Annual report 2011

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 39 new PhD students in 2011. 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 39 new highly qualified PhD students in 2011.

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 2011, the following were members of the study board of Doctoral School of the Humanities:

- Ann Bygholm, director of the doctoral school
- Mogens Rüdiger, director, SPIRIT
- Inger Lassen, director, Discourse and Contemporary Culture
- Palle Rasmussen, Professor, Education, Learning and Philosophy
- Hanne Mette Ochsner Ridder, director, Music Therapy
- Ole Izard Høyer, PhD student
- Simon Stefansen, PhD student

Activities in 2011

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 2011, 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.

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 continue to do so in 2012.

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 February 2011, all administrative staff members working with PhD administration at the Faculty of Humanities were invited to a joint seminar focusing on administrative procedures related to financing of PhD projects. The purpose of the seminar was to exchange experiences and to create a common understanding of administrative procedures related to financing of PhD projects. In March 2012, the doctoral school will have its third administrative seminar. Focus will be on the integration of international PhD students and best practice.

Key figures

Enrollment
During the past five 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 more than 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 132 PhD students by the end of 2011. 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 2011
The figure illustrates the distribution of funding categories in 2011. 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 programme in music therapy at Aalborg University offers PhD education within the science of music therapy. The goal of the Doctoral 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 Programme can ensure that the 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 doctoral students present their work in progress and discuss focussed topics with their peer group of doctoral researchers and with the supervisors and the invited guest teachers. The guest teachers gives lectures in relevant topics with the overall objective to secure that the doctoral students are familiar with fundamental principles of research into music therapy, including theories and research methods to describe, analyse, interpret and evaluate clinical method and process in music therapy.

The Doctoral Programme in Music Therapy is the only research centre in this discipline in Denmark, and is worldwide the largest centre in music therapy research.

Twelve of the students in 2011 were enrolled as scholarship students, with most students enrolled for 4 years (75 %). Only four students plan to do their research and submit their thesis within 3 years. The scholarship students maintain their clinical work at the same time as they do research and are therefor registered for 5 or 6 years.

In the present research milieu, both qualitative and quantitative research is undertaken, as well as mixed methods studies, investigating process and outcome. The clinical fields that have been focus of the doctoral research to date include psychiatry, forensics, at risk children/families, autism spectrum disorder, paediatrics, oncology, dementia, low awareness states, acquired brain injury, depression, children/families with special needs, personal development, fibromyalgia, PTSD, stress and RETT syndrome.
Programme board
Head of the programme: Professor MSO Hanne Mette Ochsner Ridder.
In 2010, the prominent head of the Music Therapy Programme, Prof. Tony Wigram was regretfully diagnosed with cancer and passed away in June 2011. During his sick leave and after his death, Hanne Mette Ochsner Ridder has carried on the work of Tony Wigram, and was in December 2011 appointed professor mso for one year.

The internal supervisors and core board of the doctoral programme are:
- Head of programme, Prof. Dr. Hanne Mette Ridder, Aalborg University, Denmark
- Assoc. Prof. Dr. Lars Ole Bonde, Aalborg University, Denmark
- Assoc. Prof. Dr. Niels Hannibal, Aalborg University, Denmark
- Assoc. Prof. Dr. Ulla Holck, Aalborg University, Denmark
- Prof. Dr. Inge Nygaard Pedersen, Aalborg University, Denmark
- Adjunct Prof. Dr. Christian Gold, University of Bergen, Norway
- Adjunct Prof. Dr. Even Ruud, University of Oslo, Norway

External members of the programme committee are:
- Assoc. Prof., Dr. Felicity Baker, Queensland University, Australia
- Prof. Dr. Jos De Backer, College of Science & Art, campus Lemmensinstituut, Belgium
- Prof. Dr. Cheryl Dileo, Temple University, USA
- Prof. Dr. Jaaakko Erkkila, University of Jyvaskula, Finland
- Prof. Dr. Denise Grocke, University of Melbourne, Australia
- Prof. Dr. Helen Odell-Miller, Angelia-Ruskin University, UK
- Prof. Dr. Brynjulf Stige, University of Bergen, Norway
- Prof. Dr. Gro Trondalen, University of Oslo, Norway
- Prof. emerita Dr. Barbara L. Wheeler, USA

Due to the high number of students, several external supervisors have been associated to the programme. Apart from some of the members from the programme committee, the external supervisors are:
- Dr. Karin Bergmark, Sahlgrenskas Universitetssjukhuset, Göteborg and Karolinska Institutet, Stockholm, Sweden
- Prof. Dr. Cochavit Ekefandt, University of Haifa, Israel
- Prof. Dr. Michele Forinash, Expressive Therapies Division, Lesley University, Cambridge MA, USA
- Prof. Dr. Isabelle Frohne-Hagemann, Institut für Musik, Imagination und Therapie (IMIT), Berlin, Germany
- Dr. Wendy Magee, Temple University, USA
- Prof. Dr. Cathy McKinney, Appalachian State University, USA
- Prof. Dr. Martin Orrell, University College London, United Kingdom
- Senior researcher, Dr. Lise Lotte Pedersen, Region Sjaelland, Denmark
- Prof. Dr. José I. Pérez, University of the Basque Country, Spain
- Prof. Dr. Kaiwen Xu, Peking University, Beijing, China
Activities in 2011
Newly enrolled PhD students

- Britta Frederiksen (DK): Music therapy with forensic schizophrenic patients – establishing a therapeutic relationship.
- Tali Gottfried (Israel): Parents' perception of the effectiveness of music in general and music therapy in particular on social interaction and communication skills of children with Autistic Spectrum Disorder.
- Vibeke Skov (DK): Art Therapy: A prevention for development of depression? A mixed methods investigation of bio-psychosocial and spiritual changes during participation in group art therapy for people who are vulnerable to depression.

PhD degrees
In 2011 three doctoral students submitted and successfully completed their doctoral research: Märith Bergström-Isacsson from Sweden, Melody Schwantes from US, and Valgerdur Jonsdottir from Iceland.

Märith Bergström-Isacsson (2011): Music and Vibroacoustic Stimulation in People with Rett Syndrome – A Neurophysiological Study
Abstract: Background: Rett syndrome (RTT) is a neurodevelopmental disorder which affects basic body functions including the central control of the autonomic nervous system in the brainstem. Music is used by parents and carers in different situations, e.g. to calm down, to activate, to motivate and in communication. The aim of the study was to examine what effect musical stimuli had on the control functions of the autonomic nervous system, and on cortical emotional reactions, in participants with RTT.

