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

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

The doctoral school has seen an extensive increase in the number of newly enrolled PhD students, since the establishment of the doctoral school in 2008. One of the cornerstones of the rise in activity is the effort to continuously strengthen external collaboration and partnerships with public and private institutions, national as well as international. In 2012, much focus has been on capacity-building collaborations with international research institutions and partnerships with a wide range of national university colleges. Thus the current population of the doctoral school comprises a large number of international PhD students as well as a large share of PhD students affiliated with both the university and another public or private institution.

The primary goal of the doctoral school is to ensure high quality PhD education which accommodates the diversity of the conditions of the PhD students enrolled at the doctoral school. The doctoral school has its standard quality assurance policy which forms the basis of the ongoing quality enhancement and development of the PhD study programme. However, in 2013 these procedures will be supplemented with a more extensive evaluation of the doctoral school. The evaluation will consist of an internal evaluation report followed by an international expert review. The evaluation report will contain a thorough analysis of key figures and other qualitative data on the central elements of the PhD programme and will be the primary focus of the doctoral school in 2013.

Ann Bygholm
Director
Doctoral School of the Humanities

Introduction to the doctoral school

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 2012, the following were members of the study board of Doctoral school of the Humanities:

- Prof. Ann Bygholm, director of the doctoral school
- Ass. Prof. Annette Therkelsen, SPIRIT
- Prof. Ellen Christiansen, director, HCCI
- Prof. Inger Lassen, director, Discourse and Contemporary Culture
- Prof. Palle Rasmussen, Education, Learning and Philosophy
- Prof. Hanne Mette Ochsner Ridder, director, Music Therapy
- PhD student Lisa R. Kristensen, Department of Learning and Philosophy
- PhD student Jacob Davidsen, Department of Communication and Psychology
Activities in 2012

PhD courses
The Majority of the PhD courses and seminars are organized by the five doctoral programmes under the doctoral school. Thus, for information on programme-specific courses, please see the following sections of the annual report on the individual doctoral programmes.

General courses relevant for all PhD students are mostly organized by the doctoral school together with an annual supervisor seminar for all supervisors affiliated with the doctoral school. In 2012, the following general courses and supervisor seminar were held:

- Supervisor seminar: "It's a cultural issue"/ Jude Carroll
- Research Information Management/ Aalborg University Library (Spring and Fall)
- Flow Writing/ Bo Skjoldborg
- Effective Speaking, Morten Berg, Ikontext

In 2012, the Doctoral School of Humanities also participated in a national project offering courses and workshops for PhD students in transferable skills and career development. The director of the doctoral school participated in the project steering committee and several PhD students participated in courses and workshops.

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

International evaluation of Doctoral School of the Humanities
In 2012, the doctoral school has initiated the planning of the international evaluation which is to be carried out in 2013, five years after the establishment of the doctoral school, as part of the quality assurance and development of the PhD programme. The international evaluation will consist of two parts; an internal review of the PhD programme and a report followed by a review from an international expert panel. In the end, the expert panel will prepare a report with their recommendations for the continued work with the development of the PhD programme under the doctoral school. The members of the PhD study board constitute the working group during the evaluation process.

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

Doctoral School of the Humanities has seen a large increase in the number of newly enrolled PhD students since the establishment of the doctoral school. Since 2007, the annual intake of PhD students has tripled, as part of the university’s common efforts to meet the requirements laid down in the government strategy for Denmark in the global economy. Concurrently, the total population of the doctoral school has risen from 52 enrolled PhD students in 2007 to about 140 PhD students by the end of 2012. By means of extensive collaboration with partner universities abroad and the business community and the academic staff of the faculty’s common efforts to recruit new PhD students, the doctoral school has managed to attract highly qualified PhD students and thus maintain its high quality standards despite the extensive growth.
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.

The increase in the number of awarded PhD degrees reflects the enrolment figures in the sense that a large share of the many newly enrolled PhD students back in 2009 and 2010 are now completing their PhD education. Accordingly, the doctoral school expects a rise in the number of PhD degrees the coming years.
The figure illustrates the distribution of models of funding in 2012. There are 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 half or more of the total costs of the PhD. The funding models and the conditions of the PhD students enrolled under each of these models will be investigated further in the 2013 evaluation of the doctoral school.
Music Therapy

Introduction to the doctoral programme

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 ensures 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 requires an interdisciplinary approach, particularly in the theoretical foundation of the research projects.

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. The Doctoral Programme in Music Therapy was established in 1994 and has qualified 31 PhD researchers. In 2012, 24 PhD researchers were registered; 10 from Denmark, 2 from Germany, 2 from Sweden, 3 from the UK and the rest from: Austria, Belgium, China, Colombia, The Faroe Islands, Israel, and Spain. In addition to the 24 PhD students in music therapy, two Danish PhD students from Psychology at AAU were registered. In 2012, 6 PhD students successfully defended their doctoral theses.

In the music therapy 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 in 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 the RETT syndrome.

Programme Board:

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

External members of the programme committee are:

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

Activities in 2012

During the year, the programme secretary, the director and the core board receive many letters of intent from prospective students. They are guided to send in a formal application with the deadlines March 1st and September 1st. Altogether, seven prospective students applied for a scholarship in 2012 and sent in a formal application to the Doctoral School of Humanities. One student was accepted and enrolled in September 1st, 2012.

Newly enrolled PhD students


PhD degrees

Carola Maack: Outcomes and Processes of the Bonny Method of Guided Imagery and Music and its Adaptations and
Psychodynamic Imaginative Trauma Therapy for Women with Complex PTSD.

Abstract: With the aim of investigating the roles and use of recorded music in psychodynamic trauma therapy for women with Complex Posttraumatic Stress Disorder (PTSD), this study combines an empirical outcome study with heuristic research. The study focuses on the patient perspective.

To investigate whether the use of recorded music enhances therapy outcome in psychodynamic trauma therapy for women with Complex PTSD, outcome measures of four groups of patients (n = 34 per group) were compared. One group of patients received 50 hours of outpatient trauma therapy with the Bonny Method of Guided Imagery and Music (GIM) or its adaptations, another group received 50 hours of outpatient trauma therapy with Psychodynamic Imaginative Trauma Therapy (PITT). The third group was a waiting-list control group of women who had to wait at least nine months for a therapy place, and the fourth group was a separate but matched follow-up group of women who had finished their trauma therapy with GIM at least one year prior to filling out the questionnaires. The participants of the PITT group and the GIM treatment group filled out the Self-Report Inventory for Disorder of Extreme Stress (SIDES-SR), the Dissociative Experiences Scale (DES-T), the Somatoform Dissociation Questionnaire (SDQ-5), the Inventory of Interpersonal Problems for Personality Disorders (IIP-PD25), and the Sense of Coherence Scale (SOC-13) before treatment, after 25 therapy hours, and after 50 therapy hours. The participants of the control group filled out the questionnaires before and after waiting, and the participants of the follow-up group only once. Results showed significant differences in all scores when either of the treatment conditions was compared to the control group. Participants treated with GIM showed significantly better outcome in all measurements than participants treated with PITT. The follow-up group showed significantly better results in the SIDES-SR than the treatment group after 50 hours of therapy. No significant differences were found on any of the other iv measurements when comparing the follow-up group and the GIM treatment group at posttest.

For the qualitative part of the study, interviews were conducted with five participants from the PITT group and four participants from the GIM groups with the aim of reflecting the roles of music and imagery in psychodynamic trauma therapy. I also included reflections on my personal experiences as a traumatized patient who had received GIM therapy. Interviews and reflections revealed that music in GIM can be a teacher, a keeper of knowledge or abilities; model different kinds of relationship; be a space for different experiences; represent dissociated parts; bring or evoke imagery, and be a connection with beauty and non-violent parts of the world. Music can also be perceived as a helping being.

