



GRADUATE SCHOOL, ARTS
AARHUS UNIVERSITY

**ANNUAL
REPORT
2014**



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WELCOME TO GRADUATE SCHOOL, ARTS

Graduate School, Arts offers doctoral education for the research disciplines of the [Faculty of Arts](#) within all areas of the humanities, theology and educational studies.

Graduate School, Arts is one of four graduate schools at Aarhus University. The work of the Graduate School is carried out in the [Department of Culture and Society](#), [Department of Aesthetics and Communication](#), [Department of Education](#) and [Centre for Teaching Development and Digital Media](#). Graduate School, Arts is organised in eight PhD programmes covering a variety of fields ranging from Anthropology, International Area Studies, Religion, Art, Literature, Cultural Studies, Didactics, History, Archaeology, Classical Studies, Theology, History of Ideas and Philosophy to ICT, Media, Communication and Journalism, Language, Linguistics and Cognition, and Learning and Education.

The Graduate School has extensive research collaboration with public institutions and the private sector, and conducts [ordinary PhD programmes](#) as well as [industrial PhD programmes](#).

GRADUATE SCHOOL, ARTS IN 2014



I was appointed head of Graduate School, Arts in June 2014 and it has been a great pleasure for me to read all evaluations of our dissertations. It has proven to me how high standards we have and how varied our school is. An even bigger pleasure has been the possibility to welcome the new PhD students together with supervisors and programme directors and being able to discuss their projects with them. I believe we all feel that transforming the welcome meetings into active dialogues has been a very positive development.

In Autumn 2014 a review of the faculty's departmental organisation was carried out and a some significant adjustments of relevance for the PhD activities were made. Staff responsibility for PhD students have been transferred to the heads of sections. The same sections were confirmed as the nominating bodies of PhD programme directors and of the standing assessment committees of PhD recruitment.

We agreed on a different kind of meeting and immediately made this a recurrent event - a day-long meeting which brings together the PhD programme directors, the members of the PhD committee, the PhD administration, and me as head of Graduate School, Arts. In this capacity I am very happy to be able to discuss important matters and to take action on ideas developed through this knowledgeably forum.

First of all we have decided to work with more transparent selection procedures as well as focus attention to course work for PhDs. Secondly we have also decided to set up a research ethics course for PhD students as a pilot project. The project is supposed to develop into a common course work for all PhD students of the graduate school. Finally we have decided to pause our funding for our strategic stipends and instead have as many open calls as possible.

In 2014 the PhD supervision certification process was initiated with excellent assistance from the Centre for Teaching Development and Digital Media and PhD student evaluation procedures were discussed and refined. 2014 was also the year during which we drew the consequence of an increasing number of projects within the area of experimental humanities and made it possible to compensate volunteers in experiments led by PhD students.

The international evaluation of the graduate school was initiated and planned in 2014 and will be carried out in spring 2015. After carefully planning the processes, it was a very rewarding for me to find that the procedures of the graduate school are well functioning and that all parties involved constantly work to improve the cooperation between the departments, their faculty and the graduate school administrators.

The continuing dialogue between the graduate school and its partners led to the assignment of two joint degrees (with University of York and with University of Edinburgh), numerous contracts with Danish museums and with university colleges in Denmark. In 2014 careful and dedicated work by faculty members have also resulted in several PhD courses offered together with international partners in Europe and in Asia.

Looking back, 2014 was a year of fruitful teamwork to the benefit of PhD students, supervisors and not the least, the society which is in need of the impact of Humanities, now more than ever.

Anne Marie Pahuus, Head of Graduate School, Arts

ORGANISATION OF GRADUATE SCHOOL, ARTS

The activities of the Graduate School are based at the two campuses of the Faculty of Arts in Aarhus and Copenhagen. The Graduate School is organised in eight multi- or inter-disciplinary PhD programmes, each managed by a programme director. [A PhD committee](#) elected by the faculty and PhD students monitors the quality of supervision and programme activities.

PhD committee

The main tasks of the PhD committee are to approve PhD courses, draw up internal guidelines for the GSA, and recommend the composition of the PhD assessment committee.

The general aims of the committee as a political entity are to identify strengths, weaknesses, challenges and opportunities in the management of this area. The committee held 4 meetings and one seminar in 2014 to evaluate the quality of its PhD courses and dissertation seminars (through meetings with the directors of the PhD programme), to respond to the faculty's talent-development strategies, to discuss related issues with the Dean, to respond to the results of the workplace assessment process (APV), and to monitor and present the work of the PhD administration.

- 250 PhD students (31 Dec. 2014)
- 8 PhD degree programmes
- Three-year programme (5+3)
- Four-year programme (4+4)
- Industrial PhD programme

The PhD students at the GSA are affiliated to relevant research environments, which are organised at the Faculty of Arts into [research programmes](#) within the departments. Normally the PhD students will have the same affiliation as their principal supervisor (Campus Aarhus or Campus Emdrup, Copenhagen).

The GSA is organised in the following eight PhD degree programmes:

- [Anthropology, International Area Studies and the Study of Religion](#)
- [Art, Literature and Cultural Studies](#)
- [Didactics](#)
- [History, Archaeology and Classical Studies](#)
- [ICT, Media, Communication and Journalism](#)
- [Language, Linguistics and Cognition](#)
- [Learning and Education](#)
- [Theology, History of Ideas and Philosophy](#)

The directors of the PhD programmes are responsible for the administration of graduate programmes. The directors participate in decisions regarding admissions, academic performance, and the application of the regulations and policies of the Graduate School.



ANTHROPOLOGY, INTERNATIONAL AREA STUDIES AND THE STUDY OF RELIGION

Covering an area within the fields of Anthropology, International Area Studies and the Study of Religion, a particular strength of this PhD programme is interdisciplinarity. In the study of culture, cognition and religion as well as human security and international development, the programme offers unique opportunities for the pursuit of new directions in and across the associated disciplines, including areas such as ethnographic methods; experimental anthropology; visual anthropology; welfare, children and youth; democracy, globalisation and transnational mobility; contemporary religion and contemplative traditions; history of religions; cognitive science of religion; gender and politics; and human security and post-conflict studies.

