairment and autism in children; What can gestures inform us about early pragmatic competences and how can we relate this to atypical development?; Designing on-line sentence processing experiments for children with SLI; Children learning two Languages sequentially: What’s typical? Lecturers were: Dorothy, V.M. Bishop, Department of Experimental Psychology, Oxford; Kristine Jensen de López, Department of Communication & Psychology, Aalborg University; Kathyrn Kohnert, Speech Language Hearing Sciences, University of Minnesota; Theodore Marinis, Clinical Language Sciences, University of Reading.
**Workshop in oral science communication for PhD students:** The workshop was a hands-on workshop, and introduced different tools for structuring and giving oral presentations of scientific work to the public. The participants worked with their own PhD project and learned how to pitch it. Furthermore, the course dealt with experience in using structural tools to sharpen research focus. The workshop was led by Bent Nørgaard, theatre director and former head of Centre for Art and Science, University of Southern Denmark.

**PhD course in qualitative methods:** The course introduced qualitative research with specific focus on the qualitative research interview with a mixture of theory and practical exercises – as well as on field work and participatory observation. Other themes were research ethics and new approaches to qualitative research. Lecturers were: Svend Brinkmann and Lene Tanggaard Pedersen, Department of Communication and Psychology, Aalborg University.

**PhD course in IT ethics:** The contents of the course were Private health data: Ethical problems concerning the availability and aspect of privacy. The theme of the course was the ethical problems related to storage of private health data on the Internet. Lecturers: Peter Øhrstrøm, Thomas Ploug and Charles Ess.

**Basic seminars:** Typically multiple-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.

**How-to-survive a PhD:** A basic course providing an introduction to theory of science as well as 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. Lecturers: Ann Bygholm & Peter Øhrstrøm, Department of Communication and Psychology, Aalborg University.

**Methodological seminars:** 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 analyse and evaluate research output.

**Imagination between fantasy and realism: Video and design:** PhD course exploring the use of video in design, as a tool of imagination in Action Research and User-Driven Innovation, where the participants joined forces to inspire each other by their individual productions to lift their academic as well as their practical level of working with video as design material. The participants were taken through important aspects of using video as medium for accountable communication and translation of meaning from one setting to another. Scholarly perspectives on when, where and how to use video in design were presented and illustrated with video examples. Methods of Multi-model Analysis and Participatory Design were introduced, and related to the participants’ presentations of their own projects in plenum discussions.
Lecturers: Pirkko Raudaskoski and Ellen Christiansen, Department of communication and Psychology, Aalborg University and Jacob Buur, Mads Clausen Institute, University of Southern Denmark.

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

Plans for 2011

New PhD students

**Allan Ekström:** Gymnasieskolens og elevernes brug af bærbare computer i undervisningen på en didaktisk, læringsmæssig og indholdsmæssig forsvarlig måde med henblik på at opnå en højere grad af faglige kompetencer og læring

**Morten Aagaard:** Persuasive Meta Application – new frontiers in Mobile Persuasion

**Lisbeth Kappelgaard:** Vekselvirkningen mellem organisatoriske (forandrings)processer og kompetenceudvikling

**Sanne Dollerup:** Experience and market communication on mobile platforms

**Sune Klok Gudiksen:** Brugen af iPads over tid

**Lise Billund:** En verden til forskel - en analyse af menneskesynet I NLP – Neurolingvistisk Programmering

PhD courses, workshops and seminars

- Supervisor course/ Johannes Wagner, University of Southern Denmark
- Qualitative Research Interview/ Svend Brinkmann, Aalborg University
- The Philosophy of Time, Training School/ Peter Øhrstrøm, Aalborg University, Anna Eisler, Sweden, Bruno Mölder, Estonia, Valtteri Arstila, Finland - in co-operation with the TIMELY project
- How to survive - basic course for PhD students/Peter Øhrstrøm & Ann Bygholm, Aalborg university
- Design, Cooperation and Ethnography/ Andy Crabtree, University of Nottingham, Ellen Christiansen & Pirkko Raudaskoski, Aalborg University
- Design Theory & Methods/Lecturers: Judith Gregory and Anne Marie Kanstrup
- Experience Research/Lecturers: Christian Jantzen
- Methodology Course/ Ellen Christiansen & Pirkko Raudaskoski, Aalborg University and Etienne Wenger, HCCI-Honorary Professor, California
- Qualitative Methods/Lene Tanggaard & Svend Brinkmann, Aalborg University

