

Training Young Researchers in Lifelong Learning

Self-evaluation report from the Graduate School in Lifelong Learning.

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Graduate School in Lifelong Learning: Henning Salling Olesen, Linda Andersen, Anders Siig Andersen, Betina Dybbroe, Jan Kampmann, Kirsten Weber, Niels Warring & Mikael Meldstad.

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– Self-evaluation report from the Graduate
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Roskilde University



– A publication from the Graduate School in Lifelong Learning



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Henning Salling Olesen, Linda Andersen, Anders Siig Andersen, Betina Dybbroe, Jan Kampmann, Kirsten Weber, Niels Warring & Mikael Meldstad.

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Preface

This publication is the result of a selfevaluation of the five-year-old PhD-programme “The Graduate School in Lifelong Learning”.

The report is written in a collective effort by the professors and the coordinator at the School. The Report was presented to the Advisory Board for further comments in September 2004 and we are grateful for the Boards valuable input, which in turn has given rise to further adjustments and enhancements to the report.

We have chosen to publish the report because we are of the opinion that the best way to encourage discussion and exchange of views and experiences around the complex task of training new generations of researchers is to invite the discussion to take place in a broader academic public.

We hope that our experiences – as summed up in this evaluation – will contribute to this.

March 2005
- on behalf of the authors
Mikael Meldstad
Coordinator



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0. Summary and Results

The present evaluation is a problem-focused and practical revision of the Graduate School with the aim of improving the programme, pointing out problems and recommending developments and changes. A number of minor and major suggestions about actions to be taken and changes to be considered are included in the running text related to each theme of evaluation.

The structure of the report evaluating the Graduate School of Lifelong Learning first describes the structural and academic context in which the graduate school was established, outlining the history from the preliminary preparations. In chapter 5 a midway revision on the basis of the first 2-3 years of operation performed by the Advisory Board in collaboration with the professors and the director of the Graduate School is described.

The next chapters comprise the data collected and specific evaluation of a number of aspects in the present operation of the school: success rates, academic profile and quality of education, teaching and supervision. Special emphasis is put on international activities and collaboration. Finally organisation and management is evaluated.

The evaluation comprises two dimensions: on the one hand a problem-oriented and practical revision of the Graduate School with the aim of improving the programme, pointing out problems and recommending developments. The evaluation includes a number of recommendations. It also reports some of the adjustments which have already been implemented.

On the other hand it is an evaluation of the achievements of the programme. The cycles of the primary activity is rather long - just about the length of the funding period. The conclusion sum up the detailed description of it's results and the future perspectives for the school on the basis of the evaluation. It is quite difficult to define any stable quasi-experimental observation of conditions, interventions and outcomes.

Six substantial achievements can be pointed out:

1. The results of the primary education show a steady improvement in terms of successful completion of degrees. After the establishment of the programme the success rate for students with a grant is 100%. A success rate close to the national average for all human science phd



- students has been obtained even for part time students without a grant.
2. The Graduate School has developed a PhD programme that has proved successful in combining theoretical, methodological, and epistemological approaches with the individual, subjective learning strategies and reflections of the particular thesis by the individual PhD students
 3. The Graduate School has contributed to the discussion and development of forms of researcher training in human and social sciences, and has become an inspiration and reference model for other research training programmes in development.
 4. The Graduate School has contributed strongly to processes of linking research within learning and education to a number of societal and pedagogical institutions and fields in which research based knowledge holds an increasingly important role.
 5. The Graduate School has obtained a strong position in the international research community within its academic field, and has linked Danish research with some of the most excellent developments in this field.
 6. The Graduate School has contributed strongly to the academic dynamics as well as research volume in its institutional environment in the Department of Educational Studies.

The development of the graduate school has been formed through reacting to external conditions as well as learning from the experiences from within the programme. It must be seen as a major success that it has been possible to establish a large PhD programme in a few years, in spite of the fact that the central actor in the research field, Ministry of Education, initially gave its support to other (types of) initiatives, and in spite of the lack of traditions for systematic researcher training in the academic institutions. It is clearly revealed in the data gathered, and in the self reflective development of the organisation, that these difficult conditions have made their influence in the development and performances of the programme. And of course developing a Graduate School is based on a combination of planning and reflections as well as trials and errors .



A conducted enquête shows prevailing satisfaction from the involved actors. It is clear that the Graduate School as such regards the major adjustments described and minor adjustments in process as the best possible response to the actual experiences gained over the past 5 years. It must be expected that the further improvements of the Graduate School can continue in quantitative as well as in qualitative terms.

The investment in interdisciplinary inspiration and international networking have not only contributed to the academic quality of the study environment, but have also given the school and the small research group in Roskilde a remarkable standing in the scientific community, reflected in the fact that prominent scholars offer their continuous presence, and important institutions in the relevant international arenas engage in direct collaboration.

Conclusively, the chosen strategy for the development of the programme has proved to be a successful choice in the context. This strategy has been endorsed by the Department of Educational Studies and the university. The fact that Copenhagen University engaged in collaboration on this basic construction seems to confirm its value. Furthermore, it has been endorsed and strengthened by the plan for national coordination and for the collaboration with German universities, which will comply with the chosen model and at the same time contribute with resources that cannot be provided in the local environment.

A number of adjustments and improvements, especially in the areas of external communication, evaluation and effectiveness of supervision, will still have to be pursued. The most important condition, however, will be to maintain and develop quality and to materialize the social capital of the school in funding arrangements for the students.



1. About the Self Evaluation Report

The Graduate School in Lifelong Learning was assigned the status as a Graduate School in 1999, funded by the Danish Research Academy. Towards the end of the 5 years grant from the Research Academy the Graduate School in Lifelong Learning has conducted a systematic self evaluation.

This self evaluation was based on the annual activity reports and a number of enquetes to all people who have been involved in the graduate school activity in the previous 5 years as students, visiting professors and assessment committee members.

The self evaluation report describes the background, summarises the information collected, and the conclusions drawn by the present faculty group and the steering group of the Graduate School. More detailed information is attached as appendices.

The report first describes the structural and academic context in which the graduate school was established, and some history from the previous development. A separate chapter (4) is devoted to the questions and recommendations given by the expert panel which was called by the then Research Academy to assess the proposals and plans for the graduate school. In chapter 5 a midway revision on the basis of the first 2-3 years of operation is described.

The next chapters (6-10) comprise the data collected on and specific evaluation of a number of aspects in the present operation of the school. Special emphasis is put on international activities and collaboration. Finally organisation and management is evaluated.

The report will first be presented to the Advisory Board which is expected to make its own statement with assessments and recommendations.

The evaluation and conclusions will form the background for a development plan for the Graduate School, in conjunction with the academic development plan for the Department of Educational Studies, and for the application to the Ministry of Science for continued funding.

2. Evaluation and criteria

A graduate school is a specific intervention, which influences and creates certain frameworks for the already existing PhD education. It must be evaluated against usual educational criteria, with a special view to the way in which this intervention has influenced and improved the education as it was before and elsewhere.

On the other side a graduate school is also an intervention in the research development. It must be considered what the products of doctoral education are and should be apart from graduates: A certain amount of concrete research, and certain developments in the research system and the institution (P. Olesen Larsen, 2003). So this must be part of the evaluation criteria.

Is the education relevant?

- a. In which directions has the relevance of doctorate education been enabled?
- b. Have the graduates found employment?

Have people received a good and sufficient support for their learning?

- a. Quality of teaching and supervision
- b. Study and research environment
- c. Financial support

Is the education efficient?

- a. Success rates, resource generating and efficiency
- b. By-products of the education

Which direction of development for the research domain and the department will the graduate school support?

This evaluation will pay some attention to all these aspects.

The evaluation will be structured in a number of themes, taking into consideration the documentation and the results of enquetes, at the same time as commented summaries of these are available as attachments (appendix 5).



3. Graduate School in Lifelong Learning in its academic context

The Graduate School in Lifelong Learning is a study programme organized for doctoral (PhD) students based in the interdisciplinary research training programme of the Department of Educational Research. Since the PhD-programme was established some 30 students have passed the PhD-degree. Presently the Graduate School has some 50 enrolled students and enrolls up to 10 new students each year.

The School provides courses, seminars, and individual supervision for enrolled PhD-students and visiting students in an international environment with frequent visits from international guest professors and visits from foreign PhD-students, just as both students and supervisors are engaged in international research networks.

The Graduate school encompasses basic academic research as well as applied research. Projects and themes are usually empirically and practically engaged in different fields of learning, and a substantial number of projects are supported by external partners. At the same time all students and projects are ambitiously involved in international research collaboration, both in adult education and in neighbouring fields, where groundbreaking developments in critical human and social sciences take place.

Unlike many other research domains, in which researcher training can be meaningfully conducted within a well defined, internationally recognized discipline the context of the Graduate School in Life Long Learning is both societally and scientifically turbulent. The research theme "lifelong learning" which has given name to the graduate school defines the scope of the research objects to almost any learning and education in a societal context. It sets off critically from traditional pedagogical and educational studies, which deal mainly with institutionalised learning. In the transition to a knowledge society the need for research trained people does not only relate to the substitution of staff in the universities and research institutions. Although there is a predictable peak in this renewal in the next 10-15 years, the major needs are related to the very many institutions and enterprises engaged in knowledge producing, knowledge based, and knowledge disseminating activities. Beside education institutions major industrial and service producing companies, organisations, consultancies, HRD-agencies in public service, and many others

will need research qualified people. Though formal education is of course still one of the important research objects and also one of the practical applications of educational research, the scope is widening due to societal changes. Learning is taking place in many other settings than formal education and training, and the issues of educational research encompasses the ways in which people learn and know in any life context, the societal conditions of changing work life and other structural conditions influencing learning, and the active intervention for learning in the form of formal teaching as well as a number of other forms. This means that the research area of pedagogy, educational and learning service must stabilise a high net output of PhD's, and it must especially be able to connect to quite different sectors and cover quite different specific needs. Knowledge society, learning society and similar buzz words indicate substantial reconstructions of the scope of relevant research objects. The demand for research based knowledge on learning comes from education and training institutions and professions, from policy makers and experts as well as from the wider society.

At the same time, and partly in response to these changes, there is a theoretical and methodological revolution going on, which includes new questions and also affects both the ways of seeing education and training. The Department of Educational Studies in Roskilde has been strongly engaged in this innovation. The Graduate School was constructed to build on and benefit from the problemoriented and interdisciplinary tradition at RUC, and the very often practical and empirical research of the department. The profile of the Graduate school is related to the ongoing development of new theoretical and methodological approaches to learning, which can match contemporary societal and cultural developments. Graduate School in Life Long Learning is involved in an interdisciplinary development of educational research, integrating theoretical and methodological inspirations from many disciplines and research topics, in particular focussing on the subjective processes and the societal contexts in which learning may take place. Studying learning in the light of changing and interfering lifeworlds, societal changes, cultural and identity processes, new understandings of knowledge etc are becoming part of the framework in educational research. There is a recognized need in the research community for a strengthening of the basic research, theory and methodology, in order to secure high quality, socially relevant research participation in a turbulent development of learning and education, especially in adult learning and vocational training and education.



As a consequence of these basic choices the graduate school must be very inclusive in terms of research objects and practical contexts, it must prioritize the methodological issues which cut across a number of research topics, and it must gradually develop a theoretical framework which can define a learning in a wider societal context.

4. The general structural dilemmas of Graduate Schools in human and social sciences

The Graduate School in Lifelong Learning is one of 10 Graduate Schools established by the Danish Research Academy, now part of the Danish Research Agency (Forskningsstyrelsen). This initiative followed a general reform of the doctoral training system in the direction of a more systematic education (1992). Especially in the humanities this initiative was controversial: It was seen as much more adapted to large, homogenous disciplines with a highly institutional research organisation. In the humanities research units are small and the tradition of doctoral studies are individual studies entirely concentrated on the presentation of a dissertation. Participation in collective research projects or a research group was far from normal, and resources for organized activities were normally quite scarce. Many students conducted their PhD education without any stipends, and with minimal supervision. (SHF, 1999)

These conditions have not changed much, but the recognition of the need for more and better researcher training has increased. In the meantime a number of different models for graduate schools and researcher training have been developed, which try to match the dilemmas of humanities in different ways:

- specialised course programmes which gather students from many institutions now and then, but leaves other aspects of the PhD education than the courses to the home institutions
- small specialised units with special particular which can offer an apprenticeship system on a less individual level
- nation wide framework researcher training schools, more or less integrated in a system of joint activities and division of labour
- single institution graduate schools with a rather large group of which comprises individual research and supervision as well as a complete course programme

They all have to struggle with the dilemma of creating a certain academic and organisational density in scattered and small academic communities with individual research tradition. And they are mostly based on special financial support which is conditioned by the visible organised researcher training.

The chosen model of the graduate school is closest to the last of these models. Its first objective was to create a mutual support between the research



activities in the department and the education of young researchers. The 'School' model chosen was to create a situation in which the students own research, the supervision and formal instruction can go together in an integrated environment, and form the critical mass for organized courses and seminars. This is only possible if a certain number of students work together in spite of quite diverse individual research specialties.

However, there was also no easy way to generate financial support for a sufficient number of students. There were and are very few ordinary stipends. It was necessary to bring together students in spite of very different funding and working conditions. The RUC Department of Educational Studies had and has some special resources in this respect. Unlike a typical humanity department it was comprehensively engaged in applied research and collaboration with external partners. This enabled a number of co-financed stipends supported by the Research Academy (which demand an external funding partner), some research sponsorships which could be turned into PhD training support, and part time students, who were supported by their employers in form of reduced duties in different forms.

One of the objectives for a strong investment in PhD training was to secure basic research qualification in general - and to combine the academic development with a strong exchange with the different relevant fields of practice. The external collaboration formed a lively inspiration for academic development, but it also put a number of constraints on basic development of research in terms of theorizing and methodology. In house seminars on theoretical and methodological questions, visiting professors, and targeted engagement in international research communities were the tools to converge interests, and to set a common academic agenda in relation to the diverging practical and empirical engagements of individual projects.

Summarizing: At the time the chosen model for the graduate school seemed to be a response on certain scholarly needs at the same time as it enabled a substantial increase in PhD education. It did however also encompass a number of dilemmas and constraints which were common to the human and social sciences. It was a package solution, and some of the dilemmas and constraints have appeared as conditions in the development of the school, which has had and will have to be dealt with.

5. External expert panel's assessment of the original plans

The research academy, having received (on invitation) a proposal for a graduate school programme, appointed a panel of international experts to assess the proposal. The panel members were professors Per-Erik Elström, Linköping, Dick Taylor, Leeds and Jukka Tuomisto, Tampere.

The panel in general gave a very positive assessment of the proposal, especially emphasizing the international research profile of the department and the proposed leader of the school, and recommended that it be approved. However they also expressed a couple of concerns in relation to the concrete programme, which it seems appropriate to take up in a new evaluation.

They expressed some concerns for the capacity of the senior faculty for running a large PhD programme, and asked about the criteria for selecting supervisors, emphasizing the need for selectivity.

They recommended that the academic profile of the programme be more clearly defined, and linked this question more or less directly with the request for a basic curriculum for the programme.

These concerns were discussed subsequently between the school and the research academy, and some strategies were agreed. It will appear from the more detailed evaluation that these issues have continuously proved relevant and have played a role in the internal adjustments of the programme.

The scarcity of faculty was regarded a general condition in a research area in rapid growth. The School agreed to pay special attention to qualifying supervisors and to experience building. In addition the hiring of experienced international visiting professors were seen as part of the solution. In retrospect it has actually turned out to be a continuous challenge, reinforced by the need (for reasons of 'critical mass') to increase the number of students rapidly. A number of visiting professors have given substantial feed back and inspiration to the faculty. As it will appear below a major adjustment in the allocation of faculty has taken place as a consequence of experiences during the first years of operation.

