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:

- Enhanced communication with aphasia patients
- Improved understanding of culture and religion in the Middle East
- More sustainable urban development
- Streamlining emergency aid by improving the flow of information

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

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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
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
The exhibition space X AND BEYOND: www.xandbeyond.dk
COMMUNICATING
WITH APHASIA PATIENTS

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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), 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.
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
FROM ETHNOLOGICAL RESEARCH TO EVERYDAY HEALTH RECOMMENDATIONS

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

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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.
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:

- **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.

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

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FURTHER INFO
www.poulvillaume.dk
(in Danish)
PHILOSOPHY AS A TOOL TO IMPROVE HABILITATION

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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.
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 Novozenes, 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.
BASIC RESEARCH INTO LANGUAGE TECHNOLOGY PAVES THE WAY FOR NEW BREAKTHROUGHS IN INFORMATION AND COMMUNICATION TECHNOLOGY

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Background and purpose
Anders Søgaard is professor at the Centre for Language Technology and Principal Investigator for the European Research Council (ERC) Starting Grant project LOWLANDS (parsing low-resource languages and domains).
Technology alone does not make good search engines or machine translations. Linguistics is just as important for the processing of large volumes of speech and text, and for presenting information as accurately as possible. This is the field of research covered by language technology. Reliable automatic analyses require large volumes of data analysed by linguists. Such corpora are readily available in major languages like English, Chinese and German, but this is a small minority of the world's languages, and often such corpora only cover standard text domains such as news media and reference works. This leads to an imbalance, making language technology much better for standard language use in the major languages. LOWLANDS seeks to compensate for this imbalance, so that computers can also handle less widely spoken languages and more informal usage.

Innovation
There is a great innovation potential in developing search engines that are able to recognise, analyse and link up new types of information, e.g. from social media such as Twitter and Facebook. These domains are increasingly important sources of quick and personalised information about events, people and places. However, this information is often written in informal language, using slang and contractions, which presents challenges for current language technology. If it were possible to automate accurate data acqui-
sition from these domains, new areas would open up and new user needs could be met. The example of social media shows that progress in ICT is not just a matter for computer science and technical disciplines. Something as deeply rooted in the humanities as linguistics makes a vital contribution to optimising and expanding the scope of ICT.

To address this challenge, Anders Søgaard has established close working relationships with Google and other major companies in the field. The partnership is not predicated on pursuing a predetermined result or product, but is based on a systematic linking up of basic research into language technology and the development of search engines and machine translation.

Impact
Search engines and data analysis are core functions in the use of web-based information and involve billions of users worldwide. From a democratisation perspective, there is great benefit in expanding the domains and languages from which knowledge and information are derived. Anders Søgaard’s partnerships with companies like Google guarantee an ongoing mutual exchange of knowledge, in which research into language technology makes an impact via the companies’ development and innovation.

The impact of language technology is documented in the following ways:

- Knowledge-sharing: Recordings of presentations or workshops at which Anders Søgaard or his colleagues have presented research to relevant companies or partners.
- Available data and resources: Collections with annotated data (metadata) and free-to-use language-technology resources.
- Entering into written agreements, contracts and partnership agreements.

The role of the researcher: Expert.

Further info
Plank, Barbara; Hovy, Dirk; McDonald, Ryan; Søgaard, Anders. 2014. Adapting taggers to Twitter using (less) distant supervision. The 25th International Conference on Computational Linguistics (COLING). Dublin, Ireland.
WORLD FOOD PROGRAMME: INFORMATION ARCHITECTURE AND KNOWLEDGE MANAGEMENT

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Background
The World Food Programme (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 has to be readily accessible so that WFP is able to mobilise its organisation and staff effectively within hours of natural disaster, famine or war.

The role of the Royal School of Library and Information Science
WFP has signed an agreement with the Royal School of Library and Information Science to set up a professional knowledge-management and organisation system that transcends nations and cultures.

Haakon Lund and Susanne Ørnager 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 users 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, and an effective and unique categorisation system, i.e. a taxonomy.
• helped establish standard terminology and an understanding of knowledge management throughout the organisation.
Specifically, a glossary will be drawn up to ensure consistent terminology 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 cover the same concept. For example, the search term ‘poverty mitigation’ will also return results for ‘poverty reduction’, ‘poverty alleviation’ and other synonyms.

Impact
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) to improve the current situation, which consists of isolated instances of different systems and processes. In late 2014, based on the researchers’ recommendation, WFP appointed a knowledge and information manager who, along with three colleagues, is overseeing the implementation process. Also on the researchers’ recommendation, a number of local experts (taxonomy champions) are contributing to the ongoing development and maintenance of the information architecture.

Haakon Lund and Susanne Ørnager have made substantial contributions to the efficiency of WFP’s relief work, i.e. ensuring that more people in need receive 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.

Success criteria: Develop a range of strategies for the whole organisation, appoint staff with responsibility for the maintenance and continued development of the taxonomy and appoint local experts.

The role of the researchers
Advisors.

Further info
www.iva.ku.dk/nyheder/taxonomy-champions
(in Danish)
RESEARCH IMPROVES THE COMMUNICATIVE EFFICIENCY OF INTERNATIONAL COMPANIES

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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.
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/
MULTILINGUALISM AS A CHALLENGE AND RESOURCE

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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
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


Sproglig diversitet blandt eleverne i grundskolen – fra problem til potenti ale. (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 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
LEARNING FROM HISTORY: 
THE IMPORTANT ROLE PLAYED BY 
PRIVATE ASSOCIATIONS IN INTEGRATION 
AND SOCIAL DEVELOPMENT

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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
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.
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.digitleunge.dk](http://www.digitleunge.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 Centre for Problem Gambling: [www.ludomani.dk](http://www.ludomani.dk) (in Danish)
SPOKEN LANGUAGE IS A DYNAMIC ENTITY

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

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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 Svanøe, 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://talesproggspillet.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/) 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/

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/
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.
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, where the new, simplified Common Objectives are published.
The knowledge portal helps teachers plan their classes on the basis of the new learning objectives.
STEELY URBAN SPACES: WINNING PROPOSAL FOR REGENERATION IN THE TOWN OF FREDERIKSVÆRK – LANDSCAPE, INDUSTRIAL HERITAGE AND NEW URBAN SPACES

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 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,
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.

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**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)
LIBRARY DEVELOPMENT: FROM COLLECTION TO CONNECTION

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

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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)
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**

CULTURE COURSES FOR BUSINESS, OFFICIAL AGENCIES, ETC.

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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.
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.
Understanding Culture and Religion in the Middle East

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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 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.
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 Rosenkær 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.