



August 2017

# IMPACT OF HUMANITIES RESEARCH: 24 CASE STUDIES

**Interest in research impact – the contribution research makes to society – continues to grow in Denmark and abroad. The cases presented here by the Faculty of Humanities at the University of Copenhagen illustrate how research can, in a number of ways, make important contributions to social, cultural and political developments.**

Society benefits from humanities research, whether conducted by universities in collaboration with external partners such as private companies or government agencies, or carried out using a more traditional approach.

The knowledge generated is transferred to society in numerous formal and informal ways through verbal and written communication, business collaborations, networking, continuing education, public-sector services, etc. – not forgetting the enormous value represented by the knowledge and competencies of our graduates, of course.

With these detailed case studies the Faculty of Humanities wishes to illustrate the value of the multiple contributions made by our researchers, including areas where the impact of their work cannot be quantified in straightforward terms such as 'the number of patents taken out'.

The impact of humanities research ranges across subjects as varied as the following:

- Development of a dyslexia test for all school levels
- More sustainable urban development
- Enhanced communication with aphasia patients
- Streamlining emergency aid by improving the flow of information, and
- Improved understanding of culture and religion in the Middle East

The impact cases presented here thus demonstrate the diversity of timely, relevant and innovative research subjects and methods in the humanities.

Have a good read!

Ulf Hedetoft  
Dean, Professor dr.phil.



# WHAT MAKES A GOOD CONVERSATION?

Christina Fogtmann Fosgerau  
Associate Professor

Communication between doctor and patient is crucial for correct diagnosis and for planning the right treatment. But what constitutes good oral communication, e.g. during a medical consultation?

This is the question asked by Christina Fogtmann, Associate Professor in Psychology of Language, who is studying how best to guarantee the mutual understanding that is a prerequisite for good communication.

## Christina Fogtmann Fosgerau

Associate Professor, Department of Nordic Studies and Linguistics, Psychology of Language

**E-mail:** Fogtmann@hum.ku.dk **Tel.:** +45 35 32 86 42



By combining psychological insight with knowledge from linguistic analyses, Fogtmann shows how GPs, for example, can improve their communications and make patient recovery more effective. She spells out the question of the importance of communication by focusing on psychiatric patients, who do not have any somatic symptoms for the doctor to examine by means of blood tests, scans, etc. Diagnosis and treatment are, quite simply, only possible via the mutual understanding built up between doctor and patient in the course of their dialogue. As part of her research, Fogtmann installed video cameras in general practitioners' and psychiatrists' consultation rooms in order to analyse their conversations – with the permission of physicians and patients, of course.

## Feelings, thoughts and needs in conversations

Fogtmann draws on the psychological concept of *mentalizing* – our ability to understand both our own and other people's mental states: feelings, thoughts and needs. This mutual understanding is severely compromised if we are unable to understand the mental

states of others. If the doctor fails to recognise that the patient is frightened or angry, then it may be difficult to work out how best to help him or her.

Mentalizing helps to establish mutually reassuring relationships, which provide the best conditions for communication. It enables the doctor not only to better understand the patient, but also to create a space in which the patient is able to acquire greater insight into their own mental states. For patients suffering from anxiety, stress or depression, this has a therapeutic effect in itself.

Being taught about mentalizing helps doctors and other professionals to develop insight into the nature of the concept, and the conditions for its deployment, in a way that enhances their awareness of the mentalizing process. According to Christina Fogtmann, the interactional analytic method called Conversation Analysis is what is needed in order to convert this awareness into an actual enhancement of mentalizing during conversations.



---

## WHAT MAKES A GOOD CONVERSATION?

---

### The structure of the conversation

For decades, Conversation Analysis has been used to study how mutual understanding is generated via dialogue. Studies based on Conversation Analysis have identified a wide variety of structures into which conversations are organised. They have also shown how people engaged in conversation continuously demonstrate and re-affirm their understanding of what has just been said.

Coupling insights from the mentalizing framework with insights from Conversation Analysis facilitates the study of the challenges associated with understanding patients, something which is of vital importance for diagnosis and treatment. These insights, along with the knowledge generated by Christina Fogtmann's studies, can and is already being used in the training of doctors to make them more aware of what generates understanding during their encounters with patients.

### Impact – better communication training for medical students

The insights from psychology of language research are relevant in all conversational contexts – both professional and private. Fogtmann has opted to concentrate on the field of medicine, in which effective conversation is vital. Christina Fogtmann's ambition is to incorporate new knowledge about the psychological mechanisms that enable understanding between conversational partners into the core of communication training on medical study programmes. And she is well on her way: From September 2017, a former master student of Fogtmann is part of the teaching team in the 12th semester course on communication in the medical study programme. Other ambitions include incorporating psychology of language insights into work with young people in residential care, studying communication challenges in institutions that work with neglected young people and teaching mentalizing conversation techniques to staff in these institutions.

Specific examples of the impact of Christina Fogtmann's work in humanities health research include:

- In collaboration with her colleague, Associate Professor Søren Beck Nielsen, arranging and co-ordinating the interdisciplinary master's degree programme in Psychology of Language at the University of Copenhagen. Around 40 students per year graduate from the programme, many of whom go on to find employment in the healthcare sector, e.g. in communications posts.
- Teaching on DPU's master's programme in Health Education, e.g. for nurses and health visitors
- Acting as a consultant on a national research partnership on over-the-counter advice in Danish pharmacies at the School of Pharmaceutical Sciences, University of Copenhagen
- In co-operation with colleagues on the Psychology of Language programme and staff at the Research Unit for General Practice in Copenhagen, Section for General Practice, establishing the research centre "Intersubjectivity in Medical Communication"

- Participating in an intervention project in an institution for young people in residential care, in collaboration with consultant Poul Lundgaard Bak, Danish Committee for Health Education. Among the topics studied by the project are how high levels of emotional stress in young people affect care professionals and, therefore, their ability to help the young people.

- Along with Research Associate Professor Annette Sofie David- sen, who is a medical specialist in general medicine at the Research Unit for General Practice in Copenhagen, teaching on continuing education courses for doctors under the auspices of the Danish Medical Association. The courses have a dual focus on how conversations work and how we form a picture of the mental state of those with whom we converse.

- Working with psychologist Christian Gaden Jensen, head of the Centre for Mental Health Promotion, on studies of stress-related sick leave in relation to citizens' understanding and experience of their own disorder, with a view to gathering knowledge to optimise the prevention and treatment of stress. Several master's thesis students from the Psychology of Language study programme are also involved

- Addressing the annual medical conference *Oslo Communication in Healthcare Education and Research, on communication in the healthcare sector* in the Nordic Region.

The role of the researcher: Expert, advisor, facilitator of interdisciplinary collaboration, study-course planner

## Further information

*Mirroring patients – or not: A study of general practitioners and psychiatrists and their interactions with patients with depression.* Annette Sofie Davidsen and Christina Fogtmann Fosgerau; *European Journal of Psychotherapy*, Vol. 17, No. 2, 2015, pp. 162-178

*Forståelsens psykologi – mentalisering i teori og praksis* (The Psychology of Understanding: mentalizing in theory and practice); Forlaget Samfundslitteratur, 2014 (in Danish)

*Kommunikationsundervisningen kan nå længere* (Communication training can do more); *Månedsskrift for almen praksis* (General Practice Monthly), January 2017, pp. 273-279 (in Danish)

*Mentalisering i samtaler med anbragte unge* (Mentalizing in conversations with young people in care); *Dansk Pædagogisk Tidsskrift* (Journal of Danish Pedagogy), No. 3, 2017 (in Danish)



# A DYSLEXIA TEST FOR ALL SCHOOL LEVELS

In 2012, the Danish Ministry of Education commissioned researchers at the Centre for Reading Research (University of Copenhagen) and the Danish School of Education (DPU, Aarhus University) to develop a national dyslexia test for all students from grade 3 through university levels. Launched in 2015, the test is now used by all 98 local authorities in Denmark and at all levels of the educational system. Identifying dyslexia earlier enhances educational opportunities and helps prevent social problems.

**Hanne Trebbien  
Daugaard**

Postdoc

✉ trebbien@hum.ku.dk

☎ +45 35 32 83 89

**Anna Steenberg Gellert**

Associate Professor

✉ agellert@hum.ku.dk

☎ +45 35 32 81 66

**Holger Juul**

Associate Professor

✉ juul@hum.ku.dk

☎ +45 35 32 91 32

**Mads Poulsen**

Associate Professor

✉ m.poulsen@hum.ku.dk

☎ +45 35 32 91 31

**Anne-Mette  
Veber Nielsen**

Postdoc

✉ mhn385@hum.ku.dk

☎ +45 35 32 86 69

**Carsten Elbro**

Professor

✉ ce@hum.ku.dk

☎ +45 35 32 86 56



Centre for Reading Research  
Department of Nordic Studies and Linguistics





---

## A DYSLEXIA TEST FOR ALL SCHOOL LEVELS

---

### Background

It is estimated that around 3–7% of the population of Denmark is dyslexic. The earlier the condition is discovered, the greater the chances of a targeted intervention making a difference. Providing students with dyslexia with the support they need at school enhances their educational opportunities and helps prevent social problems.

The characteristics of people with reading difficulties is one of the subjects studied by the Centre for Reading Research. Reading makes use of two different skills: the ability to recognise individual words based on our knowledge of the letters of the alphabet and their sounds (decoding); and our more general understanding of language, e.g. vocabulary, sentence structure and the ability to use prior knowledge to interpret texts.

#### *Commissioned by the Ministry of Education*

In 2012, the Ministry of Education commissioned the Centre for Reading Research and DPU to develop a national, wide range dyslexia test for students from grade 3 through university levels. The idea was to enable teachers to use the same test for students of all ages throughout the education system to facilitate smooth transitions and to provide a uniform and operational understanding of dyslexia across institutions.

#### *Signs of dyslexia*

Dyslexia is associated with difficulty with word decoding, that is identifying words by recognizing and combining letter sounds, rather than difficulty understanding the meanings of words. For example, someone with dyslexia will have difficulty reading a non-sense word like “tok” out loud. Dyslexia is the term used when no other obvious reading problem is apparent, for example visual or hearing impairment, poor language skills in general or brain damage.

The Centre for Reading Research conducted trial runs of parts of the test on a large number of children in different age groups. The idea was to find out what types of tests are best suited to identifying difficulties with word decoding.

### Impact

The Ministry of Education launched the national wide-range dyslexia test in February 2015. It was developed jointly by the Ministry, the National Board of Social Services and the School Research Programme, DPU, Aarhus University. Teachers from primary and secondary schools, as well as higher-education institutions, worked alongside the researchers on trials and evaluations of the test.

In May 2016, a survey by the National Agency for IT and Learning showed that all 98 local authorities in Denmark are now using the test.

#### *Barrier to education removed*

Before the test was introduced, primary schools had no standard procedure for identifying dyslexia. As a result, students faced unnecessary barriers throughout the educational system. They were examined in different ways, and some of them struggled to have their dyslexia recognised.

The new test provides a more reliable and standardised method of identifying dyslexia, throughout Denmark and the education system. Students no longer need to take multiple tests for dyslexia at different ages. The test also facilitates transitions between different study programmes.

The test is not an end in itself – simply identifying dyslexia is not enough. Acknowledging dyslexia is, however, the key to meeting the needs of students with dyslexia, both at school and throughout their education, and to giving them the best possible foundation for their working life and adulthood.

**The role of the researchers:** Experts, advisors and lecturers

### Further info

Centre for Reading Research, University of Copenhagen:  
[www.laes.hum.ku.dk/om\\_ordblindhed/](http://www.laes.hum.ku.dk/om_ordblindhed/)

Ministry of Education website about the dyslexia test:  
<https://www.uvm.dk/Uddannelser/Paa-tvaers-af-uddannelserne/Ordblindetest>

Contribution to the BDA International Conference, Oxford, UK, on 12 March 2016: The Danish Dyslexia Test. Validity of a wide-range, web-based test for dyslexia: [http://forskning.ku.dk/find-en-forsker/?pure=en/publications/id\(c144f873-abeb-4a43-bc07-819d060f5949\).html](http://forskning.ku.dk/find-en-forsker/?pure=en/publications/id(c144f873-abeb-4a43-bc07-819d060f5949).html)



# THE ASYLUM CENTRE AS 'JUST ANOTHER INSTITUTION' IN THE LOCAL COMMUNITY

## Birgitte Romme Larsen

Postdoc, PhD, the Saxo Institute,  
Centre for Advanced Migration Studies (AMIS)

**E-mail:** [birgitte.romme@hum.ku.dk](mailto:birgitte.romme@hum.ku.dk) **Tel.:** +45 35 32 06 64

Birgitte Romme Larsen  
Postdoc



**How can we strengthen the integration of refugees and asylum seekers in local communities in Denmark? How can they get to know the Danes and the Danish way of life better? And how can Danes get to know the newcomers as individuals and families, rather than seeing them as one large, anonymous group? Birgitte Romme Larsen has investigated these questions by staying with refugee families and interviewing them as well as Danes, and also visiting local communities that include asylum centres. One important result of her research is that everyday life and day-to-day routines are of vital importance to successful integration.**

## Background

During several years of fieldwork among refugees and asylum seekers in small Danish towns and villages, Birgitte Romme Larsen has investigated opportunities for and barriers to social inclusion. Her PhD project *Ind i Danmark* (Getting into Denmark) from 2011 focused on the concrete significance of political decisions such as compulsory housing outside the major cities for accepted refugees. She found that at times social exclusion, rather than inclusion, can be the concrete result of dispersing refugees so much that they sometimes have nobody close by with whom to share their experiences.

Since then, as a postdoc – in 2015-17 with funds from *Landdistriktpuljen* (the Danish rural district fund) and the Danish Council for Independent Research/Humanities – she has investigated the significance of asylum centres to the local community and the newcomers' interaction and neighbourly relations with local residents on a day-to-day basis. During repeated visits of one week's duration, she stayed in local communities with asylum centres on the island of Langeland and in Norddjurs, respectively, as well as in Jelling, where her current research is taking place. Using the so-called deep hanging out method, among others, the aim of the research is to find out which mechanisms create social inclusion and exclusion of asylum seekers in the local community.