The profile and curriculum questions were handled quite differently. The



graduate school took on the task to gradually clarify and specify the academic profile of the school, in accordance with its actual programme. This will be discussed in detail below. However the graduate School did not want to specify the academic profile in the form of a curriculum. It might seem logical to define a basic curriculum in order to strengthen a diverse study environment, but it was, and is, regarded less adequate in relation to a ‘non-taught PhD’-concept in general. And specifically it was regarded out of tune with the model for this graduate school, based on the shared reflection on very different research areas, to have a fixed, general curriculum. The research academy accepted this strategy. In the meantime practices have developed - it is today possible to describe certain theoretical and methodological areas and issues, representing a de facto shared content - but it does not seem very helpful to do it in the form of a general curriculum. Instead - as will be seen - there has been invented a form of ‘individual curriculum’, in which each student makes a plan for his or her reading around basic themes.

6. A midway revision in the organisation of the graduate school

Evaluation is of course an ongoing process, and some revisions have already taken place during the five years of operation. Since they sum up to a major revision of the organisation, and also form a background for understanding some of the data collected which actually cover the whole period it should be briefly described. It will also appear from the comments to the collected data that some of them have already been taken into consideration by the revision of the programme.

The precursor for the graduate school was the organisation of a joint seminar programme which started already in 1993. Based on discussions of students projects and visiting professors it dealt with methodological and theoretical questions it was open for all students, across levels, and also attracted participation from other institutions, and was accompanied with small ad hoc reading and supervision groups. The research academy grant enabled the establishment of infrastructure, with a secretariat, and a much more intensive international engagement in the form of collaboration agreements, visiting professors etc.

A cohort organised seminar model was established in the two big cohortes 1998 and 1999, but the increasing number of students and very different work situations, especially between in house full scholarship students and part-time students who did not have their daily workplace in the department.

At the same time it was felt that the coordination between individual supervision and the collective supervision entailed in seminar activities, jointly organised or ad hoc self organised, was weakening, and the overall engagement and responsibility of students in the programme was decreasing. By this time our expectations for smooth study pathways had to be revised and it emerged that the feeling of individual supervisors with the students as well as the monitoring mechanisms were far from sufficient.

A new organisation was necessary which strengthened the students' direct involvement in everyday life study management, but also made more clear monitoring mechanisms in the form procedures. As a result it was decided to establish four (later three) clusters of students based on research themes and



relations to the rest of the department. In order to secure supervision efficiency it was decided to build a limited group of faculty (after certain modifications this group is now 8 senior faculty members) who should both work in the cluster groups, participate in the individual supervision, and be directly involved in the monitoring of all activity in the graduate school.

During a couple of years of implementation from 2001-2003 this structure is now in full operation, and will be described and evaluated in details below.

In the same period, and of course interfering with the reorganisation of the graduate school, the department as such has been discussing the general research organisation, as a part of the routine updating of development plans for each department. The Graduate School has continued its policy of defining the profile of the school rather in terms of theoretical and methodological priorities than in terms of specific research areas and topics. It is of course desirable that there is a certain correspondence between the student projects in the Graduate School and research themes in the department as a whole, also in terms of empirical topics.

7. Relevance of the education and employment of graduates

The relevance of PhD programme can be related to the later career of the PhD graduates. It can be seen from appendix 5 that all graduates have found relevant employment, i.e. employment based on the research qualifications and the possession of the PhD degree. Of those employed in the university sector most have been employed in the department itself. This is a fact mostly dating back before the graduate school, where the department was going through a very rapid growth process. At this time PhD degrees were not ordinary career pathways to university posts in human and social sciences in Denmark, but the department policy was to secure that all junior and newly employed scientific staff should complete a PhD-degree. A smaller number have been employed in other research institutions in Denmark and abroad.

Most remarkable in relation to usual patterns is the fact that around half of the PhD graduates have found employment in jobs and sectors, which are not normally conditioned by a PhD degree, where however research qualifications play an increasing role (including Centres of Higher Education). It can even be stated that at least two have interrupted their PhD study in order to take over prestigious jobs in which their research experience play a significant role (one of them for the moment completing the PhD in a sabbatical).

Whereas education very often is a mobility factor it seems that the PhD degree in this programme in some cases serves as an upgrade for staying in the same sector. One third of 30 graduates have done so. This means that the programme at the same time fulfils a recruitment task for the university and a 'reflect-back' function in relation to other 'knowledge-producing' and research based sectors.



8. Study trajectories and success rates (“efficiency”)

A complete list of students who have been or are presently enrolled in the Graduate School and its precursor PhD programme comprises exactly 100 individuals. Quantitative overviews (appendix 2) reflect the fact that there was a strong increase in enrolment in 1998-99, just before and around the formal establishment of the Graduate School, and a gradual reduction to a much lower level of annual enrolment later. It also shows a gradual increase in graduations, accelerating in 2004 with a steady stream of completed dissertations which are now in process of assessment and defence. A comparison of the graphs for enrolment and for graduate output reveal a rather distinct parallelism with a phase-length of 5-6 years (see appendix 2), indicating that the program has reached a kind of equilibrium, covering a-synchronous cohorts and quite different cycles.

For full time financed students a study duration of 3 years is foreseen (and financed) but the fact is that very few students complete their PhD within 3 years of prescribed and financed duration. Very many increase the duration by having children or by taking on some other tasks, which make sense for their study but also earns money for prolongation of the study. Even without spending such time it is usually difficult even for full time students with stipends to complete within 3 years. For part time students the Graduate School has generally defined 6 years as the normal duration of enrolment, although with possibility to allow prolongations if it is deemed that the student will actually complete his/her dissertation.

Out of 100 listed students 35 have completed the education with a degree, or have had their dissertation accepted for defence. 5 students who were enrolled as self financed students have obtained a scholarship in other institutions. 2 students died while they were enrolled.

38 are still enrolled and have not yet handed in their dissertation. Most of them should be expected to complete their degree. Among these are 8 students who have been enrolled for more than 6 years. They have been allowed to continue because it is assumed, supported by their individual supervisor, that they will in fact complete their study within the near future. One of them has already obtained an assistant professorship.

20 students have left the school. In most cases this must be regarded as failure. However, this group includes 3 persons have left in order to take up a prestigious job on or beyond the level of PhD, which is directly based on the content of their PhD education (university professor, Rector in a College of Education, researcher in a trade union). Such career advancements in other organisations can be seen as a success for a graduate school with a strong link to the field, rather than a failure of individual students. 2 others received a full scholarship but left it within a few months, not continuing their research training elsewhere. The rest have been enrolled without scholarship, and have left, in some cases after several years of study. Most of them were part time students, who have their main occupation as teachers in colleges etc.

One of the interesting questions is whether the organisation of a graduate school increases efficiency in terms of success rates, and how the success rates differs between fully financed full time students and part time, partly or not financed students. It is difficult to establish an unambiguous partition between success and failure by a cross-section because the program is just about the period of the graduate school funding, but some indications can be seen by comparison. For receivers of grants it is possible to see a clear development by the establishment of the graduate school. If the calculation is done exclusively on the student population with a grant, enrolled after the establishment of the programme, the equivalent 'success rate' is 100%, compared with the overall success rate for the whole population, which can maximally arise to 80% if all still enrolled students actually succeed. This is substantially higher than the average for human sciences as recorded in the National Survey (2002).

An obvious conclusion is that the combination of graduate school and funded students is very efficient. It is however hard to imagine a situation where enough grants can be obtained to establish a graduate school critical mass.

For students without grant enrolled after the establishment of the programme, the equivalent 'success rate' is 67%. This is slightly below the average in the National Survey.

The efficiency in relation to these students is more complicated because only historical data for another type of students are available for comparison. A more detailed analysis will be based on a careful scrutiny of the individual records and the answers in the enquête to the students. The trajectories are



not synchronous and the population as a whole is so heterogeneous that it does not make sense to produce detailed statistics.

Most of the students without grant belong to the ‘untraditional’ recruitment of students who are already in professional careers, and want to qualify for this career, or want to make a career shift. The number of drop outs must be pondered with the number of students of the same background and in the same situation who actually complete their degree, but who would not have been enrolled, had the Graduate School not accepted un-financed and ‘untraditional’ students.

The enquête to students provides some information about their own evaluation of the study. The reasons for non-completion of the degree mainly fall within two categories:

- The student has been offered a – better – full-time employment. In which case the studies should be considered a success, in the sense that they have usually contributed to that persons employability. Though it is difficult to give exact figures on that, our general impression is that it is approximately half of them fall within this category.
- The other half of the non-completing students should be considered real drop-out or failure. The reasons for non-completion of this group again falls within two main categories:
 - It is difficult to complete a PhD without funding and in many cases the students (and the Graduate School as well) have been too optimistic regarding the possibilities of completing a PhD and / or the possibilities of raising additional resources (usually in the form of more time to study from the employer.
 - The other main reason seems to be that we have underestimated the stamina it takes to work on a PhD for periods of more than six years. Not all PhD students are able to mobilise the necessary commitment during such a long period.

To maintain this recruitment is an important aspect of the chosen strategy and profile of the graduate school, and a certain level of loss must be accepted. It is unlikely to get enough scholarships and to cover this target group as a whole. The question is about the ‘risk level’ for the graduate school. The conclusions reached so far are partly connected with the measures above: A more rigid scrutiny of the practical and material resources for studying before enrolment. The financial situation for these students is very complicated,

because it includes different forms of support from employers in many cases.

But we have also learned to put more emphasis on the evaluation of ‘research orientation’ in the assessment of applicants, and this will be followed up with a view to an earlier recognition of a negative prognosis. It is too early to measure any effect of these steps in duration or success patterns.

The duration of study for those students who complete are substantially longer than the normatively prescribed 3 years, also for many students with scholarship. This is a very normal situation. Some prolongations cannot entirely be avoided (e.g. child birth leave for women as well as for men is quite frequent). Some delays are very relevant additions to the education (e.g. assistant work on research projects, related to but not part of the PhD project). But some other components of the duration are problems that must be dealt with. The school has an increased awareness of this issue, which has been materialised in

- a 6 year normal maximum duration also for part time un-financed students for students enrolled after setting the boundary, and a careful inspection and prognosis of ‘slow runners’ among those who were already enrolled
- better scrutiny of applicants’ real study situation and resources before enrolment, and careful advice about this issue to applicants as well as sponsoring partners
- individual supervisors have been instructed to pay attention to the timely progress according to the study plan in the semi-annual evaluations

It is the general impression that these measures have helped substantially to avoid failure. A number of students included in the 20 counted above have left on the basis of a shared recognition of the problem and/or the enforcement of the activity demand from the school.

9. Academic profile

The profile of the Graduate school is related to *the development of new theoretical and methodological approaches to learning, which can match contemporary societal and cultural developments*, in particular focussing on the subjective processes and the societal contexts in which learning may take place. From the beginning the strategy has been to define the graduate school profile by its general theoretical and methodological contributions to research into lifelong learning, broadening the boundaries of the discipline of education, and adopting inspirations from a number of disciplines as well as interdisciplinary research themes. It has been deliberately avoided to define a fixed curriculum. A profile of the graduate school has gradually emerged in practical priorities, manifested by the actual theoretical and methodological inspirations chosen.

9.1. *The emerging academic profile*

The research domain of education is being turned upside down by societal changes epitomized in terms like lifelong learning and knowledge society, the role and nature of education and learning will be at the same time increased and reversed. What it means is an open and difficult question. Choosing the name Lifelong Learning for the doctoral studies programme is an attempt to catch the new situation up front. Education has always been a practically committed discipline and the paved way to relate to the practical commitment until now seemed to define education as a professional domain.

Educational research would be related to the teaching profession at large, or to several professional domains including teachers in different types of education and training, child-minders and some types of social workers. This would in research terms mean a continued development of the discipline of pedagogy, institutionally linked with supporting basic disciplines, and new more specialized operational disciplines aiming this and that target group, this and that teaching subject, etc.

Today we have to realise that the image of a relatively uniform school context to organise the research interests is fading - and the interests related to contexts, learners and contents are increasingly diverse. Already the diversity in the subjects and topics coming with adult and continuing education, is increasing immensely. It becomes simply questionable whether there can be defined a professional agent whom research can meaningfully supply with knowledge for his professional task!

The shift indicated with 'lifelong learning' and the emphasis on learning rather



than on education and training will challenge the paradigms and research units which are defined by the teaching profession in relation to rethinking the conception of school and the uniformity of school in the light of new learning assumptions. Developments to strengthen the social science aspect of education research in general, especially sociological and ethnographical approaches to school and learning environments, enable pedagogy to research school in more comprehensive form, and will also provide important new ways of reflecting the pedagogical professions.

However, taking the full consequence of a lifelong learning concept - learning through all phases of life, in all life arenas, comprising general as well as vocational and professional aims of learning, leads to the assumption that we must detach from pedagogy and educational research in its traditional disciplinary forms. Instead we must cover a wider range of settings, and reflect a more fluid and ambivalent professional role in promoting learning. The discipline of 'Education' is just one specific domain, related to one learning arena and a limited range of life.

On the meta-theoretical and general level we are at the same time relating to very basic challenges of the scientific paradigms and especially basic epistemology and meta-theory, in which the significance of academia is being redefined (Nowotny, Gibbons et al 2001 being the standard reference). Actually this rethinking of concepts of knowledge in contexts of social practice, which will take place in each and every academic discipline, will contribute to the multi-contextual, ubiquitous phenomenon of lifelong learning, which will be the research object of our research field, and vice versa.

In the conference book *Shaping an emerging reality* we have described in which way the graduate school sees itself in the development of a new research domain. The 'emerging reality' refers to the new societal demand for learning and a new competence regime, in which learning inside and outside schools will be equally important. The development of a new, comprehensive lifelong learning research is a reflection of this new reality, but can also in its way of theorizing and studying contribute to the shaping of this reality. The mission of the graduate school is to provide high quality researcher training which can match this development.

As a consequence we would avoid to link the profile of the graduate school to specific topics. The profile is rather in the way of conceptualizing them, the priorities of certain qualitative methodologies, and the reflection of the importance of the way of studying and conceptualising any of the topics that

are or are becoming part of the research area.

The core of doctoral training is basic academic quality and handicraft, so a graduate school must deal with identifying the roots of the scientific enterprise. A substantial part of the activities in the graduate school in lifelong learning have been devoted to basic theoretical and methodological questions, studying trendsetting contemporary discussions and innovations across the social and human sciences, and identifying academic traditions that provide fundamental reflexive frameworks and face the emerging reality in a critical and realistic way.

Basically there is a need to define the research field as an interdisciplinary field across the human and social sciences. The Graduate School draws upon theoretical and methodological inspirations from several traditions. Theoretically the school draws strongly on recent critical theorising within social sciences and cultural studies, including psycho-dynamic and post-structuralist approaches. Particularly transversal themes like

- subjectivity and identity in social processes,
- the awareness of knowledge and language as aspects of all social processes,
- and the increasing attention on the relation between culture and sensuous and bodily experiences

have provided inspiration and challenge. The Graduate School has been keen to pick in theoretical traditions from cultural studies, gender studies, postmodernist studies and the critical theory of the Frankfurt School which pay critical attention to the understanding of the subject, to the historical constitution of ideas and culture, to the socio-economic foundations of culture, to power relations etc. Theorizing always has a historical dimension. Societal developments, cultural shifts and subjective orientations are framed in a historical context of modernization processes and the contradictory situation of global capitalism and late modernity. The challenging academic and political discussions of this situation and the interpretation of it set some of the basic frames for studies within the graduate school.