Imagery can be used for learning, as connector, and as resource for coping with trauma in everyday life both in GIM and in PITT. However, in PITT the focus in these areas is strictly on calming oneself and on resources, while in GIM the focus is broader. In GIM imagery also is used as form, as space between patient and therapist, as a way of speaking, and as a help to focus. The results of the study indicate that both GIM and PITT have the potential to significantly improve symptoms of Complex PTSD and dissociation, alleviate interpersonal problems, and enhance factors that promote health in severely traumatized women. GIM and its adaptations were significantly more helpful than PITT. This may be due to the use of music and/or to the more individualized practice of GIM. Music in imagery-based trauma therapy can be used as self-object, and it also offers forms of vitality that may be used by traumatized patients for healing.

Erik Christensen: Music Listening, Music Therapy, Phenomenology and Neuroscience.

Abstract: The thesis investigates music listening, music phenomenology and neuroscience related to music therapy. Parts of a previous publication, The Musical Timespace, are included.

Music phenomenology: Criteria for phenomenological investigation are proposed, and the approaches of three important authors in music phenomenology are compared. Thomas Clifton paves the way for the phenomenological exploration of time and space in music. Lawrence Ferrara designs a practical method for phenomenological description. Don Ihde devises ground-breaking methods for the phenomenological investigation of sound. Music therapy research applies variations of the method proposed by Lawrence Ferrara, in order to permit phenomenological descriptions of music and music therapy sessions. The philosophy of Don Ihde constitutes a basis for the development of experimental listening, a novel method for the phenomenological investigation of music.

The neurosciences and music: The outcome of four international conferences on the neurosciences and music is discussed and validated on the basis of analyses of research procedures and results, and noteworthy studies are highlighted. The Musical Timespace: In consequence of findings in auditory science, parts of the text in The Musical Timespace have been omitted, resulting in a concise version of the book. The concise version represents an investigation of the experienced musical space and the listening dimensions in music. Five musical properties are considered the basic listening dimensions in music; intensity, timbre, pitch, movement and pulse.

Present Moments: A new GIM program: A collaborative research project has resulted in the design of a new program for Guided Imagery and Music Therapy, based on music from the 20th and 21st Centuries by Bartok, Corigliano, Messiaen, Tavener, Pärt and Tormis.
Subcortical and cortical procession of music in the brain: Descriptions of the auditory system in relation to the general brain functions clarify the neural basis for music listening. A novel experiment in neuroimaging, which documents the brain’s responses to a complete piece of music, is reported.

Embodiment: Investigations of embodiment in different philosophical and scientific disciplines are reported, including forms of vitality and the effects of neurotransmitters in the brain and the body. A review of the attempts at establishing neurophenomenology as a new research paradigm leads to the conclusion that the integration of the first-person perspective of phenomenology and the third-person perspective of neuroscience remains an unfinished project.

**Ilan Sanfi:** *The Effects of Music Therapy as Procedural Support on Distress, Anxiety, and Pain in Young Children under Peripheral Intravenous Access: a Randomised Controlled Trial.*

Abstract: Peripheral intravenous access (PIVA) is an umbrella term for all types of invasive procedures that require insertion of needles into a vein (e.g. intravenous catheters, blood drawing). PIVA constitutes the most frequently performed medical procedure in the paediatric setting. In spite of administration of local anaesthesia, PIVA may cause pain in addition to elevated levels of anxiety and distress. Moreover, physical restraint during the procedure is often necessary, especially in young children. Consequently, as documented in the research literature, painful and distressing medical procedures may cause detrimental long-term effects. Three studies have examined the effect of music therapy procedural support (MTPS) under needle procedures. Consequently, this study aims at examining the effects of MTPS in an RCT. Moreover, the study addresses clinical aspects of the applied MT intervention and provides research-based clinical tools.

41 children (1 to 10 years) were enrolled and underwent a single PIVA procedure. The children were randomly assigned to either an MT or a comparable control group receiving PIVA. In addition, the music therapy (MT) group received individualised MTPS (i.e. music alternate engagement) before, during, and after PIVA. The intervention was performed by a trained music therapist and comprised preferred songs, improvised songs/music, and instrument playing. The study was carried out in accordance with the rules in force regarding research ethics and clinical MT practice. The study examined the effect of MT in relation to 16 outcome measures comprising these outcome domains: Distress, Anxiety, Pain intensity, Overall satisfaction with PIVA, Compliance, Number of needle pricks, Duration of the PIVA procedure, and Satisfaction with the applied MTPS intervention. In short, self-report, observational data, and count data were used.

From an overall perspective, the results of the study were in favour of the MT group, except for parent-rated Child Pain, which was slightly higher in the MT group. In addition, similar mean scores were found in the two groups for Parent Compliance. The results showed that a single MTPS session was highly significantly effective in reducing the Duration of the PIVA procedure (33%). The MT intervention was also significantly effective in reducing Child Anxiety. Trends towards significance were also found for child Anxiety, Pain, and Compliance. Results suggested that MTPS may be effective in reducing the Number of needle pricks. No significant result was found for Overall satisfaction with PIVA. Furthermore, the majority of the participants found the MT intervention beneficial. Finally, after removal of an outlier, the overall picture became more distinct and two additional significant results were found.

The study shows that a single MTPS session was statistically significantly effective in reducing the anxiety of the children and the Duration of the PIVA procedure. These findings combined with the overall picture of the results merit further research.

**Seren Hald:** *Music Therapy, Acquired Brain Injury and Interpersonal Communication Competencies. Randomized cross-over study on music therapy in neurological rehabilitation.*

Abstract: Acquired brain injury (ABI) often affects physical, cognitive and psychological aspects of a person’s functioning (Bateman, et al., 2010). Psychosocial problems associated with ABI may be the major challenge facing the rehabilitation process (Morton & Wehman, 1995). Consequently, interventions that counter these challenges are crucial. Clinical practice shows that music is a useful tool to stimulate interaction since musical interaction can be engaged at almost any cognitive and physical level and still be meaningful (Baker & Tamplin, 2006; Gilbertson, 2005; Hald, 2011). In addition, music therapy researchers specialising in ABI have found that: Music therapy is a powerful means to improve communication, general behavior, and musical behavior (Purdie, Hamilton, & Baldwin, 1997). Music therapy can increase emotional stability, clarify thoughts, stimulate spontaneous interaction, and increase motivation and co-operation (Nayak, Wheeler, Shiflett, & Agostinelli, 2000). Music therapy can move a participant towards integration and conventional interaction (S. Gilbertson & Aldridge, 2008, p.141). The theoretical framework for this study is based on Daniel Stern’s (2000) concept of ways-of-being-with, the theories of communicative musicality (Malloch & Trevarthen, 2009), and the model of interpersonal communication competencies (Rubin & Martin, 1994). The theories support the notion that musical interaction and improvisation can facilitate development in basic communicative competencies.

The main purpose of this study has been to examine whether 20 music therapy sessions in neurological rehabilitation have an effect on interpersonal communication competencies in everyday life and musical interactions as compared to standard rehabilitation alone. A secondary purpose of the study has been to develop a research protocol that in a consistent and reliable
way assesses interpersonal communication competencies in music and everyday life. The third purpose has been to develop an Improvisation Assessment Profile Protocol that in a reliable way would reveal information about a participant’s communicative musicality.