Contact

Director of HCCI: Tove Arendt Rasmussen, tover@hum.aau.dk

Programme secretary: Hanne Porsborg Clausen, hannepc@hum.aau.dk
Discourse and Contemporary Culture

Introduction
The doctoral programme Discourse and Contemporary Culture at Aalborg University welcomes PhD students who are interested in the field of discourse as it is shaped in different cultural settings. We understand culture as a broad concept embracing global, national, regional, organisational and individual constructions of culture. The concept discourse includes the many ways in which language is used, including for instance writing, speech, bodily gestures, music and silence. It also entails a socially constructed perspective, where social actors and their acts, relations and identities constitute and negotiate a nodal system of meaning. In a broader sense discourse studies is also to be understood as a way of exploring the ways in which discursive events are framed and how discourse is constitutive of the social and vice versa.

Approaches to the study of discourse and contemporary culture are increasingly interdisciplinary and include critical discourse analysis, text linguistics, conversation analysis, genre analysis, ethnomethodology, sociolinguistics, etc. Research in the field explores the relations between language, social structures and action and may include literature, music, institutional genres and how culture may influence the meanings that can possibly be made within these areas. Examples of topics of interest to doctoral students under this programme might be: Advertising, mass media discourse, racism and (hetero) sexism, environmental discourse, biotechnology discourse, political discourse, literary discourse, multimodal discourse, discourses of gender and career, as well as intercultural discourse, discourse in professional or institutional settings, music as discourse, language in contemporary society, etc.

Programme committee
- Inger Lassen, Professor (with special responsibilities), director of Discourse and Contemporary Culture
- Paul McIlvenny, Professor (with special responsibilities), director of research
- Peter Stein Larsen, Associate Professor, director of research
- Kirsten Jæger, Associate Professor, director of research
- Secretary: Marianne Høgsbro

Activities in 2010

Newly enrolled PhD students

Karen Langård: Etnisk-nationale diskurser i de grønlandske medier i 1861-1920
Tarja-Liisa Laaksonen: Social and political logics of organizational culture programming in a Mexican workplace
S. M. Ariful Islam: Language Policy and Practice in Bangladesh: An Interlanguage Perspective
Joar Skrede: Fjordbyen i Oslo – en studie av arkitektstemmer i det offentlige
Alina Chivu: The Discourse of Romanian Diaspora
Jesper Bonderup Frederiksen: Register of Danish users of Business English: The role of L1 interference
Elisabeth Houe Thomsen (01-09-2010 – 31-08-2015) CSR communication in the banking industry – s study of stakeholder reactions to content and style
Cooperation
In 2010 the PhD course network ‘Language Studies and Language Use’ (Sprogvidenskab og Sprogbrugsanalyse) was initiated with members from Copenhagen University, CBS, Copenhagen, Southern Danish University, Aarhus University, ASB, Aarhus University and Aalborg University (Discourse and Contemporary Culture). The Network organizes joint courses for doctoral students.

PhD courses, workshops and seminars
Journal Club, 18 March 2010
Chairperson: PhD student Laura Bang Lindegaard
Respondent: Associate Professor Pirkko Liisa Raudaskoski

Journal Club, 22 April 2010
Chairperson: PhD student Sara Højslet Nygaard
Respondent: Associate Professor Kirsten Jæger

PhD seminar: Approaches to Discourse Studies, 5-7 May 2010: The seminar addresses general issues relating to how to think about discourse, action and practice. Approaches include Mediated Discourse Analysis (MDA), Conversation Analysis (CA), Multimodal Discourse Analysis, and Systemic Functional approaches to discourse analysis, including Appraisal.