These fundamentally theoretical questions influence the way of conceptualising and designing empirical research in a wide scope of studies, and it is also the assumption that empirical research – when reflected in theoretical and methodological dimensions – will contribute to define critical studies in education and learning in a new way.

The subjective significance of work and employment for learning and identity has a priority because it is in the centre of peoples lives, and their experience



of societal developments. Studies in professions and knowledge in work life may illuminate fundamental developments in a reflexive or knowledge based society. Studies into the reconstruction of work and organisations, questions about managerial developments and democracy, transformations in gendered relations, and the childhood as an arena for cultural activity are other examples of a theoretical reconstruction of empirical contexts for such studies.

Methodologically most studies are based on an interpretive approach and qualitative methods. Actually may be one of the most productive developments are in critical empirical studies. Methods are adapted from several social and cultural sciences and gradually form an independent methodological discussion. A number of hermeneutic and field oriented approaches focus on the understanding of specific people and understanding the specific practical circumstances helps understanding the diversity of learning processes that take place in specific circumstances and with specific contents. Text based interpretation of life history interviews and theme-centred group discussions, discourse analysis, field studies inspired by ethnographical research, interactive experiments and action research are prevailing methods, but the school remains open for methodological innovations. The methodological issues of the researcher subject and the relation between the researcher and his/her field has become an important issue.

Pointing out a number of de facto theoretical and methodological inspirations, and at the same time emphasizing the openness has proved quite functional in some respects. We have been able to take in new academic inspirations from students and from new research themes, and relate them to the research traditions of the department and faculty.

The interdisciplinary re-configuration of theory and methodology is very demanding for the students. In an interdisciplinary field the uncertainty and orientation difficulty which is generally related to the PhD-study situation may be amplified by the absence of a paradigmatic definition.

The consequence so far has not been to implement a fixed curriculum. But it has been recognized that the school and its faculty must to a higher degree play this profile out in the early phase of the education - already in the 'maturing' of projects for application and in the introduction phase. It is necessary to see this procedure as a mutual matching process, where students clarify their expectations and reasons to choose this institution and the graduate school to present the resources we have and our expectations to the students



participation in the study environment.

Further it has been realized that it is necessary to establish systematic methodology training in the chosen methodologies of qualitative study - and to limit the enrolment of new students to projects which use methodologies within the central expertise of the graduate school.

9.2. *The national landscape*

The graduate school was established mainly by the initiative of the university itself and the Research Academy. It was based primarily on a strong position in adult education research, both in the international community and in the emerging market for commissioned research. Almost parallel the Ministry of Education initiated two research units, at Ålborg University a Center for Learning which included substantial funding for researcher training (15 scholarships), and at Syddansk University an institute for grammar school education research, with less funding but a privileged access to contracting with the county councils. 1-2 years later the same Ministry of Education established the Danish University of Education on the previous continuing education colleges for teachers and pedagogues, with the explicit intention of making this institution the leading research institution in the field of education, pedagogy and learning. Clearly these institutions have been competing, both about money and about institutional arena. However at the same time a national coordination committee has been set up with participation of all these institutions as well as a few others. This committee has continuously built out cooperation and division of labour, and has recently, addressing an evaluation committee appointed by OECD/CERI, announced a joint action plan based on the existing division of labour in the field:

“The development of several parallel, partly overlapping and at the same time quite differentiated programmes provides a quite good point of departure, but they are also in a dead end situation. The funding of the activities is for the moment more or less uncertain. The funding of PhD students is far from sufficient. A substantial proportion of the present PhD students are based on leisure or part time studies. Less than 100 corresponding with a cohort of 25-30 PhD students are financed by grants. This situation is far from durable.

The national coordination committee will present for the reconstructed national council/committee for PhD training, as soon as it has been



established, a joint plan for the development. This plan will indicate the division of labour in terms of provision and in terms of the sectorial contacts and collaborations that each PhD programme will be able to provide. It will indicate the needs for additional funding of running costs, especially related to international activities. And it will specify the needs for increased funding resources for PhD students.

It is a specific need within this area, unlike many other research domains, that the close interaction and contact with quite different sectors, organisations and enterprises is very valuable for the research in itself. It will be desirable to be able to recruit a balanced mix of young graduates going directly into a research career and experienced professionals to enter into the researcher training. For this reason we need a combined funding facility which will enable ordinary PhD scholarships as well as employment adapted to people with higher seniority. It will also be useful to obtain funding which can be used to co-finance with external partners (who often are scarce of money, and are reluctant to support researcher training) as well as full funding of scholarships without (financial) participation of external partners”

The Graduate School fully endorsed this statement. The division of labour is partly defined by different academic traditions and research topics but also by societal contacts and partnerships.



10. A profile of PhD dissertations

The following is an outline of the variety of PhD thesis that has been admitted to the Graduate School in Lifelong Learning emphasizing the topic of the thesis, research questions, empirical and theoretical choices. It follows that the topics of the thesis' cover a broad range of national and international topics all situated within the academic profile.

Teachers' Vitality in Contemporary Danish Schools

This thesis explores the position and implications of teachers' vitality in their work life. The research questions investigate how teachers can be vitalized in their teaching job and how these ways harmonize with the contemporary work demands as well as the forms of recognition that are possible in the teaching job in a changing school. The methods applied address the individual teacher and her experience of her teaching life, the classroom and the interactions with children and parents as well as the working conditions and contexts. A number of interviews will be conducted as well as classroom observations, establishing validity through method triangulation. The theoretical approaches contain psychodynamic theory in the tradition of self-psychology including concepts of relationality, maturity and psychic health as well as concepts of anxiety, aggression and defence in object relations. Furthermore a theoretical analysis of how professional life is embedded in cultural, organizational and societal institutional conditions is established. The thesis' analytic perspective implies that the individual teachers work life is contextualized by the institutional and socio-cultural developments and that these processes of modernization influence the personal and professional life as a teacher.

Youth, Life History and Work in the Production School as a Space for Life and Learning

The thesis is the result of a co-financed research project investigating the production school, its pedagogy and its young students. The research questions address the pedagogical praxis of the production school and its specific characteristics in relation to society, work, education, and learning -- with an emphasis on the further developing of the production school as an educational institution. The methodical design comprised two parts: First, a survey seeking to define central concepts on the pedagogical practice of the production school e.g. the concepts of production, work, education, learning, and guidance. The second part consisted of closer and deeper analyses of selected problems in order to look at the relation between academic skills and

the choice of education and work. The questions analysed and discussed are: What are the connections between the life history of the young people, their choice of education and work, and their self-expression? How does the work on the production school influence the development of the young people's forms of expression and articulation? The thesis discusses the general assumption that part of the young people in the production school has so-called academic difficulties seeking to provide a deeper understanding of the complexity related to this problem by way of employing theoretical concepts of work, youth, experience and life history.

Children and Mobility – exploring Culture and Space in Children's Everyday Life.

Changing contexts of childhood influence how children's everyday life is organised in time and space. In this thesis the concepts of institutionalization and individualization serve as a starting point for investigating current societal, cultural and individual changes. This is done with an explicit emphasis on the spatial consequences of the institutionalization of childhood focusing on children's everyday life and the location of children's culture and social relations in space and place. The two analytical approaches focus on mapping children's movements in (and beyond) their local neighbourhoods and investigate the cultural meaning and identity that children attribute to particular places. The analysis focuses on the ways experiences of place differ among children according to social background, age, ethnicity and gender. The empirical data will be located in a rural, a suburban and in an urban environment and children in the age groups of 3-5 years, 8-10 years and 14-16 years will be involved. Data comprise ethnographic fieldwork, photo-elicited interviews and guided tours in the local area by the children in order to facilitate children's own perspectives and experiences in relation to the following questions: How do children perceive their own possibilities for movement and mobility, and how do various groups of children negotiate the possibilities for independent mobility differently?

Gender, Body and Work Place Relations

The thesis is an investigation of relations between women and men in two different workplaces and was co-financed by the Danish labour organizations. The thesis is rooted in an epistemology, which encompasses the body as a sensing and feeling part of the generation of knowledge about processes of subjectification in work relations between women and men. The thesis situates relations as a starting point for engaging gendered subjectification in two



particular work places and hereby illustrating how gendered divisions of labor thoroughly weave the workplaces as well as the individual union representatives. Asserting that equal opportunity efforts couple with various feelings of reluctance and discomfort in the contexts of trade unions and work places the thesis stresses the need for involving embodied experiences and feelings into the study of gender in workplaces. Involving a body dimension into the study of gendered subjectifications demands, however, a number of methodological and epistemological discussions. The empirical foundation is a gender-mainstreaming course in the union organization and the data gathered are observations, interviews and field notes. The theoretical framework is post structural gender theory and action research theory.

Men's Professional Care – the Impact of Modernisation of Child Care Services in Denmark

The thesis deals with the impact of the modernisation of child care services in Denmark and investigate the relation between changing assumptions about gender and new demands for qualification of the staff in child care institutions. The Danish contemporary debate about - and demand for - men in the caring sector serve as a starting point for the thesis' investigation of the professionalisation and 'modernisation' of care-work. The thesis questions the relations between the historical development and the re-actualisation of gender - and gendered meanings and implications – for the caring and pedagogical professionalism. The methodical design comprises ethnographic fieldwork at an educational institution for pedagogical and caring workers. Interviews were conducted with a number of men working in kinder gardens. The theoretical approaches combine gender theory, modernity theory and learning theory.

Planning Work-Place Training

The problem area is the general social demand for clarification of the interplay between training and work-life, focussing on the contribution of educational planning. Three different conceptions of dynamics - technical-economical, institutional and cultural - and three different rationalities - those of the enterprise, the education and the subjects - at play in the field are described and analyzed. In effect the dominant goal-rational concepts are criticized and as an alternative a reflexive mode of planning is introduced - informing both theoretical development and practical everyday demands. Building on an empirical study of work and learning processes in the meat industry the scientific benefits of the analytical framework are illustrated with a view to

developing tools for planning training. The educational concept of project work is pointed to as a framework for mediation of conflicting interest, benefiting staff as well as companies and societal interest.

Widening Participation in Adult Learning: Issues and Challenges for Disadvantaged groups - a case study of Northern Ireland

Recently literacy has advanced to the forefront of an agenda of social inclusion, participation and active citizenship that has led to a renewed interest in its development in the European context. Literacy is increasingly being viewed not simply as a means for providing a skilled workforce or for providing elementary social and life skills for survival in the modern world, but as a powerful tool to challenge inequalities and dependencies and to promote social change. This thesis seeks to answer some basic questions about what literacy and quality are, and explores links between literacy, widening participation, and the measurement of quality in Adult Basic Education (ABE). It examines the conflicts and contradictions that exist and proposes a consensus model for measuring success in ABE which is based on the views of those with an interest in literacy (referred to as the stakeholders), and which includes the views of learners as well as those whose job it is to create learning opportunities for individuals and groups. The research identifies factors affecting participation in ABE in Northern Ireland, and examines and tests a consensual quality model, for improving participation and success. Literacy is not simply a pedagogic question, but is part of the wider debate about lifelong learning and social inclusion. It is therefore a question that concerns not just educationalists, but a range of other professional people working in the public and private sectors which might include health workers, social and community workers, managers and industrialists, trade unionists, etc.

Greek Immigrants and Vocational Training in Greece.

The thesis investigates the role of the Greek vocational system as an integration mechanism for at group of immigrants of Greek origin coming from the former Soviet Union, the Pontians. Based on biographical research the project seeks to illuminate the restrictions as well as the possible potentials of the system to help individuals in transition to cope with social change. The societal conditions are analysed: Greek immigration policy within the overall process of societal change, the immigration policy vis a vis the Pontians and the development of the vocational training system in Greece. The core of the



thesis consists of analyzing life history interviews with Pontians who participate in vocational training. By reconstructing the process structures in the life histories, the basic options and objectives of the individuals through their own 'web of significations' as well as the factors playing an important role in this process the biographical method is used to highlight the relationship between the individual action, the offer from the vocational training system and the social structure.

Learning in Health Care Schools and Practices.

This PhD. thesis focuses on learning in the basic social- and health educations in Denmark characterized by a combination of school based learning and learning in work-place practice. The majority of students are women, from 18 till around 50 years of age. The research questions address how students' subjectivity comes into play in their complex work and study-situation. How do the conditions of the work influence the encounter between the 'helper' and citizen? The theoretical framing combines learning theory on cognitive, emotional, and social dimensions and points to the fact that learning can be understood as an interplay between the life historically developed subjectivity of the learner and material, cultural, societal and economic learning contexts in school or workplace. Empirical data comprises observations at three different social- and health schools and life historical interviews with 17 female students. In 7 cases individual students are followed by the PhD. student in their practical periods at workplaces: Home based care. The analytic scheme includes a number of dimensions influencing the work: a helping dimension between the professional and citizen; a psychodynamic and ethical-existential dimension; a cultural discourse and ideology and an organisational and economic dimension.

An Exploration into the Childcare Structures and Processes of Ireland and Denmark

The problem field is the increasing and EU-stimulated modernization of Irish society, implying a rapid growth in certain labour market sectors and the consequent female participation. This historical situation has increased the societal need for childcare. The thesis investigates whether the present development of the Irish public sector can take inspiration from the Danish welfare state tradition with public, professional care. The societal relevance and possible problems immanent in the traditional Irish voluntary, church based organizations and the complementary problems in non-skilled private organization is also discussed. The thesis focuses on the immanent



contradictory nature of strategic childcare in both countries through the analysis of the composition of the desired “self-techniques” that objectified strategies seek to enhance in the pre-school child. The thesis illustrates the dynamics of this contradiction by weighing the child’s exhibition of self-techniques against institutional techniques of domination and strategic techniques that inadvertently disturb and negate the very attributes that is sought enhanced. The theoretical framework for the fieldwork comprises theories of societal and cultural modernization and theories of childhood. As a perspective for Europe the comparative study of modernization focussing on one sector, the thesis represents a politically reflected research strategy of relevance for European nations in various stages of modernization.



11. Organisation of teaching and supervision

It is difficult to establish a comparative benchmark for quality assessment on the background of the very turbulent and novel development of the research domain. The quality of dissertations is basically recognised by the formal evaluation procedure, by PhD assessment committee members, who come from other institutions, from different disciplines and often from other countries. The answers in the enquete point to a normal distribution on a scale of three options with a pondering to 'good' side. They almost unanimously estimate the defences as valid and satisfactory.

Also the assessment committee members' impression of the nature of the dissertations is interesting, because they appear to be quite heterogeneous. Some are mainly theoretical or conceptual, others are concentrated on the presentation of a large empirical material, sometimes at the cost of the theoretical and methodological basis, and some are focussed on practical perspectives, paying less attention to academic virtues. The assessors classify a small majority of the dissertations they have evaluated as predominantly 'practical/action oriented' dissertations, but this trend is weak. We have sometimes felt that the combined commitments to the academic context and the practical context have burdened the writing up and finish of the dissertation. The fact that the education is based on a high level of participation and organized events have had the same effect. On the other side these features are particular qualities of this research environment and should not be given up.

Evaluating and adjusting the study and research environment has been a permanent issue for collective discussion, presently mainly performed in the steering group and the allocated group of professors at the Graduate School. In the enquete with the assessment committee members it is remarkable that very few seem to trace anything particular in the study form and environment, whereas the visiting students almost unanimously refer to the particular culture and study environment as a very important experience of their visit. Visiting professors have made the same assessment and have seen this specificity as an important asset. However, some of them have also pointed out that the research environment is quite difficult to approach, formed by a strong collective culture, high work intensity and delivery deadlines. Some of these comments from early visitors have already influenced the organisation, especially by linking the 'hosting' of visiting professors to specific clusters or



groups.