A randomized cross-over design involving 11 persons with ABI was adopted to answer the main research question (Question 1). The 11 participants were randomized into two intervention groups using a matched pairs design (Robson, 2011). Group I (n=6) commenced with 20 music therapy sessions plus standard rehabilitation. Group II commenced with standard rehabilitation alone. After a wash-out period, the conditions were crossed over. The 11 participants were recruited from the Activity Center at the rehabilitation institution Heskoven in Aarhus and had all lived with their ABI for more than five years. In addition, seven out of the eight participants who completed all measurements had previously participated in music therapy, either in groups or individually. Participants, staff, and relatives completed the Rehabilitation Needs Questionnaire (RNQ) as a means of identifying the individual rehabilitation needs of the participants; these were then used to inform the choice of music therapy interventions. Interpersonal communication competencies (ICC) in daily life were measured using two questionnaires. The researcher adapted the Interpersonal Communication Competence Scale (ICCS) (Rubin & Martin, 1994) into a self-report version specifically for the target population (ICCS_PAR), and a version designed to collect ICC information on the participant from staff and relatives (ICCS_SR). In order to measure interpersonal communication competencies in musical improvisation, four improvisation assessment exercises were implemented pre and post music therapy. The participants and the music therapist leading the assessments reported their ICC experiences of engaging in the musical exercises using two musical interaction questionnaires developed for the research. The musical questionnaires were developed based on the ICCS (Rubin & Martin, 1994). An Interpersonal Communication Competence Scale Music Therapist version (ICCS_MT) and an Interpersonal Communication Competence Scale Music Therapy Participant version (ICCS_MTP) were developed. Blinded raters scored the participants’ musical improvisations using a musical rater version of the ICCS (ICCS_MusRat) and the Improvisation Assessment Profile – Autonomy (IAP_Aut) (Bruscia, 1987). The IAP ratings were performed using four IAP scales; Rhythmic ground, Phrasing, Tonal/melodic ground, and Volume, and ratings were transformed into Likert-scale type data. The four IAP scales were chosen because they correspond with the features that define communicative musicality (pulse, quality and phrasing) (Malloch & Trevarthen, 2009).

The results suggest that music therapy (20 sessions) can have an effect on self-disclosure competencies in people with ABI even after more than five years of rehabilitation. A new measurement tool on interpersonal communication competencies in music and everyday life based on the ICCS by Rubin & Martin (1994) has been constructed. The study reveals a new way of calculating an IAP per minute score that assesses communicative musicality and gives a quantitative score on autonomy in musical improvisations.

**Bolette Daniels Beck; Guided Imagery and Music (GIM) with adults on sick leave suffering from work-related stress – a mixed methods experimental study.**

Abstract: A mixed methods study in Guided Music and Imagery as a treatment method for adults on long-term stress-related sick leave has combined a randomized clinical trial and a hermeneutic phenomenological analysis of themes and therapy cases. Stress has been studied within a biopsychosocial model of health. A number of 20 subjects from different professions with a mean age of 44.5 and a majority of women (16 out of 20) were randomized into two groups. There was a high degree of compliance (no protocol violations, all data were collected at nine weeks’ follow-up and only one dropped out (5%). The treatment condition included six sessions of GIM plus standard care versus standard care alone. Significant effects of GIM compared to standard care were found after nine weeks in the psychological variables Mood, Sleep Quality, Anxiety, Well-being and Physical Symptoms with effect sizes ranging from 0.73 to 1.37. The analysis of stress-related hormones in saliva indicated a significant decrease of Cortisol, a decrease of Melatonin and an increase of Testosterone. The standard care control group received GIM after waiting, and the analysis of the effect of early intervention versus late intervention was carried out. Significant effects in Perceived Stress, Mood, Depression and Anxiety were found with effect sizes from 0.80 to 1.11. Job return did not significantly improve in the early intervention group compared to late intervention, but the odds of being on sick leave at 6 months’ follow-up were 4.08. In the whole group of subjects 83% of the participants were no longer at sick leave six months after the end of therapy. Early intervention thus has significant implications for the degree of improvement from work-related chronic stress.

The clinical trial was combined with a hermeneutic inquiry on the music therapeutic processes of embodiment and coping. Themes in the therapies were identified to relate equally to work stress and life stress. The participants found new coping strategies, new ways of being, increased contact with their bodies, reduced pain experience and enhanced creativity and hope through the music journeys. Bodily experiences and emotions were found to be closely connected to the processes of coping. Unresolved traumatic work episodes were identified as a part of the chronic stress and were renegotiated in music therapy leading to new social competencies. The music was experienced as a supportive space for
self-regulative body processes, emotional expression, reconnection to self-esteem and competency, processes of existential life issues and contact with creativity.

A result generated from the convergence of qualitative and quantitative results is that GIM decreased bodily stress symptoms, increased energy and well-being, enhanced coping with inner and outer conflicts, helped to overcome traumatic work experiences, provided new relational competencies, improved mood and gave access to hope for the future work life. The results of this study seen in relation to previous research indicate that Guided Music and Imagery is a valuable and effective short-term treatment that can be an alternative to established treatment practices for work-related chronic stress. Further research with a larger sample is needed.

Stine Lindahl Jacobsen: Music Therapy Assessment and Development of Parental Competencies in Families Where Children Have Experienced Emotional Neglect - An Investigation of the Reliability and Validity of the Tool, Assessment of Parenting Competencies (APC)

Abstract: In trying to aid difficulties within social services of assessing families at risk, the thesis sat out to strengthen, further develop, and test a music therapy assessment tool, Assessment of Parenting Competencies (APC). The study also aimed to examine the effect of music therapy on parenting competencies and parent-child interaction measured by scores from APC and by the Parenting Stress Index and Parent-Child Relationship-Inventory.

The study had a multiple strategy sequential design. The fixed design was between and within groups design to test the APCs reliability and validity in a clinical group of 18 parents with neglected children and a nonclinical group of 34 parents with non-neglected children. The study also included an experimental design with a randomized controlled trial only applied to the clinical group. In the experimental design there were two conditions: a music therapy treatment condition \((n = 9)\) and a control condition \((n = 9)\) consisting of treatment as usual.

The data consisted of APC data analysed by means of video recordings and participant responses to standardized questionnaires on parenting competencies. A small embedded flexible design was conducted on the basis of poor preliminary results of concurrent validity for the analysis of one aspect, turn-taking, in the APC. It had a multiple case study strategy specifically with interplay of turns between parent and child, as the case under study involved comparing clinical and nonclinical groups and looking for differences in patterns of interaction. Data for this portion of the study consisted of interaction microanalysis including a graphic notation of the interplay of turns, which enabled both descriptions and analyses of differences between clinical and nonclinical families’ communication in music therapy. The study developed five APC scores, an Autonomy Score, Turn Analysis Score, Negative Response Type, Positive Response Type, and a total score, Parent-Child Interaction in Music. Results from the flexible design helped develop an additional analysis of turn-giving that yielded concurrent validity in distinguishing between the clinical and nonclinical groups. Interrater reliability for APC scores ranged from .73 to .89. Test-retest reliability ranged from .70 to .89. Internal consistency had an alpha level of .93 where correlations between APC scores ranged from .57 to .91. Results showed that APC had a high level of reliability and was administered and scored in a consistent and stable manner. Furthermore, results of validity testing suggested that the APC measured what it attempted to measure, as is could distinguish between clinical and nonclinical groups, and it mildly correlated with similar variables from the standardized questionnaires on parenting competencies.

Results of the outcome study indicated that families in the music therapy treatment condition significantly improved their equality of autonomy relationship, effective communication, parental response type, and a total score of the Parent-Child Interaction in Music as measured by APC. Music therapy did have significant effect on the how stressful parents perceived their children and particular how stressful the children’s mood was to the parents as measured by the PSI. Furthermore results showed that parents in the music therapy treatment condition reported significantly improved communication skills as measured by PCRI.