Methods: The study included 35 participants with RTT who were referred to the Swedish Rett Center for routine brainstem assessment during the period 2006-2007, and 11 children with a normal development. A repeated measures design was used, and physiological data were collected from a neurophysiological brainstem assessment. To identify facial expressions elicited by possible pathological brainstem activities, data were also collected from video analyses of facial expressions using the Facial Action Coding System (FACS). The control situation was the physiological baseline of the participant’s own autonomic function at rest. After establishing a baseline the participants were exposed to six musical stimuli. Horse was chosen to elicit an arousal response and Activating (parents’ choice) a sympathetic response. Calming (parents’ choice), VT (Vibroacoustic stimulation), VT+Mu (VT combined with calming music) and Mu (that same music without vibrations) were expected to elicit a parasympathetic response. The continuous dependent variables measured were: Cardiac Vagal Tone (CVT), Cardiac Sensitivity to Baroreflex (CSB), Mean Arterial blood Pressure (MAP) and the Coefficient of Variation of Mean Arterial blood Pressure (MAP-CV). These parameters were used to categorise brainstem responses as parasympathetic (calming) response, sympathetic (activating) response, arousal (alerting) response and unclear response. The analyses were supplemented by case vignettes, where additional physiological parameters were also taken into account. Facial expressions were coded and categorised into positive emotions, negative emotions and ambiguous responses. These expressions were then related to results from brainstem assessment and the music used.

Results: Continuous responses showed that Calming and VT increased CVT significantly in the RTT group.
Horn elicited a similar response in both groups (decrease in CSB, indicating an arousal). In the RTT group, the expected categorical responses related to the hypotheses were observed in 7% for Horn, 36% for Activating, 39% for Calming, 52% for VT, 32% for VT+Mu and 28% for Mu. The FACS analyses indicated that a majority of the RTT participants had specific disorder-related movement patterns in their facial expressions. The findings from analysing the case vignettes also disclosed the impact of blood gases and breathing patterns on RTT participants’ physiological responses to the music and on their facial expressions.

Conclusion: Musical stimuli have measurable effects on brainstem autonomic functions in RTT and non-clinical individuals, but it is not possible to foresee responses to different kinds of music. The disorder-related movement patterns in facial expressions found in RTT individuals occurred spontaneously and may not directly indicate emotion. Brainstem assessment is a new method to observe and analyse autonomic responses to music. In combination with brainstem assessment, FACS can be used for identifying and separating pure brainstem triggered facial responses from facial expressions of emotions elicited from the cortex. However, FACS is a new method related to both RTT and music therapy, and presents a new area for further research. The findings from this present study might help caregivers, teachers and therapists to be more observant of specific details, which would ultimately benefit people with RTT.


Abstract: In the United States, the agricultural industry is dependent on men and women from Mexico who migrate throughout the country to participate in the care and harvest of crops. They often migrate independently of their families and leave loved ones behind. Separation from families and difficult working conditions create high frequencies of mental health issues. When available, the farmworkers seek out treatment for the somatic symptoms such as high heart rate, upset stomachs, and difficult breathing often associated with depression and anxiety. Mental health counselors and facilities often are not able to meet the needs in culturally sensitive ways presented by this population. The purpose of this study was to examine the effects of music therapy on Mexican farmworkers’ levels of depression, anxiety, and social isolation. In addition, this study sought to examine how the migrant farmworkers used music-making sessions between music therapy sessions as a coping skill to further improve their overall mental health.

Finally, this study sought to examine how migrant farmworkers engaged in the research process and how they valued their relationship with the researcher. This study utilized a mixed methods approach incorporating a randomized control trial with repeated measures and participatory action research. A total of 125 farmworkers participated in this study over the course of two distinct phases. Farmworkers in Phase I were randomly assigned to music therapy, English as a second language classes, and a stress education (control) group. Farmworkers in Phase II were randomly assigned to music therapy or a comparison stress education group. Farmworkers in the music therapy condition participated in 6-10 music therapy sessions during which time they learned how to play an instrument, engaged in song writing and lyric analysis, and group music-making. Results indicated that participants in the music therapy condition across both phases did not significantly improve their depression, anxiety, and social isolation scores compared to the control/comparison group. The farmworkers who did participate in group musicking between sessions did improve their scores more so than participants who did not engage in weekly group music-making. The farmworkers identified helpful and impeding aspects of the research through focus group interviews. They also identified components of their relationship to the music therapist/researcher that were helpful in establishing and developing a relationship with her.
Valgerdur Jonsdottir (2011): Music-caring within the framework of early intervention. The lived experience of a group of mothers of young children with special needs, participating in a music therapy group

Abstract: Despite developments in the field of early intervention, and an increase in the variety of available services and number of specialists equipped to assist, the needs of caretakers of children with disabilities in times of crisis have not received enough attention. It seems that too often caretakers themselves get lost in the role given to them as their infants’ best specialists, and in the emphasis which is placed on their children’s developmental milestones. The caretakers and the potential psychological distress they experience having a disabled child are more often than not the forgotten component in the existing support and treatment schemes.

This focused the author’s attention on the idea that parents of disabled children could benefit from music therapy. Thus a hermeneutic phenomenological research was designed which focused on the lived experience of a group of mothers of young children with special needs participating in a music therapy group introduced as music-caring. Seven mothers participated in the research. The central music-caring phase encompassed ten 90-minute to two-hour consecutive weekly sessions. Songwriting was used as a process and a central method of musicking in the group. The notion of music-caring and the mothers’ lived experience of it was the focus of this study. Music-caring was initially defined as an empathetic and emotionally supportive relationship that an act of musicking brings into existence.

The empirical material consisted of one semi-structured group interview, one individual semi-structured interview with each mother, participant observations and artefacts. The mothers related their experience in the music-caring group to eight core categories: the group, musicking, songwriting, the CD, the therapist, me and my time, process-change, and the diary. In the empirical explorations the different themes in the core categories were discussed from the following perspectives: Stern’s motherhood constellation, group dynamics and processes, the concept of empathy, positive psychology, play, and the helping relationship, developmentally-informed theories, musicking as defined by Small, the concepts of affordance and appropriation as presented by DeNora, theories on quality of life, reflection on music and emotion, emotional creativity, Yalom’s notion of a structured exercise, Csikszentmihalyi’s theory on flow, some speculations on the personal and the social self and the formation of self-identity, empowerment, and a common factors approach.