In general the comparative assessment of the Graduate School's performances are placed above the average. However, critical methodic remarks should point to the vagueness of this conclusion and that the empirical foundation is too small for statistics. Around 15% of external assessors were international. We would like to strive for a dissertation quality which will hold a high level in an international as well as an interdisciplinary comparison. Consequently, there is still a need to work with the quality of dissertations. The establishment of a book series of dissertations may serve as a bi-product to motivate students to work carefully with this aspect.

11.1. Programme Elements

| Programme Elements | Structure, Methods and Objectives |
|----------------------------|--|
| Introductory Course | <ul style="list-style-type: none"> • introduce and further qualify the students knowledge about theory of science and methodology • introduce the themes and research traditions of the graduate school and the department • introduce and discuss different methodological design and criteria of validity and how to plan, collect and interpret different forms of data material • a further development of research-questions and methods related to the empirical foci and theoretical framing of the student's individual project • support the developing of an individual curriculum of reading in theory and background knowledge of the field of lifelong learning as well as of the students' project topic • support the developing of an individual plan for participation in PhD courses, visits and research-collaboration • evaluate and discuss the scientific, academic and |



| | |
|--------------------------------------|--|
| | <p>personal needs for individual supervision</p> |
| <p>Individual Supervision</p> | <p>The supervision include three formats:</p> <ol style="list-style-type: none"> 1. the assigned responsible supervisor 2. collective supervision by cluster professor(s) 3. a final co-supervisor (optional, variable) <p>The objectives are:</p> <ul style="list-style-type: none"> • to provide an individual work process supervision during the different phases of a PhD study • to support continuous development of research-questions, choices of methods, methodology, theory(is) and empirical objectives and questions • to provide a text-related critique and discussion during the preparation and production of the PhD thesis • to advise on international collaboration, paper-and conference presentations and PhD studies abroad • to advise on study techniques, writing strategies and problems, how to be a PhD student and professional carrier strategies and options |
| <p>Cluster Participation</p> | <ul style="list-style-type: none"> • seminars with senior researchers within the thematic field of the cluster and lectures related to the cluster theme • presentation and discussion of the individual PhD work in progress • a comfortable, anxiety-free zone where research processes and problems can be addressed and discussed as well as an arena of ambitious theoretical and methodological enterprises • framework for external stake holder contacts |
| <p>PhD Seminars</p> | <ul style="list-style-type: none"> • provide international, national and local contexts for theoretical, empirical and methodological guest lectures and discussions establish PhD trainee options for paper-presentations as well as ways to function as discussant |



| | |
|--|--|
| <p>Workshops</p> | <ul style="list-style-type: none"> • provides the opportunity of hands-on in methods, methodology or theory through which the PhD students enhance knowledge and skills related to their PhD thesis • establish ‘groups of excellence’ and a thriving learning environment through the gathering of scientific specialists in a specific method or theory where PhD students can learn and develop |
| <p>Paper-presentations</p> | <ul style="list-style-type: none"> • enhance the PhD students skills in academic and scientific writing styles and traditions through national and international paper-presentations • a continuous flow of paper-presentations in the Graduate School and other PhD contexts establish a learning process that eventually qualify the PhD theses |
| <p>International conferences and seminars</p> | <ul style="list-style-type: none"> • PhD students participates in a number of international conferences, symposium and seminars with paper-presentations, performing workshop, oppositions and interpretation sessions • PhD students acquire an international experience regarding scientific standards, paradigms, and academic cultures and traditions |
| <p>Thesis Opposition</p> | <ul style="list-style-type: none"> • Before-closing discussion of each draft PhD thesis by the individual supervisor and a final ad hoc assigned co-supervisor in which the PhD thesis is assessed and critically discussed |

11.2. Cluster- organisation

The cluster organization is a decentral thematic research-based organisation where the PhD students in collaboration with (at least) two professors engage in a number of activities that comprises both curriculum-oriented lectures and reading as well as presentation and opposition related to the individual PhD study work. The working principles are based on a high degree of participant’s activity and joint influence as to the planning and decision as to the pedagogical ways of working. Some cluster will also form sub-groups and



study-circles organized around shared theoretical, methodological or empirical interests. The cluster will meet on a regular base during the semester and the program will comprise a variation of lectures, individual PhD paper-presentations and oppositions as well as interpretation-workshops. The clusters will organise 3-5 fulltime seminars per semester.

In general the clusters - as a PhD organization - seek to establish a comfortable, anxiety-free zone where research processes and problems can be addressed and discussed, as well as provide an arena of ambitious theoretical and methodological enterprises. It is a shared experience and a theoretical pedagogical consolidation that presentations and discussions relating to “work in progress” is beneficial and must be viewed as important aspects of improving the quality of the PhD thesis. Thus the cluster-organization seeks to fuse the rationales of a ‘core’ curriculum within the horizon of the different clusters and a participant-oriented and –activating pedagogical approach.

Cluster in childhood and youth research

Participants in the cluster are those PhD-students from the Graduate School who broadly speaking are doing their thesis in the area of children’s and young people’s learning and everyday life in and out of institutional settings. Apart from these participants, the cluster has for longer periods of time had students from other PhD-programmes (from Roskilde University and other Danish universities as well) as a kind of guest members. The work of the cluster has not only revolved around what childhood and youth is, but rather been concerned with understanding and conceptualising the conditions of modern childhood and how it is constructed, represented, negotiated, experienced and lived. It is of special interest to focus on changes and ruptures in children’s and young people’s everyday life, on the institutionalisation of childhood and youth historically and at present, and on new conditions for inclusionary and exclusionary processes due to these changes. In this sense, the cluster adapts itself to an ongoing discussion about how to establish a research position, that incorporates both structural and more voluntaristic approaches, as well as local and more universalistic approaches. It is within this overall framework that the cluster identifies itself.

The focus in the cluster relates very much to parallel research interests and initiatives in the Center for Childhood and Youth Research, situated at the Department of Educational Research, and funded by The Danish Research

council for the Humanities.

Positioning the cluster in the field of Childhood and Youth research

It has been of great value to relate the activities in the cluster to other groups of researchers in the field – nationally as well as internationally. Growing out of this, we see a great importance in having a position as member of the Board in the Danish network concerning 'Children's culture', situated at the Danish University of Education. Further more, some of the members of the childhood and youth research cluster are as well actively participating in Nordic childhood research networks, such as the Nordbarn (with special affinities to the sociology of childhood) and BIN-Norden (more related to some type of childhood and youth cultural studies) - both funded by the Nordic Council, as well as childhood and youth research groups organized by NERA (Nordic Educational Research Association). Finally the cluster has two members in the European research action-programme 'Children's welfare', one of those being a Management Committee member. The programme 'Children's Welfare' is part of the European Cooperation in the field of Scientific and Technical Research (COST), which is an intergovernmental framework for coordination of nationally funded research on a European level. On the one hand this active involvement in national, Nordic and international networks in the field of childhood and youth research have the aim of constructing lasting relationships to other groups of childhood and youth researchers, facilitating possibilities for our graduate students to engage in these activities. On the other hand, through this engagement, we gain new inspiration for our own further development in the cluster, partly by taking up issues from the international discussions, partly by the possibility of inviting some of these international childhood and youth researchers to the Graduate School – as already mentioned.

Student's projects

Examples of PhD projects that illuminate the spectrum of the themes and empirical field of the cluster are: Camilla Hutter: "The Subjective Meaning of Higher Education", Noemi Katznelson: "Vulnerable youth, job training and education", Thomas Gitz-Johansen: "Integration in multicultural public primary schools", Trine Ø. Wulf-Andersen: "Social integration and ways of living – present treatment and life possibilities for youth with psycho-social

problems analysed through case studies of a particular supportive housing-project”.

Participation in international conferences

During the years, most of the students in the cluster have participated in different kinds of international conferences, very often including a presentation of their own paper. Almost all have presented a paper in The international Summer school, arranged by the Graduate School. Most have participated in and presented a paper at one of the early held international conferences arranged by NERA (Nordic Educational Research Association). Some of the clusters members have as well participated in and presented papers at one or more of the international early conferences arranged by EECERA (European Early Childhood Education Research Association), others at the international conferences held by NYRI (Nordic Youth Research Information).

Cluster in working life, learning and work related education

The main research field of the cluster comprises learning in working life and in work related educational institutions, and interaction between learning in these two spheres, as well as subjective learning in the interrelatedness between working life and life outside work. Inside the critical analytical frame of the cluster the perspective of democratisation of work and the perspective of everyday life are core elements. The cluster has existed from 2001 up until presently, meeting regularly at seminars of one or two days length, every six weeks. The programme includes lectures, paper presentations, analysing of bits of data, and dialogues on students’ projects as well as tutors’ research projects.

The research field

The central themes of the cluster are:

- *Learning in working life*: societal conditions for workplace learning and the subjective dimensions of work related learning
- *Learning in work related institutions*: educational institutions in relation to the labour-market and society, participants’ learning in educational institutions, the political and institutional context as framing professional and vocational identities
- *The interaction between learning in working life and learning in educational institutions*: interaction of rationalities, learning across different practical logics.

- *Working life and everyday life*: including life-historical experiences in lifeworld and lifelong perspective, and an everyday life perspective on working life and work related learning.
- *Democratisation*: participative and utopian horizons in work-place learning, a critical perspective on educational programmes and development of competencies, participation transgressing organisational horizons.
- *The concept of work*: the subjective meanings of work and role of work in society as historically, politically and structurally framed, analysing the development of work and working life in society.

The theoretical and methodological work of the students in the cluster are varied, including Bourdieus sociology, critical ethnography, psychoanalytical social psychology, organisational theory and analysis, feminist constructionism, discourse analysis etc. The educational programme, i.e. that which becomes the cluster curriculum, is however centred around the themes above and the following approaches:

- critical theoretical conceptualisation of subjective learning and socialisation processes in work (Leithauser, Becker-Schmidt, Olesen etc.)
- social learning theories of constructionism and interactionism about workplace learning (Lave and Wenger, Engeström , Dreyer etc.)
- biographical and narrative theories of learning (Alheit, etc.)
- participative research within democratic and utopian horizons(Negt, Aagård and Nielsen etc.)

Students Projects

There is a rich tradition in the department regarding the study of unskilled and low-skilled workers, which the cluster draws on, but the perspective of work-related learning goes beyond this and has the scope of establishing comparative perspectives on work related learning across trades, professions, educational levels, work- technologies and the object of work. In 2004 the cluster has included not only the empirical field of care work, but also theorizations on care work. The cluster studies work- related learning of adults as well as youth. Regarding the study of adults the second chances and compensation, expansion of fields of work as well as development of identity at work are central. Regarding youth the transition from education to work is central.



Examples of included PhD-projects that reflect the spectrum of the empirical base as well as the themes of the cluster are: “Vocational identity and the development of qualifications in the 21.st century “ based on the empirical study of bank workers (defended in 2004 by M.Smistrup), “Project-work: learning and implementation illustrated through a case” based on the empirical study of local government workers in interaction with unemployed (defended in 2002 by L. Roepstorff), “ Gendered constructions of the relation between work and family life “ based on empirical studies of engineers (ongoing project by M. Lykke Nielsen), and “Learning in elderly care” based on the study of workplace learning amongst social and health workers (ongoing project by H. Krogh Hansen).

Internal cooperation and integration of the cluster

From the outset, the cluster has been closely related to the research in work and working life in the department, including the participation in the Consortium on Workplace Learning by Learning Lab Denmark. With the formation of a network on Research in working Life and Learning (FORALL) in the department in 2002 a base was established for a more synergetic connection to work related learning in the department and to the specific research being carried out here, such as the project on modernisation of office work, the various projects concerning work in food processing, projects on democratic learning processes in local community work etc.

The Life History Project, as a research network on methodology of life history and biography inside the department, has been part of the methodological base of the cluster. But since the restructuring of the work of the cluster in ultimo 2003 there has also been established a closer interaction with the Life History Project, through the PhD projects present, and through the engagement of the tutors.

During the second half of 2004, there has been a more systematic attempt at collaboration and interchange of research perspectives, methodologies and findings between the cluster in working life etc., and the cluster in professional education. Two two-day seminars have been arranged for both clusters: one on the Concept of work and one on Research in health related work and learning.

External networks and collaboration

The cluster has been cooperating with another department at RUC, of Technology and Society (TEK-SAM) since the start of the cluster. There have

been joint educational activities at student and staff level since 2002 with the environment of TEK-SAM involved in research into working life. In 2004 the joint activities have been limited, but the intention is to revitalise the cooperation in 2005. By this last half year there has been participation of a student from the department of Psychology and a student from the department of Enterprise Studies.

The students take part in international as well as national networks and research groups, presenting papers, editing, oral presentations and chapters for publication. Following can be mentioned: 3 students have been working in a joint project and network with the Technical Colleges and Ministry of Education, 1 student has been working inside the Learning Lab Denmark Consortium on workplace learning, which is directed by researchers from RUC. Inside the project directed by the Union of Engineers: "Get a Life, Engineer" 2 students have been working.

The students participate in the international networks of ESREA on Working Life and Learning, on Biography and Life History and on Access to Adult Learning with annual conferences. Students have participated with presentations at the annual conferences in the European Educational Research Association (EERA), conferences of the Nordic Network for Pedagogical Research (NFPF), The European Network on Research in Care, the International Summer School of the Inter University Centre in Dubrovnik, Croatia in 2004 on Women and Work, and the conference in the 3rd International Conference on workplace learning in 2003 in Tampere, Finland.

Cluster in learning in professions, professional training and education

In practical terms the cluster's research field can be described as "learning in professions" referring to the classical sociological definition of profession, i.e. doctors, lawyers, etc. *and* to learning in the semi-professions of relational work, care, teaching, social work, etc.

The former field has been represented by projects on military training, on doctor's informal learning and on "learning to be a lawyer". The complex subjective appropriation of professional privileges is in focus and the gender dimension pronounced. Increasingly studies are related to the semi-professional occupations and it comprises both the education for semi-professional work, learning in continuing education and informal learning in the public sector workplaces. The current administrative re-organization of the public sector in terms of "responsive state" and new public management is the necessary historical framework for researching learning and experience in



the health and education sectors. The specific vocational traditions, culture and identities within the semi-professions is another. The modernization process transforms both educational institutions and work-places, and gives new form to traditional conflicts of interest between the different social agents - the semi-professionals, the clients or learners, civil society and state employers.

Theoretically theories of profession is confronted with theories of learning, experience and biography/life history in critical development of professionalization as a concept of subjective appropriation of the complex demands of public service work. Some seminars introduce theoretical positions of common interest, and comprise lectures from the Graduate School and Department staff. Seminars are organized around work in progress from students, presenting empirical material, analyses, papers to be presented or articles before publication. Thus methods founded in different paradigms (various observation methods, interview or group discussion methods, discourse analysis) and methodology is practised and discussed.

The cluster is directly collaborating with the educational sector in that a significant number of the PhD students are active teachers and administrators in the sector, and in that most empirical material in the individual projects is produced in relation with their jobs. This calls for a current methodological reflection of researcher position and subjectivity as well as for reflection of communication with the educational sector, whose practises and routines are subject to critical analysis. At the same time the composition of the cluster - research fellows and experienced professionals - yields a significant benefit in informing the research fellows of the traditions and cultures of the fields they are researching.

Integration in the Department research is mainly into the Life History project, as methodologies of in-depth hermeneutics, narrative interviewing and participant observation is prevalent. Furthermore there is participation in the Research Council funded network on professional education (lead by Katrin Hjort). The cluster has stable participation from PhD-students from Aalborg University and Copenhagen University.