Journal Club, 27 May 2010
Chairperson: PhD student Simon Stefansen
Respondent: Professor (with special responsibilities) Inger Lassen

Method Reflection Seminar, 15 June 2010: Co-organised with the doctoral research programme SPIRIT

Journal Club, 30 September 2010
Chairperson: PhD student Ole Izard Høyer
Respondent: Associate Professor Anders Horsbøl

Journal Club, 26 October 2010
Chairperson: PhD student and Teaching Assistant Professor Kim Toft Hansen
Respondent: Teaching Lecturer Peter Kirkegaard

Journal Club, 25 November 2010
Chairperson: PhD student Malene Fisker
Respondent: Professor Inger Lassen

Plans for 2011

PhD courses, workshops and seminars
  o Journal Club: February 24, March 31, April 28, May 26, August 25, September 29, October 27, November 24
  o Discourse Analysis: Theory and Method, 5-8 April 2011/in co-operation with Aarhus University and University of Southern Denmark
  o Qualitative Research Interview/ Svend Brinkmann, Aalborg University
Contact
Director of Discourse and Contemporary Culture: Inger Lassen, inglas@cgs.aau.dk
Programme secretary: Marianne Høgsbro, hoegsbro@cgs.aau.dk
Introduction

The doctoral research programme “Education, Learning and Philosophy” is part of both Doctoral School of the Humanities and Doctoral School of the Faculty of Social Science at Aalborg University. The programme is based in Department of 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. Department of Learning and Philosophy is an inter-faculty department, represented in all three Aalborg University campuses (Aalborg, Copenhagen, and Esbjerg). Research activities in the department is organised in cross-disciplinary research groups. All PhD students enrolled under the doctoral research programmes are members of at least one main research groups. The research groups with senior faculty members and research projects provide an excellent environment for socializing the students into the practises of conducting research and academic activities. The students for their part make substantial contributions to the activities of the research groups.

Activities in 2010

Newly enrolled PhD students

Erlend Vinje: Hvordan påvirker skolearkitektur lærerens undervisning?
Anne Jodon Cole: Changing perspectives in Learning through Virtual museum: Connecting our cultural past with the present.

PhD degrees

Marianne Kémeny Hviid: Med almene VUC-fag på arbejde - En undersøgelse af kursusdeltagernes læring, sociale positioner og positioneringer i virksomhedsforløgte uddannelsesforløb
Abstract: The thesis explores how employees in their role as course participants act and learn through in-service courses in general Adult Education subjects, and the impact of the learning on the course participants’ as social positions and positioning. The thesis aims for knowledge generation on an empirical basis. The empirical data was collected in the project KOMpetenceudvikling i UDkantsområder (KOM-UD) (August 2004 until the end of 2006). KOM-UD focuses on adult education in areas characterized by backlog of education and risk of negative business development. Adult Education Centres (AEC) managed a number of courses in cooperation with local enterprises and their employees in the project period. The aim of these courses was to promote the development of competences, participation in the labour market and social cohesion. The overall findings are that the majority of the course participants through their learning gained improvement of their social position and possibilities for positioning themselves. Behind this short statement lies a complexity of theoretical approaches, assumptions and findings.

Alice Juel Jacobsen: Professions, paradoxes and strategies in organizational transformation - a study in the creation of the new Danish gymnasium
Abstract: The thesis investigates organizational change as it is constructed in the interaction between managers and professions. The purpose is to expose the specific challenges, strategies and paradoxes
connected to the processes of management in a professional, subject-specialized context. The empiric basis is three Danish gymnasiums (high schools or secondary schools) of different kinds: Stx (the general gymnasium), Htx (technical school), and Hhx (business gymnasium), all of them translating the 2005 Gymnasium Reform Act (gymnasiereformen) into practice. In short, the thesis is a story of everyday life in organizations undergoing change. This takes place on the small scene; i.e. the local schools, which is part of the larger scene; the societal context of the educational institutions. The two levels are interwoven, so even though the focus is the local processes, there is also an analytical view on the large scene.

**Fundraising**

One PhD scholarships in cooperation with the Interregional Centre for Knowledge and Educational Studies was granted.

**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](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

Another area of cooperation is “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.

**PhD courses, workshops and seminars**

**PhD course: Power and Organizations, June 2010**

Lecturer: Professor Stewart Clegg, University of Technology, Sydney

**PhD course: Qualitative studies in Learning and Identity, September 2010**

Lecturers: Professor Svend Brinkmann & Professor Lene Tanggaard, Dept. of Communication

**Internal seminars, for all PhD students at the programmes Education, Learning and Philosophy and Technology of Science:** At the internal seminars students will present progress reports and discuss problems. Themes of the seminars are: How to review an academic field in relation to your own research question, arguing for your own position; Academic writing – but doing it nice & short! Writing articles for reviewed publications; The Theory – Methodology relation in your thesis.