The mothers’ experiences in the group supports the idea that musicking in a caring context can build empathetic and supportive relationships, which facilitates and deepens emotional expression, conducive to other empowerment type benefits.

**Fundraising**

As a successful result of an application for mobility stipends in 2009, the programme was awarded a sum of DKK 11 millions. The 7 mobility stipendiate students who were enrolled on the basis of this funding are all satisfactorily progressing in their research.

**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. In the period from 2010-2013 Hanne Mette Ridder is elected president of the EMTC.

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

The core board members are represented as editors or board members of a number of international
scientific journals: Nordic Journal of Music Therapy (II), Music & Medicine (I), Dansk Musikterapi (I), Voices (I), etc.

The Human Research Ethics Board at Faculty of Humanities, Aalborg University. Hanne Mette Ridder has taken over from Tony Wigram as member of the HREB board.

Furthermore, the programme is part of the Consortium of 9 Universities with Advanced Music Therapy Research which was instigated by Professor Tony Wigram. The Consortium brought together various parties, with whom Aalborg and Melbourne had established collaborations, dating back to 2002:

- **The University of Melbourne**, The Faculty of Music, National Music Therapy Research Unit (NaMTRU), Australia.
- **Temple University**, The Boyer College of Music and Dance, Music Therapy Program, Philadelphia, USA.
- **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, K U Leuven, Belgium

Formal international network and collaboration is established with the above mentioned eight universities who offer PhD training programmes and a research milieu. This collaboration has led to several research projects and among these the “TIME-a” project where adjunct professor Christian Gold in 2012 has been funded 15 mio NKK for research in music therapy and autism spectrum disorder.

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. In March 2011 the first MUCH conference was successfully held at Olavsgården in Oslo and offered a high standard of presentation by PhD students and invited speakers.

The Doctoral 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**

With a high number of newly enrolled students and with the decease of Professor Tony Wigram there was a wish to regain some balance in the milieu and therefore no external guests attended the PhD courses in 2011.

**PhD courses, workshops and seminars**
International Music Therapy Research Consortium
The consortium held two research seminars in 2011:
University of Jyväskylä, Finland: 26-09-11 → 29-09-11

The Nordic Network of Research in Music, Culture and Health - MUCH.
First network conference: Olavsgården, Oslo, 14-03-11 → 16-03-11

PhD-course April 28th – May 5th at AAU
Lecturing: Prof. Dr. Cathy McKinney, Prof. Dr. Martin Orrell, Assoc. Prof. Søren Willert, and Prof. Dr. Lars Ole Bonde in collaboration with supervisors Inge Nygaard Pedersen, Ulla Holck, Niels Hannibal and Hanne Mette Ridder.
See the programme and book of abstracts at:
http://www.mt-phd.aau.dk/Music-Therapy-Events/Events//phd-course-spring-2011.cid18732

PhD-course November 1st-8th at AAU
See the programme and book of abstracts at:
http://www.mt-phd.aau.dk/Music-Therapy-Events/Events//phd-course-autumn-2011.cid28470

Commemorative Seminar. The Academic Life of Professor Tony Wigram
Saturday November 5 2011
82 people from 14 different countries were registered for the seminar. Additionally BA and MA students attended.
Programme:
11.00-11.20: Tony’s academic contribution to the MA-Programme of Music Therapy.
   Prof. mso. Inge Nygaard Pedersen. PhD. / Ass. Prof. Ulla Holck. PhD. Aalborg Univ.
11.20-11.30: Tony’s academic contribution to The Faculty of Humanities.
   Dean, The Faculty of Humanities, Lone Dirckinck-Holmfeld, Aalborg University
11.55-12.10: Tony’s contribution in bringing The Doctoral Programme in Music Therapy to where it is today. Professor mso Hanne Mette Ochsner Ridder. PhD. Aalborg University.
13.00-13.30: Tony’s academic contribution to the research milieu of music therapy at Anglia-Ruskin University, Cambridge and in the UK. Professor Helen Odell-Miller. PhD. Anglia-Ruskin University.
13.30-14.00: Tony’s academic contribution to the research milieu of music therapy at Melbourne University and in the AUS and the Consortium. Professor Denise Grocke. PhD. Melbourne University.
14.00-14.30: Tony’s academic contribution to the research milieu of music therapy at Temple University, Philadelphia, USA in the WFMT and the Consortium. Professor Cheryl Dileo. PhD. Temple University.
14.30-15.00: Tony’s academic contribution to world conferences in Music Therapy to AMTA and to books on Music Therapy Research. Professor Barbara Wheeler. PhD. Louisville University. USA.
15.15-15.45: Tony’s academic contribution to the Cochrane Reviews in Music Therapy, to RCT research projects and to the research milieu in Bergen. Professor Christian Gold. PhD. Uni Research, Bergen.
15.45-16.15: Tony’s academic contribution to The Nordic Journal of Music Therapy and to the Nordic research milieu of music therapy. Professor Brynjulf Stige. PhD. University of Bergen. N.


16.15-16.30: Tony’s contribution as a PhD-supervisor - during the study and after the defence. Ass. Professor Cochavit Elefant. PhD. University of Haifa. IL.

**Plans for 2011**

*New PhD students*

In 2011, Hanne Mette Ridder and Lars Ole Bonde have been in contact with more than 20 prospective international PhD students. They have been encouraged to send in a formal application for enrolment as scholarship students. The guidelines for proposals are described on the website ([http://www.mt-phd.aau.dk/rules+and+guidelines/forms_procedures/proposal/](http://www.mt-phd.aau.dk/rules+and+guidelines/forms_procedures/proposal/)). With so many interested students, it has been necessary to put up a formal deadline for proposals. The deadlines for 2012 are March 1st and September 1st.

The programme has furthermore been approached by some experienced Danish music therapists who are ready with proposals for fully funded PhD stipendiates.

*PhD courses, workshops and seminars*

**Inaugural lecture**

Christian Gold: April 23 2012

**PhD course Spring 2012**

Sunday 22. - Sunday 29. April

**PhD course Autumn 2012**


It is expected that 5 PhD students will submit their theses in 2012.