In December 2003 a seminar was dedicated to defining theoretical frameworks from educational sociology. In 2004 seminars have comprised two thematized ones on the concept of recognition drawing on recent critical

theory as well as on psychoanalytic discourses. One seminar was dedicated to training in-depth hermeneutic text-reading, drawing on visiting prof. Mechthild Bereswill, Hannover. Another to the theme: Communication research results - in academia versus “returning to the field”. At all seminars students have presented work in progress.

Student’s projects

Examples of PhD projects that illuminate the spectrum of the themes and empirical field of the cluster are: Claus Kold: “An opponent – who must be helped - Modernisation of Military Training - A Case Study”, Gurli Bjørn Iversen: “Subjectivity labour market relevance and academic writing”, Kirsten Krogh–Jespersen: “Teacher professionalism – a theoretical identification of ‘the good teacher’”, Peter Møller Pedersen: “Masculinity and Care”

International participation

Students have participated and presented papers at the following international research events:

ESREA Life History and Biography Research Network, Roskilde, March 2004.

Nordic Society for Educational Research, Reykjavik, Iceland, March 2004.

Research Conference on Professionalism, Oslo University, June 2004.

Women’s Work, post-graduate course, Inter-University Centre, Dubrovnik, Croatia, July 2004

ESREA Work Life Research Network Conference, Bradford, UK, November 2004.

Cluster in Professional Care

The main research field of the cluster comprises 1) health and social care as a specific challenge for lifelong learning in work and education of the professionals, skilled and semiskilled workers. 2) The relation between qualification strategies, processes and programmes, and the development of the Nordic Welfare states. And 3) learning in the interaction between professionals and citizens in care. The cluster has existed from 2000 to 2003, as a group of several finishing students and few new students entering in course, meeting at seminars of one or two days duration every month. After this time a smaller group of three students kept on working together with a tutor centred around care research.

The research field

The central theoretical approaches and implications presented have been:

- critical theoretical socialisation theory and object-relational psychological theory concerning life-historical learning, experience and interaction between humans in the caring relation (Lorenzer, Chodorow, Winnicot, Bion)
- theories on bodily knowledge and body learning from Bourdieu's sociology, actor network theory, interactionist sociology (Dausien), feminist constructionism (Harraway, Butler, Bronwyn Davies) to social- anthropological and phenomenological theory (Merleau – Ponty, Elias, Gebauer and Wulff)
- microsociological interactionist (Berg Sørensen) and constructionist cultural (Bourdieu, Rask Eriksen, K. Jensen etc.) theoretical approaches to learning between citizen and professionals
- a Foucault approach to the implications of governance in public care (Schebeley, Dahl, Wrede, Johannson)

Student's projects

The tradition of the department has been the study of work mainly in industry, and the study of the human service sector has been built up alongside with the focus on professionalisation processes. The cluster has drawn on especially the second track, and has had some shared themes with the cluster in professional education. However the specificity of the object of work and practice : care for humans has played a major role. The empirical field has also included clients and citizens, and the unskilled and semiskilled workers.

Examples of phd. Projects that illuminate the spectrum of the themes and empirical field of the cluster are: “Diabetes- a school for life”, concerning the learning processes of young people with a newly addressed diagnosis of chronic illness.(B.Hølge-Hazelton, defended 2003) “ Is the white man always right ? “ about the interaction and constructions of patients and doctors seen from the ward-round (M.Fabricius Møller). “Men's professional caretaking” about learning and construction of knowledge in relation to masculinity in the pedagogical work with small children (Baagøe Nielsen) and “The interactional qualifications in midwifery” studying the education in midwifery from the perspective of interaction between citizen and professional/student (A.Nielsen).

Internal and external cooperation

The cluster has from its outset been integrated into a cross-institutional network of PhD students in care research overcoming the marginal position of this type of research in most Danish research institutions. The network has been directed from the graduate school in collaboration with a senior researcher from Copenhagen University, and with the aid of researchers from sector- research institutions, as well as from other Nordic universities. Participants have been PhD students from Ålborg, Odense, Århus, Copenhagen and Roskilde Universities as well as sector institutions. In this network 6 seminars have been held: Care as Service (May 2000) Researching Care in a Gendered Perspective (November 2000), Care, Institutions and Professions (May 2001), Care, Learning and Development (November 2001), Body and Care (June 2002). The last of these being the Nordic Symposium on Care (August 2002) also including Nordic researchers. In spite of relatively few PhD projects concerning care, the external networking has continued and the two latest seminars had the highest amount of participants and the most rich and fruitful results.

The students of the cluster have participated in Nordic research networks related to their specific empirical field, i.e. research into diabetes, research into the special handicap area, masculinity research, The European Care Network etc. Students have presented papers on the external seminars described above, as well as in the context of Nordic Association for Pedagogical Research.

11.3. Evaluation of the cluster-organization

The evaluation of the cluster-organization points to the following themes:

- the cluster-organization seems to have fulfilled the objectives that originally led to their establishment. The clusters have established quite well-functioning versions of core curricular and participants-generated seminars. In all clusters several PhD thesis have been completed and the evaluative remarks point to the fact, that a cluster-organization functions as a safe, challenging, stimulating and educational setting
- Students clearly express that they want to be able to compose a mix of different activities besides their continuous engagement in the clusters. The cluster-organization demands a high level of coordination with a variety of other courses and activities within the graduate school: the introductory course, lectures, seminars and workshops by guest professors in order to prevent identical activities.
- the cluster-organization demands a high stability and participation in



order to be able to meet the objectives and sometimes this interferes with the part-time PhD students that also have other obligations. It is therefore important that this mode of organizing is very reflective to this vulnerability. Continuous discussion regarding the necessity of appearance and participation is a demand

- an organization combining fragments of core curriculum and participants-generated themes and problems face the challenge of how to combine these perspectives. Evaluation point to the fact, that these links sometimes fail to be established and that this challenge needs to be addressed in a continuous way.
- when the clusters get older and more established they face another challenge: how to introduce newcomers and how to span both old as well as new participants and PhD students. This demands thoroughly discussions among the professors and the PhD students in order to pin down what the most effective and satisfactory principles of organizing could be
- the cluster-organization need to incorporate more English-spoken activities. The increasing amount of international PhD students point to the necessity of being able to offer a variety of English-spoken activities that enables both the Danish students and the international students of profiting from the multi-cultural research-experiences, academic and scholarly tradition and practices that the graduate school hold

11.4. Supervision

The supervising of the PhD students operates through a three-folded structure:

1. supervision provided by the individual professor
2. supervision provided by the cluster professors
3. supervision provided by the co-supervision

Individual supervision

When being enrolled in the Graduate School each PhD student is assigned to an individual supervising professor. In an introductory meeting with the study director the supervising demands and wishes of scientific and professional character are discussed. Based on these criteria's the study director assigns a professor as an individual supervisor. The role of the supervisor can be described through the following criteria:

- to provide in individual-based supervision during the whole period of PhD production from the initial to the closing phases
- to advise on the initial as well as further development of research-questions, choices of methods, methodology, theory(ies) and empirical objectives
- to advise on international collaboration and PhD studies abroad
- to provide a text-based critique and discussion for the purpose of qualifying the preparation and production of the PhD thesis
- to advise on study techniques, writing strategies and problems, how to be a PhD student and professional career strategies and options

The qualifications of the supervising professors

The supervising professors in the Graduate School have a variety of research qualifications enabling them to supervise PhD student. The group of supervising professors includes a permanent group of eight persons. A number of professors in addition also perform PhD supervision without being part of the permanent group. The qualifications address the following issues:

- over one half of the involved professors possesses a considerable amount of experience supervision PhD students for many years and hereby function as a sort of benchmark to (fewer) professors with less experience
- the individual professors manage a number of positions and assignments that contributes to the experience and quality of the Graduate School – joining PhD assessment committees at the Universities of Copenhagen, Ålborg, Odense and the Danish University of Education; coordinating a number of national and Scandinavian research networks in professions and education, childhood and youth research as well as caring research; member of the Danish Research Council in Humanities .
- the structure of the Graduate School advocates a collective framing of the processes and problems in PhD counselling. The permanent group of professors continuously presents and discusses the ways and



- forms that PhD counselling might assume. Such activities enhance the quality and output of the supervision because it sharpens the awareness towards the complex interplay between individuality and scholarly aspects
- the evaluative structure which involves a co-supervisor before the thesis is handed in qualifies the supervising because each PhD thesis is being evaluated by at least two experienced professors. The co-supervising evaluation gives access to a reflective and competent space where professors together can pin down the baseline of a PhD thesis.

11.5. Introductory course

When a PhD student has been enrolled in the Graduate School their first structured encounter with the programme is the participation in an introductory course. The objectives of the introductory course are to

- introduce and further qualify the students knowledge about theory of science and methodology
- discuss and give feed-back to the present PhD project concerning a further development of research-questions, the chosen method and methodology related to the empirical foci and theoretical framing
- introduce and discuss different methodological design and criteria's of validity and how to plan, collect and interpret different forms of data material
- gradually develop an individual curriculum including for instance readings on basic theoretical and methodological topics, reading in relation to the specific project and supplementary reading in relation to students' individual background.
- plan and discuss national and international PhD courses, visits and research-collaboration, etc.
- evaluate and discuss the scientific, academic and personal needs for individual supervision

The introductory course has gradually changed and developed during the number of years it has been carried out. It has been a priority to enrol the students in a cohort, which have enabled the introductory course to span a number of PhD students. This way the Graduate School has been able to point to the advantages of a collective programme organisation, in which both the individual and a number of common themes of different nature have been addressed. The politics of enrolment then have proven to be of significance



for establishing a profile and organization in the Graduate School that encompasses a number of individualized PhD students.

The evaluative experiences drawn upon the previous introductory courses have pointed to a larger need for the elaboration of an individual curriculum that seeks to bridge between the individual academic, professional and scientific qualifications and the requirements that the completion of a PhD in the Graduate School of Lifelong Learning demands. This endeavour seems necessary due to the interdisciplinary profile of the Graduate School that needs to be elaborated depending on the individual PhD student and the scope of her PhD thesis.



11.6. Evaluation

The evaluative procedures and practices in the Graduate School address four study forms:

1. Seminar, courses and workshops
2. Individual supervision
3. Co-supervision
4. International guest professors

The evaluation practice is predominantly carried out as a continuous mode of evaluation as well as a final evaluation procedure. The clusters evaluate in an informal and dialogical mode at the end of each semester. Courses and workshops are also likewise evaluated by students and professors when completed.

Continuous evaluation

One important feature of the continuous evaluation is the obligatory half-year report that all PhD students have to complete. The objectives of the half-year report are to document the study-activities that the PhD student has carried out. It consists of two forms of evaluation: a formal small questionnaire and an individual report on activities and evaluation.

In the formal questionnaire the student firstly fill out questions that state a number of introductory formal information's like dates of beginning and end of PhD thesis. Hereafter follows questions that addresses if there has been major changes or deviations from the original PhD plan and if so what were the reasons. Finally the student should list and document the courses they have completed in the period.

The student also writes an individual report in which they document and evaluate the different activities they have carried through. Then they evaluate the two reports with their individual supervisor and especially focus on how and why they differ from the plans. The professor and the student should manage the responsibility to pin down any problem and difficulties in the PhD course in order reflect and hopefully solve these.

Final evaluation

The final evaluation is conducted after the student has finished her PhD thesis. The purpose is to reflect the PhD course from beginning till the end,



identifying problems and barriers as well as strengths and satisfactions. The final evaluation is performed as a dialogue between the supervising professor and the PhD student supported by an evaluation guide in which supervision, collaboration with guest professors, profit from clusters, seminars and courses, national and international visits and courses.

At the same time it should be emphasized that power relations might influence the evaluation and consequently there should be other parties to which the student could address possible considerations. In the Graduate School the study director and the study consult might serve these functions.

The evaluative practice at the Graduate School has been in continuous development as a consequence of experiences during the first years of operation. Enhancing the quality and procedures of evaluation has a high priority and the study director and the professors are in the processes of developing a more systematic and homogenous evaluation practice.



12. International profile and collaboration

During the 1990'ies the then existing PhD programme in educational studies at RUC developed a tradition of several annual international intensive courses, financed by the Danish Research Academy, primarily aiming at qualifying the paradigmatic profile - critical theory and constructionist positions - in the theoretical basis of developing learning theories. The row of seminars from these years comprised gender studies, biography and generational studies, and it laid the foundation of the now well developed international everyday life in the graduate school.

So originally international engagement was an explicit ambition stated in the application, as well as being defined by the 'state of the art' in the interdisciplinary research area. The challenge was internationalizing a research area which was not by Danish tradition particularly international. One concrete issue, considered a back-bone in researcher training, is the obligation of students to study at least six months in internationally acknowledged academic settings. This has proved a challenge in the Danish environment, where PhD students are - as is common in the humanities in DK - not so young and have families and children. While working to establish this academic habit - and succeeding in 5 cases! - the graduate school has defined the task as making international relations an integrated part of everyday life in the researcher training, as well as to flex the demands on the students, so that a number of different international activities were accepted and encouraged as an alternative to the classic stay abroad. The positive dimension of this problem solving process is that the students at Roskilde have developed a broad and varied number of contacts and that most have integrated international networking into their everyday life and their conception of academic habitus.

On this background the Graduate School has pursued four objectives

1. to develop and maintain the reputation of Roskilde Adult and Vocational Education research group in the European and international community - this was prioritized above the traditional discipline of education, whose academic contribution to the development of lifelong learning as a research field was assessed as limited
2. to connect to cutting edge scholars and research traditions in the

- neighbouring fields of cultural studies, sociology and psychology, in order to gain theoretical and methodological inspiration which - again - were regarded more important than the discipline of education
3. to make the Graduate School and Roskilde well known and attractive to foreign students and scholars in order to create an innovative international meeting place. This was in line with the aims of the Research Academy, whose funding instructions stated that research training activity should mainly be national based
 4. to make the graduate school an 'international environment' in which foreigners - students and scholars - are included and continuously returning, thus strengthening the academic interplay between Roskilde and internationally recognized institutions and fields

These objectives have been pursued by a very ambitious investment in international networking by the graduate school faculty as well as by other faculty of the department. A general impression of the types of activity can be gained by reviewing the documentation of activities with a view to their international dimensions.

Collaboration arrangements with different foci have been established with leading research institutes, e.g. bilateral agreements with the following universities/institutes:

Berkeley: School of Education

Universidade Federal de Pernambuco, Recife: Sociological Institute

East China Normal University, Shanghai: School of Continuing Education

University of British Columbia, Vancouver: Faculty of Education

DSWE (Lower Silesia College of Education), Wrocław

These agreements have supported students mobility both ways, except the Brazilian university.

In other cases ad hoc arrangements have been secured for RUC students, i.e. at University of Sevilla, Spain, and Mc Griffith University in Brisbane, Australia. RUC has received students from all over the world.

Continuous and strong, formal as well as informal, collaboration traditions have been developed with German universities (Bremen, Göttingen, Bielefeld), British universities (Leeds, Open University) and Nordic universities



(Linköping, Tampere) - these research settings being, like RUC, strong in the field of adult and continuing education research. In most cases these relations have taken the form of intensive seminars and recurrent participation in activities

The latest and most ambitious collaboration is the development of an international graduate school with the German universities, 'Conceptualising and Contextualising Lifelong Learning'. This plan involves a continuous shared seminar programme, recurrent staff exchange and study visits. The theme and the organisation is complying with the present profile and organisation of the Graduate School, and thus easily adaptable, academically as well as organizationally and economically.

The first objective, to participate in international networking, has been pursued mainly by participation in research networking and conferences.