## Combining everyday routines

During these numerous stays in local communities, Birgitte Romme Larsen has identified some very specific methods for ensuring successful interaction between a local community's residents and the newly-arrived refugees. She highlights the town of Jelling, where the local authorities together with the residents have gradually established organisational and practical cooperation between the town's asylum centre, youth club and sports associations. One example is that the local community and the asylum centre share the



---

## THE ASYLUM CENTRE AS 'JUST ANOTHER INSTITUTION' IN THE LOCAL COMMUNITY

---

youth club, so that Danish youngsters and asylum seekers naturally spend their free time together and get to know each other. By combining the institutions' everyday routines and the use of facilities, normal neighbourly relations are created, and for the Danes in the town, the asylum centre has become 'just another institution'.

### *Impact on the local community*

To supplement and challenge the observations from the deep hanging out fieldwork in Jelling, Birgitte Romme Larsen held a large number of interviews with refugees, neighbours to the asylum centre, the local grocer, volunteers at the sports club, employees of the after-school club, and more. By asking the interviewees about when in the course of their daily lives they are aware that they have an asylum centre, she was able to collect examples of how accommodating asylum seekers affects life in the local community. Residents are generally pragmatic and can see tangible benefits from the presence of asylum centres:

- According to local residents, asylum seekers' use of the train service has helped to ensure that trains continue to stop in Jelling.
- In smaller local communities in rural areas such as Langeland and Norddjurs, asylum centres contribute positively to preventing local grocers from closing by increasing their takings, just as schools and soccer clubs have a brighter future since there are more children in the town.

### *Local rules of conduct*

Concurrently with these obvious advantages for a local community, there are many pitfalls to achieving well-functioning neighbourly relations. Birgitte Romme Larsen's overall investigations show, for example, that Danes can become insecure if the newcomers' conduct in the town's public areas attracts attention, for example if they visit the grocer's as one large group, speak (too) loudly or (too) quietly, or walk (too) quickly, or (too) slowly, and so on.

On the other hand, trimming the hedge and mowing the lawn is a way for e.g. a family from Africa to show that they want to assimilate the local, unspoken social rules and moral codes for mutual recognition. This sends a signal that you want to be part of the local community. In other words, a number of unspoken requirements are made of the refugees in terms of cultural codes, including physical behaviour in public areas, which – if these codes are not decoded and followed – may be perceived by many Danes as an aversion to the local community and its norms.

### **Impact**

On the basis of part of her research, Birgitte Romme Larsen, together with her colleagues Zachary Whyte and Karen Fog Olwig, both from the University of Copenhagen's Department of Anthropology, has contributed to formulating a number of specific recommendations for local authorities and asylum centres; cf. the reference below to the report entitled *Den nye landbefolkning* (The New Rural Population). With these recommendations, the researchers make specific proposals for how the local population and the new arrivals can meet and get to know each other, e.g. at open-house events, running events, communal meals, joint institutions such as

the youth club in Jelling, and so on. If the inclusion is to succeed, it is vital for the asylum seekers that several roles are available to them – e.g. as customers, pupils or soccer players – besides that of traumatised refugees from war-torn areas.

By disseminating her research results in the local communities, Birgitte Romme Larsen seeks to contribute to eliminating barriers to everyday cross-cultural communication – thereby strengthening social interaction and inclusion. She disseminates her knowledge through national and local daily newspapers, TV and radio, and she also regularly gives lectures to school teachers, social workers and volunteers, as well as under the auspices of the Danish Refugee Council and the Danish Red Cross.

### *Life of the local community*

Via this research, staff of the Danish Red Cross, which runs a number of asylum centres in Denmark, have become more aware of the importance of the individual centre gaining a position in the life of the local community, for example by intensifying the collaboration with schools and using local workmen when the centre requires renovation work. The benefits of having an asylum centre thus become clearly apparent to the local community's residents. This creates a virtuous circle for the everyday mutual relations, integration and the development of the local community at a time which, in many places, is otherwise characterised by the depopulation of rural districts.

### **The role of the researcher:**

Author, lecturer, advisor

## Further info

Birgitte Romme Larsen's current research:

[www.research.ku.dk/search/?pure=en/persons/39118](http://www.research.ku.dk/search/?pure=en/persons/39118)

Report entitled *Den nye landbefolkning* (The New Rural Population), University of Copenhagen, 2015 (in Danish); authors: Birgitte Romme Larsen, Zachary Whyte and Karen Fog Olwig; the research project and report were financed by *Landdistriktpuljen* (the rural district fund) under the former Ministry of Housing, Urban and Rural Affairs.

Article in the Danish newspaper *Information* on 15 January 2016: *Asylansøgere giver nyt liv til Langeland* (Asylum seekers add new life to Langeland) (in Danish); [www.information.dk/indland/2016/01/asylansoegere-giver-nyt-liv-langeland](http://www.information.dk/indland/2016/01/asylansoegere-giver-nyt-liv-langeland)

Article in the Danish newspaper *Kristeligt Dagblad*, 14 July 2015: *Små lokalsamfund lever fredeligt med asylsøgere* (Local rural communities live peacefully with asylum seekers) (in Danish); [www.kristeligt-dagblad.dk/danmark/smaa-lokalsamfund-lever-fredeligt-med-asylsoegere](http://www.kristeligt-dagblad.dk/danmark/smaa-lokalsamfund-lever-fredeligt-med-asylsoegere)



## BUILDING BRIDGES BETWEEN LANGUAGES

### Petra Daryai-Hansen

Associate Professor,  
Department of English, Germanic and Romance Studies  
**E-mail:** [petra.dhansen@hum.ku.dk](mailto:petra.dhansen@hum.ku.dk) **Tel.:** +45 26 28 37 30

Petra Daryai-Hansen  
Associate Professor



Acquiring a foreign language is about building a bridge between the language we wish to learn and the language or languages which we already know, for example through an awareness of linguistic similarities and differences. That is one of the findings of the research undertaken by Petra Daryai-Hansen and her colleagues within the field of plurilingual education. In Denmark, more than 100 different languages are spoken, and according to Petra Daryai-Hansen, this linguistic wealth could be put to far better use in strengthening language learning in study programmes.

### Background

Petra Daryai-Hansen's research is based in German Studies. She has particular focus on plurilingual education, i.e. the question of how to build bridges between foreign languages in language teaching. She is also interested in the relations between language and culture, language and content, and language and politics across the various educational levels. Her contribution to building bridges between languages has specifically resulted in a combined position: a part-time associate professorship at the University of Copenhagen and a part-time appointment as senior associate lecturer at University College UCC.

In Denmark, it has been decided politically in recent years that children must learn foreign languages earlier in their school career. The research does not provide clear results to indicate that doing so is an advantage to learning. But researchers do agree that it requires teachers who are specially trained for this purpose. The children's

age and linguistic resources must be taken into consideration in the development of teaching materials and the planning of teaching.

### Leveraging linguistic baggage

In 2012, Petra Daryai-Hansen initiated research collaboration with Randersgades School in Copenhagen on early foreign language teaching. Her research has shown that we learn foreign languages most effectively by utilising pre-existing linguistic baggage. It is a matter of building bridges between the language we wish to learn and the language or languages we already know and reflecting on similarities and differences in, for example, the languages' structure, the meaning of the words, and the cultural conditions. We quite simply use our overall linguistic proficiency as a resource in raising our level of proficiency in foreign languages.

### Danish language policy inhibits learning

The Danish language policy does not, however, make it possible to harvest these potential benefits. The educational system is characterised by a strong hierarchisation of the more than 100 languages spoken in Denmark, with English and Danish at the top and migrants' languages at the bottom of the hierarchy. Despite the research results, migrants' languages are presented as languages that do not represent a resource, but are actually considered to be an impediment to children learning Danish.

According to Petra Daryai-Hansen, language teachers do not have sufficient knowledge of and focus on the languages which their



---

## BUILDING BRIDGES BETWEEN LANGUAGES

---

students already know and therefore cannot utilise the students' own resources as they learn foreign languages. For example, it would be an obvious idea to utilise Turkish-speaking pupils' native language as a shortcut to learning German in school since there are a number of similarities between German and Turkish, e.g. with regard to verb conjugation, which is an important key to understanding both languages.

### Intercultural competences

According to Petra Daryai-Hansen, it is important that we develop our language skills within the three dimensions of *knowledge*, *skills* and *attitudes* in order to be able to interact across cultures. As a practice-oriented researcher, she develops and evaluates methodological approaches which language teachers in primary and upper secondary school can use in the classroom. The aim is for teachers to be able to strengthen the students' intercultural competences by deliberately involving the three aforementioned dimensions.

For example, the students should know about differences and similarities between the use of 'De' (polite form of the personal pronoun you) in Danish and 'Sie' in German. But they should also be open to other polite forms when interacting in a German context, and they should develop analytic skills that enable them to navigate specific situations.

### Language and content

Petra Daryai-Hansen also works with the link between language and content. Classes should strengthen the students' *language awareness*, but primarily focus on the *content*: language must be used to talk *about something*. The challenge is that in many cases teaching foreign languages other than English is solely limited to language instruction. A language such as German, for example, can give access to specialist knowledge within philosophy, political history and the history of music – and thereby give alternative perspectives on the world. This is demonstrated by Petra Daryai-Hansen through her work with the Language Strategy of the University of Copenhagen.

### Impact

This knowledge about the acquisition of foreign languages denotes the research backdrop for Petra Daryai-Hansen and her partners among researchers and instructors at teacher training colleges. The researchers are developing a range of didactical methods to help teachers in primary, lower secondary and upper secondary schools advance the students' global, inter-cultural, multilingual and communicative qualifications.

Petra Daryai-Hansen is the academic head of the development project *Tidligere sprogstart* (Earlier language start), which works with an early language start for Danish schoolchildren in English, French and German with a specific focus on plurilingual education. The project develops innovative teaching processes for use in primary and lower secondary school. On the basis of these, she has taken the initiative for a Nordic-Baltic collaboration project for researchers, primary and lower secondary school teachers and

teachers at teacher training programmes under the title of *Developing Early Foreign Language Learning and Teaching in the Nordic/Baltic Context*.

At the University of Copenhagen, Petra Daryai-Hansen teaches future upper secondary school teachers. The programme for upper secondary school teachers at the Department of English, Germanic and Romance Studies is crucial to Danish society's overall communicative and intercultural competence level. Companies' and organisations' opportunities for cooperation across linguistic and cultural divides depend on the upper secondary school's upgrading of the foreign language skills of the coming generation. From this department alone, there are more than 100 graduates on an annual basis, of whom more than 50% find employment in the education sector.

Petra Daryai-Hansen holds workshops and gives presentations on foreign language teaching, early language start, reading skills, etc. at ministries, university colleges, primary and lower secondary schools and the Danish National Union of Upper Secondary School Teachers (Gymnasieskolernes Lærerforening, GL). She participates as an expert in the German academic quality assurance work in the Danish Ministry of Education's Agency for Education and Quality, and in GL's language thinktank, and gives recommendations as to how upper secondary school students' language skills can be strengthened. Finally, she is taking part in a working group which is preparing new curricula in German for upper secondary education programmes.

### The role of the researcher:

Expert, bridge-builder, consultant, teacher

## Further info

The research project *Developing Early Foreign Language Learning and Teaching in the Nordic/Baltic Context*.

The project has 24 partners in Denmark, Norway, Sweden and Lithuania and is supported by Nordplus Horizontal [www.nordplusonline.org/Projects2/Project-database](http://www.nordplusonline.org/Projects2/Project-database).

Research article in the International Journal of multilingualism, 12 (2015), p. 109-127: *Pluralistic Approaches to Languages in the Curriculum*.

Consortium for language and subject matter didactics in primary and lower secondary school.  
[hum.ku.dk/samarbejde/konsortiet-sff/](http://hum.ku.dk/samarbejde/konsortiet-sff/) (in Danish)

Article in the webzine Altinget on 31 May 2016: *Forskere: Migrantsprog diskrimineres i Danmark*; by Petra Daryai-Hansen and Anne Holmen. [www.alinget.dk/artikel/forskere-migrant-sprog-diskrimineres-i-danmark](http://www.alinget.dk/artikel/forskere-migrant-sprog-diskrimineres-i-danmark) (in Danish)

Article in the magazine Sproglæreren, September 2016, by Petra Daryai-Hansen i collaboration with teachers from Randersgades School: *Hvordan kan elevernes sproglige opmærksomhed styrkes gennem en flersproget tilgang?* (in Danish)





## ICELANDIC SAGAS: A SOURCE OF REFLECTION, ENTERTAINMENT, CULTURAL AWARENESS AND TOURISM PROMOTION

### Annette Lassen

Associate Professor, PhD, Department of Nordic Research  
**E-mail:** annlass@hum.ku.dk **Tel.:** + 45 35 32 84 91

Annette Lassen  
Associate Professor



Sagas about the Viking Age are not just world literature that has inspired authors such as Hemingway, Rushdie and Tolkien. The sagas can continue to enrich and divert contemporary readers, if they are available in the language of our own time. They are also an important source of inspiration for the entertainment industry and for the development of tourism in Denmark. They deliver good stories which the tourism industry may use in its marketing of historic landscapes. New editions of the sagas in modern Danish are now making the sagas accessible to everyone.

### Background

As both historical sources and good literature, the sagas are a vital part of our cultural heritage. The legendary sagas (in Icelandic *fornaldarsögur Norðurlanda*, in Danish *oldtidssagaer*) are vivid depictions of Viking Age gods and people in Denmark and the other Nordic countries and concern universal themes such as love, power, honour as well as the dynamic between the genders. A saga's ideal hero, typically a king's son or a Viking king, is a man of his word who puts his honour before all else. Giants and trolls are the heroes' direct antitheses. Just as contemporary literature and films deal with the existence of UFOs and life on other planets, the sagas also concern the limits to our reality.

### Handwritten on calfskin

The legendary sagas take place in the Viking Age, while the sagas of Icelanders (in Icelandic *Íslendingasögur*, in Danish *islændingesagaer*) depict the period from 930 to 1030 AD. In the 13th and 14th

centuries, the sagas were recorded on parchment made from dried and stretched calfskin. Around 1700, these texts were collected and documented by Professor Árni Magnússon at the University of Copenhagen. He bequeathed his large collection of original manuscripts to the University, where today they are stored under carefully controlled temperature and humidity conditions to prevent them from decaying. The manuscript collection, and thereby the collection of sagas written in Old Icelandic, has been added to UNESCO's Memory of the World Register.