Head of Programme, Hanne Mette Ridder

Secretary: Hanne P. Clausen
HCCI

Human Centered Communication and Informatics (HCCI)

Introduction

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

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

The HCCI-programme has been supported by grants from the Faculty of Humanities, grants from FUR and FKK, and collaboration agreements with university partners and private companies, and has now achieved a good critical mass of 60 registered doctoral researchers as well as a supervisor corps and trained supervisors and co-supervisors within the Department of Communication and Psychology as well as from other Danish institutions as well as international research institutions.

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

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

The methodological approach is interdisciplinary and multidisciplinary encouraging academic traditions to interact. There is a strong interest in the development of innovative research methods and also to use ICT as tools to support these. Focus is on methods development and methods testing in concrete research projects. A variation of methods is used stretching from experimental lab work to intervention process in local social ecologies.

HCCI emphasizes a number of perspectives:

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

**Programme committee:**
Head of programme: Tove Arendt Rasmussen, Associate Professor, specialized within audience studies, cross media consumption, qualitative methods, media reception – new and classic media

**Members of the board:**
• Jens F. Jensen, Professor, representative of Indimedia (Center for Digitale, Interaktive Medier), 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, research unit: Language, Knowledge & Formalisation
• Kristine Jensen de Lopez, Associate Professor, representative of CPU (Cognitive Psychology Unit)
• Helle Alrø, Professor, representative of Centre for Health Communication, CDO (Center for Dialogue and Organisation)
• Lene Tanggaard Pedersen, Professor, representative of Center for Creativity Research
• Peter Øhrstrøm, Professor, representative of Center for Creativity Research
• Christian Jantzen, Head of Dept. of Communication and Psychology, representative of MAERK (market communication & aesthetics, culture and cognition)
• Ellen Christiansen, Professor e-Learning Lab - Center for User-driven Innovation, Learning and Design

**PhD-scholar representative:**
PhD-student and HCCI-study counsellor Malene Kjær Jeppesen

**Activities in 2011**

21 new students were enrolled in 2011. Of these, the majority were enrolled on a 5-year basis as a combination of 60% PhD-study and 40% assistant lecturer. The next largest part was enrolled as scholarship students without salary but with paid tuition fee by the HCCI-programme among others.

**Newly enrolled PhD students**
• Lisbeth Højbjerg Kappelgaard: Kommunikation, interaktion og organisering i en lærerfaglig kontekst – et fag hvor du brænder eller brænder ud.
• Morten Aaggaard: Persuasive Meta Applications – new frontiers in mobile persuasion
• Lise Korsholm Billund: Hjælpsomme samtaler I tvangsbårne relationer
• Sune Klokk Gudiksen: User experience & business modelling in the design process
• Søren Smed: Hvilken rolle spiller oplevelser I dag for virksomheders og organisationers forretningsudvikling
• Sandra Safwat Youssuf Fahmy: A study of the factors affecting Egyptian and Vietnamese students’ acceptance and usage of the e-learning component of a blended learning MBA-program designed in Northern Europe
PhD degrees
In 2011, two HCCI-PhDs successfully defended their PhD-thesis:

  The purpose of the dissertation is to create a framework within which it is possible to study the role of perception while playing videogames. Videogames are traditionally treated from other more media receptive perspectives and the perceptual aspects have largely been left out. The first part of the dissertation center itself around videogames as an activity. In this part, the videogame – player system is established as an activity based on the functional operational level of control devices in relation to screen content. Prominent theoretical approaches to videogame studies are investigated in correlation with an approach to interactable visual media which holds that the interactable system is a convergence of moving image and moving observer. In this part the constituent elements of videogame – player as an activity is established for further use in part 3. The focus is on the functional relation between the elements present in the system. In part 2 of the dissertation, theories of perception are investigated. It has been important to show that there are a variety of theoretical and methodological viewpoints and eventually a demarcation of the most prominent paradigms is outlined. A further investigation into the ecological approach, its theoretical implications and position in relation to other paradigms is put forth. The ecological approach as it is formulated by J. J. Gibson is coupled with the concept of action systems by Reed,
with the concept of agency by E. J. Gibson and finally with the concept of an ecological self by U. Neisser. The purpose of this part of the dissertation is to address the processes taking place in the videogame – player system in relation to the functionality of its constituents. The concept of Reed is used the further the preliminary activity model put forth in part 1, as well as the concepts of J. J. Gibson is used to explicate types of information, the process of picking up information and how information can be related to the videogame – player system as an interdependent system. In part 3, the various concepts put forth in the previous parts are treated and synthesized in an extended model, in relation to both the levels of operation and the stream of information processes in the system. Game examples are brought into play in an attempt to operationalize the ecological approach in relation to the approach to videogame – play as a perceptual activity in which the constituents are functionally related.

- Karen Dons Blædel: Et aktionsforskningsprojekt om Håndtering af krænkende adfærd i Forsvaret - en praksisdreven undersøgelse af interne rådgivers kommunikative og organisatoriske kompetencer og roller

The thesis represents an action research project taking place over several years – from 2006 to June 2010. The title of the thesis is ‘An action research project on handling of offensive behaviour in the Danish Defence – a praxis driven examination of the communicative and organisational competencies and roles of internal counsellors’. The action research project was anchored in an organisation of personal counsellors who besides their daily jobs engaged in counselling under a leading counsellor. The purpose of this organisation is to support employees that have been victimised by offensive behaviour in the form of mobbing or harassment or employees accused of offending others. Besides this the counsellors support local management in finding practicable local solutions. The leader of the action research project is partly researcher, partly leader of the counselling function. The science of science approach is phenomenological. The research approach chosen is pragmatic and praxis driven with participation, reflection/research and action being central concepts.

**Fundraising**
In 2011, the Humanistic Faculty announced calls for five fully financed PhD-stipends. The HCCI-programme appointed Jonas Kristoffer Lindeløv in a fully financed PhD-position under this call.

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

- Funding from Region Midt for the project ‘Videns Skaberne’ in which “Viborg Gymnasium og HF” co-finances a PhD-study for Rasmus Hjorth
- Funding from “Castberggård Job- og Udviklingscenter” co-financing a PhD-study for Katja Lund
- Funding from “Mary-fonden” for project “Læseleg” – including funds for a co-financed PhD-study for Line Engel Clasen
- Funding for the InViO-networkproject – including PhD-funding by the Danish Agency for Science, Technology and Innovation. Claus Møller Østergaard was appointed for the PhD-position
- Funding from the PhD-council, Aarhus University for Marianne Wurtz’ PhD-project: Skole 2.0: Multimodal testpraksis, læring og inclusion in litteracyundervisningen på yngste klassetrin”. The PhD-project will be carried out in cooperation with University College, Nordjylland.