Theoretical interests are founded on a combination of solid social and human science theories, and range from phenomenology, post-structuralism and grounded theory over various comparative, sociological and historically-based approaches to cognitive science, with particular interest in areas from the humanities and beyond.

Contact:

Director of the PhD programme: Associate Professor Marianne Qvortrup Fibiger, mf@cas.au.dk

PhD administrator: Bodil Bjerring, bodil.bjerring@au.dk

Web: <http://talent.au.dk/phd/arts/programmes/anthropology-int-area-studies-and-the-study-of-religion/>



ART, LITERATURE AND CULTURAL STUDIES

This programme covers all kinds of academic studies of the arts in the broadest sense: visual art and culture, including more recent media such as film, video and computer; theatre, including performance and dance; music, from classical music to modern rhythmic music; and literature, from national and area-defined contexts to world literature. The programme also welcomes museological studies, trans- and inter-medial studies, art and aesthetic theory, as well as more general studies in culture's history and theory, including cultural studies and neuro-aesthetic approaches. There are no chronological or theoretical barriers for the programme, which includes historical, contemporary and trans-historical projects. Likewise, the programme encourages both projects from individual disciplines and projects aiming at bridging different disciplines.

Contact:

Director of the PhD programme: Professor Jacob Wamberg, kunwj@dac.au.dk

PhD administrator: Annette Gregersen, gregersen@au.dk

Web: <http://talent.au.dk/phd/arts/programmes/art-literature-and-cultural-studies/>



DIDACTICS

This programme focuses on the analysis of practice and policy in education, in particular the aim, content, form, organisation and performance of learning, teaching and professional development in school and pre-school settings, and analysis of school development and teacher training. Research on subject-specific (e.g. mathematics) and area-specific (e.g. sustainable development) teaching and learning in institutionalised settings at all educational levels forms an important part of the programme. Furthermore, research on workplace learning, career guidance and counselling and adult and vocational education is central in the programme, in relation to both formal and informal learning and teaching.



The programme engages with a wide range of research approaches grounded in research traditions taken from didactics and curriculum studies, and from the various forms of educational research inspired by sociological, philosophical and psychological disciplines.

Contact:

Director of the PhD programme: Professor, Vibeke Hetmar, hetmar@edu.au.dk

PhD administrator: Minna Elo, minna.elo@au.dk

Web: <http://talent.au.dk/phd/arts/programmes/didactics/>

HISTORY, ARCHAEOLOGY AND CLASSICAL STUDIES

This programme has its basis in the disciplines of Prehistoric, Medieval and Renaissance Archaeology, Classical Studies (Classical Archaeology and Classical Philology), and History. It thereby spans the study of the human past in its entirety, albeit with various methodological approaches. The programme has a strong commitment to interdisciplinarity.



The programme comprises the following research priorities: Material Culture; Cultural Mobility; the European Bronze Age; Technology; Settlement and Landscape in Prehistory and Early History; Classical Philology as well as the Mediterranean world in Antiquity, hereunder Urban Development, Art and Social Identity in Late Antiquity; Cultural and Religious Innovation in Antiquity; the Viking Age; Buildings, Housing and Medieval Society; Town and Rural Areas throughout History; Legal Culture in Early Modern Denmark; Political Culture in the 19th and 20th Century; Contemporary History; and Development Aid and Transnational History. Researchers active within the programme offer world-leading expertise in the study of Scandinavia as a cultural and historical region, including its relation to the outside world both regionally and globally.

Contact:

Director of the PhD programme: Professor Rubina Raja, rubina.raja@cas.au.dk

PhD administrator: Anders Gade Jensen, andersgade@au.dk

Web: <http://talent.au.dk/phd/arts/programmes/history-archeology-and-classical-studies/>



ICT, MEDIA, COMMUNICATION AND JOURNALISM

This PhD programme engages with projects and provides courses within the study of information and communication technology, interaction design, print and audiovisual media, digital media, journalism and experience culture.

The PhD projects in question are often cross-disciplinary, highly influenced by technological, economic, political and cultural developments, so they require a range of approaches in terms of both theory and methods. They include projects in film studies, digital urbanity, aesthetics, reception and uses of media, games, social media, historical developments of media and technology, organisations, innovation and design processes, surveillance studies, health technology studies, structural changes and production processes in the media industry, visual digital media, journalistic ideals and practices, and the broader social, political and cultural contexts for these subjects.

Contact:

Director of the PhD programme: Associate Professor, Anders Albrechtslund, alb@dac.au.dk

PhD administrator: Bodil Bjerring, bodil.bjerring@au.dk

Web: <http://talent.au.dk/phd/arts/programmes/ict-media-communication-and-journalism/>



LANGUAGE, LINGUISTICS AND COGNITION

This PhD programme is centred around linguistics in a broad sense. It includes all significant language-related aspects of human psychology, physiology and society. The programme covers a wide range of research areas: phonetics, phonology, morphology, syntax, semantics and pragmatics as well as conversational analysis, first and second language acquisition, language pedagogy, neurolinguistics, psycholinguistics, sociolinguistics and text linguistics. Adjacent areas such as cognition, philology, rhetoric and semiotics are also included.

The programme is particularly strong internationally in the areas of cognition and neurolinguistics, and it is an important contributor to the AU research area Cognition, Communication and Culture and to the research cluster MindLab. The programme furthermore offers a fruitful collaboration between the traditions of functional and formal linguistics.