### Translation from Old Icelandic to modern Danish

Now, the texts are being translated into idiomatic Danish and published to make them both linguistically and visually accessible to present readers. Annette Lassen is the editor of both a full edition of the sagas of Icelanders (five volumes) published in 2014 and the publication in 2016-2019 of the legendary sagas (eight volumes), which is one of the oldest Icelandic saga genres.

Translating the ancient texts requires the highest expertise with-in both the Old Icelandic language and the cultural and historical contexts of the sagas. To tackle this work, Annette Lassen has gathered a group of experts from the Department of Nordic Research, the Department of Scandinavian Studies and Linguistics, as well as professional translators and academic and literary consultants. The texts are easy to understand for the contemporary reader. Annette Lassen has, however, retained and explained a number of Old



---

## ICELANDIC SAGAS: A SOURCE OF REFLECTION, ENTERTAINMENT, CULTURAL AWARENESS AND TOURISM PROMOTION

---

Icelandic words, such as *berserk*, in order to remind the reader that the texts still belong to the distant past.

### Impact

The sagas give us a better understanding of our ancestors' lives and times, thereby strengthening our historically founded sense of identity and cultural affiliation. In addition, their content is both entertaining and of commercial value.

### Education, culture and history

The sagas have inspired authors all over the world, including Ernest Hemingway, Gabriel García Márquez, Salman Rushdie and J.R.R. Tolkien. In Denmark, the translated sagas are used in primary and lower secondary schools, upper secondary schools and higher education. Annette Lassen is currently involved in the development of digital teaching materials about the sagas of Icelanders for upper secondary schools. The sagas are a source of vast knowledge about the Danish and Nordic Viking Age and Middle Ages which, without the new, idiomatic translations, would be inaccessible for most of us. Besides the translations, a number of accessory works are being published, in which the latest research is disseminated, for example about how the Middle Age's fertile fusion of foreign and domestic culture caused the saga literature to flourish.

Annette Lassen lectures regularly at libraries, schools, literature and art festivals, associations and the Danish University Extension scheme. The Arnamagnæan Manuscript Collection often receives school classes and other groups, where students and teachers come to see and hear about the old saga manuscripts.

### Commercial potential

In every age, people have appreciated good stories. The saga literature's fantastic stories are used as the basis for TV series such as the Irish-Canadian historical drama series *Vikings* and the Danish Broadcasting Corporation's drama documentary *Historien og Danmark* (History and Denmark), to be released in 2017. They are also used in theatre and literature (e.g. in Tolkien's books *The Hobbit* and *Lord of the Rings*). Both the computer gaming and roleplaying industries use figures and stories from the saga universe.

The publishing industry's sales figures show the significant and increasing popularity of the sagas: In September 2016, half a year after the publication of the *The Legendary Sagas*, the sales figures were 1,629 (Volume 1) and 1,336 (Volume 2). In recognition of the sagas' commercial potential, Gyldendal publishing house has also acquired the rights to the Sagas of Icelanders from the Icelandic publishing house Saga Forlag. Gyldendal will commence publication of single volumes of the Danish edition in 2017.

There is increasing awareness of ancient history, cultural roots and national identity. The sagas can make history and the archaeological finds come alive with their vivid tales of the inhabitants of the past, thereby making their mentality understandable and their world relatable to present visitors. As such, the sagas have great potential within the tourism industry, which has yet to be exploited in many parts of Denmark. As an example, *Sagnlandet Lejre* (the Lejre Centre for Historical-Archaeological Research and Communication), whose revenue comes from experience economy and tourism, builds on the sagas' accounts of human sacrifice, monsters and monarchs. Its visitor numbers are increasing steadily year by year, to the current around 60,000 annual visitors and it is often used as a film location.

The role of the researcher: Author, editor, translator, lecturer

## Further info

Article in the anthology '66 Manuscripts from the Arnamagnæan Collection': *A fragment of the younger redaction of the lost Skjöldunga saga*. Museum Tusculanum, Copenhagen, 2015, pp. 58-59.

*Oldtidssagaerne*. A total of eight volumes (in Danish), of which two have been published, edited by Annette Lassen and illustrated by Peter Brandes. Gyldendal, Copenhagen, 2016-2019. Published with the support of the Augustinus Foundation, the Velux Foundation and the Danish Ministry of Higher Education and Science's Lottery Grants.

Article in *Magasin* from The Royal Library: *Oldtidssagaerne – en glemt sagaskat* (in Danish). 29:3, 2016, s. 28-37.  
<https://tidsskrift.dk/index.php/magasin/article/view-File/73185/130312>

*Islændingesagaerne: Samtlige sagaer og niogfyrre totter*. A total of five volumes (2,637 pages, in Danish), edited by Annette Lassen and illustrated by Karin Birgitte Lund. Saga Forlag, Reykjavík, 2014. The Danish part of the project was published with the support of the A.P. Møller Foundation, the Augustinus Foundation, the New Carlsberg Foundation, the Beckett Foundation, the Foundation for Danish-Icelandic Cooperation, Consul George Jorck and his wife Emma Jorck's Foundation and the 15 June Foundation.

Article on the A.P. Møller Foundation's website:  
*Slagkraftige sagaer* (in Danish).  
<http://www.apmollerfonde.dk/projekter/de-islandske-sagaer.aspx>

Article in *Magasin* from The Royal Library: *Sagaer i samtiden: Arne Magnussons storslåede arv* (in Danish).  
<https://tidsskrift.dk/index.php/magasin/article/view/69420>



## PRACTICAL PHILOSOPHY ENRICHES HEALTH DEBATE

### Morten Ebbe Juul Nielsen

Associate Professor, Department of Media, Cognition  
and Communication

**E-mail:** mejn@hum.ku.dk **Tel.:** + 45 35 32 89 22

Morten Ebbe Juul Nielsen  
Associate Professor



Public debate about health and obesity tends not to be very well informed, crying out for greater knowledge of the impact of the current obsession with health on society and on the individual. How are terms like 'obesity epidemic' used in the debate, and what is meant by the claim that people are personally responsible for their own obesity? Associate Professor Morten Ebbe Juul Nielsen deploys practical philosophy to delve into this and related issues. By incorporating examples from everyday life into his contributions to the debate, lectures etc., he holds up a mirror, affording readers and listeners an opportunity to see themselves and their attitudes in a new light.

### Background

When it comes to political questions, values and evidence often point in different directions. One effect of this is that people and groups with differing views often talk at cross purposes, adding little to the sum of knowledge of either the parties involved or the

general public. Sometimes, different types of evidence even point in different directions, making the waters even muddier. What is the constructive approach under these circumstances? How do we make public debate informative and improve the knowledge of the population at large, politicians and corporate decision-makers before we make major decisions?

Morten E. Juul Nielsen's research revolves around this question. Using practical philosophy as the launch pad, he focuses on the area of health along with fellow philosophers and colleagues from disciplines such as law, sociology, medicine, economics and public health, e.g. under the auspices of the research project *Governing Obesity*. Working hand in hand like this makes it possible to address topical, social issues like obesity by combining approaches from the natural sciences and health science with those of the social sciences and humanities.



---

## PRACTICAL PHILOSOPHY ENRICHES HEALTH DEBATE

---

According to Juul Nielsen, the health and obesity debate is not very well informed. It is mired in the collective popular obsession with health. Successive new research findings encourage public authorities to change recommendations about consumption and behaviour, which leads to greater social inequality and an unhealthy state of worry.

### Inequality

Juul Nielsen sees this inequality as a result of individuals being held accountable for their own health, despite research clearly showing that human health is influenced by genetic and social factors, market mechanisms, etc. This personal accountability divides the population into the smart, healthy and responsible segment on the one hand, and the stupid, fat and irresponsible one on the other. Juul Nielsen also points out how politicians, backed by the smart and the resourceful, take political decisions about indirect taxes, etc. that force the stupid and the unhealthy to live more healthily. He discerns totalitarian tendencies in such attempts to alter the behaviour of the weak and supposedly irresponsible section of the population: a powerful element within the social elite, know-it-all health fanatics and a pliant healthcare market force a specific perception of health on everybody else. But there are huge differences concerning how we would like to live and what we are willing to sacrifice in pursuit of these health ideals.

### A constant state of worry

According to Juul Nielsen, the unhealthy state of worry imposed on people by the obsession with health stigmatises individuals and makes them sick, to the detriment of their social life and of their quality of life. Paradoxically, for many people, the contemporary obsession with health lowers the quality of their lives.

Juul Nielsen uses the opportunities inherent in practical and political philosophy to explain and discuss concepts used in the debate. How do we use the term obesity epidemic, for example, and what does it mean when somebody says that people are to blame for their own obesity? What roles do social development and the market play in relation to individual free will? One of Juul Nielsen's aims is to qualify the debate about how we, as individuals and as a society, can learn to cope better with overweight and obesity that we have no chance of avoiding anyhow.

### Impact

Morten E. Juul Nielsen and his colleagues in the Governing Obesity project have gained unique insights into the obesity problem from a humanities-philosophy perspective. The project helps shed light on how the health wave affects political initiatives, perceptions of

fellow human beings and of individual and political responsibility. With his contributions to the debate in newspapers, etc., Juul Nielsen adds depth and subtlety to the debate on ethical questions concerning obesity and, in particular, the causes and consequences of the obesity epidemic. He discusses the current focus on health and concepts such as 'the good life' and 'responsibility', and questions political decision making. By incorporating examples from everyday life into the research, he holds up a mirror, affording his readers an opportunity to view themselves and their attitudes in a new light.

In collaboration with researchers at the UCPH Department of Food and Resource Economics and Novo Nordisk, Juul Nielsen has developed the e-learning programme *Ethics dilemma*, a tool that provides users – e.g. staff in the health sector – with an opportunity to reflect on ethical issues and understand how their ethical views influence their behaviour and decisions.

Morten Ebbe Juul Nielsen gives about 25 lectures a year at venues such as folk high schools and libraries, and for NGOs like the Danish Society of Cardiology.

The role of the researcher: Debater, author, lecturer

## Further info

Article in *Information*, Thursday 24 September 2015:  
*Vores sundhedsmani er blevet livskvalitetens fjende*  
(Our health mania has become the enemy of the quality of life) <https://www.information.dk/kultur/2015/09/vores-sundhedsmani-blevet-livskvalitetens-fjende>

Book: *Forbandede Sunddom* (Damned Healthness),  
DreamLitt, 2015

Book: *The Good, the Right, and the Fair*, College  
Publications, 2013

E-learning programme: *Ethics Dilemma*, sponsored by  
Novo Nordisk. <http://humanethics.prod2.imcms.net/main-menu>.



## RESEARCH INTO VALUES CONTRIBUTES TO A MORE NUANCED DEBATE ON INTEGRATION

### Nils Holtug

Professor, dr.phil., Centre for Advanced Migration Studies (AMIS),  
Department of Media, Cognition and Communication

**E-mail:** nhol@hum.ku.dk **Tel.:** + 45 35 32 88 81

Nils Holtug  
Professor



Professor Nils Holtug examines the relation between people's values and social cohesion. His research and dissemination play an important role as the background to integration policy initiatives in Denmark. During the current refugee crisis, Nils Holtug's opinion articles, feature articles, interviews, etc., in the national media are contributing to raising the general level of public awareness.

### Background

Throughout history, migration and mobility have been vital to society's development. In our times too, population migration is affecting labour market conditions, political culture and national identity in a very concrete manner, not least the question of which values ensure social cohesion in society. These issues are widely discussed in the current political situation, i.e. with a refugee crisis and migration from the Middle East and North Africa to Europe.

Social cohesion is a key theme in Professor Nils Holtug's research. He is Director of the Centre for Advanced Migration Studies (AMIS)

and is himself a contributor to migration research with his analyses of the significance of values to the cohesion of Danish society. Politicians often advocate a specific immigration policy or integration policy, referring to how Danish values are threatened by immigration, thereby putting social cohesion under pressure. Yet there are different views of what Danish values actually are, and which values form the basis for this cohesion.

In conjunction with a major research project, for which Nils Holtug has received a Sapere Aude Top Researcher grant from the Danish Free Research Council, he is examining the various arguments in this debate, including which ideals for the political and social community they are based on. To varying degrees, these arguments are founded on, for example, nationalistic, republican, liberal or multi-cultural premises, and he examines how these premises harmonise with core values of liberal democracy. He also empirically examines various ideas or hypotheses concerning which sets of values create a society with strong cohesion, defined as a society with a high degree of trust and solidarity.





---

## THE SIGNIFICANCE OF SHARED VALUES TO SOCIAL COHESION

---

According to conservative nationalism, a society will have greater social cohesion if its citizens share a national identity and culture, as well as national traditions. Liberals claim that fundamental liberal-democratic principles of freedom, equality and tolerance promote trust and solidarity, and thereby social cohesion.

And according to multiculturalism, mutual trust and solidarity between citizens is created through recognition of the cultural differences in the population.

Together with his colleagues, Nils Holtug investigates these hypotheses concerning the relation between values and social cohesion. Is it the case, for example, that Danes who identify with other Danes on the basis of a shared Danish national culture also have greater confidence in and solidarity with their fellow citizens?

The empirical study is based on a questionnaire survey conducted in collaboration with Statistics Denmark in 2014. This study also gives Nils Holtug and his colleagues the opportunity to compare ethnic Danes' and non-western immigrants and their descendants' attitudes towards central values in the liberal democracy.

The latter research shows overwhelming support among both ethnic Danes and non-Western immigrants and their descendants for central values in the liberal democracy, such as 'democratic participation', 'equal opportunities for everyone irrespective of gender, ethnicity or social background' and 'a duty to society to work if you are able to'.

Yet the analysis does reveal differences between the two groups in terms of support for elements of freedom of expression and freedom of religion. Far more ethnic Danes believe that freedom of expression includes 'being able to criticise any religion'. On the other hand, far more immigrants and their descendants believe that 'Muslim women should be allowed to wear headscarves, e.g. if they work in a supermarket'.