- Sandra Safwat Youssef Fahmy was enrolled as an industrial PhD. This funding is obtained in cooperation with International Business University of Scandinavia.
Project funding for “Vidensspredningsprojekt: NOEL (Network on e-Learning) which co-finances the PhD-enrolment for Jacob Davidsen

The HCCI-programme is also part of the Erasmus Mundus – Mobility for Life-project 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. The programme has four PhD-students enrolled as part of this project and has also been part of the exchange facilities where several of our senior researchers as well as PhD-students have been working abroad in Asian Universities and research institutions.

Cooperation
With the purpose of ensuring interdisciplinarity and quality in the PhD-education, a national network of course cooperation has been established across the humanistic PhD-schools and their various research programmes. The HCCI-PhD 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 PhD programme in Communication, Journalism, and Performance Design, Roskilde University
- Department of Language and Business Communication, Aarhus School of Business (Aarhus University)
- IT-university of Copenhagen

The HCCI-programme is also represented in or takes part in the following projects which all include either financial means for PhDs or offer PhD-exchange, research cooperation, etc.:

Erasmus Mundus Mobility for Life
The Mobility For Life project is a programme which offers scholarships to European Nationals who are currently studying or working in one of the European partner universities, and to Asian Nationals from Bangladesh, Bhutan, Nepal, Pakistan, Afghanistan, India, Indonesia and Thailand.

- **Partner universities in Europe:** University of Flensburg, Germany, Delft University of Technology, Netherlands, University of Rome “Tor Vergata,” Italy, National Technical University of Athens, Greece, University of Zagreb, Croatia, University of Malaga, Spain, University of Aveiro, Portugal
- **Partner universities in Asia:** Bangladesh University of Engineering & Technology, Bangladesh, Asian University for Women, Bangladesh, Chittagong University, Bangladesh, Royal University of Bhutan, Bhutan, Institute of Engineering Tribhuvan University, Nepal, Mehran University of Engineering & Technology, Pakistan, Kabul University, Afghanistan, University of Calcutta, India, Sinhgad Institute of Technology, India, Bandung Institute of Technology, Indonesia, Mae Fah Luang University, Thailand

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

P2P-video. Research network for audiovisual communication on the Internet
Partners: Copenhagen University, Danmarks Medie og Journalisthøjskole, Roskilde University

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

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

Language Impairment in Monolingual and Bilingual Society (LIMoBiS) – 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 was to integrate knowledge about typical and atypical language development in monolingual and bilingual contexts.

Partners: NASUD, Cognitive Psychology Unit, FGNET

The International Networked Learning (NLC) - cooperation on international conference in 2010.


Information dissemination in Bangladesh

Partners: 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: 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

National cooperation partners in PhD-projects:

- Hjørring Municipality (the administration) for the projects “Kommunal ledelseskommunikation” (Municipal management communication) and “Communicative intelligence in management”
- Odense By Museer through funding from the Ny Carlsbergfond for the project “Willem Soya”
- SKAT together with The Danish Research Agency for the project “Brugerdrevet innovation inden for digital forvaltning på uddannelsesområdet ”
- Social og sundhedsskolen, Silkeborg and the Alexandra Institute in Aarhus related to the project “Innovativt skole-praktiksamarbejde på social- og sundhedsområdet”
- Designskolen, Kolding and ITU in relation to the project “Mobile media and mobile user experience”
- Danmarks Biblioteksskole concerning development of a Prior-site – related to the project “
- Institut for sprog, litteratur og medier, Grønlands Universitet
- Castberggård Job- og Udviklingscenter in relation to the project “Bedre livskvalitet og mindre sygefravær hos erhvervsvakte hørehæmmede gennem optimering af de kommunikative muligheder”
- Mads Clausen Institute in South Jutland in relation to the project “Borgernes perspektiv på kommunikation og interaction med det offentlige system”
International cooperation partners in PhD-projects

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

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

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

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

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

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

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

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

- University of Sevilla, Faculty of Psychology, Spain in relation to Radka Antalikovas PhD-project

- Coventry University, Learning and Innovation & Stanford University, CA in relation to the PhD-project: Cognitive Fitness in 3D Virtual Worlds

Guest PhD students

In 2011, we have had several guest PhD-students and lectures visiting during varying periods of time. Among the longer stays with active participation in our research environment and Wednesday presentation seminars and other research meetings/seminars are:

- Helmi Norman – supported by a grant from UKM (National University of Malaysia) – doctoral student from the Faculty of Education, National University of Malaysia

- Antonia Krummheuer, Dr., Dept, of Culture and Communication, University of Klagenfurt, Austria

- Lois Delcambre, Professor Portland State University
PhD courses, workshops and seminars
As in previous years, the HCCI-programme has arranged short presentation seminars every Wednesday at 12 - 13 with sandwiches for all registered participants. The aim of the seminars to provide a stimulating and rich academic environment, where all actors with relation to HCCI - senior as well as junior researchers - are offered an opportunity to present and discuss papers and work-in-progress with each other.

On these seminars, HCCI-PhDs as well as some PhDs from other programmes have presented topics of their own choice. The seminars have also been visited by external researchers and PhDs – both as presenters and as listeners.

Among our research seminars in 2011 are:

- The Qualitative Research Interview with Svend Brinkmann (1 day)
- The Philosophy of Time with lecturers Anna Eisler, Sweden; Brune Mölder, Estonia; Valtteri Arstila, Finland; and Peter Øhrstrøm, AAU (3 days)
- How to Survive – basic course for PhDs with Professors Peter Øhrstrøm and Ann Bygholm (2 days)
- Design, Cooperation and Ethnography, workshop with guest professor Andy Crabtree, University of Nottingham and Ellen Christiansen & Pirkko Raudaskoski, AAU. (2 days)
- Design Theory and Methods with guest professor Judith Gregory, Institute of Design, Illinois Institute of Technology, Chicago and PhD-student Marie Glasemann (2 days)
- The user interface is the conceptual model with guest professor Lois Delcambre, Portland State University (1 day)
- Acting with Technology – a focus on conversation analysis with Ellen Christiansen, Pirkko Raudaskoski and guest lecturer Trine Heinemann (5 days)
- Qualitative Methods with Svend Brinkmann and Lene Tanggaard Pedersen as well as guest professor Jaan Valsiner, Clark University (2 days)
- The social life of things – a participant-driven perspective with guest lecturer Trine Heinemann (one day)

Plans for 2012
New PhD students
During 2011, the HCCI-programme has received a large number of PhD-inquiries and we are currently investigating funding for the most promising prospective PhD-students. Between 6 to 8 of these are currently working on their formal application.