Contact:

Director of the PhD programme: Associate Professor, Sten Vikner, sten.vikner@dac.au.dk

PhD administrator: Anders Gade Jensen, andersgade@au.dk

Web: <http://talent.au.dk/phd/arts/programmes/language-linguistics-and-cognition/>



LEARNING AND EDUCATION

This programme is concerned with processes of learning and becoming in a wide variety of formal and informal educational settings as well as with the organisational, political, economic, social, cultural, academic, philosophical and historical contexts in which educationally relevant relations and processes are embedded. These processes can be addressed theoretically, analytically and empirically. A multidimensional research area is covered, ranging from educational research to interdisciplinary approaches (such as sociological, historical, anthropological, ethnographic, psychological and philosophical perspectives). Central to the academic scope of the programme is empirically based research, and analytical theory and methodology. PhD students within the programme are engaged in both basic philosophical and analytical research questions, and in innovative and intervention-oriented research. The programme thus takes an interest in synergies between studies focused on theory development, methodological refinements and empirically based analyses of educational, learning-related, social and subjective phenomena.

Contact:

Director of the PhD programme: Associate Professor, Niels Christian Mossfeldt Nickelsen, ncmn@edu.au.dk

PhD administrator: Minna Elo, minna.elo@au.dk

Web: <http://talent.au.dk/phd/arts/programmes/learning-and-education/>



THEOLOGY, HISTORY OF IDEAS AND PHILOSOPHY

The Ph.D.-program for Theology, Philosophy, and History of Ideas offers a wide range of disciplinary and interdisciplinary doctoral research within and across the fields concerned. Theological research is characterized by interaction between historical, literary, and systematic methods. Typically, research will focus on textual analysis and hermeneutics, society, the history of ideas and mentalities, dogma formation, ethics and contemporary interpretations of Christianity. The program supports PhD studies within a broad research spectrum related to theology.

Philosophy and the Study of Ideas and Beliefs covers the areas of Philosophy, History of Ideas, and the History, Philosophy and Sociology of Science, Technology and Medicine, including interdisciplinary studies of human practices in professional and cultural contexts. The program provides a wide-ranging interdisciplinary research environment.

Contact:

Director of the PhD programme: Associate Professor, Jan Dietrich, jad@cas.au.dk

PhD administrator: Anders Gade Jensen, andersgade@au.dk

Web: <http://talent.au.dk/phd/arts/programmes/theology-history-of-ideas-and-philosophy/>





PHD COURSES 2014

Graduate School, Arts offers a variety of courses for PhD students, some of which are mandatory (for instance Introduction to PhD supervision for PhD students and Introduction to university teaching for PhD students). There are also programme-specific courses and transferable skills courses.

In 2014 the following programme-specific courses were offered:

Anthropology, International Area Studies and the Study of Religion:

- The Role of Obviation (2 ECTS, 6 participants)
- Taking Food Public (1 ECTS, 7 participants)
- The Texture of Time (2 ECTS, 10 participants)
- Gender and Culture (3 ECTS, 4 participants)
- Text Mining in the Digital Humanities (3 ECTS, 15 participants)

Art, Literature and Cultural Studies:

- Context Construction (5.5 ECTS, 23 participants)
- SINS 2014 (5 ECTS, 33 participants)
- Masterclass with N. Katherine Hayles (1 ECTS, 6 participants)
- When the Collector Lives on (3 ECTS, 5 participants)
- The Sexual Child (2 ECTS with presentation, 0.5 without, 3 participants)

Didactics & Learning and Education:

- Den akademiske tekstdomptør (2 ECTS)
- Masterclass on Affective Management (ECTS decided by supervisor)
- Undervejs med en afhandling (4 ECTS)
- The Philosophy of the Human and Social Sciences (5 ECTS)
- Learning from the Margins (6 ECTS)
- Evidens i praksis og som videnspolitisk styring (4 ECTS)
- Empirisk skoleforskning (3 ECTS)
- New Material/Emergent Being (4 ECTS)

- Measuring Optimal Mental States like Flow, Peak Experience, Mindfulness and Coherence (5 ECTS)
- Workshop with Fazal Rizvi (1 ECTS)

History, Archaeology and Classical Studies:

- Comparing the Medieval North (3 ECTS with paper, 1 without, 17 participants)
- Approaching 18th Century Culture (1.5 ECTS, 4 participants)
- The Use of Collections and Archives (1 ECTS, 8 participants)
- Historiography (2 ECTS, 4 participants)
- Linked in and Top Tuned (3 ECTS, 7 participants)
- Reading Texts in Historical Research (5 ECTS with paper, 3 without, 17 participants)
- Crisis. Cultural Responses to Collapse, Conflict and Emergency (2 ECTS with paper, 0.5 without, 5 participants)

ICT, Media, Communication and Journalism:

- Methodologies: Mobile Media and Mobility (4 ECTS, 17 participants)
- Medier og Virkelighed (4 ECTS, 11 participants)
- Web Archiving and Archived Web – a New Research Method, a New Object of Study? (4 ECTS, 10 participants)
- Media, Children and Family Culture (4 ECTS with paper, 3 without, 6 participants)
- Cultural Im/materialities (5 ECTS, 23 participants)
- Postphenomenology – Theory, Methods, Challenges (5 ECTS, 20 participants)
- Datafied Research (14 participants)

Language, Linguistics and Cognition:

- Doing Research in Teacher Cognition (1.5 ECTS)
- Forskningsmetoder for Sprogdidaktikere (2 ECTS)
- Teaching, Learning and Assessing Vocabulary (1 ECTS with presentation, 0.5 without)
- Basis Course 2 (3.5 ECTS)

Theology, History of Ideas and Philosophy:

- Workshop on Publications Strategies (1 ECTS)
- Max Weber's Importance for the History and Sociology of Religion (3 ECTS)
- Ideas of Time and History (2 ECTS)
- The Economic Turn in the Humanities (1 ECTS)
- Giorgio Agambes Philosophy (2 ECTS)
- Moral Engines (3 ECTS)
- Perspectives on Print Culture (2 ECTS)