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 2010-1013, 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 national and international scientific journals: Nordic Journal of Music Therapy (II), Music & Medicine (I), Tidsskriftet Dansk Musikterapi (I), Voices (I), Musikterapi i Psykiatrien Online (II), Music Therapy Perspectives, etc.

Furthermore, the programme is part of the Consortium of nine 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:
Formal international network and collaboration is established with the above mentioned eight universities.

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

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

**PhD courses and seminars 2012**

The second network conference, Olavsgården, Oslo.

PhD course at AAU, Christian Gold, Denise Grocke, Cathy McKinney, Thomas Wosh, in collaboration with Lars Ole Bonde, Inge Nygaard Pedersen, Ulla Holck, Niels Hannibal and Hanne Mette Ridder.

International Music Therapy Research Consortium, University of Jyväskylä, Finland.

The Nordic Network of Research in Music, Culture and Health, MUCH.

PhD course at AAU, Cathy McKinney, Denise Grocke, Eckart Altenmüller, Esa Ala-Ruona, Lindsey Cohen, Michele Forinash, Sheri Robb, and Töres Theorell, Lars Ole Bonde, Niels Hannibal, Ulla Holck, Inge Nygaard Pedersen, and Hanne Mette Ridder.
Human Centered Communication and Informatics (HCCI)

Introduction to the doctoral programme

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

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

The HCCI-programme has been supported by grants from the Faculty of Humanities, grants from FUR and FKK, and collaboration agreements with university partners and private companies, and has now achieved a good critical mass of 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 Board:
- Head of Programme, Ellen Christiansen, Professor e-Learning Lab - Center for User-driven Innovation, Learning and Design
- 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 Afto, Professor, representative of Centre for Health Communication, CDO (Center for Dialogue and Organisation)
- Lene Tanggaard Pedersen, 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)
- Tove Arendt Rasmussen, Associate Professor, representative of MAERKK (market communication & aesthetics, culture and cognition)
Thomas Ploug, Professor, representative of Centre for Applied Ethics and Philosophy of Science
Jacob Davidsen, PhD student
Hanne P. Clausen, secretary

Activities in 2012

Newly enrolled PhD students
Tom Garner; Scary sounds and psychophysiological feedback in first person shooter games
Allan Grutt Hansen; Empirical, quantitative analysis among Spar Nord employees for “Gender and Careers”
Bolette Rye Mønsted: Humanistic Informatics – before, now and in the future
Tanja Svarre; E-government – management and retrieval of governmental documents
Katja Lund; Bedre livskvalitet og mindre sygefravær hos erhvervsaktive hørehæmmede
Kinley; ICT-integration in teaching to facilitate learning
Michael Brandt Kristensen; Motivation som begreb og som funktionel egenskab ved mennesket
Susanne Dau; Studerendes muligheder for at lære vidensudvikling i FlexVid's professsionsuddannelser – undersøgelse af blended learning i forskellige rum
Lykke Brogaard Bertel; Human-robot learning in Danish primary schools
Chalotte Glintborg; Psyko-social effektforskning – en forstærket indsats overfor borgere med erhvervet hjerneskade I Aalborg Kommune
Thomas Bro Wormslev Jacobsen; At gå i krig eller at vandre sammen
Gary Alberto Cifuentes Alvarez; ICT-integration in higher education: Innovation from policies to classroom
Ester Holte Kofoed; Samspillet mellem sorgdiskurser og tabserfaringer hos forældre ved spædbarnsdød
Dennis Jim Frederiksen; Kommunikationen bærer lønnen i sig selv?
Ulla Lunde Ringtved; Teknologimeditert læring og undervisning I erhvervsakademi- og professsionsbacheloruddannelse med focus på web 2.0 og open-source ressourcer
Kate Kartveit; New narrative structures in online/mobile news media
Christina Mohr Jensen; ADHD in a life perspective – a register-based study on psycho-social outcome and risk factors.

PhD degrees
Thomas Mosebo Simonsen: Identity formation on YouTube - Investigating audio-visual presentations of the self.
Abstract: This dissertation investigates the construction of online and mediated identity on YouTube. It is argued that audiovisual presentations of the self with user-generated-content (UGC) are regarded as authentic identities that appear as extensions of the self that simultaneously are regarded and presented as reality. The construction of identity on YouTube is especially noticeable in specific mode of UGC; the first person presentations of the self, also referred to as “Vlogs”, which thus will be the main analytical focus point of this dissertation.

The dissertation furthermore advocates that YouTube, in terms of its medium specific affordances, contributes to a unique characteristic of online identity formation of the site. Consequently the principal theoretical fundamental drawn on a Medium Theory macro-perspective that simultaneously is extended to a critical discussion of the contemporary theoretical turn, the so-called Participatory Culture, emerged within the perimeters of Cultural Studies. This lead to a theoretical position somewhat
analogous to “symbolic interactionism” reflecting the dissertation’s main theoretical position i.e. social interaction and behaviour that is reflected by George Herbert Mead (1934), extended through Erving Goffman (1959) and have emerged into Joshua Meryowitz’ (1985) mediated focus on social interaction, which is finally applied to this project’s investigation of identity-formation on YouTube.

The project draws on an empirical based investigation of YouTube videos, where a sample of content has been collected and designed in a database. Methodologically, the project has its starting point within “content analysis” that, however, is expanded and combined by interpretative observations and registrations. The sample is moreover gathered within YouTube’s most popular and the principal arguments of this dissertation are thus presented within this context.

In the analysis, a group of Vlogs has been identified throughout the methodological approach, where a genre-analysis has also proven necessary in order to identify specific modes of online identities and social behaviour. The analysis will be centred on self-imagines in the Vlog and modes of self-presentations, where especially the notion of authenticity is an important focus point.

Overall, the dissertation contributes with an understanding of audiovisual identity-formation and social behaviour on the Internet, exemplified with YouTube, which the project furthermore provides a sociocultural characterisation of as well as an implicit contribution to how YouTube can be studied.

The dissertation as described above is presented in two parts. The first part is a monograph in which the fundament of the theoretical framework is described as well as the methodology and analysis, while the second part consists of four individual articles that elaborate on some of the essential arguments and analysis, theories and methodological considerations.

**Anete Strand:** *Enacting the Between - On dis/continuous becoming of/through an Apparatus of Material Storytelling*

Abstract: The dissertation enacts a two-part ‘posing’ (in a two-book-cut) of a research-based methodology coined as Apparatus of Material Storytelling. Part 1 (Book 1) builds theoretical evidentiary support by diffractively coining the phenomenon of Material Storytelling and the Apparatus of Material Storytelling as a metaphysical, philosophical, theoretical and methodological backdrop for three modes of enacting ‘the between’ of reworking organizational practices; *Stories of space* inspired by Feng-shui, *Stories of artifacts* inspired by Sandplay and *Stories of bodies* inspired by Bodydynamic. Part 2 (Book 2) builds evidentiary support for the Apparatus of Material Storytelling through an example of reworking organizational practices through these modes of enactment and from the act of a turn-by-turn multimodal constituent analysis (as ‘documentation’) of such a practice.

The research motives that have governed the envelopment of the Apparatus of Material Storytelling are the following:

1) how does the meaning and matter (including time and space) entanglement of (processes of becoming in) organizational living enable us to understand processes of organizational change (and not least the concept of change itself) rather differently? And:

2) how can the recognition and active employment of this intra-play of meaning-matter modalities reconfigure (what is presently mostly talked about as embodied/ enacted hegemonies of) habitual (working) life practices in-formed by the Cartesian duality split as well as a Newtonian space-time framework that dominate Western thinking?