In addition to these, funding is in place for:
- Bolette Rye Mønsted: Humanistisk Informatiks faglige genese og udvikling
- Katja Lund – whose PhD-enrolment will be co-financed by Castberggaard Job- og Udviklingscenter
- A PhD-enrolment co-financed by UCN in connection with the FlexVid-project
- Kinley Kinley – whose PhD-enrolment will be financed by Danida-funding
- A PhD-enrolment co-financed by the Ny Carlsbergfond and Odense Bys Museer
- Enrolment of Peter Vistisen in a 5-year-PhD-enrolment
- Gary Cifuentes – whose tuition fee will be covered by the HCCI-programme

PhD courses, workshops and seminars
At the moment, the HCCI-programme has announced the following courses for 2012:
- Mediated discourse and Nexus Analysis (in cooperation with the PhD-programme in Discourse and Contemporary Culture)
- Experience Research by Christian Jantzen, a.o. (two days)
- Acting with Technology by Ellen Christiansen & Pirkko Raudaskoski, a.o. (5 days)
- Qualitative Methods by Lene Tanggaard Pedersen and Svend Brinkmann (5 days)
- Conversation Analysis and Media aesthetics by Jørgen Stigel and Nicolai Graakjær
- Innovation capacity in action oriented PhD-projects and personal preferences by Claus Rosenstand and Lise Billund (2 days)
- Conference and Master class in Research in Designs for Learning – Various Multimodal Research Approaches in cooperation with DPU

In addition, the programme will be processing incoming course suggestions throughout the year – either in the form of full funding or as co-funding with other cooperation partners.

The weekly presentation seminars will be continues in 2012 by request from our PhDs. However, due to reduced financing in year 2012, these short seminars will be subject to another setting but the final form still remains to be agreed upon.

Head of Programme: Tove Arendt Rasmussen
Secretary: Hanne Porsborg Clausen
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:

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

Activities in 2011
Journal club:

February 24
March 31

From April it was decided to replace the journal club meetings by data-session presentations. The PhD students organize the meetings and supervisors are welcome to participate.

Student presentations:

6 September
20 September
4 October
1 November
15 November
11 December

Seminars and workshops:

6.-8. April (in co-operation with Aarhus University and Southern Danish University)
Discourse analysis: theory and method

16-17 June
Culture, Identity and Mediation (replacing a workshop originally planned for December (with Bethan Benwell and Kevin Robins).

29-30 September
Critical Discourse Analysis (a two-day seminar with Norman Fairclough and Isabela Letcu-Fairclough)

Newly enrolled PhD students
PhD degrees

Karen Langgård (01-04-2010 – 30-06-2011) Etnisk-nationale diskurser i de grønlandske medier i 1861-1920. Resumé: The thesis operates with an integrated theory that draws on theoretical elements from anthropological and sociological theories on ethnicity and nationalism, from Post-colonial Studies and from Critical Discourse Theory. The thesis describes those parts of the research landscape within Eskimology and Greenlandic History and within Media History that are relevant for the issues treated in the thesis.

Fundraising

Cooperation

In 2011 the FUP-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.

Guest PhD students

PhD courses, workshops and seminars

During 2011 three seminars for supervisors and ph.d.-students were held: 1) Ethical behavior in research and data collection (with Henrik Rask), 2) Submitting a doctoral thesis as anthology and 3) Tips and tricks for successful completion of the thesis.

Plans for 2012

New PhD students

NN

PhD courses, workshops and seminars
Monday 23. January 2012: A one-day CA workshop with data sessions organised with Jakob Steensig from Aarhus University (confirmed)

May 2012 (week 21): The program organises a seminar in Discourse analysis: Theory and Method. Co-organized by HCCI, Discourse and Contemporary Culture, Aarhus University and University of Southern Denmark. (Not yet confirmed)

October 2012 (week 43): A two-day seminar in Cultural Approaches to Language Policy. (Not yet confirmed)

Autumn 2012: Course for supervisors and ph.d.-students.

Pre-defence, spring semester 2012:

Ole Izard
Laura Bang Lindegaard
Simon Stefansen
Malene Fisker

Dates to be announced later

Public defence: Sara Nygaard: 17 February 2012
Education, Learning and Philosophy

Introduction

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

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

The Department of Learning and Philosophy (http://www.learning.aau.dk) is an inter-faculty department, represented in all three Aalborg University campuses (Aalborg, Copenhagen, and Esbjerg).

Research activities of the department comprise 5 major fields of interest:

- **Pedagogy and Didactics**
  Including learning theory, learning processes and IT, university pedagogy and problem based learning.

- **Organisational learning and workplace learning**
  Including knowledge processes in organisations, creativity and innovation.

- **Educational Research**
  Including pedagogic sociology, interculturalism and diversity as well as learning and didactics in the science subjects and mathematics.

- **Philosophy**
  Including management philosophy as well as technology and ethics.

- **Science Studies**
  Including methodology and interdisciplinary thinking.

Research activities are organized in research groups and centres.