In 2014 the following transferable skills courses were offered (in collaboration with the Centre for Teaching Development and Digital Media):

Mandatory:

- Introduction to PhD Supervision for PhD students (0.5 ECTS, 60 participants)
- Introduction to University Teaching for PhD Students (1.5 ECTS, 47 participants)

Offered:

- Writing a PhD Dissertation in Danish (1 ECTS, 3 participants)
- Writing a PhD Dissertation in English (1.5 ECTS, 6 participants)
- Introductory Course on Literature Searchers and Reference Management (0.5 ECTS, 19 participants)
- Introduction to Research Writing (2 ECTS, 17 participants)
- Conference Presentations: Preparation and Delivery (1.5 ECTS, 13 participants)
- Writing Group Project (0 ECTS, 7 participants)
- Writing Workshop for PhD students (1.5 ECTS, 2 participants)

In addition to the courses listed above, several workshops, seminars, colloquiums etc. take place within the research programmes and the PhD programmes.

PhD students at Aarhus University can participate in PhD courses offered at member institutions of the Danish PhD association. External PhD courses offered by all Danish institutions can be found in [the national course database](#).

PHD ENROLMENTS 2014

In 2014 Graduate School, Arts enrolled a total of 66 new PhD students.

2014	Enrolments	4+4	5+3	Non-Danish MA degree	Non-Danish citizenship	Mean age	Female	Male
Anthropology, International Area Studies and the Study of Religion	8	2	6	3	3	29	5	3
Art, Literature and Cultural Studies	10	4	6	0	0	28	6	4
Didactics	12	0	12	1	2	39	7	5
History, Archaeology and Classical Studies	8	4	4	2	2	26	4	4
ICT, Media, Communication and Journalism	9	2	7	2	2	32	2	7
Language, Linguistics and Cognition	2	1	1	1	1	41	2	0
Learning and Education	10	1	9	0	0	35	7	3
Theology, History of Ideas and Philosophy	7	2	5	2	3	26	3	4
Total	66	16	50	11	13	32	36	30

Source: Graduate School Arts, February 2015



Anthropology, International Area Studies and the Study of Religion

Chiara Bresciani, Italy
The Infinite Conquest. A critical study of agency and tradition in a Huave community, Mexico

Christiane Falck, Germany
Local Appropriations and Interpretations of Modern Technologies at the Sepik River in Papua New Guinea

Jacob Hartvig Sandager Hansen, Denmark
Religiøs cirkulation og transformation i en global tidsalder; en komparativ analyse af transformation af hinduistisk praksis og trosopfattelser i ashrams i Vesten og Østen

Marc Andersen, Denmark
Predictive coding in the sense of supernatural agency: An empirical study of the sense of supernatural agency during sensory deprivation and tightly coupled group interaction

Mette Lind Kusk, Denmark
Land conflicts between neighbors in Northern Uganda: Social navigation in a post-war environment

Natalie Forssman, Canada
Over land and sea: Tracking marine mammals in landscapes of coordination
Stina Møldrup Wolff, Denmark

Making cities, making citizens. An urban ethnography of changing urban modalities in Kigamboni satellite city, Dar es Salaam

Søren Buskov Poulsen, Denmark
Tibetan Buddhism and Science: negotiating moral conflicts in modernity

Art, Literature and Cultural Studies

Anders Eskildsen, Denmark
Facilitering af musikalsk improvisation

Ane Petrea Danielsen, Denmark
Det levendegjorte billede - Middelalderlige ikoner i et postmoderne perspektiv

Ayoe Quist Henkel, Denmark

Ungdomslitteraturens æstetik i et digitaliseret og medialiseret tekstlandskab

Christina Jerne, Demark

Experience Economy and Social Innovation

Johan Kjærulff Rasmussen, Denmark

We can be actors, not just spectators

Johannes Korsholm Poulsen, Denmark

Posthuman aesthetics

Lea Muldtofte Olsen, Denmark

The Magic Button - How the relationship between human and machine is represented through aesthetic stagings of the button

Sarah Marie Mygind Nielsen, Denmark

Børnelitteraturens nye til- og ombygninger – Et studie i tværmediale fortællinger for børn og unge

Simon Roy Christensen, Denmark

Spor af ingenting; studier i stilhed med særligt hensyn til japansk kunst

Teresa Østergaard Pedersen, Denmark

Asger Jorn's Scandinavian Institute for Comparative Vandalism and Old Norse Visual Art

Didactics

Dorthe Carlsen, Denmark

Undervisningsdifferentiering i digitale læringsmiljøer i dansk

Hans Harryson, Faroe Islands

Det almenpædagogiske element i læreruddannelsen

Jacob Christensen, Denmark

Undervisning i mad og måltider med Madkamp i folkeskolen som genstandsfelt

Laura Irene Torres Reyes, Ecuador

Opportunities for school-based health promotion in farming communities of Ecuador

Lisa Monica Fälling Andersen, Denmark

Materiel-orienteret fagdidaktik i faget håndværk og design

Liv Fabrin, Denmark

Elevers læsehandling - et performativt blik på læsestrategier

Marie-Louise Molbæk, Denmark

Elever som reagenter - situeret skriveundervisning på mellemtrinnet

Mette Alma Kjærsholm Boie, Denmark

Gymnasielærers relationelle balance

Neriman Tiftikci, Denmark

Vurdering for læring

Rune Hansen, Denmark

Fagteamsamarbejde i matematik, som grundlag for en målsat kompetencebaseret matematikundervisning

Søren Witzel Clausen, Denmark

Udvikling af geografilærers kompetencer

Thomas Iskov, Denmark

Udskolingsdidaktik - mellem de unges forudsætninger, eksterne evalueringskrav og lærerens pædagogiske intentionalitet