**Tanja Svarre:** *Automatic indexing in e-government: Improved access to administrative documents for professional users?*

Abstract: The overall purpose of the present thesis is to investigate, if automatic assigned indexing methods can improve professional users’ access to work-based documents in the domain of e-government. The problem is investigated by means of a case study in the Danish tax authorities SKAT. An experimental comparative test was designed on the basis of a preceding domain study, clarifying the seeking behaviour in egovernment.

The introduction of e-government has arisen from a desire for effectiveness, efficiency and greater transparency in public administration. Today public-sector employees commonly carry out manual indexing of government documents. With the thesis we want to investigate if automatic indexing can replace, and perhaps even improve, the current manual procedures to be able to support efficiency and effectiveness.

An employee perspective guides the thesis. That involves a user group with great knowledge of the topic they are working with. In contrast to citizens and other egovernment stakeholders, not much is known about the seeking behaviour of employees in the domain. In addition the introduction of e-government is expected to change employees’ work tasks, and with that their information needs. That calls for an investigation of the present information seeking behaviour of e-government employees. In
the thesis this is done by means of a domain study. The study is based on a questionnaire distributed to employees in SKAT and subsequent focus group interviews. The domain study shows that the employees use a number of primarily online information sources to solve their work tasks. The sources are used frequently. The employees primarily have verificative and conscious topical information needs. Besides that they are experienced information searchers requesting more extensive metadata in the system forming the basis of the search test: their intranet.

The knowledge gained from the domain study was incorporated into the search test design. The test was an experimental test comparing automatic extracted indexing (free text indexing) and automatic assigned indexing (categorization). In the assigned indexing a domain specific taxonomy formed the basis of the categories. The test system was a prototype of a future version of SKATs intranet. 32 test persons carried out searches with the two indexing types in two separate systems in experimental sense. 3 simulated search tasks and 1 genuine search task guided the searches. The simulated search tasks were designed in accordance with the findings from the domain study regarding the information needs of the employees. The test showed that the two automatic types of indexing are useful to the employees in their own way. At a general level extracted indexing had the best performance measured in terms of the average number of terms and concepts in queries, in terms of the number of sessions with reformulations, and in terms of the number of reformulations in sessions. This showed that the system with categorization demanded more from the test persons in comparison to the free text indexing.

It turned out that the test persons had difficulties using the categorization in some respects. Thus it was not relevant to them, if they retrieved a highly relevant document with a high rank order before using the categorization. They did not find it relevant either, if they retrieved very few results by the initial search. In those cases it was easier for them to manually go through the results. In contrast the categorization was helpful in identifying new facets of a search task and in suggesting new search terms in reformulations. For future e-government indexing guidelines this resulted in the recommendation that both assigned and extracted indexing should be represented as search facilitators, as they support their own aspects of the information needs arising for employees in e-government.

The thesis contributes by providing new insights into the information seeking behavior of employees in e-government and the way in which this behavior can be supported by automatic indexing.

Ronald Vargas: Designing for an inclusive school of informatics for blind students. A learning perspective
Abstract: Today, it is not uncommon to see disabled people attend universities. These include in particular mobility impaired people and blind people, but they are not the only ones, as other impairments can for example be hidden under the ‘normality’ of other students, teachers and administrative staff at universities. As a university teacher it became obvious to me that there were no blind students at the School of Informatics at Universidad Nacional UNA in Costa Rica. This is surprising as this school has some of the university’s most attractive programmes. I learned that most of the blind people who were enrolled in UNA attended education careers programmes or philosophy. So I asked myself: Why are blind people not interested in studying informatics? Then I learned about a blind student who was interested in enrolling in the system engineering career programme a few years ago, but she quit from her initiative to do so.

It was at that moment that I shifted my focus from trying to understand why blind students were not interested in informatics and started to question whether the School of Informatics was prepared to receive blind students. As I was a teacher in this school I could start by asking myself this question. I had no idea whether blind students could study computer sciences, how I could interact with them, and what they would expect and require from me. I asked other teachers in the school, but they were equally unable to answer my questions, and this led me to conclude that the answer to the first question was no: we were not prepared to receive blind students.

This is what this thesis is about: how the School of Informatics can prepare itself to receive blind students. There are multiple objectives for approaching this question. It was fundamental for me to learn about blindness from the point of view of social construction, from the formal perspectives of people, researchers and advocates who deal with blindness. I wanted to learn about the tools they use, how the educational environment acts and reacts to blind students and, most importantly, how blind students cope with tertiary education.

A literature review on blindness, a representative tool for blind people, Wenger’s social theory of learning as a theoretical framework and my empirical study of first-hand experiences; these elements support each other in my work to define a solid framework for understanding the phenomenon of blindness in higher educational environments. The empirical study was inspired by ethnography, grasping three blind students’ experiences in tertiary education in order to illustrate their perceptions of the surrounding world and clarify the situations they have to face every day as well as their relation to the educational
environments. They also provide rich feedback about the role these educational environments and other supporting institutions play in their studies and their future incorporation in the work force.

On the basis of this framework we can identify the continuities and discontinuities in educational environments in the inclusion process. The research has showed the significance of their participation in the educational context for their learning processes and professional futures. The research proposes a repertoire to define:

§ A general and pragmatic categorisation of blindness: blind people who rely on Braille to read and write, and partially sighted people who can read printed material with the use of magnifiers or other supportive tools.

§ The social construction of blindness, drawing on four different models: the charity model, the medical model, the rights-based model and the economic model.

§ A classification of different perspectives according the contributions of people who working towards inclusion. The four perspectives are: the medical perspective, the adaptive perspective, the integrative perspective and the inclusive perspective.

§ A classification to determine the progress of institutional inclusion processes, defined by three levels: the entry level, the level of getting into inclusion level and the desired level of inclusion.

Under these classifications it was determined that the educational environments related to the fieldwork were at the entry level, and the initiatives in those contexts were related to the adaptive perspective. Furthermore, it was established that some parts of the educational environments needing to concentrate on ensuring better conditions for blind students. To generate sustainable solutions, knowledge of blindness in the educational context must be improved, and I would argue that it is mandatory to include research in this process. With this knowledge, then, it is needs to design for inclusion, designing for the majority of students’ necessities, not for particular populations. This design should eventually generate a single practice, as different practices converge, each defined by the variety of student practices.

As a strategy universities should incorporate inclusion topics in the curricula to teach their students about their responsibility to establish inclusion in their future work. This strategy is discussed as an efficient tool for improving the understanding of blindness and for easing the negotiability of practices between different populations. Therefore, this strategy contributes to the inclusion of blind students in these educational environments. Specialised offices in each university will benefit the incorporation of policies, knowledge and understanding in the educational context to ease the inclusion process. Also, these offices should be the natural facilitators introducing the strategies to achieve the desired level of inclusion. As part of the fieldwork a workshop series was used to gather information, but it is also presented as an introductory tool for initiating inclusion processes.

The discussion of tools was divided into two: a discussion from the point of view of the tools offered in the market and a discussion from the point of view of tools required for studying computer sciences. Some of these tools are available, but can only be implemented if teachers and students receive training in using them, others are already in use by students, and still others are waiting to be developed. Identity issues require special attention. A conclusion is that it is fundamental for blind students to have a strong blind identity to negotiate their practices and that these practices are not subjugated to the dominant perspective of the educational environments.

Finally, this thesis will contain more questions than answers, but the questions are the detonators that improve a process that probably started a long time ago, but needs to be reoriented to be more effective and efficient in ensuring equal opportunities for blind and sighted students, particularly in connection with system engineering or other computer science-related career programmes.