### Impact

This knowledge plays an important role as the background to integration-policy initiatives in Denmark. Nils Holtug's research results were published in the media up to the parliamentary elections in June 2015, and during the current refugee crisis, a number of feature articles, opinion articles and interviews in national newspapers, blogs, radio programmes, etc., are contributing to raising the general level of knowledge in the population and among politicians.

With a grant from the Danish Strategic Research Council awarded in 2009, Nils Holtug has also been co-principle investigator and undertaken research in a project entitled 'Social Cohesion and Ethnic Diversity' in cooperation with the City of Copenhagen and the former Danish Ministry of Integration. This project has strengthened the knowledge base for the City's integration initiatives. At seminars, etc. Nils Holtug has presented the analysis results to civil servants, as the background to the City's concrete integration activities.

On several occasions, Nils Holtug has also been invited to give presentations to various government ministries on such topics as social cohesion and the refugee crisis, and he has been a member of a number of expert panels, e.g. for the Danish Council of Ethics and the Danish Board of Technology.

Role of the researcher: Expert, adviser

### Further info

Analysis in Politiken, 12 June 2015: *Integration.*

*Nydanskere deler danske værdier.*

(New Danes share Danish values.)

**[vbn.aau.dk/files/214457062/Pol\\_analyse.pdf](http://vbn.aau.dk/files/214457062/Pol_analyse.pdf)**

Article in Politiken, 17 August 2015: *Vi glemmer vores principper, når vi diskuterer flygtningepolitik.* (We forget our principles when we discuss refugee policy.)

**[politiken.dk/debat/ECE2797439/vi-glemmer-vores-principper-naar-vi-diskuterer-flygtningepolitik/](http://politiken.dk/debat/ECE2797439/vi-glemmer-vores-principper-naar-vi-diskuterer-flygtningepolitik/)**

Radio interview with Nils Holtug in DR P1 programme *Apropos – Befolkning* (Population), 12 November 2015:

**[www.dr.dk/p1/apropos/apropos-2015-11-12/](http://www.dr.dk/p1/apropos/apropos-2015-11-12/)**

Research article in *Ethnicities*, December 2010: *Immigration and the politics of social cohesion.*

**[etn.sagepub.com/content/10/4/435.short](http://etn.sagepub.com/content/10/4/435.short)**



# UNDERSTANDING CULTURE AND RELIGION IN THE MIDDLE EAST

## Jakob Skovgaard-Petersen

Professor, Department of Cross-Cultural and Regional Studies

**E-mail:** jsp@hum.ku.dk **Tel.:** +12 02 25 89 121

Jakob Skovgaard-Petersen  
Professor



## Background

Globalisation, urbanisation, migration, technological development, etc. increase the need for people and societies in different cultures and regions of the world to understand each other. Our understanding of people and events in the Middle East requires familiarity with classical Islamic texts and history, as well as knowledge of the region's more recent history, especially the last one hundred years with the formation of modern states, administrations, school systems and media.

With the dissemination of printed books and newspapers followed by the electronic media, political opinions, religious sentiment, cultural self-perception, etc. have changed from being part of the heritage handed down from one generation of the family to the next, to issues disseminated and presented in newspapers and films, on radio and, most recently, via the Internet, satellite TV and social media. When, for example, a mufti (an Islamic scholar) issues a fatwā (a learned interpretation of issues pertaining to Islam), it is no longer the case that it is received solely by the people it is intended

for, and in the social or cultural context in which it is formulated. Instead, it is also disseminated via the media to new contexts in which it is viewed in a different cultural light and is perhaps understood in a different way to that originally intended by the mufti in question. Studies of the mechanisms at play are vital to an understanding of the Middle Eastern societies and populations.

For years, Jakob Skovgaard-Petersen and a number of his colleagues at the Department of Cross-Cultural and Regional Studies (ToRS) have studied the cultures of the Middle East, including media, media consumption, the media's ownership, legislation and the media situation in general. Their in-depth knowledge of Arabic and other main languages of the Middle East such as Farsi, Hebrew and Turkish enables them to study how, for example, the Muhammad cartoon crisis or the current refugee crisis are treated by the media. In this way, they build up and maintain in-depth knowledge of the Middle Eastern societies and current trends in the Islamic world.



---

## UNDERSTANDING CULTURE AND RELIGION IN THE MIDDLE EAST

---

### Impact

This knowledge of the Middle East is a key element of the basis for ToRS' MA programme within the subject area of the languages and societies of the Middle East. MA graduates contribute their language skills and knowledge of cultural conditions in positions at, for example, the Ministry of Foreign Affairs of Denmark or in private companies that cooperate with and export to this region.

Below are a few examples of Jakob Skovgaard-Petersen's extensive dissemination activities, which make a substantial contribution to increasing the level of knowledge among the general public in Denmark concerning societal development and the conflicts in the Arab world, and thereby also of the relations between Denmark (the civil society, the business community and political Denmark) and the Arab countries.

Jakob Skovgaard-Petersen is frequently – typically several times a month – asked to comment as an expert in the Danish media, explaining the background to and the significance of current events in the Arab world. He also gives lectures and holds courses for the Confederation of Danish Industry (DI)'s exporting companies, for business executives under the auspices of the VL Groups (the

Danish Top Executive Network), for diplomats under the Ministry of Foreign Affairs of Denmark, and for the upper-secondary-school sector's associations for teachers of religious studies, history and social sciences. He has written the textbook for upper-secondary schools entitled *Moderne Islam* (Modern Islam) (Gyldendal), which considers Muslims' understanding of their own religion.

He also advises e.g. the Danish Ministry of Social Affairs and the Interior and a number of Danish local authorities on Jihadism, integration of Syrians in Denmark and other topics that require a mastery of Arabic in combination with an extensive knowledge of the Arab countries' culture and history.

**The role of the researcher:** Expert, lecturer, teacher, adviser

### Further info

Examples of media appearances:

Feature article in *Weekendavisen*, 8 May 2015:  
*Islamisme og Jihadisme* (Islamism and Jihadism)

P1 Orientering, 5 August 2015:  
*Charlie Hebdo et halvt år efter* (Charlie Hebdo six months on)

Interview in *Politiken* on 9 September 2015 concerning the Syrian media: *Vestlige medier kan ikke fortælle historien om Syrien* (Western media cannot tell the story of Syria)

DR-TV on 29 September 2015 on the cartoon case ten years later: *Muhammed's billeder* (Muhammad's Images)

DR's Rosenkjær Prize (a research dissemination prize) and Lecture 2012: *Islam på TV i den arabiske verden* (Islam on TV in the Arab World), also published in book form by Forlaget Vandkunsten 2012.



# LIBRARY DEVELOPMENT: *FROM COLLECTION TO CONNECTION*

## Dorte Skot-Hansen

Associate Professor, Royal School of Library and Information Science,  
Head of Centre, Centre for Cultural Policy Studies

**E-mail:** dorte.skot@hum.ku.dk **Tel.:** +45 28 40 27 08

Dorte Skot-Hansen  
Associate Professor



## Background

In recent years, the public libraries in Denmark and in many other countries have been significantly challenged by the technological development and by declining budgets. Since the arrival in the 1990s of the Internet, e-books, etc., public libraries have had to fight for their legitimacy.

Yet there are also research-based indications that up through the 20th century, Danish public libraries have played, and still have the potential to play, a vital role in the development of civil society and in strengthening democratic culture and knowledge levels across social and cultural divides.

Local government politicians and civil servants, professional library staff, and architects engaged in converting and building new libraries, have all shared a lack of research-based knowledge of which functions physical libraries can serve in the future. Therefore, in 2010, the Danish Agency for Library and Media requested the Danish College of Library Studies (now the Royal School of Library and Information Science (IVA)) to develop a new model for the public library of the future in the knowledge and experience society. The three researchers at the Royal School of Library and Information Science undertook this work.

The result was *The four-space model*, which is incorporated in the report *Folkebibliotekerne i vidensamfundet* (Public Libraries in the Knowledge Society). The model illustrates a vision for the library and its area of activity by describing four different spaces, or universes, that the library can include; showing how the library can be developed from a passive collection of books and other media into an active meeting place to create connections between people, experiences, learning and inspiration. The four spaces overlap each other and concern both the physical and the digital library.

The inspiration space is based on meaningful experiences. Here, users have access to literature, art, film, music and entertainment, which will include events featuring various artists. The space should promote access to aesthetic experiences as a key component in people's identity creation and use of culture.

The learning space is based on discovery and new learning. It includes e-learning facilities, question and answer services, lectures and access to a number of knowledge resources, which may be analogue or digital. Learning is seen as a dialogical process, which takes the user's own experience and wishes as its starting point.



---

## LIBRARY DEVELOPMENT: FROM COLLECTION TO CONNECTION

---

The meeting space is based on the users' participation in, for example, meetings on local political topics, or study groups. This space also includes the facilitation of networks, since a key idea is to create a platform for people from different cultural backgrounds, and with different interests and values, to meet each other in a segmented society.

The performative space is the venue for the users' own creative activities such as playing, recording and mixing music, editing videos and, with the professional assistance of library staff, distributing their products via social media, etc.

The model has been created on the basis of the researchers' visits to libraries and interviews with library managers in Denmark, Norway and the USA, among other countries. The empirical material was analysed in the light of the researchers' cultural theoretical knowledge of the role of culture institutions in the late-modern society.

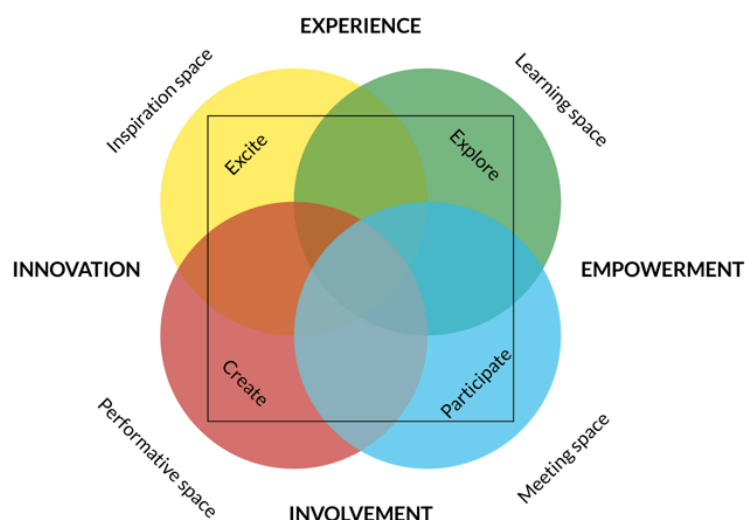
### Impact

With the four-space model, the researchers conceptualise functions and opportunities in the library of the future. In this way, the researchers' work will serve as a communication tool for local politicians and library professionals when they describe the library's potential. This conceptualisation also facilitates cooperation with other professionals in the fields of e.g. architecture and urban planning in developing the library as a *placemaker*, a meeting place in the urban space, with special architectural qualities and which serves as a magnet for citizens, across cultural divides.

The four-space model has been a source of inspiration for the new establishment and conversion of various libraries in Denmark. With financial support from Realdania, the Danish Agency for Culture has created a model programme to provide inspiration and knowledge to the local authorities that are about to undertake major library projects. Dorte Skot-Hansen has served as a consultant for the programme, which is structured according to the aforementioned four-space model. For example, the City of Aarhus' new main library, DOKK1, is based on a vision that it strongly inspired by the model. The building includes a library, citizens' services and a large number of activities for residents, focusing on innovation, creativity and technology.

In numerous lectures on the four-space model in Denmark and abroad, Dorte Skot-Hansen and her colleagues, associate professors Casper Hvenegaard Rasmussen and Henrik Jochumsen, have influenced the library development work. The model has also been disseminated all over the world via library conferences and networks, and in Sweden, for example, it is now called "the Danish model".

**The role of the researchers:** experts, consultants



### Further info

*Folkebibliotekerne i vidensamfundet.* (Public Libraries in the Knowledge Society.) Report from the Danish Agency for Culture, 2010 (in Danish): [www.kulturstyrelsen.dk](http://www.kulturstyrelsen.dk)

Model Programme for Public Libraries  
[www.modelprogrammer.kulturstyrelsen.dk/en/](http://www.modelprogrammer.kulturstyrelsen.dk/en/)

*Biblioteket i byudviklingen – oplevelse, kreativitet og innovation.* (The Library in Urban Development – Experience, Creativity and Innovation.) Danish Library Association, 2011 (in Danish)).

*The four spaces – A new model for the public library*  
[www.emeraldinsight.com](http://www.emeraldinsight.com)





## SPOKEN LANGUAGE IS A DYNAMIC ENTITY

Danish National Research Foundation  
Centre for Language Change in Real  
Time (LANCHART)

**Frans Gregersen**

Professor, Department of Nordic Studies and Linguistics

**E-mail:** fg@hum.ku.dk **Tel.:** +45 27 51 64 35

**Marie Maegaard,**

Associate Professor, Department of Nordic Research

**E-mail:** mamae@hum.ku.dk **Tel.:** +45 51 92 68 04

**Torben Juel Jensen,**

Associate Professor, Department of Nordic Studies  
and Linguistics

**E-mail:** tjuelj@hum.ku.dk **Tel.:** +45 35 32 84 95

**Tore Kristiansen**

Professor, Department of Nordic Research

**E-mail:** tk@hum.ku.dk **Tel.:** +45 35 32 85 11



---

## SPOKEN LANGUAGE IS A DYNAMIC ENTITY

---

### Background

During the past century, Denmark has evolved from being a traditional multi-dialectal society to probably the most homogeneous linguistic community in Europe. Almost all young Danes, from Skagen to Svaneke, now speak a version of the language that is closer to Copenhagen Danish than to the local traditional dialects. Basically, only prosodic differences remain between dialects, i.e. variations in intonation, glottal stop and syllable stress.

From 2005 to 2015, a team of researchers under the auspices of the Danish National Research Foundation Centre for Language Change in Real Time (LANCHART) at the University of Copenhagen studied dialectal change, recording and analysing spoken Danish and making their research available to the public – and to future generations. During the ten year period, LANCHART was directed by Professor Frans Gregersen and was funded by the Danish National Research Foundation. Presently, the centre continues as an integrated part of Department of Nordic Research under the joint leadership of Associate Professors Marie Maegaard and Torben Juel Jensen.