All research students have been frequent and appreciated participants in European Society for Research on the Education of Adults/ESREA, biannual conference and - on a master class basis - in the ESREA networks, especially the annual network conferences on 'Adult Education and the Labour Market', 'Biography and Life History Research' and 'Gender and Adult Learning' - which is documented in seminar reports and proceedings. By collective/institutional membership, students are members of ESREA and have been received as colleagues in many research contexts including European and International Sociological Association respectively (biography network, childhood research network, etc), and many others.

Other international networks, which have been diligently attended by Roskilde research students comprise International Research Group for Psycho-Societal Analysis, Nordic Association for Educational Research (comprising e.g. youth, childhood and interculturality networks), a number of NorFa (Nordic research academy) networks, Ethnography in Nordic Education, European Childhood Research, the global network Researching Work and Learning, Youth and the City, and numerous others. Students have been active in numerous courses at the Inter University Centre for post graduate studies, Dubrovnik.

The second objective, to get theoretical and methodological inspiration, has been pursued mainly by inviting cutting edge scholars who work on an interdisciplinary basis with basic theoretical and methodological issues - invitations



irrespective of disciplinary affiliation. We have resigned from inviting a number of important scholars within education and adult education - instead working with a number of visiting professors from sociology, psychology, criminology or to a number of interdisciplinary research topics like gender research, childhood research, work life research and professions research. We are convinced that within the preferred orientations of critical and post-structural theory and qualitative methodology we have been able to secure stalls in the international debate for the Graduate School students. At the same time of course faculty of the graduate school have taken advantage of this exchange.

The third objective, to make the Graduate School and Roskilde well known and attractive to foreign students and scholars in order to create an international meeting place, follows from this.

There has been an almost continuous presence of visiting professors. Several are prominent researchers who can literally chose which invitations they prefer, who have been recurrent guests in the graduate school. This indicates that they find the environment stimulating and attractive. At the same time visiting professors contributed to our institutional learning process by bringing experiences in on the level of 'how to run a PhD programme' and 'how to supervise'. All visitors have handed in evaluations of their stays, comprising a number of critical and constructive comments, most often echoing comments given also during their visits. The Graduate School and the faculty have benefited considerably from this.

Maybe the most remarkable success has been the organisation of a 10 days summer school every year (6 times by 2004). The concept of the summer school is an international residential course with participation from the graduate school - around one third of the students - and foreigners (around 2 thirds), not exceeding 30 students. The programme consists of a thematic lecturing programme with Danish and international lecturers, and a work shop activity led by two professors in each workshop - one from RUC, one international. The workshops comprise paper presentations of an extraordinarily intense quality. Each year participants have been from more than 10 countries, including African, Asian, North and South American students, besides Europeans. The summer schools have been a huge success. Attached are the evaluations from the latest one. Further it can be noted that recruitment of highly qualified visiting students have been improved by



recruiting via the summer schools.

Visiting students have been increasingly frequent. Since 2001 there has been a handful in each semester, most of them for a 3-6 months period.

Also a number of international students have either applied for enrolment or for different kinds of hosting while they are enrolled in other institutions. At the moment the students list include two Irish, two Greek and three Norwegian students who are permanently enrolled, and who will graduate from RUC. Another Norwegian, an Italian - and also two Danes who are enrolled in other institutions - have a permanent workplace and receive supervision at the Graduate School.

In relation to East China Normal University, Shanghai, an agreement has been set up with a view to developing recruitment of and stable working conditions for junior university staff with a view to developing Chinese researcher training.

The fourth objective, to make the graduate school an 'international environment', has been accomplished. All permanent and more short-term visitors the environment contribute to this. By now the question is whether it is time to define the graduate school programme as a bilingual programme. In a number of cases we have enrolled non-Danish speaking students because their academic profile and projects fitted well. Some of them are distant students, but some work continuously in the department. Together with the visiting students they have formed a permanent English spoken parallel to the clusters (which are Danish spoken), with the name Club Cosmo, in which introductory seminars for visitors as well as shared academic activities (reading and discussing literature, discussing each others projects and papers) take place. If the graduate school can obtain a continuing grant for visiting professors and students, there might be a basis for a continuous track of English spoken activity. But in order to fully exploit the opportunities it would be desirable to reorganize some of the activities in order to increase the integration between Danes and foreigners. For the summer school an informal obligation to participate at least once applies for our own students.

13. Financing of the graduate school

This review can only cover the direct turn-over of the graduate school - a number of contracts with external partners and co-financing arrangements are only included to the extent they involve direct contributions to the turnover, and in so far as they involve costs within the graduate school. The interference is described below, and the experiences with co-financing arrangements is evaluated specifically.

13.1. Operational budget

The main components of the costs for the graduate school are:

- Teachers/supervisors' time: 1.5 mill. DKK per year
- Secretariat staff: 0.7 mill. DKK pr year
- Running costs (courses, direct study costs, travel, visiting students: 0,9 mio

Main sources of income are:

- University's ordinary staff allocation: 1.2 mill DKK (elicited by no. of stud.)
- Budget for running costs: 0.2 mill. DKK (elicited by no. of stud.)
- Income from student fees: 0.6 mill. DKK
- Graduate School grant: 1.5 mill. DKK

The budget is related to an enrolment list of 50+ students, and the existing balance between funding modalities of the students. The budget is presently in balance with a small annual surplus. Increase in fully financed students will improve the positive balance. Reduction of number of financed students will threaten the budget balance. Absence of Graduate School Grant would demand substantial budget adjustments. The adjustable independent parameters are mainly visiting professors, scholarships for visiting students, and the arrangement of the summer school. It is hard to reach a situation where secretariat costs can be reduced substantially. Most other costs and incomes are interrelated.

The largest amount in the real turnover of the graduate school is not monitored in the above budget: It is the cost for students' paid study time, whether it is paid by scholarships or by different forms of educational leave arrangements with their employers. It can be estimated that this amounts to 7-8 mill. DKK pr year. Most of this money is either given in the form of a post, or part of arrangements which link income and cost directly, so they do not



directly influence the money streams and hardly the operation economy of the school. However, they provide the most important source for the operation, namely students time, and the way they function also influence the practical and academic operation heavily.

A number of organisational challenges derive from insufficient funding and the very co-existence of different funding formats - however as mentioned above they also increase the recruitment, enable external partnerships, and enrich the academic environment. Apart from the fact that it would not be realistic it is not desirable to avoid these problems by exclusively depending on full scholarship financing. But the balance should be adjusted. The Graduate School has already on its own initiated a development in the direction of a higher proportion of full time financed students by a more rigid policy of enrolment and a conservative advising of new applicants and new potential partners. This has been based on the previous experiences of the study trajectories, as well as on observations of the academic study environment.

For the future it will be desirable to continue this policy. Obviously this is strongly dependent on availability of full PhD scholarships, willingness of external partners to support with respect to the research education objective, and this again on the availability of co-financing money which will enable the graduate school to bargain good conditions for the individual student.

The basic parameter for attracting students as well as scholarships, and for attracting the interest of external partners, is the existence of a good study environment in a strong and respected research environment. The strategy of the graduate school will pay special attention to sustaining its good reputation both in the international academic context and in a number of national domains of education and learning.

Beside the balance between different categories of students the most important parameter to influence the financial conditions is related to the co-financing arrangements. In order to improve and also be able to explain this problem to potential partners we have made a specific evaluation of the experiences with the bargaining and realisation of such arrangements until now.

13.2. *Co-financed PhD Graduates*

The graduate school of Lifelong Learning has enrolled a substantial number of co-financed PhD students as illustrated in the survey of Ph.D students enrolled and graduated from the school. The following outlines the distribution of financing parties.

Co-financed PhD Graduates – an Overview

| PhD Thesis Co-financed by | County and Municipalities | Professional, Vocational and Technical Organisations | CVU Centres of Higher Education |
|--|---------------------------|--|---------------------------------|
| Number of graduated PhD students 1995-2004 | 2 | 17 | 9 |
| Number of enrolled PhD students 2004 | 0 | 8 | 13 |

The overview illustrates how the co-financing is dominated by parties from the organisations and the CVU’s, whereas the county and municipalities only provides a very modest part.

Secondly we outline a number of evaluative reflections based on assessments and discussions with PhD students and their professors on the quality and progress of their study situation, the perspective of scholarly work when developed in cooperation with a number of non-scientific actors, points to the following issue:

Four perspectives on producing a co-financed PhD

Firstly most PhD students find it very stimulating and fulfilling developing their thesis in cooperation with a variety of ‘real living people with real living problems’. This way the scientific work, theories, methods and writing processes etc. very often has a background to be reflected through and upon. Scholarly work connects to societal and human conditions and needs that seem to facilitate the PhD student’s research work. In the good examples the long term cooperation between the PhD student and the co-financing parties function as a kind of research work laboratory where thesis, working papers, conceptual work and analyses can be presented and discussed in a well-



informed and highly motivated setting.

Secondly co-financing parties also might provide a number of challenges and difficulties for producing a PhD thesis. Evaluations from the graduate school point to disagreements on for instance the scope and context of the problems addressed in the thesis; on the type of activities that the PhD student can take upon her/him as part of the PhD Thesis; how much dissemination work the co-financing parties might expect as part of a PhD thesis.

Thirdly producing a PhD thesis in a co-financing context might provide an external structure of expectations and a time-schedule that seems – for some PhD students – to facilitate a more satisfactory fulfilment of the formal criteria. Co-financing parties have expectations and sometimes even demands and plans that they enrol the PhD student in. Often the empirical data stems from the co-financing parties themselves and therefore the analytic results are expected with interest. A three year PhD study will often also embed regularly meeting with the co-financing parties, the professor from the Graduate School and the PhD student, where the student’s preliminary findings and plans are discussed. In short co-financed PhD students are embedded in an external-driven time-structure that might stimulate progress.

Fourthly it should be taken into consideration if - and how – a large amount of co-financed PhD thesis affects the subsequent employment pattern. As noted earlier it is a quite remarkable employment pattern that follows getting a PhD degree from the Graduate School. About half of the PhD graduates have been employed in jobs and sectors, which are not normally conditioned by a PhD degree, but characterized by a qualification profile where research qualifications predominantly play an increasing role (including Centres of Higher Education). It seems like a PhD degree from this graduate school in some cases serves as an upgrade for staying in the same sector. One third of 30 graduates have done so. These figures seem to imply that the programme at the same time fulfils a recruitment task for the university and a ‘reflect-back’ function in relation to other ‘knowledge-producing’ and research based sectors.

14. Management structure

The management structure of a graduate school is quite complex in relation to the size of the activity due to the manifold of relations involved in the operation.

The management structure had a built in duality between the general structure of the university and the competence delegated to the graduate school director by the research agency grant. The choice of graduate school strategy allowed no strong separation between the running of a teaching and provision programme (external grant administration, which is the responsibility of the director of the graduate school), the academic functions of enrolment (competence of the department) and the administration of internal resources (competence of the department). In principle these functions have all been delegated to the director of the Graduate School.

The duality has been settled by de facto recognition from the department of the graduate school as the one and only framework for PhD-education in the department, and the definition of the graduate school as belonging too and exclusively staffed by the department. The director of the graduate school has acted as de facto representative of the department in the national and international research policy arena in full understanding with the head(s) of the department.

The graduate school has been delegated to act as an independent unit in areas like funding, agreements with external partners, and international collaboration, and has within the internal budget allocations administered teaching and supervision resources as well as operation costs, beside the resources from external sources. The collaboration around financial matters, including teaching allocation, has been relatively smooth through the whole period.

In one area the duality has given rise to conflicts, namely the prioritizing of scholarships. In this area a conflict between the obvious interest of all sub-specialties of the department in the specific funding resources of the graduate school, and the graduate school interest in defining and strengthening its academic profile and academic infrastructure, has materialized several times and been an underlying tension. Recently this issue has been settled. The fact that scholarships are increasingly given to graduate schools from the university



as well as external funding agencies, and an increasing understanding for the need to concentrate research training has facilitated the establishing of a procedure of consulting in the research committee of the department, which finally recognizes the graduate school as the managing entity. This has so far worked satisfyingly.

From the beginning, a unilinear organisation was defined, and a steering group set up for the steering of academic activities. The internal management of activities and the many day-to-day decisions related to individual students and groups of students increased with the number of students, and quite early in the development an office as Study Director was created. The role of the study committee was strengthened and made clearer, by imitating the functions of study committees in the ordinary educations. The study committee now consists of the director and the study director and a number of students - formally two but de facto supplemented in order to secure coordination and background for the representatives. Experiences from this structure with a study committee point at the fact that the establishment of a representatively composed cooperative body has had a positively promoting effect on the working climate in the Graduate School. The committee was established in a period affected by conflict in the Graduate School, when PhD students had pointed at a number of problems in relation to organisation, cooperation and opportunities of influence. Establishment of study committee/study board with related definition of its mandate and modes of operation and establishment of election procedures for the PhD students and the counsellors of the Graduate School have led to a gradual establishment of a better functioning organisational as well as social working environment. This structure has worked very well. A more detailed description of the present practise and intended developments is adopted in appendix 4. However the formal and informal implementation of this management structure will have to be reconsidered in the light of two questions:

- the new university law, which will at the least reduce the direct competences of the study committee to advisory and supporting roles in relation to personally appointed leaders
- the possible formal inclusion of PhD-students and faculty from other institutions in the operation of the graduate school, which must allow for their participation in the running of the school.

It must however be regarded wise to preserve the stable structure of in-house management which has been working, and only make modifications. Proposals for revisions which adapts to the new university law are under



consideration together with the implementation of the new university law on department level.

Advisory Board

The Graduate School has in its entire grant period each year held an evaluation seminar with an internationally composed advisory board which has the task of following and critically discuss the profile, level and organisation of the Graduate School. The members of the Advisory Board are:

Professor Regina Becker-Schmidt, Universität Hannover, Germany;
Professor Peter Alheit, Universität Göttingen, Germany;
Professor Kjell Rubenson, University of British Colombia, Canada.

The annual meeting in Advisory Board takes 2-3 days and comprises various activities – including separate meetings with the PhD students, study committee and supervisors. For the annual meeting with Advisory Board an extensive English status and presentation of the activities pertaining to teaching, academic considerations as to profile, supervision undertaken and complete PhD studies are prepared. Planning of the meeting with Advisory Board has partly been borne by a critical discussion of the annual status and identification of future problems and challenges. At the same time the actual problem catalogue is emphasized by the various players in the Graduate School – PhD students, invited PhD supervisors and the secretariat.

The result of these meetings has been comprehensive and very satisfactory. Advisory Boards' repeated annual visits have, moreover, established a critical external view, which has been qualified to follow up on solutions and improvements of previous problems as well as assessing the development seen in a time and procedural perspective.



15. Outlook: Where will the Graduate School go in the next five years

Based in the self-evaluation and the discussions between faculty, students, advisory board and colleagues from other institutions the following vision for the development of the graduate school in the next few years has been drawn up:

Academic profile

The Graduate School will have a clear academic profile which combines the position in the scientific community and resource building, the work style, and the relations to the wider society. The profile will unfold thematically the notion of lifelong learning - studying learning and subjectivity in a societal context, prioritizing aspects of gender, work and the historical understanding of knowledge and competence - and will increasingly focus its paradigmatic and practical development. It will be developed in a way which embraces all important topics of formal education as well as informal learning arenas, including their institutional forms and the policies shaping them. The Graduate school will be open to new developments but will build on theoretical traditions that have until now been productively explored (critical theory and deep hermeneutic, poststructural cultural studies) and refine the use of qualitative interpretational methodologies like life history and biography research, ethno-methodology, discourse analysis, and action research methods. The profile will be practically implemented in the enrolment policy, hiring of visiting professors and the offers of courses and seminars.