**Anne-Mette Albrechtslund: Storytelling and identity in online gaming communities – Exploring online culture and communication as narrative practices**

Abstract: This dissertation offers a study of computer games as aesthetical objects and aesthetical experience, and focuses on the user-—creativity in online gaming communities. Having studied World of Warcraft player communities in particular, I have found that storytelling on these sites is an important part of a process of making sense of experiences in and surrounding the activity of gaming, and that the stories told within player communities contribute to create and sustain meaningful identities for the individual player as well as groups of players. The dissertation is based on papers published during the Ph.D. period and consists of two parts: In Part I, I introduce and position the topic, present my methodological approach, and proceed to establish and operationalize my theoretical framework in analyses of the forum writings of a World of Warcraft guild. Part II consists of four papers produced and published during the Ph.D., and they all reflect the topic in different ways (see list of papers below).
My approach to the subject is shaped by literary hermeneutics and narrative theory. In the dissertation, I argue that in order to understand why, how and to what effect people tell stories to each other online, we can benefit from applying the theoretical concept mimesis, which concerns the relationship between the aesthetical representation of reality and the experience of that reality. In this I am especially inspired by Paul Ricoeur’s understanding of mimesis (developed in Time and Narrative (Temps et récit I---III)) as designating an activity by which we construct meaning out of our experience of reality by resignifying it through narratives.

In accordance with this theoretical framework, my investigation is primarily based on textual analysis of narrative texts written by players and posted on their community websites. My study concerns the kind of narrative texts users themselves define or present as stories, thus focusing on the deliberate practice of storytelling. This focus allows for a closer analysis of typical narrative configurations on player community websites. Of special interest in this project is how the storytelling of players show how fiction comes to play a role in the interaction in an online group and how the imaginative creations of these players significantly contribute to identity formation for the community as well as its individual members.

**Mads Lindholm: Strategisk indretning - Hvad betyder videnssamfundet for virksomheders indretning, og hvordan kan indretning anvendes strategisk?**


Som metodisk grundlag, og som årsag til den manglende teoretiske begrænsning af den fysiske indretning fra et strategisk perspektiv, beskæftiger afhandlingen sig med det cartesianske videnssyn og adskillelsen imellem rationel og sanset viden. Menneskets væren i de fysiske omgivelser er baseret på en sanset erfaring, og i lyset heraf diskuteres afhandlingens epistemologiske grundlag og kvalitetskriterier for forskningen. Der argumenteres for, at kvalitet i vidensgenerering på baggrund af sanset erfaring må ses i lyset af en socialkonstruktionistisk inspireret tilgang, der bl.a. lægger vægt på forskningens anvendelighed og betragter åbenhed og transparens som kvalitetskriterier.


Der indledes med en teoretisk undersøgelse af, hvad videnssamfundet er, og hvilken betydning det har for virksomheders indretning. Det konkluderes, at videnssamfundet kan betragtes som en bevægelse i den økonomiske, mentale og sociale model for samfundet og arbejdet i takt med, at stadig mere arbejde centeres om immateriel produktion. Der peges på, at videnssamfundet kan betragtes:

1. Som en ny samfundsform, der erstatter det nuværende, og at videnssamfundet skaber nye fysiske rammer i stedet for de eksisterende.
2. Side om side med det nuværende samfund, og at videnssamfundet skaber nye rammer, der eksisterer sideløbende med de eksisterende.
3. Immaterielt fra forståelsen af, at videnssamfundet er et økonomisk / teknologisk fænomen, der ikke influerer på de fysiske omgivelser.

Afhandlingen behandler efterfølgende, hvordan rummet kan tilgås i ledelselitteraturen, og afsættet er her forståelsen af, at videnssamfundet enten kan betragtes som en ny samfundsform eller side om side med den bestående. Der peges på 4 forskellige tilgange til rummet:

1. Det ligeegyldige rum som udtryk for forståelsen af omgivelserne i fx Hawthorne-traditionen, hvor fokus er rettet imod menneskelige ressourcer og ikke de fysiske omgivelser.
2. Det rationale rum, der betragter omgivelserne som en økonomisk og målbart ressource som det fx ses i scientific management-traditionen.
3) Det æstetiske rum, der lægger vægt på rummets evne til at kommunikere og visualisere organisationens værdier og identitet internt og eksternt.

4) Det funktionelle rum, der drejer sig om, hvordan rum kan bruges til at påvirke adfærdens igennem faktorer som afstand, placering, indretning etc.

Afhandlingens første case undersøger, hvordan strategisk indretning kan understøtte en forandret arbejdsform, der bl.a. indbefatter en aynkron tidsforståelse og distribueret geografi. Casen pegede på, hvordan en teatermetaforik, der indoptog såvel rummets funktionelle som æstetiske egenskaber kunne bruges i den proces, og at forudsætningen for anvendelsen af strategiske indretning var selve forståelsen af arbejdspladsen. Afhandlingens anden case undersøger, hvordan strategisk indretning kan understøtte innovation, og beskæftiger sig med NOVI som repræsentant for et af de nationale innovationsmiljøer. Casen peger på potentialet i åben innovation, hvor samarbejdet på tværs af virksomheder i innovationsmiljøet intensiveres, og fremhæver, at strategisk indretning kan være med til at facilitere åben innovation ved at understøtte fx øget interaktion og en forandret arbejdsforståelse.


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:

- CT, 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)
- PhD programme in Media and Communication, 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
University/E-learning Lab (HCCI-programme), Aalborg University/Development and Planning, Aalborg University/Computer Science. Aalborg University

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

- **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) – corporation on international conference in 2010**  
  *Partners:* 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:* 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 (Concluded in 2012);** 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:

- University College North in the PhD projects by Marianne Wurtz, Susanne Dau and Ulla Lunde Ringved
- Hjerring Municipality (the administration) for the projects “Kommunal ledelses-kommunikation” (Municipal management communication) and “Communicative intelligence in management”
- Odense By Museer through funding from the Ny Carlsbergfond for the project "Willem Soya"
- SKAT together with The Danish Research Agency for the project “Brugerdrevet innovation inden for digital forvaltning på uddannelsesområdet “
- Social og sundhedsskolen, Silkeborg and the Alexandra Institute in Aarhus related to the project "Innovativt skolepraktisarbejde 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  
- Castbjerggård Job- og Udviklingscenter in relation to the project "Bedre livskvalitet og mindre sygefravær hos erhvervsaktive høreærmmede gennem optimering af de kommunikative muligheder”  
- Mads Clausen Institute in South Jutland in relation to the project “Borgernes perspektiv på kommunikation og interaction med det offentlige system”  
- DUEL – E-learning network for Danish Universities and CIL – Center for IT and Learning, Aarhus University in relation to the project : Development of a learning methodology within the problem based learning approach with the use of web 2.0
Danmarks Lærerforening, Lærernes Pension, Alectia and Arbejdsmedicinsk Klinik cooperates with the programme in relation to the project: Communication, interaction and organization in a teaching context

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

Alesion, Sønderborg (Mads Clausen Institute) in relation to the project “Brugeroplevelse og forretningsmodellering i designprocessen”

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

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

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

Innovation network “Animation Hub”, Aalborg University

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

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

Psychiatren – North Jutland region in relation to the PhD-project by Christina Mohr Jensen

Landsforeningen “Spædbarnsdød” in relation to the PhD-project by Ester Holte Kofoed

Videnssponsoringsprojektet NOEL (Network on e-learning) in relation to the PhD-project by Jacob Davidsen

Danmarks Medie og Journalisthøjskole in relation to the PhD-project by Kate Kartveit

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

PhD courses and seminars

Masterclass: Research in Designs for Learning; Mie Buhl, Karen Levinsen, Lars Birch Andreasen, Rikke Ørngreen.

When new learning cultures emerge in institutions and in workplaces, multimodality becomes relevant to everybody who investigate organizations of learning processes, organizational changes and development processes as well as in pedagogical situations. The concept of multimodality relates to digital technologies, which expose the complex experience of semiotic and sense based systems in meaning making and communication.