**Seminars in cooperation with “Læring på tværs”:** “Læring på tværs” (Learning Crosswise) is a network for PhD students and senior researchers from several departments at AAU who are engaged in Action Research.

**Plans for 2011**
New PhD students
Kirsten Boelskifte: Kulturinstitutioner, kulturel viden og innovation i den private sektor

PhD courses, workshops and seminars
- Evaluation and assessment/ Professor Palle Rasmussen
- Complexity theory and organizational change/ Associate Professor Søren Willert
- Internal seminar: If this is my research question, what am I then going to observe? - The relation between questions asked, design and observations, 9 February 2011
- Internal seminar: Are my data to any use? - Methodology and quality in relation to the empirical data, 9 March 2011
- Internal seminar: How can I prove my results? - The relations between data-, analysis-, and results, 4 April 2011
- Internal seminar: How can I tell a story, making the research process transparent and trustworthy? - the actual processes of research and the narratives of thesis, 8 June 2011
- Monthly internal seminars in the Fall 2011
- Midway- and pre-defense seminars
- Seminars in cooperation with “Læring på tværs” (“Learning Crosswise”)
- Course on coaching in collaboration with AAU Learning Lab

Contact
Director of Education, Learning and Philosophy: Erik Laursen, el@learning.aau.dk
Programme secretary: Ulla Burskov, ub@learning.aau.dk
SPIRIT

Introduction

SPIRIT is an interdisciplinary doctoral programme for the systematic study of themes and theoretical issues related to the intertwining of political, cultural, and socio-economic processes, with particular emphasis on contemporary globalization trends and their historical preconditions. It is dedicated to examining - from the combined vantage point of both the human and the social sciences - cultural, political and socio-economic issues on a spectrum ranging from the local and regional dimension over the national level to the transnational global processes that increasingly impinge on the organization of life and the structure and dynamics of the world.

Programme Committee

- Anette Borchorst, Professor (with special responsibilities), director of SPIRIT from January – August
- Mogens Rüdiger, Associate Professor, director of SPIRIT from August
- Anette Therkelsen, Associate Professor
- Søren Dosenrode, Associate Professor, Jean Monnet Professor
- Ruth Emerek, Associate Professor
- Henrik Halkier, Professor, Head of Department
- Jørgen Mührmann-Lund, PhD student
- Johannes D. Schmidt, Associate Professor
- Marianne Høgsbro, Secretary

Activities in 2010

Newly enrolled PhD students

**Lise Smed Olsen:** The interplay of public policies and institutional collaboration in a context of territorial knowledge dynamics

**Sasiwimon Khongmueang:** A Comparison of Knowledge Management between Western Franchised Hotel Chains and Domestic Hotel Chains in Chiang Mai Province, Thailand

Guest PhD students

**Gregory Miller** (University of Pittsburg, USA)

PhD courses, workshops and seminars

**Method Reflection Seminar, 15 June 2010:** At the one-day seminar PhD students presented theories and methodology from their projects and received feedback from other participants (typically supervisors/senior researchers and other PhD students).

**PhD course: Research design, Research methodology and Research ethics, 14-17 September 2010:** Co-organised with the Research School Welfare state and difference

Pre-defences: SPIRIT organizes pre-defences where PhD students at the final stage of their PhD studies present selected parts of their dissertations and receive comments from an external discussant, supervisor(s) and the director of SPIRIT.
Plans for 2011

New PhD students

Gregory Miller: *Clustering of Innovative Understandings: A comparative analysis of Crafts Entrepreneurs, Tourism Agencies, and Public Policy-makers in Denmark and Japan*

Jesper Manniche: *Food Innovation, Knowledge Dynamics and Rural Development*

PhD courses, workshops and seminars
- Method Reflection seminar, 5 March 2011
- Media, Migrants and Social Exclusion, March 2011

Contact
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Programme secretary: Marianne Høgsbro, hoegsbro@cgs.aau.dk