The researchers carried out one of the world's first major 'panel studies' by studying the language spoken by the same informants over a prolonged period of time. The informants were from different locations around Denmark: Vinderup, by the Limfjord in the north of Jutland; Odder, south of Aarhus; Vissenbjerg on the island of Funen; and from Copenhagen, Køge and Næstved on Zealand. New recordings were made and compared with earlier ones (sometimes up to 40 years old) of the same people, allowing the team to expand our knowledge of how dialects and spoken language in general change.

For example, we now know that not only are there differences in spoken language between generations but that individuals change the way they speak throughout their lives. Similarly, we have become aware that not only does the Danish language vary from place to place – albeit much less so than in the past – but also that new variations emerge along with new social identities, for example within different youth sub-cultures.

Transcripts of the audio recordings are used to analyse the spoken language. Linking transcripts to the audio files makes it possible to search and encode the material according to particular linguistic features, e.g. the pronunciation of a particular word, grammatical variations or differences in the word order in sentences; i.e. the method makes it possible to conduct systematic analyses of spoken language.

### Impact

The main product of LANCHART's work is the so-called *corpus*: a collection of spoken Danish from different parts of the country, generations and social backgrounds, which researchers in an untold future will continue to develop at the centre. On the basis of this rich collection of processed data, the researchers have generated a range of practical materials for use in further research and education at all levels, from primary and secondary school to university level.

SNAK (SPEAK) (<http://talesprogsspillet.dev.seriousgames.net/>) consists of seven online games users can play to explore contemporary spoken language. SNAK was developed by LANCHART researchers in collaboration with Serious Games Interactive.

In the *Ordbog over dansk talesprog* (Dictionary of Spoken Danish) (<http://odt.hum.ku.dk/>) you can look up interjections and find information about the pronunciation, form and function of words. LANCHART (<http://dgcss.hum.ku.dk/undervisning/>) offers a range of teaching materials, including quizzes, language tests, and other serious as well as humorous linguistic material. Visitors to the site can also ask staff and researchers at LANCHART questions.

*Bestil en foredragsholder* (Book a speaker) (<http://dgcss.hum.ku.dk/undervisning/talesprogskaravanen/>) is a service for upper-secondary schools, teacher-training colleges and other institutions who would like a talk on language change, young people and language, dialects or other subjects related to LANCHART's research. The centre's researchers may be booked to institutions to talk about their field of interest, and teachers and classes are also welcome to visit the Centre.

### Further info

Danish National Research Foundation  
Centre for Language Change in Real Time (LANCHART):  
**[dgcss.hum.ku.dk/](http://dgcss.hum.ku.dk/)**

The book *Hvad ved vi nu – om danske talesprog?* (What do we know now – about Danish spoken language?) Edited by Professor Frans Gregersen and Professor Tore Kristiansen, published by LANCHART:  
**[nfi.ku.dk/publikationer/nyeboeger/hvad-ved-vi-nu/](http://nfi.ku.dk/publikationer/nyeboeger/hvad-ved-vi-nu/)**



# MULTILINGUALISM AS A CHALLENGE AND RESOURCE

## Anne Holmen

Professor, PhD, Department of English, Germanic and Romance Studies  
Director, Centre for Internationalisation and Parallel Language Use

**E-mail:** aholmen@hum.ku.dk **Tel.:** +45 35 32 81 74



Anne Holmen  
Professor

## Background

The number of children and young people in Denmark with an ethnic or linguistic minority background has more than quadrupled within the last 25 years. We therefore need to know more about this particular group's linguistic and cultural preconditions for taking part in education at primary/lower secondary school, youth education and university level. At the Centre for Internationalisation and Parallel Language Use at the Faculty of Humanities, professor Anne Holmen and her colleagues are investigating how teaching can be improved and drop-out rates reduced by using pedagogical methods which take greater account of the pupils' and students' linguistic and cultural background.

The researchers use qualitative interviews to examine the need for special teaching initiatives for pupils and students from minority backgrounds, and how ordinary teaching can be arranged to better accommodate their learning needs.

Anne Holmen's research first of all gains knowledge of how to systematically map the need for Danish courses among children and young people from minority backgrounds. We now know, for example, that there is a need for courses in Danish as a second language, but that these must be academically oriented in terms of both content and structure. They must also have a name that, instead of stigmatising the course participants' needs, makes learning academic Danish a natural element of a study programme. This applies to minority-background students with Danish qualifying examinations, as well as international students and students with a Nordic background.

Secondly, research into Danish as a second language forms the basis for the general development of second-language pedagogical practice. The researchers contribute to the development of pedagogical practice concerning the link between the language



---

## MULTILINGUALISM AS A CHALLENGE AND RESOURCE

---

of teaching and the individual subject area's academic content in schools or study programmes, e.g. mathematics, microbiology or media analysis.

Thirdly, the researchers' analyses reveal that taking pupils' and students' linguistic and cultural diversity as the starting point, holds potential that has yet to be utilised. Analyses of various pedagogical approaches in teaching show that there are serious shortcomings related to monocultural education. If the aim of education is to stimulate intellectual curiosity and sensitivity towards other ways of living, and to strengthen students' ability to assess arguments and form their own opinions, putting their linguistic and cultural resources into play is an obvious method to use. Bringing ethnic diversity into the classroom strengthens academic learning and minority-background pupils' personal identity. It also adds new dimensions to education and makes all pupils and students better prepared for our globalised society.

### Impact

The Centre for Internationalisation and Parallel Language Use, which is approved as a language centre by the City of Copenhagen, holds targeted courses in Danish as a second language for knowledge workers and students in Greater Copenhagen, including employees of the University of Copenhagen. These courses contribute to improving the participants' integration and active contribution to the workplace, as well as in class, group work and networks at the University. For the students, this can reduce study-programme drop-out rates. Overall, this improves the graduates' academic performance, for the benefit of employers and Danish society in general. Furthermore, the improved degree of integration during their studies makes graduates more likely to choose to stay in Denmark after they graduate.

The Centre also holds specially designed Danish courses for engineers who come from abroad to work in Denmark. These courses help to retain valuable graduate manpower in the Danish labour market.

Anne Holmen's many activities outside the University include her courses in second-language pedagogical practice at the University of Greenland in Nuuk for teachers at a number of different educational institutions in Greenland. These courses give teachers tools to improve the students' written proficiency in their second language. This raises the standard of teaching and guidance in bilingual situations in Greenland in general and, all other things being equal, will reduce drop-out rates.

### The role of the researcher:

Expert, consultant, teacher

### Further info

*Den gode gartner og ukrudtet. Om minoritetselever i folkeskolens danskfag.* (The good gardener and the weeds. About minority-background pupils in primary and lower secondary school Danish teaching. Haas, Claus et al.: Ret til dansk. Uddannelse, sprog og kulturarv. (Right to Danish. Education, language and cultural heritage.) Aarhus Universitetsforlag, 2011, 31-117

*Sproglig diversitet blandt eleverne i grundskolen – fra problem til potentiale.* (Linguistic diversity among primary and lower secondary school pupils – from problem to potential.)

In Gregersen, Annette et al. (eds.): Sprogfag i forandring, 2. rev. udgave, (Changes in language teaching, 2nd edited edition) 2015, 23-55

*Linguistic Diversity among Students in Higher Education.* A resource in a Multilingual Language Strategy.

In Fabricius, Anne & Bent Preisler (eds.): Transcultural Interaction and Linguistic Diversity in Higher Education. The Student Experience. Palgrave, 2015, 116-142



# RESEARCH IMPROVES THE COMMUNICATIVE EFFICIENCY OF INTERNATIONAL COMPANIES

## Mie Femø Nielsen

Professor, Centre for Interaction Research and Communication Design,  
Department of Nordic Studies and Linguistics

**E-mail:** femoe@hum.ku.dk **Tel.:** + 45 35 32 83 56



Mie Femø Nielsen  
Professor

## Background

How can international companies communicate more effectively across national and cultural borders? This is the main question addressed by Mie Femø Nielsen, who collates and analyses data on corporate communications around the world together with her students and peers. In 2015 alone, data was collated in the United States, Argentina, Uruguay, South Africa, Uganda, India, Japan, the UK and Denmark, laying the groundwork for new knowledge about the challenges facing companies and best practice in communications.

Mie Femø and her fellow researchers and students from the Faculty of Humanities visit multinational companies, talk to focus groups and interview a wide range of staff and executives, in order to identify the weak spots in co-operation and communication across cultures and nations. The team video-records meetings as well as informal social interactions, e.g. coffee breaks. They also record virtual meetings, i.e. the participants' interactions in their respective work places, their use of electronic devices during meetings, and on-screen mediation between the parties. Based on this empirical

data, the team compares the employees' perceptions of the communicative challenges with the reality of their interactions. Selected members of staff are then interviewed again about potential improvements to communication.

The studies cover companies with divisions in multiple countries, as well as those with multiple cultures represented in their divisions. For example, one office in Copenhagen employs staff representing 18 different nationalities, making it an ideal setting for studying the challenges associated with intercultural communication.

Globalisation creates and expands more and more virtual collaborative relationships in which the people involved never actually meet each other. At the same time, ever more stringent requirements are placed on meeting predefined targets and minimising error rates. Mie Femø's empirical studies look at ways of improving and intensifying this virtual co-operation, e.g. by treating technology as a partner in the development of trust-based relationships. The goal is quality communication, improving efficiency and reducing the risk of errors and misunderstandings.





---

## RESEARCH IMPROVES THE COMMUNICATIVE EFFICIENCY OF INTERNATIONAL COMPANIES

---

### Impact

A wide range of companies, both in Denmark and abroad, are interested in the research-based support for improving communication offered by Mie Femø Nielsen and her colleagues and students. They run workshops for companies on how to improve collaboration and knowledge-sharing across linguistic, cultural and national boundaries, e.g. by focusing on the creation of mutual respect between professions and cultures.

In 2016, Mie Femø Nielsen, Brian Due, Thomas L.W. Toft, Gitte Gravengaard and Ann Merrit Rikke Nielsen (eds.) will be publishing the two-volume work *Kommunikation i internationale virksomheder* (Communication in international companies) (Samfundslitteratur publishers). The book is aimed at students seeking to improve their skills in international communication as well as professionals who want to update their knowledge and find inspiration for effective tools to optimise their day-to-day co-operation within international companies. It will also be published in English as an e-book.

The role of the researcher: Expert, consultant, workshop facilitator

### Further info

In the book *Strategisk kommunikation* (Strategic communication) (Akademisk Forlag, 2nd revised edition 2014), Mie Femø Nielsen provides a basic introduction to strategic communicative work.

The article *Universitetsstuderende styrker virksomheders globale samarbejde* (University students enhance companies' global co-operation) (25 May 2014) describes how the fieldwork carried out by Mie Femø Nielsen's students with Maersk Line IT helped to improve co-operation and horizontal communication within the company:

[hum.ku.dk/videnonline/faknyt/2014/maj/universitetsstuderende\\_styrker\\_virksomheders\\_globale\\_samarbejde/](http://hum.ku.dk/videnonline/faknyt/2014/maj/universitetsstuderende_styrker_virksomheders_globale_samarbejde/)



# STEELY URBAN SPACES: WINNING PROPOSAL FOR REGENERATION IN THE TOWN OF FREDERIKSVÆRK

## – LANDSCAPE, INDUSTRIAL HERITAGE AND NEW URBAN SPACES

### Martin Zerlang

Professor, PhD, Department of Arts and Cultural Studies

**E-mail:** zerlang@hum.ku.dk **Tel.:** +45 35 32 82 08

Martin Zerlang  
Professor



### Background and purpose

In September 2013, the local council in Halsnæs, North Zealand, and Realdania, a private philanthropic organization, launched the competition Steely Urban Spaces (in Danish: *Stålsatte Byrum*). The aim of this competition was to “set new standards for how urban architectural heritage can lift and develop a town like Frederiksværk [...] and link a narrative about industrial heritage to urban regeneration”. The idea was to use this link to generate a sense of local identity and encourage holistic planning in Frederiksværk, provide a boost to the experience economy in the area and attract more tourists.

In May 2014, following two rounds of voting, the competition jury reached at a unanimous verdict. The winning project was the work of SLETH Architects and Planners, Erik Brandt Dam Landscape, Moe Engineering Company and three consultants, including Martin

Zerlang, in the role of cultural history expert. The project is based on the fact that Frederiksværk – Denmark’s first industrial town – has 300 years of rich industrial heritage, which acts as “an agent for regeneration” and as “a catalyst for a dynamic identity” (quotes from the winning proposal). Martin Zerlang was the main academic contributor to the entry.

### Content of the winning entry

In developing the concept, Martin Zerlang took part in an interdisciplinary process along with the architects. As a professor of literature and cultural history, he helped devise a proposal that regenerates industrial heritage and restores links between past and present. For example, the 18th-century canals, which were originally dug to bring energy and cooling water to the steelworks,



---

## STEELY URBAN SPACES: WINNING PROPOSAL FOR REGENERATION IN THE TOWN OF FREDERIKSVÆRK

– LANDSCAPE, INDUSTRIAL HERITAGE AND NEW URBAN SPACES

---

feature prominently in the proposal in the form of a landscaped stream, which also looks to the future and greater use of renewable energy sources. By referencing the work of local landscape artists like J.Th. Lundbye (1818–48), the proposal sets out a vision of the town as part of a unique fjord, lake and forest landscape.

The winning proposal also fleshes out the concept of Frederiksværk as a *self-explanatory town*, in which a sense of local identity and cohesion are immediately apparent from both the historical and the modern aspects of the regenerated urban spaces. The first tangible step will be to (re-)establish the copper-rolling mill, not as a museum but as an experimentarium with space for children and young people's activities, in which the mill's historical depth is contextualised by contemporary dynamics.

As well as the architectural and landscape aspects, the proposal consists of both organisational development (e.g. setting up guilds to drive urban-development projects) and the strengthening of the town's identity and brand via activities and events that reference the steel industry, such as:

- *FRV Ironman*, which brings local working class sports traditions into the present.
- *Open Works*, which conveys industrial culture by giving local people and tourists hands-on experience of the mythical steel plants, cranes and heavy machinery. "The giant structures and sound of steel being processed in the roll stand have been the whole town's life and still dominate it" (from the project proposal).