The master class addressed various topics within the area of multimodality of relevance for the participants and examples of
approaches were presented. During the master class, the participants presented their methodological issues, and received responses from a group of professors with various competences in the field.

Workshop: Gesturing and communication; Curtis LeBaron, Pirkko Raudaskoski. The aim of the workshop was to discuss gestures as communication resources and map out and connect researchers at AAU to share their own theoretical and analytical approaches and by doing that learn from each other's views on gesture and communication. Gestures and gesturing can be phenomena researched within such diverse fields as aphasia, autism, learning/teaching, intercultural communication, interactive interfaces, music therapy, child development, and virtual reality, just to name a few. The focus of the workshop was on gestures and communication problems, especially due to acquired or congenital disability. However, especially with acquired disability such as brain injury it is important to realize that gesturing might be used on the basis of the person's previous use of gestures.

Workshop: Getting published; Stephen Billet. The session aimed to inform about the practices and processes for publishing research and scholarly work. It was intended as a practical and interactive session to assist participants make informed decisions about beginning and advancing their publication track record. The topics included: why publish; where to publish; what you can do; sources/impetus for your writing; hints on the writing process; dealing with feedback; and getting into the writing habit. The presenter has published in journals, edited collections and single authored books, founded and edits an international SSCI listed journal, is on the boards of others, and edits a book series and an international handbook on research.

Course: Evidence-based assessment; Kristine Jensen de Lopez, Kathryn Kohnert, Marta Gimenez-Dasi, Lucy Ann Henry. The course was a four day Ph.D.-course on how to carry out evidence-based assessment and intervention with typically and atypically (clinical groups) developing children. The course presented different methodologies used to assess children's cognitive and communicative abilities, as well as specific interventions to improve children's abilities. The course also introduced techniques for assessment within the framework of Dynamic Assessment and the research methods applied in developmental psychology.

Feedback session on specific PhD-projects; Klaus Kaasgaard The PhD-students were expected to present their problem formulation and/or research hypothesis; other relevant research, background material; method; empirical data – e.g. examples of analyses and interpretation (if you have reached this point); (preliminary) results; particular problems encountered for discussion; and potential applications. During the session, Klaus Kaasgaard provided feedback on the above.

Course: Qualitative methods; Lene Tanggaard Pedersen, Svend Brinkmann and Jaan Valsiner The course introduced the field of qualitative research. Two of the five days focused specifically and intensively on the qualitative research interview with a mixture of theory and practical exercises and one day focused on field work and participatory observation. The remaining time thematized a.o. research ethics and presented new approaches to qualitative research. Professor Jaan Valsiner (Clark University, USA) gave guest lectures.

Course: Multimodal research approaches; Mie Buhl, Karen Levinsen, Rikke Ørmgreen and Lars Birch Andreasen The theoretical frame of the course was established on the frame of an understanding of multimodality as a conglomerate of different sign systems (speech, image, movement, gesticulation and dramaturgical sequences) but also theories challenging the concept of social practices forms through signs were involved. As new education and learning cultures grow in institutions and work places, the concept of multimodality embraces everyone investigating organization of learning processes, change processes and development processes as various pedagogically initiated situations. The course aimed at the acquisition of knowledge on a theoretical and practical basis of multimodality as well as various knowledge areas as well as acquisition of prerequisites for concrete application of multimodal research approaches in various phases of a project. The workshops of the course were structured in relation to the participating students' descriptions of object fields and problems with the purpose of qualifying the subsequent discussion and counseling of the students.

Course: Strukturwandel; Jostein Gripsrud, Hans-Jörg Trenz, Rasmus Helles, Mikkel Fugl Eskjaer, Stig Hjarvard Lecture on The public sphere – between mediatization and globalization; Professor Stig Hjarvard
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.

Research themes are: 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 Board

- Professor (with special responsibilities) Inger Lassen, director of doctoral programme
- Professor (with special responsibilities), Paul McIlvenny
- Associate Professor, Peter Stein Larsen
- Associate Professor, Kirsten Jæger
- Marianne Høgsbro, secretary

Activities in 2012

Newly enrolled PhD students


Ilze Lande: Technical texts on the political agenda: the analysis of ideological aspects of the translator’s role in the mediation of meaning in translation

Richard Madsen: A study of the acquisition of formality in English by speakers of Danish

PhD degrees

Sara Højslet Nygaard: A multimodal interactional analysis of everyday English grammar teaching practices in five Danish gymnasium classrooms - Investigating practice in relation to research and policy on L2 grammar instruction.
Abstract: The PhD thesis investigates everyday English grammar teaching practices as these are multimodally and interactionally constructed in five Danish gymnasium classrooms. To do so, the author seeks outside of the sometimes narrow borders of the L2 grammar instruction research field to locate appropriate alternative positions and methods. The result of this search is an interdisciplinary framework which meta-theoretically has a socio-interactional positioning, and which emerges as an eclectic constellation of CA, embodied interaction analysis, microethnography, ethnographic case studies, and video-recorded data analysis. In addition, the thesis enquires into how the uncovered teaching practices relate to research-based recommendations and policy prescriptions. A primary goal of the thesis is thus to provide new (contextual) knowledge about how English grammar teaching is actually accomplished in practice. That knowledge is then applied to meet the second goal of the thesis: to employ the analytical findings as a practice platform from which to relate critically to existing research on L2 grammar instruction as well as to the ministerial guidelines that English teachers in the Danish gymnasium work from. On the basis of this double research interest, the central argument in this thesis is that orienting towards socially situated, interactively and multimodally constructed grammar teaching practices is a relevant and necessary supplement to L2 grammar instruction research. Furthermore, the dissertation finds that the ministerial guidelines are not in any clear or thorough way related to
research when it comes to grammar. The guidelines are very uncommunicative with regard to grammar and grammar teaching. The dissertation problematises this and eventually provides suggestions as to what could beneficially be elaborated upon.

Laura Bang Lindegaard: Automobility at the Intersection of Discourse and Governmentality: A study of Regimes of Rationalities that co-constitute automotive mobility in the face of climate change.

Abstract: Drawing on both studies of governmentality and ethnomethodology the thesis contributes to research on automobility as a problem of governance, adding a widely acknowledged yet underdeveloped perspective to already existing research: a perspective that enquires into how the rationalities of government are accomplished in discursive interaction at the vulgar everyday level. Whereas studies of automobility as a problem of governance predominantly focus on broader genealogical investigations of rationalities of government, the thesis reports on a concrete, in-depth qualitative study. In more detail, the thesis reports on a specific case study, namely a study of the discursive accomplishment of the contested intersection of a municipal transportation strategy aimed at ‘greening’ citizens’ everyday transportation practices and citizens’ self-administration, and the thesis demonstrates how the intersection is accomplished in situ in citizens’ accounts of their transportation practices. Since this contribution to automobility research is premised on the thesis’ utilisation of insights from ethnomethodology to make a first stage analysis of orders of rationalities that are, secondly, interpreted in terms of governmentality theory, the thesis, by extension, also contributes to the theoretical and methodological development of studies of governmentality.

Kim Toft Hansen: Mord og metafysik - Det absolutte, det gudommelige og det overnaturlige i krimien (in Danish)


Cooperation
In 2012 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.