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

**Programme Director:** Professor Erik Laursen

**Programme Board:** Eva Petersson, Palle Rasmussen, Lars Qvortrup, Pia Frederiksen, Ulla Thøgersen, Line Revsbæk, Erik Laursen

**Activities in 2011**
PhD students enrolled in 2011

Kirsten Boelskifte, combination position as teaching professor (studieadjunkt) and PhD student, co-funded by the Interregional Centre for Knowledge and Educational Studies, enrolled on 1 February 2011. Project: Cross-sectoral collaboration between museums and private business
Supervisor: Professor Morten Karnøe Søndergaard

Chun Zhang, PhD student, privatist, employed at Aarhus University, enrolled on 1 April 2011.
Project: Innovative Pedagogy in Foreign Language Learning and Teaching in a Digital Age
Supervisor: Professor Xiangyun Du

Emanuela Marchetti, PhD student, privatist, Campus Esbjerg, enrolled on 1 April 2011.
Project: Experiencing historical dynamics in museum and the role of digital technologies. An ethnographic-participatory inquiry
Supervisor: Assoc. professor Eva Petersson

Stine Bylin Bundgaard, PhD student, cofinanced in cooperation with Aalborg Havn, enrolled on 1 October 2011.
Project: Videndeling og netværksdannelse i en interkulturel kontekst – værdiskabelse i netværksorganisationer
Supervisor: Professor Morten Karnøe Søndergaard

Anne-Mette Nortvig, PhD student, privatist University College Sjælland, Campus Ballerup, enrolled on 1 November 2011.
Project: Netbaseret udvikling af professionsidentitet i uddannelserne til fysioterapeut og sygeplejerske
Supervisor: Professor Birgitte Holm Sørensen

Lisa Rygaard Kristensen, PhD student, full scholarship, enrolled on 1 November 2011.
Project: Bæredygtighedsbegrebet esiske og værdipolitiske implikationer
Supervisor: Assoc. Professor Mogens Pahuus

Lone Hersted Hansen, combination position as teaching professor (studieadjunkt) and PhD student, enrolled on 1 December 2011.
Project: Aesthetically informed pedagogy for enhanced communication and creativity in organizations – a relational approach
Supervisor: Professor Erik Laursen

9 PhD students continue their studies, one has handed in his thesis in 2011. Thus the programme by the end of 2011 comprises 16 PhD students within the Doctoral School of Humanities.

Knud Erik Andersen’s thesis was accepted in 2011, to be defended on 6 January 2012.

PhD degrees
No degrees in 2011.
Fundraising 2011

Cooperation agreements

Aalborg Havn A/S – Co-financed PhD fellow, Stine Bylin Bundgaard DKK 800,000

University College Nordjylland, PhD fee, Anne-Mette Nortvig DKK 200,000

Applications

Industrial PhD fellowship, application by Aalborg Havn A/S to the Danish Council for independent research, not granted

Joint PhD Fellowship with Bhutan, application to Danida, - not 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). 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 in 2011

September 2011: PhD course and seminar: Complexity Theory and Organizational Change. Arranged by Søren Willert. Speakers: Professor Ralph Stacey, Dr. Chris Mowles and Professor Henry Larsen. Funded by the PhD School of Social Sciences.


9 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. The seminars have feature titles as: If this is my research question, what am I then going to observe?; Writing for Academic Journals (and getting the stuff published!) – plus writing your thesis as a
combination of journal articles; Reviewing the field: Reviewing the relevant research and theories, and making nice argument for your own position.

3 seminars in cooperation with “Læring på tværs” (“Learning Crosswise”, a network including PhD. students and senior researchers from several departments at AAU, engaged in Action Research)

Active participation in the Aktionsforskningskonference, November 2010, with paper presentations from PhD students.

**Plans for 2012**

*New PhD scholarships*

1 February 2012: Youjin Ruan, combination position as teaching professor and PhD student, funded by the Confucius Institute for Innovation and Learning at Aalborg University

4 PhD students are expected to hand in their theses in 2012.

*PhD courses, workshops and seminars*

**Spring 2012:**

PhD Course, theme: Evaluation and assessment, organized by professor Palle Rasmussen

Internal seminars:

25 January: Planning the seminars of the spring

28 February: Research questions, design, results

13 March: “The good PhD project”

2 April: Managing your PhD project

22 May: Publishing in international magazines

4 internal seminars are expected to be held in Autumn 2012.

External seminars:

April: Precarity and Social Quality: New Perspectives for Education, Social work and Pedagogy in times of Globalization

11-13 June: Quantitative Methods in Educational Research

23-24 August: Criteria of Quality in PhD Work

November: Translation and Implementation of Organizational Concepts

The programme will hold seminars in cooperation with “Læring på tværs” (“Learning Crosswise”), and is working on the development of workshop/course on coaching in collaboration with AAU Learning Lab
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 globalisation trends and their historical preconditions.

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

Programme Committee:

Mogens Rüdiger: Programme Director, Professor MSO
Anette Therkelsen, Associate Professor
Søren Dosenrode, Associate Professor, Jean Monnet Professor
Ruth Emerek, Associate Professor,
Johannes D. Schmidt, Associate Professor, replaced by: Li Xing, Associate Professor in December 2011
Torben Kjersgaard Nielsen, Associate Professor
Betina Verwohlt, PhD Candidate
Marianne Høgsbro, Secretary

Activities in 2011

Newly enrolled PhD students

Jesper Manniche (privatist) (01-03-11 – 28-02-13): Food Innovation, Knowledge Dynamics and Rural Development

Mikkel Ravn (Industrial PhD Fellow)(01-04-11 – 31-03-14): Udvikling af Place Branding-metoder til øget bosætning

Heidrun Knorr (teaching assistant professor/PhD): Organizational Trust in Virtual Leadership Settings

Zakaria Lassen Abdul-Hanan (privatist) (15-09-11 – 14-08-14): Improving the Efficacy and Safety of Cervical Cancer Treatment Offered to Women in Ghana. A study of Gender and Culture from an Organizational Perspective


PhD degrees
Helle Stenum (SOC) (01-10-05 – 13-09-09): This dissertation is about migration management and how marginalized migrants with temporary or no residence permit are governed – and how government through migrant il/legality is produced, performed and practiced. The dissertation studies how the complexity and interaction between the governing and the governed is practiced, how migrant legality and illegality is produced and governed at a national and transnational level, and how it is lived among two groups of marginalized migrants – au pairs and homeless EU-citizens – in Denmark.

Daniel Gustafsson (HUM) (01-02-05 – 30-11-08): Trafficking in women and children for the purpose of commercial sexual exploitation is a contemporary phenomenon tangent to a wide range of issues including, among other things, gender, migration, organised crime and human rights. Moreover, when ever debated, human trafficking is a phenomenon causing much conflict and polarisation among academics and politicians alike, regarding definition, causes, consequences and solutions.