Structure.

The Graduate School will have a core faculty group in accordance with the profile, with a high priority engagement in researcher training and balanced with the number of students, so that it can conduct most of the individual supervision functions. The faculty group will be functionally responsible for the coordination of individual and collective supervision and training and for the linking of PhD students with important corresponding research projects and groups in the department and in the wider research community. The faculty group will be involved in all strategic questions for the academic development of the graduate school, including enrolment and scholarships, major activities etc.

Study formats

The Graduate School in Lifelong Learning is a complete study programme, which provides PhD training and supervision with a primary basis in and attached to the Department of Educational Studies and Roskilde University. Students can be attached to the school with or without scholarship and the graduate school will be willing and able to contract with external partners about research projects which includes or are exclusively are based on the funding of a PhD student. Also students from other institutions can be attached to the school by individual agreement or as part of a systematic cooperation arrangement.

All students will be participating in the everyday life and be co-responsible for the self organisation of the research environment. Part-time students or students with obligations to other workplaces as part of the partnership agreements will also be expected to work on an integrated level, and to spend at least periods of their study as in-house students. Part-time students will give clear indication of the form and intensity of their study work in each semester. For students with a double workplace a plan for attaching to the different environment will be drawn up in collaboration with the partner and the student.

Supervision and study organisation

A good deal of supervision will take place as collective supervision by providing a dense everyday work environment and a fabric of collective work contexts assisted by faculty.

Clusters of students will provide a primary sub group and contact hub for students, which will enable shared work with senior faculty and research groups in the department and contacts with exterior contacts of academic and practical interest. Clusters are collectively self organized, faculty participate with the role of giving academic input and support the contacts to other visiting professors, other faculty inside and outside the university.

The existing clusters will be subject to modifications depending on the number of students and the development in research organisation of the department.

Integration of PhD students from other departments within RUC or from outside will be underpinned by a corresponding integration in this structure.

Enrolment.

Enrolment will be granted on the basis of the following criteria:



- the quality and relevance of the research project intended, and our ability to supervise and offer a good environment for the study
- the merits of the applicant and the evaluation of his or her ability to succeed with the researcher education
- the compatibility with the graduate school study and the balance in the composition of students

The graduate school will offer advice and help for ‘maturing’ of PhD projects, and also offer careful advice to student as well as possible contracting partners about realistic conditions for a successful PhD study.

Introduction course

As soon as possible after enrolment students will participate in an introductory course, which will introduce and discuss the theoretical and methodological framework of the graduate school, discuss general theoretical and methodological issues, and support the development and specification of the students’ study projects and work plans. Each student will, in cooperation with the individual supervisor, during this period set up a reading plan (an individual curriculum) which will complement knowledge background, contribute to the individual project as well as secure a broader theoretical and methodological reading within the research area.

At the end of the introduction course a status and revision of the study plan will take place, the reconfirming of the enrolment in accordance with the Ministerial Command will take place and a possible reallocation of individual supervisor.

Workshops of theory and method

The graduate school will provide systematic training in selected qualitative methods of empirical research. Once students have revised their projects during the introduction course they are expected to join (at least) one workshop corresponding with their project plan, which will secure training in this method as well as provide a group for collective interpretation work on each students’ material. Participation in workshops is continuing throughout the study. Workshops will as much as possible be based on simultaneous participation of senior researchers involved in similar research.

Similarly the graduate school will provide workshops for systematic training in theoretical reasoning, in which they are expected to discuss and defend their theoretical frameworks and get familiarized with academic disputes around it. Participation in theoretical workshops will follow an ad hoc pattern, and students may participate at the time it is found appropriate in their study.



Courses and seminars are planned for each semester and revised collectively, based in clusters and the faculty group.

International programmes and summer school

All students are expected to participate actively in international networking. A rough plan for this participation must be part of the work plan completed by the end of the introduction course.

An international Graduate School in ‘Conceptualising and contextualising Lifelong Learning’ will be in operation and will serve as an optional international version of the PhD study.

Students will be expected to participate in the international summer school held by the Graduate School alone, or in collaboration with partner institutions, at least once during their study.

The graduate school will support participation in ESREA and other research networks and by establishing agreements with strong

Size

The size of the graduate school will have to depend on funding and ability to attract students. In relation to a good training environment and cost-benefit structure the size should be between 30 and 50 PhD students, of which a majority should be full time students and a majority should have their primary work place in the department.

Management

The management of programme activities, resources and academic questions will be done by one or two faculty members depending on formal regulation, and a study committee with active democratic participation of faculty and students. Active participatory management will be key elements of the management culture.



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- Statens Humanistiske Forskningsråd (2000): Forskerskoler. Rapport fra SHFs temadag d 25. Maj 2000.

16. Appendices

Appendix 1. PhD's and their projects

Appendix 1.1. Graduated PhD candidates

| | Name | Surname | Titel | Graduated |
|----|-------------|------------|--|-----------|
| 1 | Anders Siig | Andersen | Interpretation and experience | 1995/08 |
| 2 | Lars | Ulriksen | General qualification and teacher qualification in the vocational training system | 1995/08 |
| 3 | Kirsten | Weber | Ambivalence and Experience – Towards a Gender Differentiated Concept of Learning | 1995/08 |
| 4 | Peadar | Shanahan | The University and Emancipatory Ideals. Professional community development research with excluded communities | 1995/11 |
| 5 | Christian | Kjærsgaard | Demands of Qualifications and Educational Motivation | 1996/04 |
| 6 | Linda | Andersen | Under the Surface – Analyzing the Meaning of the Modernization and Human Service Institutions | 1996/12 |
| 7 | Søren | Schmidt | Plan and reality in Danish kindergartens | 1997/10 |
| 8 | Anette | Bilfeldt | Working life and employment conditions – unskilled women in the food industry | 1997/11 |
| 9 | Finn M. | Sommer | The Trade Union Movement between Past and Future – Empowering Work, Qualification of Trade Union Representatives and Trade Union Education | 1997/11 |
| 10 | Birgitte | Woel | Participatory monitoring for sustainable development. – The development and test of a participatory monitoring model and a discussion of its implications on Danida's procedures | 1998/06 |



| | | | | |
|----|-----------------|-------------|--|---------|
| 11 | Ingeborg | Netterstrøm | To develop – in modernity. An analysis of processes of education in the day folk high school | 1998/08 |
| 12 | Betina | Dybbroe | “As if they were my own” – care as knowledge and work in two cultures | 1999/11 |
| 13 | Christian Helms | Jørgensen | Corporate planning of education for employees with limited education. Rationales, conflicts and perspectives in the corporate planning of education closely connected to the company – a study of the relationship between education and organisational change in the Tayloristic industry | 1999/12 |
| 14 | Niels | Warring | Democratisation of work life in a learning and education perspective | 1999/12 |
| 15 | Anders | Buch | Social learning theory - the texture of learning | 2000/12 |
| 16 | Lene | Larsen | Youth, Life History and Work in the Production School as a Space for Life and Learning | 2001/08 |
| 17 | Robin | Mark | Widening Participation in Adult Learning: Issues and Challenges for Disadvantaged groups – a case study of Northern Ireland | 2001/12 |
| 18 | Jens Christian | Nielsen | Youth, Democracy and Trade Union Movement – new (worker) youth and processes of democratic learning | 2002/02 |
| 19 | Lisbet | Roepstorff | Project work: Learning and implementation, analysed through a case | 2002/02 |
| 20 | Annegrethe | Ahrenkiel | Control and Dynamic in Pedagogical Processes | 2002/05 |
| 21 | Ida | Bering | Employee perspectives on the changing work organisation analysed through development projects in the cleaning business | 2002/11 |
| 22 | Bibi | Hølge– | Diabetes – a school for life | 2002/11 |



| | | | | |
|----|-----------------|----------------------|---|---------|
| | | Hazelton | | |
| 23 | Jo | Krøjer | The branded location – Gender, body and workplace relations | 2003/12 |
| 24 | Claus | Kold | An opponent – who must be helped - Modernisation of Military Training - A Case Study | 2003/12 |
| 25 | Morten | Smistrup | Vocational identity and development of vocational qualifications in the 21 st Century | 2004/02 |
| 26 | Mette | Iversen | Learning processes for adults – inside and outside of formal education | 2004/04 |
| 27 | Kirsten | Kroggh– Jespersen | Teacher professionalism – a theoretical identification of ‘the good teacher’ | 2004/05 |
| 28 | Noemi | Katznelson | Vulnerable youth, job training and education | 2004/09 |
| 29 | Thomas | Gitz– Johansen | Integration in multicultural public primary schools | 2004/10 |
| 30 | Gurli Bjørn | Iversen | Subjectivity labour market relevance and academic writing | 2004/10 |
| 31 | Camilla | Hutters | The Subjective Meaning of Higher Education | 2004/11 |
| 32 | Peter Møller | Pedersen | Masculinity and Care | 2004/11 |
| 33 | Trine Ø. | Wulf– Andersen | Social integration and ways of living – present treatment and life possibilities for youth with psycho–social problems analysed through case studies of a particular supportive housing–project | 2004/11 |
| 34 | Annegrethe | Nielsen | Interaction Qualifications in Education for Care | 2004/12 |

Appendix 1.2. Enrolled PhD. Students

| | Name | Surname | Titel | Enrolled |
|---|------|---------|---|----------|
| 1 | Anne | Liveng | Motivation, resistance and going beyond in adult learning | 2002/09 |
| 2 | Bill | Linnane | Perspectives for 2nd Year HTX | 1998/09 |

| | | | | |
|----|------------------|-----------|---|---------|
| | | | Technology Students | |
| 3 | Camilla | Schmidt | Professionalisation processes for teacher training students | 2003/04 |
| 4 | Carsten | Bendixen | Internal evaluation in primary public schools | 1999/09 |
| 5 | Des | Carswell | The Childcare Dilemma: Modernization in Denmark and Ireland | 1998/09 |
| 6 | Despina | Babanelou | The Pontis (ethnic Greeks expelled from Asia Minor). Modernization, Integration, and Vocational Training | 1999/09 |
| 7 | Ester | Gregersen | Teachers' Learning | 1998/09 |
| 8 | Finn | Eldor | Subjects and curriculum – on the societal development, professional educations and de-institutionalisation | 2003/09 |
| 9 | Grete Haalund | Sund | Development of qualifications and professional training | 1999/09 |
| 10 | Helle Krog | Hansen | Learning at the Age of 50-70 | 1998/09 |
| 11 | Henrik | Windinge | School as Organization | 1998/09 |
| 12 | Ida Charlotte | Kornerup | Modernization and the Perspective of Children in Pedagogical Practice | 1998/09 |
| 13 | Inge Anette | Weicher | The role of supervisors in middle-range training | 2000/02 |
| 14 | Janni | Ansel | Self reference and processes of learning in the adult education system | 1998/09 |
| 15 | Jens Peter | Thomsen | Educational choices, strategies of reproduction and social background among students in higher education | 2004/09 |
| 16 | Jette | Larsen | Trainee periods – a dual training principle within vocational training | 2001/12 |
| 17 | Kevin Holger | Mogensen | Risky masculinity and marginalisation – young men's risk assessment, rationality and actions in relation to use and perception of doping and health | 2003/11 |
| 18 | Kjeld Sten | Iversen | Emotional aspects of teaching and | 2002/09 |



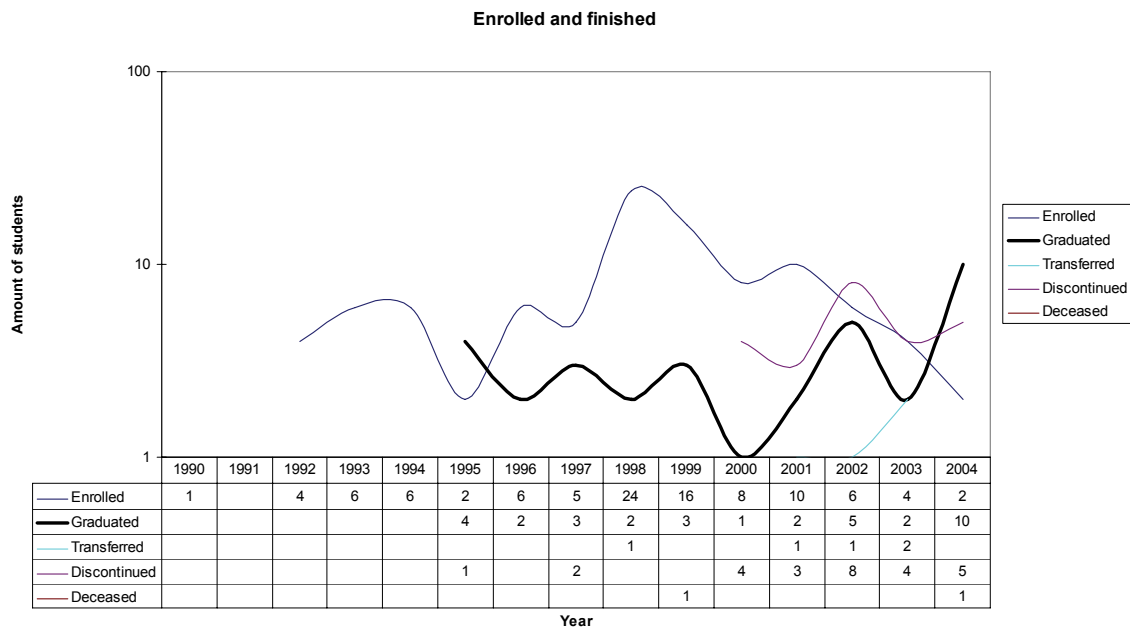
Self-evaluation of the Graduate School in Lifelong Learning

| | | | | |
|----|------------------|-----------------|---|---------|
| | | | the experienced professional identity | |
| 19 | Lars | Ploug | Knowledge and professionalism in a fluent reality | 2001/10 |
| 20 | Lily | Varidaki-Levine | Life History, Learning Process and Professionalism of Social Welfare Practitioners in Denmark and Greece. | 2001/09 |
| 21 | Lisbeth Lunde | Frederiksen | Life history, teacher role and professionalism with fresh teachers | 2001/09 |
| 22 | Mette Lykke | Nielsen | Get a life - Engineer | 2003/01 |
| 23 | Morten Overgaard | Nielsen | Technology, Youth and Learning | 1999/09 |
| 24 | Nelli Øvre | Sørensen | Professional Competence in Care | 1998/09 |
| 25 | Niels Ulrik | Sørensen | Young men and changing masculinity | 2001/10 |
| 26 | Paul James | Horton | Bullying and Educational Practises – public primary schools | 2004/10 |
| 27 | Pauline | MacClanaghan | Community Development | 1998/09 |
| 28 | Peter | Koudahl | Theory and practice in dual training education | 2001/12 |
| 29 | Pia | Deleuran | Professional Life Long Learning for Lawyers in Court | 1997/08 |
| 30 | Ronny | Sannerud | Development of trade and trade competencies | 1999/09 |
| 31 | Signe Mette | Jensen | Children's movements – geography and social relations of everyday life | 2004/09 |
| 32 | Sissel | Østrem | Can we create a teacher training programme that really prepares the students for the challenges in the trade? | 2002/09 |
| 33 | Steen Baagøe | Nielsen | Men and Modernity | 1998/05 |
| 34 | Suzanne C. | Krogh | Continuity and Completion in the Every Day Life of the Child | 1999/04 |
| 35 | Tekla | Canger | Choice of Education among hyphenated Danes | 2002/04 |
| 36 | Yumi | Suzuki | A study to clarify the Danish approach to symbiosis | 2002/09 |