### Impact

Just winning the competition will have significant social impact, as the project will now be implemented. The jury noted that the proposal, via its four communication strategies (physical, digital, strategic, cultural), provides an inspiring, sustainable model for urban development that has international potential, and which sees culture and architecture as mutually supporting elements. Halsnæs Council uses the proposal to tell the story of the town of Frederiksværk. This will boost local pride and identity and make the town more attractive to investors and other partners.

### The role of the researcher

Cultural expert, advisor, concept developer and facilitator of interdisciplinary concept development.



### Further info

The winning proposal *Landscape, Works and Town*:

[www.e-pages.dk/halsnaes/46/](http://www.e-pages.dk/halsnaes/46/)  
(in Danish)

Halsnæs Council competition website:  
[www.halsnaes.dk/staalsattebyrum](http://www.halsnaes.dk/staalsattebyrum)  
(in Danish)



# WORLD FOOD PROGRAMME (WFP): EFFICIENT KNOWLEDGE MANAGEMENT STRENGTHENS RELIEF WORK

Making precise information easily and quickly available to employees and volunteers is essential for the efficiency of the UN's World Food Programme's (WFP) relief work. Two associate professors of the Royal School of Library and Information Science, Susanne Ørnager and Haakon Lund, have, in co-operation with WFP, improved the organisation's information architecture in a manner that allows relief workers to improve their efficiency significantly.

---

## Haakon Lund

Associate Professor, the Royal School of Library and Information Science

✉ [tcm410@iva.ku.dk](mailto:tcm410@iva.ku.dk) ☎ + 45 32 34 14 54

---

## Susanne Ørnager

Associate Professor, PhD, the Royal School of Library and Information Science

✉ [fpm434@iva.ku.dk](mailto:fpm434@iva.ku.dk) ☎ + 45 32 34 13 67

---

Haakon Lund  
Associate Professor



Susanne Ørnager  
Associate Professor



---

## WORLD FOOD PROGRAMME (WFP): EFFICIENT KNOWLEDGE MANAGEMENT STRENGTHENS RELIEF WORK

---

### Background

WFP, a UN agency based in Rome and with offices in more than 80 countries, has recognised the need for intelligent digital solutions for managing and sharing knowledge at global level. Knowledge of local conditions, emergency aid and logistics must be readily accessible to enable WFP to mobilise its organisation and staff quickly and effectively in the event of natural disaster, famine or war.

#### *Knowledge across countries and cultures*

WFP has signed an agreement with the researchers to set up a professional knowledge-management and -organisation system that transcends nations and cultures. Under this agreement, Susanne Ørnager and Haakon Lund have:

- analysed the users' (i.e. WFP staff and volunteers) searches for and access to information on the intranet and the internet
- analysed WFP's information architecture, and submitted recommendations for a new structure that will enable the organisation's many employees and volunteers to find the information they need more quickly. This encompasses not only the recording of information, but also a navigation structure on the intranet and internet, as well as an effective and unique categorisation system, i.e. a *taxonomy*.
- helped establish standard terminology and an understanding of *knowledge management* throughout the organisation.

#### *Synonym rings*

A glossary will be drawn up to ensure consistent terminology use in all national offices, along with a system of 'synonym rings' designed to make information retrieval more efficient. Synonym rings allow users to search for multiple words that refer to the same concept. For example, the search term 'poverty mitigation' will also return results for 'poverty reduction', 'poverty alleviation' and other synonyms.

#### *Implementation*

For these initiatives to have the requisite impact, Haakon Lund and Susanne Ørnager recommended that WFP develop a joint *Knowledge and Information Management Strategy* (KIMS). This will be an improvement on the current situation, which consists of a number of different and isolated systems and processes. In late 2014, based on the researchers' recommendation, WFP appointed a *knowledge and information manager*, along with three colleagues, to oversee the implementation process. Also on the researchers' recommendation, a number of local experts (*taxonomy champions*) were asked to contribute to the ongoing development and maintenance of the information architecture.

### Impact

Lund and Ørnager, via their knowledge, analyses and recommendations, are helping to increase the efficiency of WFP's relief work, and therefore to ensure that more people receive the requisite aid faster within WFP's budget framework. The project makes it possible to accumulate more and more information and make it available to those who need it.

In co-operation with departments in Rome and in the field, Lund and Ørnager have developed a common knowledge-management strategy for WFP. New procedures have been developed for the entire organisation, and new employees have been hired with responsibility for maintaining and improving the taxonomy and appointing local experts. An organisational taxonomy – a common language for indexing and seeking information – has been implemented across the whole of WFP. The taxonomy is also being used on the new intranet, which is WFP's global platform for collaboration, as well as on the new website and in a new online education system for employee skills enhancement.

### The role of the researchers:

Advisors, experts in information architecture

## Further info

Research article: 'Company Taxonomy development: The case of an international emergency response organization'. *Aslib Journal of Information Management*, Vol. 68, Nr. 2, 2016, pp. 193–211

Research article: 'Optimering af informationsarkitekturen i FN's World Food Programme'. *Nordisk Tidsskrift for Informationsvidenskab og Kulturformidling*, Vol. 4, Nr. 3, 2015, pp. 37–52 (in Danish)

Website: [iva.ku.dk/nyheder/taxonomy-champions/](http://iva.ku.dk/nyheder/taxonomy-champions/) (in Danish)



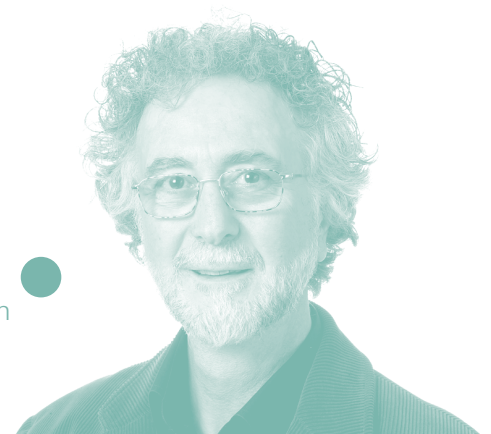
## LEARNING FROM HISTORY: THE IMPORTANT ROLE PLAYED BY PRIVATE ASSOCIATIONS IN INTEGRATION AND SOCIAL DEVELOPMENT

**Vincent Gabrielsen**

Professor, PhD, the SAXO Institute

**E-mail:** gabriels@hum.ku.dk **Tel.:** +45 51 29 93 14

Vincent Gabrielsen  
Professor



### Background

"The Copenhagen Associations Project" conducts research into private associations in the Classical, Hellenistic and Roman worlds (c. 500 BCE to c. 300 CE). Headed by Professor Vincent Gabrielsen and funded by a DKK 9.5 million grant from the Carlsberg Foundation, the project employs three postdocs and two PhD students, and has 33 associate members all over the world.

The project draws parallels to modern society. The research describes and analyses ancient associations as part of the cultural backdrop to the way in which modern society is organised, and illustrates the importance of private organisations to social development.

In the ancient world, the state was an exclusive organisation that reserved all privileges for its own citizens, to the exclusion of slaves, women and foreigners. Restrictions were imposed on interaction between local citizens and traders from other states. For example, there was a ban on selling land to foreigners, which prevented the spread of trade and interaction. As a result of state restrictions, private associations with democratic structures flourished from the fourth century BCE, facilitating the exchange of goods and ideas

between local citizens and incomers, and people speaking hundreds of different languages and worshipping a multiplicity of cults began to interact with one another – from Rome to India and from the Caspian Sea to southernmost Egypt.

Migration reached unprecedented heights in the period up to 300 CE. Private associations - sometimes working with the state - played a key role in the integration process. They tapped into the resources and skills that migrants brought with them for the benefit of society as a whole – skills the state had ignored in the past.

### Impact and communication

Professor Gabrielsen draws parallels between these insights and our understanding of modern society, in which the organisational forms (board, AGM, etc.) practised by private organisations help promote integration. Private organisations serve as platforms for organising and deploying volunteers and provide experience of democracy in action. Activity in organisations involves interaction with other people, which enhances social cohesion and mutual trust, something that is of huge (though quantitatively immeasurable) value to Danish society. Good, democratic citizens contribute





---

## LEARNING FROM HISTORY: THE IMPORTANT ROLE PLAYED BY PRIVATE ASSOCIATIONS IN INTEGRATION AND SOCIAL DEVELOPMENT

---

to the economy, and the absence of unrest and conflict minimises society's transaction costs. The social capital built up by voluntary associations in Denmark means that we, as a society and as individual citizens, are able to devote our attention to core concerns (education, production, services, etc.) on the basis of trust and collaboration instead of devoting a great deal of our resources to control and documentation.

For Professor Gabrielsen, research is inextricably linked to teaching history. Researchers pass on what they learn – e.g. about the importance of private organisations as the glue that holds society together – to students who graduate and go on to share this knowledge with the rest of society as upper-secondary teachers, consultants or civil servants, but also as ordinary citizens. These graduates have the ability to think innovatively, to bring people together and organise them around activities, to mobilise volunteers and to generate democratic dialogue on issues of concern to many of their fellow citizens, all of which benefits society as a whole.

Vincent Gabrielsen involves private companies that assume a social responsibility in his teaching. The Grundfos Group provides flexible jobs in various parts of the world for people who face physical and mental challenges. The A.P. Møller Foundation donates large sums to the primary- and lower-secondary school system in Denmark. Professor Gabrielsen regularly invites the Grundfos HR manager and the director of the A.P. Møller Foundation to discussions with history students at the University about why companies work with corporate social responsibility and capitalist philanthropy. This provides students with access to important role models from private organisations and equips them to help enhance social cohesion and trust in our modern society. In return, the companies gain insight into the academic environment and into humanities research.

Professor Gabrielsen imparts his knowledge via lectures, conferences and input into a variety of media.

### **The role of the researcher**

Expert in and communicator of history.

### **FURTHER INFO**

[www.copenhagenassociations.saxo.ku.dk](http://www.copenhagenassociations.saxo.ku.dk)



## PROVIDING ADVICE AND IMPARTING KNOWLEDGE OF CHILDREN'S MEDIA HABITS AND THEIR BEHAVIOUR ON DIGITAL AND SOCIAL MEDIA

### Anne Mette Thorhauge

Associate Professor, PhD, Department of Media,  
Cognition and Communication

**E-mail:** [thorhaug@hum.ku.dk](mailto:thorhaug@hum.ku.dk) **Tel.:** +45 35 32 81 32

Anne Mette Thorhauge  
Associate Professor



### Background

Anne Mette Thorhauge was appointed chair of the Media Council for Children and Young People (MBU) by the Minister of Culture due to her research into film and media.

In her role as chair, Anne Mette Thorhauge brings into play her in-depth knowledge to the benefit of both the political process and the ministry's legislative work. In her advisory capacity she also gives lectures and holds meetings with local authorities and institutions about devising film- and media policies.

Under the auspices of MBU, Anne Mette Thorhauge works with the Ministry of Education, the Danish Broadcasting Corporation, the Consumer Council, the Institute for Human Rights, the telecommunications industry and other stakeholders, holding seminars and debates (national and international), devising educational materials about children's use of the internet and mobile media, as well as leaflets and websites about children's media habits and behaviour on digital and social media. The knowledge she builds

up about children's film and media competences is also deployed to devise well-founded age classifications for films for the Danish market.

Thorhauge also works with the Centre for Problem Gambling (Center for Ludomani) to identify how computer games affect day-to-day life and the future prospects of vulnerable young people.

### Impact

Via her information and educational work for MBU, Anne Mette Thorhauge provides parents with insight into children's media habits, etc., and provides primary and lower-secondary-school teachers with research-based knowledge that better equips them to provide guidance to new generations of young people about ethical behaviour on social media. The aim is to help children understand the modern network society and provide them with the skills needed to navigate digitally in it and cope with online risks.



---

## PROVIDING ADVICE AND IMPARTING KNOWLEDGE OF CHILDREN'S MEDIA HABITS AND THEIR BEHAVIOUR ON DIGITAL AND SOCIAL MEDIA

---

These skills will be more and more crucial to future generations, both at work and in the private sphere. Eventually, Anne Mette Thorhauge wants to see digital literacy embedded directly in the 'Common Objectives' for primary and lower-secondary schools so that all Danish school pupils learn about ethical online behaviour.

### **The impact of the work of the Media Council for Children and Young People (MBU) is documented by (for example):**

- The use of information and educational materials from [www.emu.dk/modul/about-emu](http://www.emu.dk/modul/about-emu)
- The number of unique visits to  
[www.sporgomspil.dk](http://www.sporgomspil.dk) (in Danish)  
[www.digitaleunge.dk](http://www.digitaleunge.dk) (in Danish)  
[www.digitaldialog.dk](http://www.digitaldialog.dk) (in Danish)
- The number of subscribers to the MBU newsletter
- The use of the guidelines concerning small children on Facebook
- The documented effect of the 'Common Objectives' for primary and lower secondary school
- Participation in and planning of events, seminars, conferences and debates

The research collaboration with the Centre for Problem Gambling generates knowledge that is used as the basis for advice not only to parents, but also to social educators, health visitors, school psychologists and social workers. The idea is to help children, young people and adults break free of negative gambling patterns.

### **The role of the researcher**

Advisor.

### **FURTHER INFO**

About the Media Council for Children and Young People:  
[www.dfi.dk/Service/English/Children-og-youth/The-Media-Council-for-Children-and-Young-People-in-Denmark.aspx](http://www.dfi.dk/Service/English/Children-og-youth/The-Media-Council-for-Children-and-Young-People-in-Denmark.aspx)

About the Centre for Problem Gambling:  
[www.ludomani.dk](http://www.ludomani.dk) (in Danish)



## PHILOSOPHY AS A TOOL TO IMPROVE HABILITATION

### Kristian Moltke Martiny

PhD Fellow, Center for Subjectivity Research,  
Department of Media, Cognition and Communication.

**E-mail:** kmartiny@hum.ku.dk **Tel.:** +45 28 75 62 36

Kristian Moltke Martiny  
PhD Fellow



### Background

PhD student Kristian Martiny helps the Helene Elsass Center, a research and therapy centre, improve the lives of children, adolescents and adults with cerebral palsy (CP) by developing new strategies, technologies and interventions for habilitation. His starting point is in the interdisciplinary research field *embodied cognition*, which encompasses philosophy, neuroscience, psychology and anthropology. Philosophy's contribution consists of language, ideas and terminology that build bridges between the disciplines and, in doing so, between the brain, mind and body.