History, Archaeology and Classical Studies

Anna Severine Beck, Denmark

Ideen om det gode liv – et studie af samspillet mellem menneske, arkitektur og idealer i vikingetidens samfund

Arjen Heijnis, Netherlands

Iron Age defensive works in South Scandinavia

Byron Zachary Rom-Jensen, Denmark

The Scandinavian Legacy: Perspectives on the Nordic Model within the United States

Jette Baagø Klockmann, Denmark

The Internationalization of a National Memory

Martin Friis Andersen, Denmark

De olympiske lege som sted og erindring

Nicola Christine Daumann, Germany

Pilgrimage and Urbanism in the Roman Provinces of Syria and Iudaea

Rasmus Skovgaard Jakobsen, Denmark

Reformation og adel - en undersøgelse af reformationens påvirkning af den danske adel. Ca. 1525-1560'erne

Sanne Hoffmann, Denmark

Terrakotta figurer som votivgaver i græske helligdomme i diakront perspektiv, ca. 600 til 31. f. Kr.

ICT, Media, Communication and Journalism

Janus Holst Aaen, Denmark

Realising the Learning Potentials of the Internet

Joeb Høfdinghoff Grønberg, Denmark

Den medialiserede motionist - om sociale motionsmediers integration i danskernes motionspraksis

Kasper Skov Christensen, Denmark

Designing digital materials for digital fabrication in education

Lynge Stegger Gemzøe, Denmark

Transnational remake study of Danish TV drama

Mikkel Hjort, Denmark

Digital design bildung through digital fabrication

Sigrid Nielsen Saabye, Denmark

Hvad bruges podcasts til? - En undersøgelse af udvælgelsen, situationen og motiverne bag podcasttlytning

Stig Møller Hansen, Denmark

Graphic Design in a Computational Culture: Developing Craftsmanship on a Digital Medium

Vlada Botoric, Serbia

Igniting Creativity through Participatory Innovation: LEGO Fans' Co-creation in the Digital Playground

Winnie Soon, United Kingdom

Beyond Data Representation: Rethinking Liveness in Network Art

Language, Linguistics and Cognition

Ana Paulla Braga Mattos, Brazil

A linguistic study of Kalunga: A run-away-slaves community in a secluded area in Goiás, Brazil

Kalpana Vijayarathan, Denmark

To identify teacher cognition in teaching English speaking in Grade 8, and study its impact on teachers' pedagogic praxis

Learning and Education

Allan Køster, Denmark

Historicitet og narrativitet i selvets hermeneutik. Om brugen af narrativer i psykologiske og pædagogiske praksisser

Ane Refshauge Høyrup, Denmark

Vuggestuer og forældres kulturelle normer og idealer om civiliseret adfærd

Cathrine Stengade, Denmark

Inklusion og børnefællesskaber i folkeskolen - et børneperspektiv

Cecilia Petrine Pedersen, Denmark

Mental sundhed og robuste fællesskaber – Implementering af to arenabaserede interventioner til fremme af mental sundhed og trivsel blandt børn i Grønland: Vurdering af virkning for børns udvikling af sociale kompetencer og robusthed

Helene Falkenberg, Denmark

"Overbygningsskolen som potentielt vendepunkt – om kategoriseringspraksis og in- og eksklusion i udskolingens"

Hilde Ulvseth, Denmark

Elevengagement som katalysator for inklusion og læringsudbytte

Maj Sofie Rasmussen, Denmark

From absenteeism to passion in learning environments in lower secondary school: A study of marginalized students' changes in learning and school participation

Morten Timmermann Korsgaard, Denmark

Om inklusionsbegrebet og udvikling af inkluderende læringsrum

Oliver Alexander Tafdrup, Denmark

Robotten som klassekammerat - Humanoide robotter i spændet mellem designere og brugere

Susanne Rydahl, Denmark

Trust-based Leadership and Innovative Organizational Culture

Theology, History of Ideas and Philosophy

Bjarke Skærlund Risager, Denmark

Property, place and protest

Hanna Thaler, Austria

Empathy for pain and shame in individuals with autism

Karina Nielsen, Denmark

Kulturmønsters betydning for at leve med en kronisk sygdom. En kvalitativ undersøgelse af kvinders håndtering af livet med iskæmisk hjertesygdom

Kinga Zeller, Germany

Sola Scriptura? - A Possibility for the Legitimization of the Reformatory Scriptural Principle in Modernity

Mattias Skat Sommer, Denmark

Luthers trestandslære i dansk teologi og opbyggelseslitteratur ca. 1550-1650

Nicolai Krejberg Knudsen, Denmark

Hjemlighedens hermeneutik: En typologisk undersøgelse af forholdet mellem det fortrolige og det fremmede

Øyvind Lyngseth, Norway

Sund dannelse



PHD GRADUATES 2014

In 2014 Graduate School, Arts awarded the PhD degree to 64 graduates.

2014	Graduates	4+4	5+3	Non-Danish MA degree	Non-Danish citizenship	Mean age	Female	Male
Anthropology, International Area Studies and the Study of Religion	10	2	8	4	4	34	6	4
Art, Literature and Cultural Studies	12	4	8	1	1	34	9	3
Didactics	7	0	7	0	0	45	5	2
History, Archaeology and Classical Studies	12	5	7	6	6	34	9	3
ICT, Media, Communication and Journalism	2	2	0	0	0	32	0	2
Language, Linguistics and Cognition	6	2	4	0	1	40	4	2
Learning and Education	5	0	5	1	1	50	5	0
Theology, History of Ideas and Philosophy	10*	1	8	0	1	36	5	5
Total	64	16	47	12	14	35	43	21

Source: Graduate School Arts, February 2015
*1 of these graduates has not been enrolled, but handed in a "self-financed" PhD dissertation (i.e. §15.2).