Julia Klausen (HUM) (01-01-07 – 29-12-2010): Recent decades have been marked by a series of radical transformations that are establishing formats of living that involve increased mobility of humans, capitals, discourses and meanings. The internationalisation of capitalist production and labour policies, the elimination of barriers to the movement of commodities, people, capital and services across national and continental borders, the emergence and fast growth of the Internet as well as other forms of mobile, long-distance communicational technologies, and the expansion of transportation systems, etc. facilitate and escalate extensive and complex connecting between people, places, cultural, discursive and material resources. This intensified and multifaceted mobility causes shifts in the established mechanisms of identity construction by making distant the familiar points of references and disrupting and/or loosening the ties to the spaces of cultural, national and social belongingness involved in the identificational process. This research project is concerned with the implications of transnational mobility for the ways in which social realities are made and organized and human identities are constructed and negotiated.

Lise Rolandsen Agustín (SOC) (16-01-06 – 29-12-10): The dissertation addresses the developments which have characterized European Union (EU) gender equality policies and women’s transnational mobilisation since the introduction of multiple discrimination policy-making. The title, Gender Equality and Diversity at the Transnational level: challenges to European Union policy-making and women’s collective mobilisation, refers to the two interrelated parts which comprise the dissertation: a monographic case analysis of gender-based violence policies in the EU and an article-based section concerning the challenge of diversity faced by Europeans women’s organisations.

Peter W. Larsen (SOC) (15-11-07 – 14-11-10): This dissertation is concerned with Danish Regional Growth Fora, whose aim is to contribute to the realization of the Danish Globalization Strategy for the year 2015. In doing so, these Growth Fora pursue regional development in attempting to meet the Strategy’s demand that portrays Denmark as the world’s most competitive society. The dissertation denotes such Fora as ‘Governance Partnerships’. While organized by the Partnership Principle, these Fora are understood as “enforced partnerships” with networks characteristics. This is so given that the 2005 Regional Development
Act determines the groups of actors and number of members that every Forum should consist of, as well as the frameworks that they should abide to. The point of departure in this dissertation is the dual character of Governance Partnerships, acting simultaneously as top-down networks and partnerships per se. Hence, the central question tries to explore the degree to which Regional Growth Fora undertake development from a network-oriented and a partnership-oriented perspective. Furthermore, the dissertation’s sub question has been formulated to capture the mechanisms within the Fora that tend to affect development or the lack of it.

Jacob Ørnbjerg (SOC) (01-08-06 – 25-09-09): The aim of this dissertation is to answer the question: Towards new times? Studies of the economic, political, social and cultural development among Aalborg’s council aristocracy 1600-1660. There are several publications about Aalborg in the 1600s, but this is the first detailed study of the development of Aalborg’s council aristocracy in the 1600s. The dissertation takes its point of departure in the 59 men who from 1600-1660 as mayors and aldermen handled Aalborg’s obligations, interests and privileges vis-à-vis its surroundings. Inspired by the prosopographic approach and based on unprinted sources in Danish archives, I aim to trace the development of the council aristocracy over the 60 years where Denmark transitioned from aristocratic government to absolutism.

Abdulkadri Osman Farah (SOC)(15-05-08 – 14-05-11): Migration is an integrated part of human life. We migrate to survive and maintain a dignified life. Migrants flee from Fitnah (widespread intolerance and violence), poverty, exclusion and injustice. Major historic transformations such as the transatlantic slavery, colonization, and dictatorship, globalization and procuring civil wars expanded and complicated human migration and mobility. In pursuing particularistic gains, dominant social groups and countries displaced less privileged groups from their countries of origin. In certain periods, this was done with the justification of civilizing primitive peoples for modernization and geopolitical resource accumulation. Migrants often seek economic and social security in environments providing better opportunities than those available in their home environments. Consequently, migrant numbers increase and the migration character changes.

Mentoring

All newly started PhD students and visiting PhDs get a mentor, who is a more experienced PhD student.

Phd discussion meeting

SPIRIT’s PhD students have monthly meetings of about 2 hours. They present their research/PhD theses and invite scholars, administrative staff and senior staff members to give presentations. In 2011 Mogens Rüdiger was invited to tell about his role as program director and Marianne Høgsbro was invited to tell about her role as program secretary.

Fundraising
Cooperation

The National PhD Network for History and Archeology

Guest PhD students

PhD courses, workshops and seminars

PhD seminar: Media, Migrants and Social Exclusion (Co-organised with Research School Welfare state and difference): 7 December 2011 with Dr Gavan Titley, a media sociologist and cultural theorist. He is a lecturer in Media Studies at the School of English, Media and Theatre Studies in National University of Ireland, Maynooth and Peter Hervik, Ph.D. in Social Anthropology, Docent in IMER (International Migration and Ethnic Relations. The course was designed for both new Ph.D students and students in the writing stage of their dissertation.

PhD workshop with Mieke Verloo and Lise R. Agustin on Diversity and (In)equality in Europe, Tuesday 29 November 2011. The theme of the workshop was dual; on the one hand, it covered studies within the field of diversity and (in)equality in Europe from a variety of perspectives (gender, sexuality, class, health, migration, welfare, civil society, etc).

Method Reflection Seminar, 4 March 2011. At the 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). 6 PhD students participated and 6 senior researchers (supervisors and others) participated.

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 2011 we organized

Helle Hjortnaes Kristensen, Partnerships in Practise - exploring the participatory patterns of the partnership principle, Supervisor: Henrik Halkier, Department of Culture and Global Studies, Discussant: Thomas Bredgaard, Department of Economics, Politics and Public Administration.

Pennie F. Henriksen, Small tourism firms’ inter-firm relations and knowledge dynamics, Supervisors: Henrik Halkier and Jesper Lindgaard Christensen, Discussant: Szilvia Gyimóthy, Aalborg University.

Plans for 2012

New PhD students

Ashley Stewart, privatist/PhD on special terms (SOC)

Ismat Mahmuda, privatist (SOC)

Henrik Gjøde Nielsen, co-funded scholarship (SOC)

Martin Ottovay Jørgensen, co-funded scholarship (SOC)

Call for a scholarship affiliated to CEPS

Submitted theses/assessment without any prior enrolment as a PhD student:
Zeleke Worku (SOC)
Mentesnot Mengesha (SOC)

PhD courses, workshops and seminars

Method Reflection seminar - Spring 2012

Good PhD supervision Seminar – fall 2012

Use of History – Workshop arranged by SSF (Society for Contemporary History), 3.-4. February

Community and the Sea in the Age of Sail – workshop arranged by CEPS, 24-25 May 2012

PhD defences

Pennie F. Henriksen (HUM) on 13.01.12

Jørgen Mührmann-Lund (HUM)

Line Dahl Olsen (HUM)