Martiny conducts studies of how people with CP experience their capabilities and limitations, and how they experience their own bodies, both individually and socially. He focuses on three parameters – brain, body and social relations – in order to seek a broader understanding of how people think. Key to this work is the development of therapy that prioritises how the individual experiences his or her possibilities, rather than the differences between people with CP and those without.

### Innovation and impact

The research project's innovative contribution includes new strategies and technologies for habilitation, and consequently new forms of treatment in practice. Technological and social interventions based on a strong focus on the individual's possibilities have shown that people with CP – and associated psychological symptoms such as OCD, anxiety, depression and stress – have the potential to recognise and significantly develop their capacity to lead a good and active life. For example, Martiny is currently developing a new and innovative intervention practice via experimental activities such as social sports camps. These activities generate social situations through which people with CP enhance their motivation, motor skills and sense of control in social settings. He has also worked with Microsoft to develop the Helene Elsass Center's training programme MiTii (Move It To Improve It), which employs active, conscious and intensive physical exercise to strengthen neural networks.



---

## PHILOSOPHY AS A TOOL TO IMPROVE HABILITATION

---

Overall, the project has created a new framework for understanding what it means to develop both individually and socially as an individual with CP – the physical symptoms of which often lead to severe psychological problems such as anxiety and social phobia. In the best-case scenario, therapy based on *embodied cognition* can help reduce treatment costs, get more people into work and ultimately benefit the economy.

The project uses traditional and innovative forms of communication to enhance the impact of the research, both among people with CP and in their social environments. One of Kristian Martiny's key publications is the 2015 article 'How to Develop a Phenomenological Model of Disability', in the journal *Medicine, Health Care and Philosophy*. As a consultant for DR (the Danish Broadcasting Corporation) and the Danish Disability Council, he is endeavouring to enhance focus on communications and improve strategic work by changing attitudes to disability.

Martiny acts as a consultant to the National Board of Social Services and its strategic initiatives aimed at people with multiple disabilities and without spoken language. He also gives lectures to health professionals at home and abroad, including teachers, educators, paediatricians, neurologists, social workers, therapists, psychologists and nurses.

### Other examples of impact:

- **Film and theatre:** Kristian Martiny is an academic consultant and contributor to a documentary project that follows Jacob Nossell's journey through the world of research as he attempts to define the concept of 'normality' and understand what it means to live with CP. The film premieres in 2015, and will, for example, be screened by the BBC and DR (the Danish Broadcasting Corporation). The project also includes a theatre play, with Jacob Nossell as the protagonist examining social perceptions of CP. The play opened at the Royal Theatre in September 2014 and will tour Denmark in 2016.

- **Art and architecture:** In order to communicate a new understanding of what it means to live with CP, Kristian Martiny, working with Jeppe Hein, has created two artworks. One of the works, consisting of a maze of mirrors, is expected to be installed at the Disability Organisations' House in Taastrup. The second is a social space, a pavilion, which is expected to be built in Ørestad City, Copenhagen.

- **Business partnerships:** Kristian Martiny works with companies and organisations such as Novozymes, Carlsberg Foundation, Adidas, Unilyze, the Danish Film Institute, CPH:DOX, Videnskab.dk and the Danish Agency for Science, Technology and Innovation on the transition from new forms of knowledge collaboration and communication to knowledge innovation.

### The role of the researcher

Academic advisor, interdisciplinary expert and concept developer.

### FURTHER INFO

Martiny, K. M. *How to develop a phenomenological model of disability*. *Medicine, Health Care and Philosophy*, 2015, 10.1007/s11019-015-9625-x

Helena Elsass Center:  
[information/helene-elsass-center](http://information/helene-elsass-center)



# LEARNING FROM HISTORY: ANALYSIS OF THE PAST AS THE KEY TO UNDERSTANDING PRESENT-DAY INTERNATIONAL CRISES

## Poul Villaume

Professor, dr.phil., the Saxo Institute

**E-mail:** villaume@hum.ku.dk **Tel.:** +45 51 29 95 68

Poul Villaume  
Professor



## Background

In order to better understand current political or military conflicts in Europe and elsewhere in the world, we must seek to understand similar conflicts in the past. For example, access to key archives in both East and West now provides ample opportunity to analyse the Cold War. It also improves our insight into current situations, as well as into what motivates the decision-makers' thinking, attitudes and actions. The outcome is a better basis for understanding political opponents and making rational decisions.

For Poul Villaume, the work of improving historical awareness is a strong driving force. As a specialist in the Cold War, which dominated European events from the end of World War II in 1945 until the fall of the Berlin Wall in 1989, he believes that understanding the situations and motivations of the different sides during this period is crucial to preventing and managing current political and military conflicts. Today, it is well documented that a genuine fear of 'the other side' was an important driver for decision-makers in both West and East.

According to Villaume, such insights can make us more aware of the fact that both parties to a conflict adhere to their own 'truth'. Both fight for ideals and goals that the other side would do well to understand. Understanding will not blur the distinction between dictatorship and democracy, for example, but it will help avoid unnecessary escalation of conflicts. The greater your understanding of the other party's worldview and motives, the better the chance of mutually assured security, rather than a unilateral sense of security based on an arms race.

One topical example of this is the conflict involving Ukraine. To the Russian mind, the Russian Empire was formed in 800 AD in Kiev, now the capital of Ukraine. According to Poul Villaume, a greater awareness of this would probably have prevented NATO from naming Ukraine as a potential member. This NATO initiative, he argues, has contributed to the impasse that characterises relations between the West and Russia in the Ukraine.





---

## LEARNING FROM HISTORY: ANALYSIS OF THE PAST AS THE KEY TO UNDERSTANDING PRESENT-DAY INTERNATIONAL CRISES

---

However, Russia also stokes the flames of conflict by not recognising the understandable nervousness of its small Baltic neighbours, which is based on their historical experiences.

Similarly, Villaume has from the very beginning brought a historical perspective to the public debate on the prospect of Western military victory in the 'War on Terror', e.g. in Afghanistan and Iraq.

### Impact and communication

As a communicator, Poul Villaume emphasises the importance of learning from history when sharing his insights via the mass media, in Danish upper-secondary schools (through textbooks) and, not least, by training a large number of upper-secondary-school history teachers.

He also appears regularly as an expert in debates, e.g. on DR (the Danish Broadcasting Corporation) and the Danish TV2, and he writes regular feature articles, reviews, interviews, etc. for national newspapers. *Den kolde krig og Danmark (The Cold War and Denmark)* (Gads Forlag, 2011), a book which Poul Villaume co-edited, is used in many upper-secondary schools.

In 2015, three major international anthologies on European Cold War history, co-edited by Villaume, will be published:

- *The Long 1970s: New Perspectives on the Epoch-making Decade*. Ashgate Publishing, United Kingdom, 2015
- *The Long Détente: Changing Concepts of Security and Cooperation in Europe from the 1950s to the 1980s*. Central European University Press, Budapest, Hungary, 2015
- *Northern Europe in the Cold War: East-West Interactions of Security, Culture and Technology*. University of Helsinki Press, 2015

### The role of the researcher

Expert in and communicator of learning from history.

### FURTHER INFO

[www.poulvillaume.dk](http://www.poulvillaume.dk)  
(in Danish)



# CHANGING DISASTERS: A NEW UNDERSTANDING OF THE INTERRELATIONSHIP BETWEEN DISASTERS AND SOCIETY

## Isak Winkel Holm

Professor, PhD, Department of Arts and Cultural Studies

**E-mail:** [isak@hum.ku.dk](mailto:isak@hum.ku.dk) **Tel.:** +45 35 32 82 33

Isak Winkel Holm  
Professor



### Background and purpose

Isak Winkel Holm is Co-PI, that is one of several project managers, on the research project *Changing Disasters*, a collaboration between all six faculties at the University of Copenhagen.

The project examines how disasters like earthquakes, tsunamis, etc. affect society and vice versa. From a humanities perspective, the project studies the way the modern mind imagines disaster, understood as the cultural images depicted in, e.g. disaster movies, media, photo art, exhibition practices and literature.

Example: Studies of the immediate aftermath of Hurricane Katrina in the southern states of the USA in 2005 show that the authorities' first response was to activate repressive apparatus (police, military, prisons, etc.) to counter looting and other crimes. As a result,

the human cost of Katrina was far higher than it would have been if ambulances and aid workers had been deployed in the worst-affected areas instead. Research suggests that this response from the authorities was heavily based on cultural conceptions of disasters inculcated by US television and the film industry. In this particular case, the disaster was very much a cultural one.

### Impact and innovative communications

The Faculty of Humanities' contribution to the project is to generate knowledge of how people think about disasters and enhance our awareness of how these ideas affect official responses. The purpose of the project's communicative dimension is to raise public awareness of the social consequences of disasters, and how these are affected by official responses. The idea is to use the media



---

## CHANGING DISASTERS: A NEW UNDERSTANDING OF THE INTERRELATIONSHIP BETWEEN DISASTERS AND SOCIETY

---

to qualify coverage of disasters, which are usually portrayed like disaster movies, and to foster a critical awareness of how the media shape our understanding of these events. Learning materials for Danish schools at all levels will also be produced. In 2012, students in Danish upper-secondary schools wrote an essay for their finals on cultural conceptions of disaster, partly based on Isak Winkel Holm's article *Katastrofen i kulturen* (*The disaster in culture*) in the Danish cultural journal Kritik, no. 194, 2009.

In March 2015, the innovative exhibition space X AND BEYOND, opened with 300 participants. X AND BEYOND is a project space for research, art, popular culture, and everything in between, with a focus on the importance of disasters in our age. The aim is to develop *disaster literacy*. Paintings of the breakdown of recognisable every-day life, as well as videos and installations depicting survival during and after a disaster create a popular dialogue and inspire reflection on the existential, cultural and political perspectives on disaster. Themes at X AND BEYOND include *obesity as a disaster*, as well as *survivalism*, which reflects on life after disasters. The exhibition space serves as an interface between academia and subjects that affect the general public. It forms part of postdoc Jacob Lillemose's research project *The Art History of Disasters*, funded by the Novo Nordisk Foundation. The project involves collaboration with Medical Museion, Filmhuset and a number of other innovative cultural and research institutions in Copenhagen.

### The role of the researcher

Expert.

### Further info

The project *Changing Disasters*:

[www.changingdisasters.ku.dk](http://www.changingdisasters.ku.dk)

The exhibition space X AND BEYOND:

[www.xandbeyond.dk](http://www.xandbeyond.dk)





# FROM ETHNOLOGICAL RESEARCH TO EVERYDAY HEALTH RECOMMENDATIONS

## Astrid Pernille Jespersen

Associate Professor, PhD, The Saxo Institute

**E-mail:** [apj@hum.ku.dk](mailto:apj@hum.ku.dk) **Tel.:** +45 20 97 22 05

Astrid Pernille Jespersen  
Associate Professor



### Background

Governmental and other public health recommendations are based on health research, but changing the everyday lives of people requires more than just good advice. Humanities research into everyday life is essential for understanding why and how health recommendations work in practice. This is the basis for ethnologist Astrid Jespersen's research in the interdisciplinary research field of health and everyday life.

Astrid Jespersen's research focuses on the prevention of obesity and age-related diseases. There is a paradox inherent in prevention: you have to convince people to change their lifestyle and behaviour before they develop a problem. This means that you must observe a population group closely in everyday life to understand what it will take to change their habits and to maintain these changes as

part of everyday routines. This insight serves as a foundation for targeting recommendations and devising tangible health solutions. Astrid Jespersen's collaboration with health researchers has led to the establishment of Copenhagen Centre for Health Research in the Humanities (CoRe), which she is heading. The centre brings together a range of research projects that offer cultural analysis and historical perspectives on health-related challenges.

### Case description

Among the projects that Astrid Jespersen has brought together under the umbrella of CoRe is CALM – a UCPH Excellence Programme for Interdisciplinary Research. CALM focuses on the prevention of age-related loss of muscle mass (sarcopenia). Sarcopenia is a crucial factor in an ageing population's ability to cope and to maintain



---

## FROM ETHNOLOGICAL RESEARCH TO EVERYDAY HEALTH RECOMMENDATIONS

---

a high quality of everyday life. We know that a protein-rich diet and physical exercise can counteract the loss of muscle mass and function, but how do we translate this knowledge into permanent healthy lifestyles? In order to analyse these complex challenges, CALM adopts an interdisciplinary approach: ethnological studies of everyday life and clinical trials are combined with an innovation project that involves the general public, private companies and health professionals in the development of specific recommendations for lasting lifestyle changes.

### Innovation

Translating new knowledge into lasting lifestyle changes requires a large number of related initiatives. One such initiative will follow up on knowledge about the benefits of a protein-rich diet in old age with new concepts and products designed to appeal to an ageing population. At their recent innovation workshop for selected companies and local health authorities, CALM worked with chefs and sensory-analysis researchers to improve the taste and texture of new protein-rich foods.

### Impact

Ethnological knowledge about the everyday lives, attitudes and motivations of the ageing population is significant in many different contexts. Close interdisciplinary collaboration enhances the research's social relevance. Astrid Jespersen's research has had an impact in the following areas:

- **In the general population.** The popular science book *Det gode seniorliv* (Living Well in the Third Age) (Strandberg Publishing, 2014) received wide coverage in the press and on TV and generated a significant demand for lectures.
- **In industry.** Ethnological studies of consumers' self-understanding and everyday lives are increasingly in demand as a valuable basis for product development.
- **In politics.** Astrid Jespersen and the other CoRe researchers are increasingly involved as advisors in relation to the drafting of new political initiatives, e.g. by the National Board of Social Services.

### The role of the researcher

Head of research, project developer and consultant.