Anthropology, International Area Studies and the Study of Religion

Henrik Hvenegaard Mikkelsen, Denmark
Cutting Cosmos: Paradoxes and spectacular events among the Bugkalot

Jesper Christiansen, Denmark
The unrealities of public innovation. Exploring the political epistemology of state interventions and the creative dimensions of bureaucratic aesthetics in the search for new public futures

Rogers Tabe Egbe Orock, Cameroon
Belonging, Democracy and Development in Cameroon's Patrimonial State. An Anthropology of Political Elites

Elizabeth Lane Williams Ørberg, United States
Young Buddhism: Examining Ladakhi Bud-

dhist Youth Engagements with Migration, Modernity and Morality in India
Panagiotis Mitkidis, Greece
Coordination, Cooperation and Cohesion

Marie Højlund Brømer, Denmark
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- En tværmedial undersøgelse af den gensidige påvirkning mellem formale strukturer i Grundtvigs salmer og deres forskellige melodier

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son i K.E. Løgstrups sene teologi og i nyere trinitarisk tænkning

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The Deep Coinherence: A Chinese Appreciation of N. F. S. Grundtvig's Public Theology

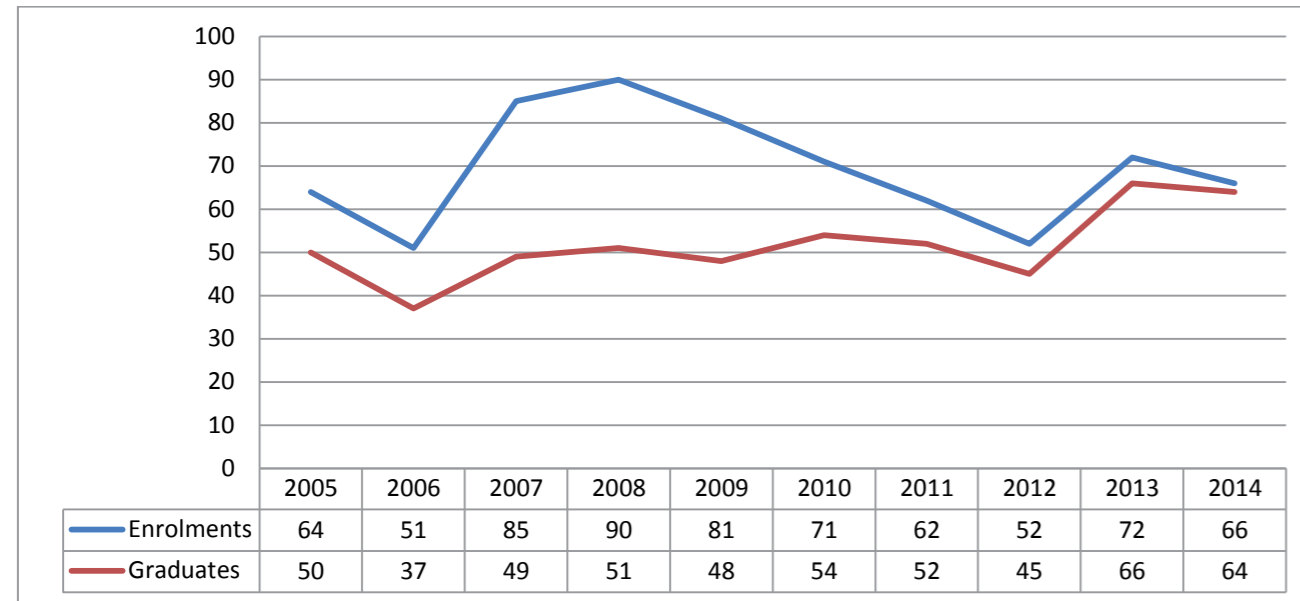
GRADUATE SCHOOL, ARTS,
NUMBERS AND FIGURES

Graduate School of Arts,
Total number of enrolled PhD students by December 2014

2014	Enrolled	4+4	5+3	Non-Danish MA degree	Non-Danish citizen-ship	Mean age	Female	Male
Anthropology, International Area Studies and the Study of Religion	41	18	23	11	13	30	32	9
Art, Literature and Cultural Studies	36	19	17	3	2	30	21	15
Didactics	28	0	28	4	3	40	14	14
History, Archaeology and Classical Studies	36	23	13	4	6	29	22	14
ICT, Media, Communication and Journalism	26	8	18	5	6	33	13	13
Language, Linguistics and Cognition	13	6	7	2	4	32	8	5
Learning and Education	39	1	38	5	5	39	32	7
Theology, History of Ideas and Philosophy	31	15	16	2	3	31	18	13
Total	250	90	160	36	42	33	160	90
		36%	64%	14%	17%		64%	36%

Source: Graduate School, Arts, February 2015

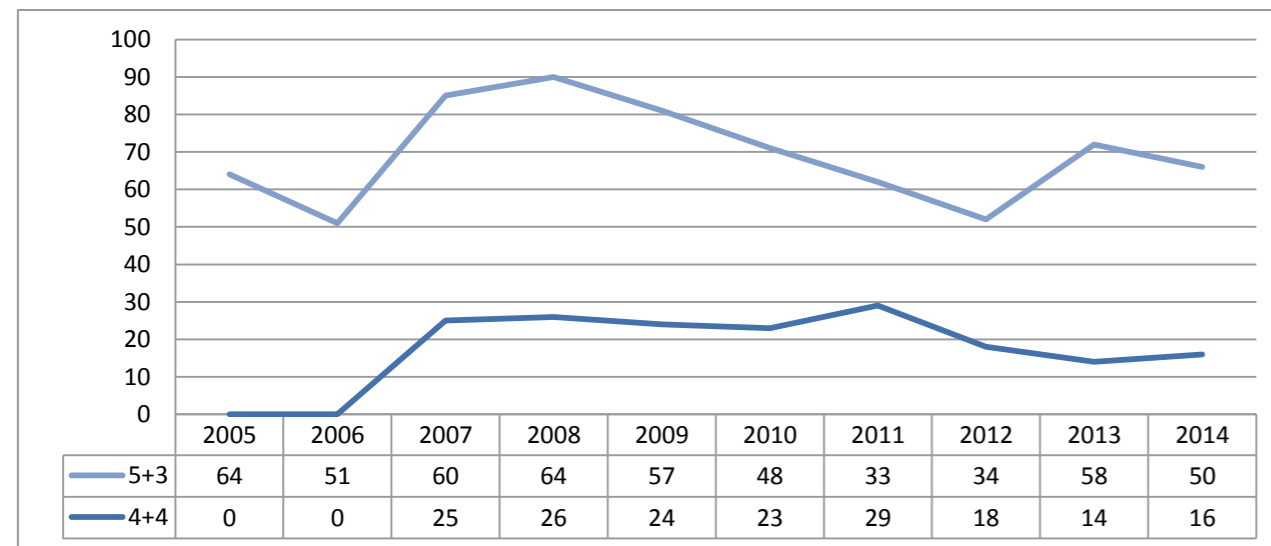
Graduate School, Arts, enrolments and graduates 2005-2014