International cooperation:
- Lancaster University, Greg Myers
- Cardiff University, Lise LaFontaine
- Ashton University, Christine Schäffner
- Edinburgh University, Peter Dayen
- University of Science and Technology, Sydney, Rich Iedema

PhD courses and seminars 2012
Pre-defence: Laura Bang Lindegaard

Workshop: Discourse Analysis Theory and Method. The workshop was co-organized by: ASBSS (Aarhus School of Business and Social Sciences), SDU (University of Southern Denmark), AAU (Aalborg University, Doctoral programme for Human Centered Communication and Informatics (HCCI), and Doctoral Programme for Discourse and Contemporary Culture). The workshop aimed at doctoral students interested in theoretical as well as practical approaches to discourse studies. Focusing on a few selected theoretical approaches to the field, the workshop aims at providing tools for analysis, thus bridging the gap between theoretical concerns and practical application.
Pre-defence: Ole Izard Høyer

PhD Course: Language Policy, organized by Rita Cancino CGS, AAU; Robert Phillipson, Professor emeritus, Copenhagen Business School; Tove Skutnabb-Kangas, Åbo Akademi University Vasa, Finland, docent, Minoritetsutbildning och språkliga månskliga rättigheter.

Language policy is ubiquitous in the sense that decisions on choice of language have to be made in countless contexts. As an academic concern, language policy has expanded progressively over the past 50 years from activities in language planning, sociolinguistics (at the macro and micro levels), law, economics, ecology, anthropology and education into a more coherent multidisciplinary field. This has led to many scholarly journals, books and encyclopedias dealing with language policy issues.

PhD course: Basis II in Linguistics. Organized by Kim Ebensgaard Jensen and Jesper Bonderup Frederiksen. Basis II is a five-day course which offers PhD students an advanced introduction to issues, theories and methods in various disciplines in linguistics and language studies (Cognitive Linguistics, Sociolinguistics, Conversation Analysis, Second Language Acquisition, and Discourse Analysis). Each topic is taught by one or two researchers with expertise in the field in question, and thus Basis II provides an excellent opportunity for PhD students to gain insights into five central and important fields of linguistic research and, consequently, five different ways of approaching language as an object of scientific research.

Internal seminar for supervisors and PhD students: Supervisor roles and PhD student expectations.
SPIRIT

Introduction to the doctoral programme

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

Research themes:

- Transnational change, where the understanding of globalisation and internationalisation and character development is in focus;
- Inter-regional developments and conflicts, such as integration or regionalism, i.e. involving governance and development strategies;
- Identity and globalisation, i.e. focusing on gender conflicts, nation, class and ethnicities in the globalising world;
- Intercultural production and consumption, such as companies' handling of transnational challenges, tourism and everyday life are explored.

Programme Board:

- Professor (with special responsibility) Mogens Rüdiger
- Professor (with special responsibility) Søren Dosenrode
- Professor (with special responsibilities) Ruth Emerek
- Professor (with special responsibilities) Li Xing
- Associate Professor Torben Kjersgaard Nielsen
- Professor Birte Siim
- Associate Professor Anette Therkelsen
- PhD Candidate Betina Verwohlt
- Marianne Høgsbro, secretary

Activities in 2012

Newly enrolled PhD students

Martin Trandberg Jensen: Emotional geographies: Embodying, interacting and staging interrail experiences

PhD degrees

Pennie F. Henriksen; Small Tourism Firms' Inter-organisational Relations and Knowledge Processes: The Role of Social Embeddedness in Networks - The case of the municipality of Viborg, Denmark

Abstract: We live in an era where knowledge is viewed as critical to the competitive advantage of firms. The purpose of this research is to explore the link between relational ties and knowledge dynamics within tourism, specifically focusing on small tourism firms in Denmark. A particular focus is put on business motives and relational tie characteristics, particularly in terms of socially embeddedness and arm's length ties facilitating primarily tacit and explicit knowledge, respectively. The aim is to identify specific knowledge types, and moreover illuminate how different knowledge benefit, such as innovative processes, are reflected in the ways this knowledge is applied.

Jørgen Mührmann-Lund; Borgerligt Regimente. – Politiforvaltningen i købstæderne og på landet under de danske enevælde.

Cooperations
- The National PhD Network for History and Archeology

PhD courses and seminars 2012
Seminar: Method Reflection, organized by Martin Bak Jørgensen and Poul Duedahl, CGS, AAU
The aim of the method reflection seminar is to raise the consciousness about different and - maybe - common problems about how to build a logical and consistent argumentation structure in a PhD dissertation. The general idea of the seminar is that it is useful and important to make explicit the basic method of one's project. By method is here meant how you go about doing your project, e.g.

Pre-defence: Jacob Roesgaard Kirkegaard Larsen

Course: Doing research in tourism – issues and challenges. Organized by Carina Ren, CGS, AAU.
The course provides PhD students in tourism and related fields with a platform to discuss, develop, and strengthen their research. In this first workshop, professor John Tribe will examine the relationship between the researcher, the world that is being researched and the way in which the research is presented. He will use art - particularly the work of Magritte - to stimulate our thinking and discussions of these important philosophical issues that are often overlooked or taken for granted.
Education, Learning and Philosophy

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

Programme Board:
- Professor Erik Laursen
- Associate Professor Eva Petersson
- Professor Palle Rasmussen
- Professor Lars Qvortrup
- Associate professor Ulla Thøgersen
- Pia Frederiksen, PhD student
- Line Revsbæk, PhD student

Activities in 2012

Newly enrolled PhD students

Youjin Ruan: Motivation in Chinese language and culture learning at beginners’ levels in a Danish context

Rui Bao: Using tasks to facilitate group work in beginner’s oral Chinese class in the Danish context

Kari Lyngholm Thomsen: Power and Creativity in Organizations

Kenneth Børgesen: Formation of global mentalities among Danish top managers in an hypercomplex and globally interdependent context

Mark Asboe: Innovative Cross-sector Collaboration

Susanne Broeng: Innovative processes in public sector activities
Wang Li: Development of Chinese Language and Culture Pedagogy in the Danish context – from a perspective of teaching

Jan Mikael Alstrup Vogt: Information technology and didactics in the discipline ‘Danish’ in teacher education

Ditte Kolbæk: Proactive reviews – a methodology for organizational learning

Asbjørn Molly: Sensemaking and personal leadership

PhD degrees
Knud Erik Andersen: The intended impact on students’ moral learning of the subject ‘religion’ in the basic school 1780-2010 and school service of the Danish national church since 1990. Changes in the concept of character upbringing.

Abstract: The thesis is a historical study of the role of religion and the church in the Danish basic school. The analytical framework draws partly on the on conceptual history concept developed by Reinhard Kosellek and partly on the concept of ‘bildung’ and its varieties. The historical analysis draws on written sources including legislation and schoolbook from different periods and situates the role of religion in the broader context of secularization and education policy. The thesis also includes a study, based on interviews, of the school services developed by the church after the crucial 1975 reform, where church and school were finally separated.

Cooperation

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

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

Another area of cooperation is “Læring på tværs” (“Learning Crosswise”) – a network involving 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 and seminars in 2012

The programme arranges two main types of activities. One consists of workshops aimed at PhD students enrolled in the programme. These are one-day (or half-day) sessions where different themes are taken up for discussion based on brief presentations from seniors and from the students. The other are courses aimed at PhD students enrolled in the programme but also PhD students from other programmes and institutions. These courses generally last two days and include substantial presentations from seniors as well as the opportunity for students to present papers.

Workshop: Research question, design, results, Erik Laursen

Workshop: The good PhD project, Lars Qvortrup

Workshop: Managing your PhD project, Palle Rasmussen

Workshop: Publishing in international magazines, Kathrin Otel-Cass

PhD course: Criteria of quality in PhD work, Paola Valero and Palle Rasmussen

PhD course: Writing interpretative research papers, Paola Valero

Workshop: The different ways of making a PhD project, Ann-Dorthe Christensen

Workshop: The good PhD project, Lars Qvortrup
Workshop: *Doing Action Research in your PhD project*, Søren Willert and Gitte Duus

Workshop: *How to analyze qualitative data from your PhD project*, Ulla Hejmark Jensen