### Further info

Copenhagen Centre for Health  
Research in the Humanities (CoRe):  
[www.core.ku.dk](http://www.core.ku.dk)

The research project CALM:  
[www.calm.ku.dk](http://www.calm.ku.dk) (in Danish)



# EDUCATIONAL PLANS AS A WAY OF GOVERNING IN EARLY CHILDHOOD EDUCATION AND CARE

## Maja Plum

Assistant Professor, PhD, Department of Media,  
Cognition and Communication

**E-mail:** [mplum@hum.ku.dk](mailto:mplum@hum.ku.dk) **Tel.:** +45 3532 8850

Maja Plum  
Assistant Professor



## Background

In 2004, the Danish parliament passed the Law of Educational Plan in Daycare (Kindergarten and Crechés). The idea behind it was not to change daycare practice, but to document and make visible educational work in childcare institutions. The law sets out six learning themes (language; social competencies; personal skills; nature and natural phenomena; forms of cultural expression and values; body and movement), within which the nursery teachers are to set goals and describe methods and activities for reaching them. The legislators envisage this as a knowledge process that develops the nursery teachers' practice and professionalism through reflection and awareness. It does not include a requirement to reform daycare practices.

## Case description

Maja Plum's PhD project included an analysis of the influence of the requirement to document daycare work on nursery teachers' practices. After conducting analysis of documents related to legislation and the implementation in the local authorities, qualitative interviews with nursery teachers, and ethnographic fieldwork in

three childcare institutions over six months, Maja Plum concludes that the documentation requirement has had a significant effect on practice. Her research shows that:

- those parts of the daily work that are not measured and documented because they fall outside the six learning themes (e.g. the care-related aspects of nursery teachers' work) have diminished in value
- educational plans have introduced a special way of looking at and evaluating children, in which they are seen as 'wholes' consisting of six dimensions (the learning themes) within which progress must be visible (possible to make account for)





---

## EDUCATIONAL PLANS AS A WAY OF GOVERNING IN EARLY CHILDHOOD EDUCATION AND CARE

---

- a linear view of educational work has become dominating in which processes must be in pursuit of rational goals – in other words, for an activity to count as educational, the nursery teacher must be able to demonstrate its predefined goal and its results
- most of what goes on in a daycare cannot be defined as educational work, and thus loses status and is not deemed part of professional work

As a result, the activities and interactions not included in the documentation of educational work are accorded lower priority. Basic routines in which the main activity consists of being there for the children, making them feel safe and secure (making food, mealtimes, toilet visits, changing into or out of outdoor clothes) lose significance, as the primary professional focus is on 'learning'.

Maja Plum sees the requirement for documentation of learning as part of a political project. The role of the professional nursery teacher becomes a matter of optimizing the child's development – and in doing so to fully play a role in the ongoing development of Denmark as a knowledge society.

### Impact

Maja Plum is much in demand as a speaker at seminars and other events, under the auspices of the trade union Trade and Labour (FOA), local authorities and the Danish National Federation of Early Childhood Teachers and Youth Educators (BUPL), which funded her two-year post-doc. Maja Plum and her PhD supervisor, Professor Peter Østergaard Andersen, are frequently cited in discussions of new forms of governance in daycare institutions. Maja Plum has been the primary source of numerous articles on these issues (in Danish newspapers *Information*, *Berlingske*, *Politiken* and on *videnskab.dk*). However, interest in her research has been somewhat lacking among the politicians responsible for the introduction and actual administration of the educational plans in the daycare institutions.

Maja Plum also addressed the theme in a textbook for university college programmes for nursery teachers: *Den pædagogiske faglighed i dokumentationens tidsalder* (Educational professionalism in the documentation era) (Forlaget Dafolo, 2014).

### The role of the researcher

Expert, lecturer.

### Further info

*Humanism, administration and education: the demand of documentation and the production of a new pedagogical desire.*

Journal of Education Policy,  
Volume 27, Issue 4, 2012.





## CULTURE COURSES FOR BUSINESS, OFFICIAL AGENCIES, ETC.

### Ingolf Thuesen

Head of Department, mag.art. et lic.phil.,  
Department of Cross-Cultural and Regional Studies

**E-mail:** i-leder.tors@hum.ku.dk **Tel.:** +45 35 32 89 06

Ingolf Thuesen  
Associate Professor



### Background

Researchers in the Department of Cross-Cultural and Regional Studies possess expert knowledge about cultural matters in countries and regions in which official Danish agencies, international companies and other organisations operate, e.g. Central Asia, Denmark, India, Iran, Japan, China, the Middle East, North Africa and Russia.

In 2003, during a conversation with the Director of the Investment Fund for Developing Countries, the head of the Department of Cross-Cultural and Regional Studies, Ingolf Thuesen, became aware that the department's research-based knowledge about foreign cultures could be deployed for the benefit of Danish business. The department set up kulturkurser.dk, a training service that now provides a wide range of culture courses and acts as an income-generating activity within the University. Ingolf Thuesen manages the courses.

### Case description

The culture courses improve the skills e.g. of business leaders, enhancing their ability to work with companies, sub-contractors, customers, etc. abroad. The researchers and investment advisors who teach the courses possess up-to-date knowledge of particular countries and regions. The investment advisors have specific knowledge of business conditions, while the researchers draw on their theoretical background in language and cultural studies, as well as their studies in the field. They keep abreast of political and socio-economic developments by watching TV and reading newspapers and websites in Japanese, Chinese, Indian, Iranian, Arabic, Hebrew, Russian, etc. They also have a keen understanding of the interaction between Danes and other nations, peoples and cultures.



---

## CULTURE COURSES FOR BUSINESS, OFFICIAL AGENCIES, ETC.

---

The following businesses and organisations are among those who attended courses in 2014:

Siemens (course on Russia)

Export Credit Agency (courses on Japan)

Pandora (courses on Thailand and Japan)

Danish Refugee Council (lectures on the conflict in Syria)

Centre for Management (Thai cultural understanding)

The Canadian Embassy in Copenhagen (course on the Danish welfare model)

The courses also help ambassadors, consuls and their staff to prepare for posting abroad by the Danish Foreign Service. The MFA Competence Centre (part of the Danish Ministry of Foreign Affairs) has signed an agreement with kulturkurser.dk for courses in cultural understanding. In 2014, it commissioned courses on the following countries and regions:

Pakistan, India, Japan, South Asia, South-East Asia, Indonesia, Vietnam, China, Korea, the Middle East, Egypt, Saudi Arabia and Israel.

### **Impact**

The culture courses provide Danish diplomats, companies and NGOs with research-based, up-to-date knowledge of business, cultural differences, religion, politics and society in general. Specifically, the courses cover a number of aspects of cultures with which Danes find themselves in dialogue: bureaucracy, corruption, infrastructure, negotiating culture, gender roles, stereotypes, rhetoric and humour.

This knowledge enhances the participants' ability to communicate effectively and constructively with people from other cultures and reduces the risk of misunderstandings and the problems to which they can give rise.

### **The role of the researcher**

Expert, course co-ordinator, teacher, lecturer, advisor.



### FURTHER INFO

[ccrs.ku.dk/collaborations](https://ccrs.ku.dk/collaborations)



# COMMUNICATING WITH APHASIA PATIENTS

## Lise Randrup Jensen

Associate Professor, PhD, Department of Nordic  
Studies and Linguistics

**E-mail:** randrup@hum.ku.dk **Tel.:** +45 35 32 86 70

Lise Randrup Jensen  
Associate Professor



## Background

After several years as a practising speech-language therapist, Lise Randrup Jensen has devoted herself to research and development, with an emphasis on applying knowledge from research in practice, e.g. in hospitals. The focal point of her work is patients who experience aphasia, i.e. decreased linguistic ability, following a stroke. Aphasia has obvious human consequences, as it severely impairs patients' ability to communicate with their families and with health professionals, e.g. about their condition and treatment. From a medical perspective, communication problems between aphasia patients and health professionals can be a source of misdiagnosis, lead to inappropriate forms of treatment, and reduce the effect of the subsequent rehabilitation programme. Aphasia also presents challenges to hospitals with regard to meeting the accreditation requirements of the Danish Quality Model (DDKM, see [www.ikas.dk/IKAS/English.aspx](http://www.ikas.dk/IKAS/English.aspx)), i.e. keeping every patient informed of the reason for admission and about his or her treatment plan.

## Case description

The project is based in Glostrup Hospital's Department of Neurology. The overall objective is to ensure that patients with aphasia may be informed about and engaged in their own treatment. In many cases, the patient with severe aphasia is excluded from the flow of examination results and treatment plans in spite of preserved intellectual competence. The project makes use of the Canadian method *Supported conversation with adults with aphasia* (SCA), the aim of which is to enhance health professionals' communication with aphasic patients. Lise Randrup Jensen and Annelise Løvholt, speech-language therapist at Glostrup Hospital, train health professionals in improving dialogue with patients and measure the subsequent results.



---

## COMMUNICATING WITH APHASIA PATIENTS

---

The SCA method is based on two main principles:

1. *The acknowledging principle* means that the staff explicitly recognise that the patient's problem is limited to the use of speech, i.e. the patient is a competent person, whose knowledge is intact, but who cannot express it.
2. *The visualising principle* consists of techniques for communicating with patients and ensuring that they can understand and make themselves understood. For example, the question "How are you feeling?" may be accompanied by the presentation of a visual scale on where the patient can mark his response.

The method also includes the use of pictures and drawings, yes/no questions and keywords to improve communication with patients who have lost the ability to speak. To be successfully deployed, the techniques must be used systematically and consistently, in a manner that takes into account the knowledge, work routines and attitudes of the method's users, i.e. the hospital staff.

### Impact

The project has resulted in a set of guidelines, a number of specific tools and a workshop programme for health professionals. In a pilot project, the researchers trained eight employees from four of Glostrup Hospital's wards as superusers of SCA. Through four steps – involving meetings, workshops, role play, video and subsequent evaluation – the pilot project resulted in 80 hospital employees being able to use the SCA techniques in their everyday work. The training continues at Glostrup Hospital. A total of 280 employees are now able to use SCA in practice. Aarhus University Hospital and Svendborg Hospital are now also introducing the method, which is not only a useful tool for healthcare workers, but also demonstrates to relatives how communication with aphasia patients is possible.

### The role of the researcher

Expert, director ("bridge builder" between research and practice), evaluator.

### Further info

L. R. Jensen et al.

*Implementation of supported conversation for communication between nursing staff and in-hospital patients with aphasia.*

Aphasiology, September 2014





# APPLYING RESEARCH INTO LANGUAGE DIDACTICS IN SERVICES PROVIDED TO PUBLIC-SECTOR BODIES AND IN THE TRAINING OF LANGUAGE TEACHERS

## Birgit Henriksen

Professor, PhD, Department of English, Germanic  
and Romance Studies

**E-mail:** [birgit@hum.ku.dk](mailto:birgit@hum.ku.dk) **Tel.:** +45 35 32 86 07

Birgit Henriksen  
Professor



## Background and purpose

Birgit Henriksen's research into language didactics and language acquisition makes her an expert in foreign-language teaching and a valuable contributor to projects such as the drafting of the new, simplified Common Objectives for English teaching in Danish primary and lower-secondary schools. Her input – the result of a close collaboration with practitioners and university colleges – is part of a systematic programme of providing services to the Danish Ministry of Education. The Common Objectives were simplified in the wake of the 2014 reform of the Danish primary and lower-secondary school system. The aim was to set tangible learning objectives that would focus more explicitly on students' learning outcomes. Birgit Henriksen also co-wrote the national teaching plans for training teachers of English, and by disseminating her knowledge of didactics has made a general contribution to the training of language teachers at various levels of the education system.

## Impact and communication

Birgit Henriksen conducts her research in close collaboration with practitioners in primary, lower-secondary and upper-secondary schools. The advice she provides to public-sector bodies, e.g. the Ministry of Education, ensures that there is coherence between objectives, guidelines and practices, based on the latest research in the areas of language and learning.

## Her research has a social impact at several levels:

- As an expert in her field, Birgit Henriksen ensures that general recommendations and specific guidelines – such as the Common Objectives for English in primary and lower-secondary school – are based on the latest national and international research.





---

## APPLYING RESEARCH INTO LANGUAGE DIDACTICS IN SERVICES PROVIDED TO PUBLIC-SECTOR BODIES AND IN THE TRAINING OF LANGUAGE TEACHERS

---

- The project to draft the Common Objectives linked research up with experience-based knowledge, in a major collaboration between the expert, experienced lecturers from university colleges, practitioners and academic consultants. Working together in this way guaranteed a robust knowledge base for drawing up competency goals, objectives for different learning phases and teaching guidelines.
- The process of drawing up the Common Objectives involved academic consultants who gained insight into the academic discussions that form the basis for descriptions of teaching objectives. They were then able to pass on these insights in their day-to-day work in primary and lower-secondary schools as well as in the Ministry.
- Applying knowledge of foreign language teaching in teacher training in general

Birgit Henriksen also disseminates the research-based knowledge that underpins the new Common Objectives via her teaching on continuing training courses for primary, lower-secondary and upper-secondary school teachers, courses at teacher training colleges, consultancy advice to the Centre for Educational Resources, and through courses run for educational publishers.

Along with other researchers into language didactics, Birgit Henriksen wrote the book *Sprogfag i forandring: pædagogik og praksis* (*Language Teaching in Transition: Educational Theory and Practice*) (Publisher Samfundslitteratur, 2009), which is used as a textbook in teacher training colleges. The book is currently being revised to ensure that the chapters correspond with the Common Objectives for the primary and lower-secondary school, which came into effect from academic year 2014/2015. Birgit Henriksen was also co-editor of and contributor to the anthology *Fremmedsprog i Gymnasiet. Teori, praksis og udsyn* (*Foreign Languages in the Upper Secondary School: Theory, practice and vision*) (Samfundslitteratur, 2014) and co-author of the book *Fagdidaktik i sprogfag* (*Didactics in language subjects*) (Frydenlund, 2015). All of these publications are used in the training of primary and lower-secondary teachers and on continuing training courses for language teachers.

Finally, the University of Copenhagen and Aarhus University run a joint master's programme in foreign language education. Birgit Henriksen's studies are part of the curriculum, contributing to research-based teaching.

### The role of the researcher

Expert, advisor and teacher.

### Further info

In 2014, the Ministry of Education launched a dynamic portal on [emu.dk/modul/about-emu](http://emu.dk/modul/about-emu), where the new, simplified Common Objectives are published.

The knowledge portal helps teachers plan their classes on the basis of the new learning objectives.