Source: Graduate School, Arts, February 2015

Note: Prior to 2012 PhD students from the programmes based at the Department of Education (Didactics; Learning and Education) are not included.

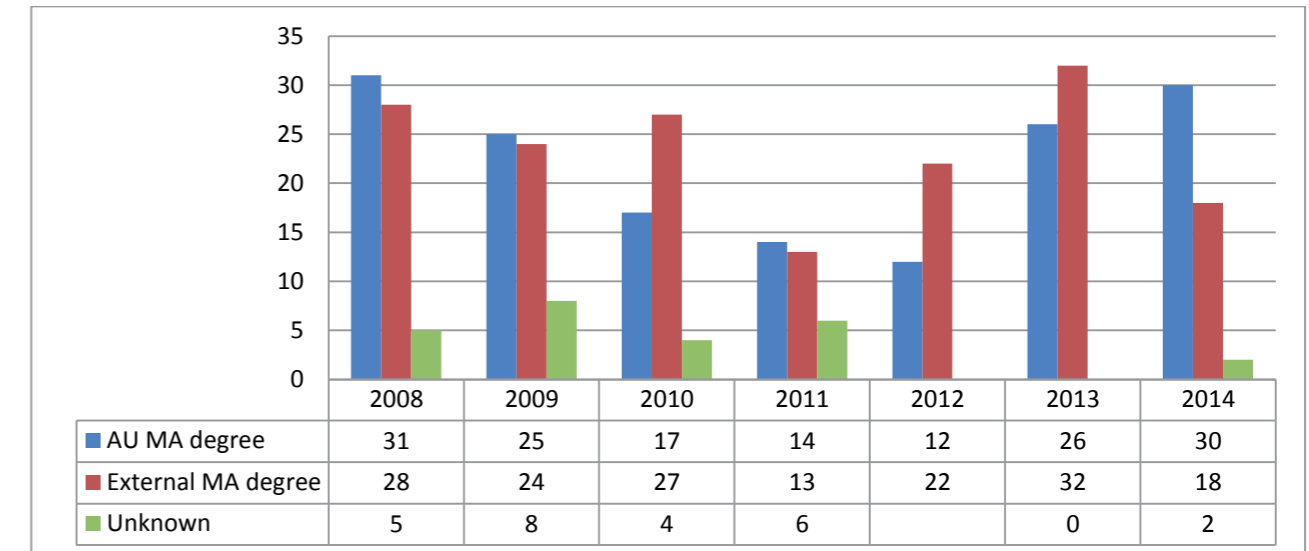
Graduate School, Arts, enrolments divided into 5+3 and 4+4 2005-2014



Source: Graduate School, Arts, February 2015

Note: Prior to 2012 PhD students from the programmes based at the Department of Education (Didactics; Learning and Education) are not included.

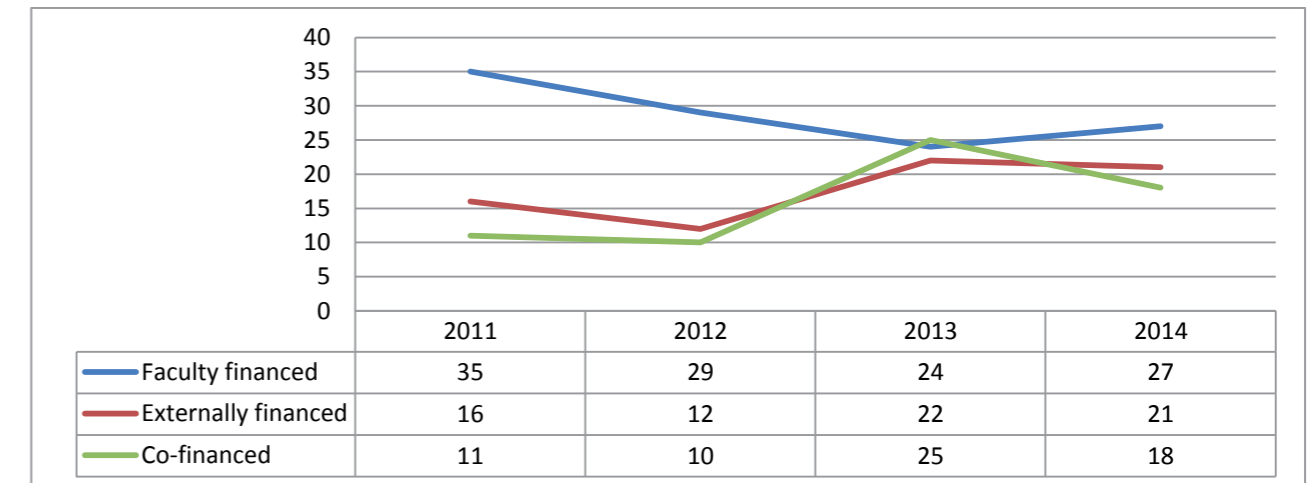
Origin of MA degree of the 5+3 enrolments 2008-2014



Source: Graduate School, Arts, February 2015

Note: Prior to 2012 PhD students from the programmes based at the Department of Education (Didactics; Learning and Education) are not included.

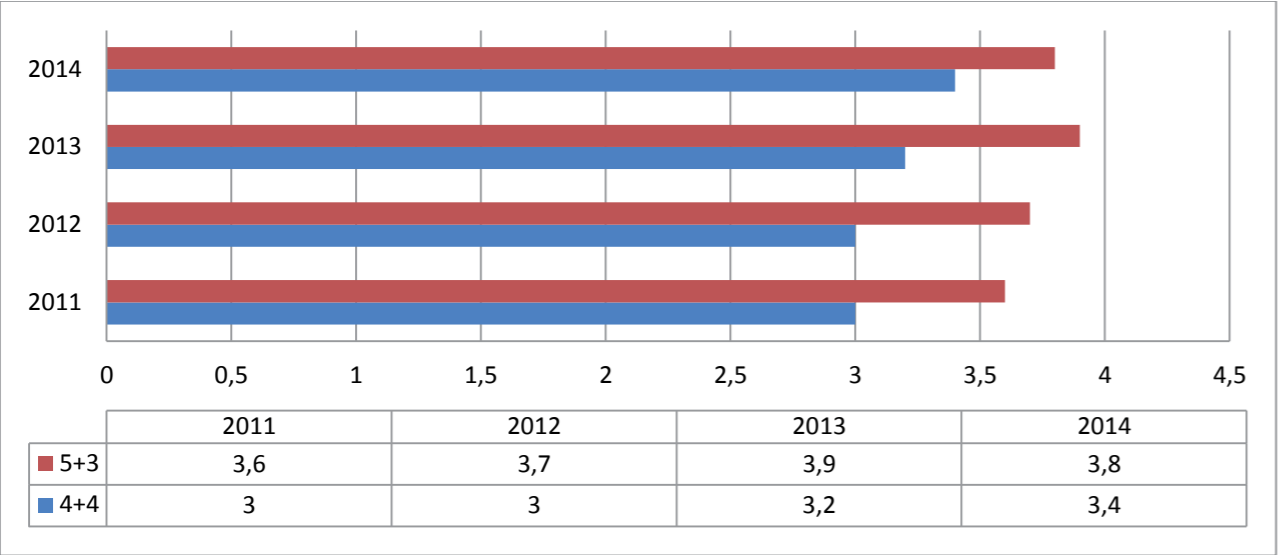
Financing of the PhD students enrolled in 2011-2014 (head count)



Source: Graduate School, Arts, February 2015

Graduate School, Arts, completion time 2010-2014

Average completion time (effective study time) excludes leaves of absence and part A (MA credit) for 4+4 students

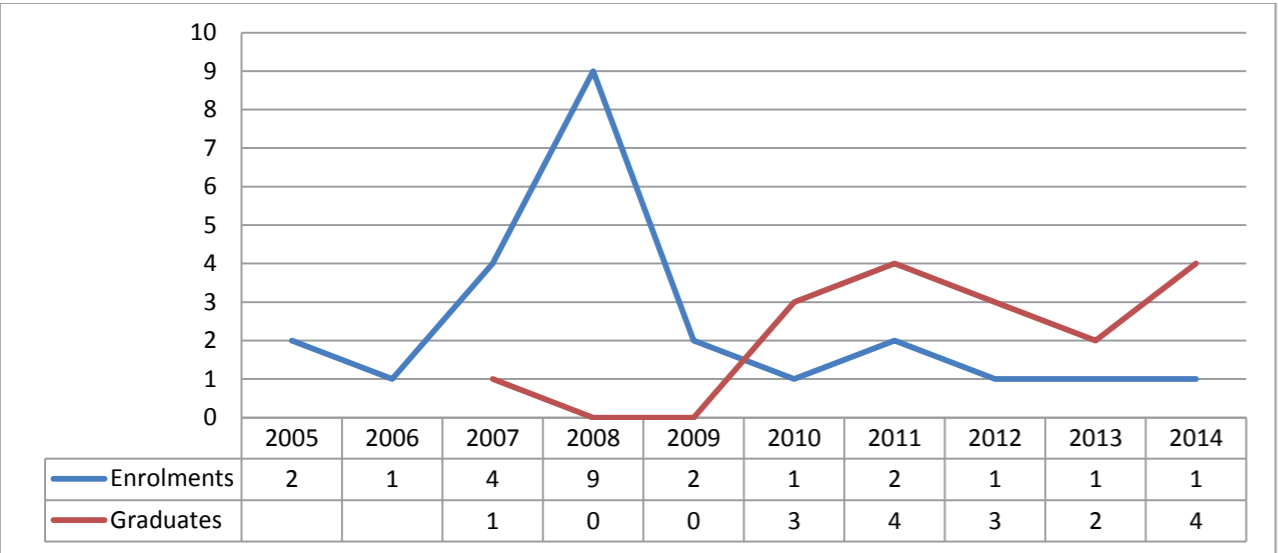


Source: Graduate School, Arts, February 2015

Note: Prior to 2012 PhD students from the programmes based at the Department of Education (Didactics; Learning and Education) are not included.

The figures exclude one student in 2010 who completed eight years after enrolment, and one student in 2013 who completed 11 years after enrolment.

Graduate School, Arts, industrial PhD students, enrolments and graduates 2005-2014



Source: Graduate School, Arts, February 2015



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Please visit Graduate School, Arts webpage
<http://talent.au.dk/phd/arts/>

On the webpage you will be able to find detailed information about programmes, courses, application announcements, deadlines, rules and regulations.

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