Appendix 2. The Student Population

Appendix 2.1. Chart: Enrolled and Finished PhD. Students





Appendix 2.2. Table: Sum all students

| Year | Enrolled | Graduated | Transferred | Discontinued | Deceased | Population |
|--------------|------------|-----------|-------------|--------------|----------|------------|
| 1990 | 1 | | | | | 1 |
| 1991 | | | | | | 1 |
| 1992 | 4 | | | | | 5 |
| 1993 | 6 | | | | | 11 |
| 1994 | 6 | | | | | 17 |
| 1995 | 2 | 4 | | 1 | | 14 |
| 1996 | 6 | 2 | | | | 18 |
| 1997 | 5 | 3 | | 2 | | 18 |
| 1998 | 24 | 2 | 1 | | | 39 |
| 1999 | 16 | 3 | | | 1 | 51 |
| 2000 | 8 | 1 | | 4 | | 54 |
| 2001 | 10 | 2 | 1 | 3 | | 58 |
| 2002 | 6 | 5 | 1 | 8 | | 50 |
| 2003 | 4 | 2 | 2 | 4 | | 46 |
| 2004 | 2 | 10 | | 5 | 1 | 32 |
| Total | 100 | 34 | 5 | 27 | 2 | |

**Appendix 2.3. Table: Sum self-financed students**

| Year | Enrolled | Graduated | Transferred | Discontinued | Deceased | Population |
|--------------|-----------|-----------|-------------|--------------|----------|------------|
| 1993 | 2 | | | | | 2 |
| 1994 | 3 | | | | | 5 |
| 1995 | 0 | 1 | | | | 4 |
| 1996 | 4 | | | | | 8 |
| 1997 | 4 | | | 2 | | 10 |
| 1998 | 21 | | 1 | | | 30 |
| 1999 | 12 | | | | 1 | 41 |
| 2000 | 6 | 1 | | 2 | | 44 |
| 2001 | 4 | 2 | 1 | 3 | | 42 |
| 2002 | 4 | 2 | 1 | 7 | | 36 |
| 2003 | 1 | 1 | 1 | 3 | | 32 |
| 2004 | 0 | 6 | | 5 | | 21 |
| Total | 61 | 13 | 4 | 22 | 1 | |

Appendix 2.4. Table: Sum students with grants

| Year | Enrolled | Graduated | Transferred | Discontinued | Deceased | Population |
|--------------|-----------|-----------|-------------|--------------|----------|------------|
| 1990 | 1 | | | | | 1 |
| 1991 | | | | | | 1 |
| 1992 | 4 | | | | | 5 |
| 1993 | 4 | | | | | 9 |
| 1994 | 3 | | | | | 12 |
| 1995 | 2 | 3 | | 1 | | 10 |
| 1996 | 2 | 2 | | | | 10 |
| 1997 | 1 | 3 | | | | 8 |
| 1998 | 3 | 2 | | | | 9 |
| 1999 | 4 | 3 | | | | 10 |
| 2000 | 2 | | | 2 | | 10 |
| 2001 | 6 | | | | | 16 |
| 2002 | 2 | 3 | | 1 | | 14 |
| 2003 | 3 | 1 | 1 | 1 | | 14 |
| 2004 | 2 | 4 | | | 1 | 11 |
| Total | 39 | 21 | 1 | 5 | 1 | |



Appendix 3. Appendix 3.1.

Enquete Former and present PhD- students' assessment of the Graduate School in Life Long Learning

Questionnaire by coordinator Mikael Meldstad
Text by Professor Kirsten Weber

1: Scope and quality of the assessment

This appendix is based upon an extensive questionnaire answered by 29 out of 46 present (by May 2004) students and 27 out of 44 previous students. The material is limited and almost all respondents easily recognizable. The general output is satisfactory in the sense that *the majority of the respondents are generally satisfied or very moderately critical* - contrasting a small number of one to three respondents who are systematically dissatisfied. The pattern of “who responded” and “who did not” points to two groups of non-respondents, i.e.: privately financed students leaving the school without a degree and career-busy PhD-candidates.

Consequently we summarize and comment the quantitative figures, currently pointing to the general problematics they illustrate, at the same time drawing on the broad qualitative comments from almost all respondents. Whenever relevant we point to parallels to and differences from the general survey of PhD. studies in the Danish humanities conducted by the Danish Research Academy and the Danish Research Council for the Humanities in 2001 - referred to as “the national evaluation”.

For a start we can say that the problems in the Graduate School in Life Long Learning are well known ones on a national basis - and that a number of the generally recognized problems in Danish humanist PhD.-training appear to have been met or even solved in the Graduate School in Life Long Learning.

2: Did you complete your degree - and how is/was it financed?

The Graduate School in Life Long Learning has recruited adult professionals who - in the name of life long learning or the knowledge society - have aspired to formal academic qualification of their professional competences. The Graduate School in Life Long Learning has aimed to establish an academic

setting where professional competence and its challenges should fruitfully co-exist with younger and more academically profiled (traditional) research fellows or grant financed students - cf. the development of the graduate school organization from 1997 onwards.

The national evaluation says: *“Thus the report shows that it is necessary to distinguish between students that carry out their PhD-research on the basis of a grant or a research fellowship as opposed to students who carryout their research in alternative ways, i.e. combining it with other tasks or jobs, students who in the traditional academic view are “deviant” in the sense that they are “part-timers” or privately financed.”* (P. 2) and later develops the analysis thus: *“A lesser quantity of humanist research students carry out their research as part-timers. A number of subject and programmes offer PhD-training to adults with a professional background - a researcher training that does not exclusively aim at a career in research, but towards research-based development in the public sector (education, health, organizational development, etc.) or in companies (communication, management, personnel training, etc.). The “alternative” research students that do not fit into the picture of the three years’ disciplined studies, possess other qualities. They have had tasks in their fields that may not be directly transferable to a research setting, but which have contributed to defining research questions, which have set the horizon and which have at times produced empirical data of a unique importance. Such processes should be exposed and form inspiration for future humanist researcher training. (...) This group must be assessed by its own standards. The “slow part-timers” (...) contribute to gradually installing societal criteria of relevance in the academic settings. They serve as bridge-builders between research and public and private workplaces, not least to enterprises, organizations, public institutions, counties and ministries, etc. - who often finance their projects. When they complete their PhD, they do not necessarily apply for a research position - they bring their qualifications back to their respective fields.*

On this backdrop the drop-out rate and the slowness of humanist candidates in research training can be re-assessed. Humanists do not actually just sit back and ponder too long or too deeply on esoteric themes. The problem is rather that humanist research training has not yet developed a format where the interplay with the surrounding world is optimally exploited - neither in the individual projects nor in the culture of the research settings.” (Ibid. KW’s underscore)

In this general context the early drop-out of the privately financed students (see appendix 2.3) is actually a sign of necessary decisions. It is not surprising that the completion of theses have proved more difficult for the professional students who have not been fully financed, compared to those who’ve had a

reasonable number of years or months financed or who have worked on the basis of a grant. Accordingly the relative contentment of students can be read on this background. Roughly speaking: *The better your funding and the more successful a degree ... the better the assessment of the Graduate School in Life Long Learning as an academic training environment.*

Below we have upheld the distinction between former, present and guest students, although the general pattern of answers point to much the same. The gradual development of the graduate school organization, supervision and curriculum might well reflect itself in the answers of the two categories.

3: Former Students

A: Success rate

This group consists of privately financed students, part-time financed (employers or lesser grants) students as well as research fellows - the relative proportion developing over time in favour of the latter. Altogether two thirds have completed their degree.

A few candidates took only two years to complete their thesis - and those were the employer financed and academically experienced ones.

Few students - research fellows - used the allocated three years and a few more took four to five years to complete, parental leaves and paid project work at RUC with relevance for the PhD-project being the explanation. The national evaluation states: *“Needless to say the first group (= fellows) is the most frequent one, it aims towards a traditional career in research. Considering the time it takes to assess the thesis the time spent by this group in completing their degree is not markedly different from other academic areas. Especially research council financed candidates complete according to schedule. When fellows do spend more time, it normally turns out to be due to the project producing new challenges. Fellow have taken leave in order to carry out a task for a collaborator in a field or the project has been re-defined because of field experience. The evident “problem” that signals a lack of academic discipline, is in fact rooted in a most relevant and responsible development of the research problem.”* (Ibid).

However, the material also comprises a group of students who spent *up to ten years* as part time PhD-students, but who finally got their degree.

The group of students who left the school without a degree comprise four students who *received grants from other universities* after having been privately



financed students at the Graduate School in Life Long Learning. This is correspondent with the general knowledge that - due to the institutional structure - DK has produced few candidates in the educational sciences, and that the professional adult students from RUC compete well with the young candidates applying for scholarships.

The remainder of the students who left without a degree, say that work obligations and family obligations were the obstacles. This quantitative info corresponds well with the experience of everyday life in the graduate school, where professional adults really fight to meet with academic expectations while at the same time having a career and a family. There is no clear pattern as to family or employers being the primary villain. Most former students have ticked both categories! This is also concordant with the national evaluation results.

B: Work place and integration

Half of the respondents have had their workplace at RUC and the other half had their workplace or their home as their personal research base. A cross reading of the questionnaires show that the closer to the RUC everyday life and the better the subjective integration into the researcher training and the academic environment in general, the better the success rate and the better the satisfaction.

Correspondingly: The more central the theme of the PhD-project to the RUC-research environment - as e.g. involvement in the large scale research projects - the better the success rate and the better the satisfaction.

C: Supervision and seminars

25 respondents have found their PhD- supervision “relevant” and 19 respondents have had sufficient supervision. Out of the 27 respondents and allowing for subjective rationalizations, this appears a reasonable result. Indeed this is far above the result of the national survey.

Interesting details in this category:

- the privately financed students note that they did not - themselves - have the time for meeting with their supervisor
- the students living abroad (Ireland, Greece) are fully content
- a few students note that their field or research problem was out of the focus of RUC anyway so they followed their own path. Although

these students are competent or even brilliant ones, who know how to look after their academic career, this points to the latent challenge of Graduate School in Life Long Learning -profile and principles of recruitment

- longer stays as guest students abroad (GB, Spain, USA) comprise greater or lesser problems upholding the contact of the home supervisor

As for the seminar activities, which constitute the primary and absolutely decisive teaching environment in the Graduate School in Life Long Learning, these are generally assessed fruitful and relevant - but to 6 or 7 students they have proven not to be. The seminar organization and thematization have been subject to current debate and development since 1997, so it is uncertain what the dissatisfaction in this group is about. There is a pronounced satisfaction with the inclusive nature of the academic environment, but there is also a problem that *the progression of the individual research project cannot match the collective progression or academic definition of seminar themes*. A few research fellows note that the inclusion of the professional adult students have affected the communication style and the academic level in a problematic way. This experience has been subject to current debate and it has been the cause of a number of reorganizations of the graduate school seminars, the ambition being to expose the specific nature of knowledge production in the professional fields and their educations.

The academic environment at RUC is generally appreciated. A few students voice the nationally well known “general loneliness” of the PhD-student - abundantly documented in the national evaluation. Compared to the general ideology of the loneliness of academic life this answering is highly satisfactory, but of course the demanded individual accomplishment and its inherent frustrations should always be attended to.

By its start in 1997 the Graduate School in Life Long Learning had a well developed tradition of *international researcher training seminars* funded by the Research Academy. From 1997 onwards this tradition has been upheld, but international activities have become more and more integrated in the every day seminar activities, in later years by resident guest professors teaching regularly. So the time span that “former students” refer to in the questionnaire comprise very different curricula in terms of various formats of international commitment. 22 students have had good contact with guest professors, 18



students were active in the international networks of the department and 12 had participated in the summer school (the first was held in 1999 and so a number of students have left since then). The general outline of this theme in the questionnaire thus appear satisfactory. The 5-11 students that have allegedly not been internationally active may be presumed to be the ones who left the PhD training.

4: Present students

A: The precondition: Your finances?

The majority of respondents among present students are grant financed or financed “by arrangement”, which means by employers or smaller grants in a patchwork. 16 students are “privately” financed. Most have RUC- or another university - as their workplace, but 10 students have a “non-research” workplace - and two their homes. Half of the respondents are full-time students - which corresponds the number of fully financed ones.

B: Supervision and seminars

27 respondents find their supervision relevant, 20 find it sufficient -and 29 find it helpful to the progress of their thesis. So there is one fully dissatisfied student among us, and a number who wants more supervision - and supervisors still face the challenge of doing the subjectively “relevant” thing. Compared to the national evaluation this result is - though actually only what should be expected! - outstanding: On a national basis in 2001 humanist PhD-students rated supervision the least supportive factor compared to international stays, seminar activities, etc. The difference may be attributed to the structure and tradition of the department and RUC - as opposed to the more traditional apprenticeship-like models of the traditional universities.

Seminars are found relevant to thesis by 23-26 students and generally relevant by 26. 23 students find that seminars are adequate in number and some remark that there are altogether too many offers of “generally relevant” seminars. This experience is not only about the Graduate School in Life Long Learning, but also about the students’ participation in international networks, conferences and in researcher training courses in other universities in DK, Europe and USA. This problem is currently being approached by the national co-ordination, e.g. rationalizing the course market.

The department environment is considered beneficiary by almost all, but there are variations when students do not have a workplace at RUC. International



guest professors, summer school and international networks have been used by 23, 19 and 20 respectively - the research fellows being the “winners” of this resource, while privately funded professionals find difficulty in benefiting.

The contact to the graduate school staff and to other researchers in the department had proved generally satisfactory. Not in the sense that all respondents report perfect contact to graduate school staff (17 students do, 6 wants more and 3 find the contact insufficient) or other seniors (most students want more contact). But in the sense that the department comprises an academic staff of approximately 30 assistant, associate and full professors facing the volume of approximately 50 PhD-students there is bound to be a residual wish for more contact. Some wishes may be relevant, there may be shortage of “relevant contact” and this remains a task for supervisors to attend to.

C: Guest students

11 out of 20 international guest students have responded to the questionnaire (China, Greece, Italy, Austria, USA, Poland, Germany, Sweden, etc.). Among the nine non-respondents are some whose geographical movements have been non-traceable. Stays comprise three to six months and most are grant-financed. The initiative came from the students home departments or from themselves, but this is a rather a hen-and-egg question.

The experience of guest students’ is consistently one of a special academic culture with a high degree of commitment and a specific (inter-disciplinary) profile. The possibility of autonomous and creative research - as opposed to fixed curricular activities - is commented on as especially beneficiary for the PhD-level. It should be noticed that this quality is not commented on in any of the national respondents’ answers, which points to it being invisible for the inmates.

International guest students assess seminars (the Club Cosmo-cluster) and contacts with the international staff the best offer at Graduate School in Life Long Learning, being almost unison in praising these. But also ordinary PhD-seminars (i.e. the Danish ones) and the Summer School score high. The frequency and quality of the “English language offers” is likewise appreciated. Significantly the “environment” as such and the supportive staff is unanimously praised, e.g. the committed professors. Most students have experienced some degree of a language barrier, but the questionnaire does not



reveal whether this is about students' own English/lingua franca-capacities or about Danish colleagues'. Practical and organizational matters, i.e. secretariat and facilities, is also unanimously assessed as brilliant.

Some students comment on the PhD-defence examination being a civilized and productive one, and the general relevance of the Graduate School in Life Long Learning into the European PhD-training landscape is assessed as a unique and valuable one.

The modifying reflexion of this positive picture is that most students staying abroad for three to six months are actually highly motivated, and often bring specific research questions and methodological issues with them - they ask in a qualified way, and so they are "easy to teach". On the other hand they are time-demanding and academically challenging, representing different paradigms and settings, which it seems the Graduate School in Life Long Learning has coped with in a satisfactory manner.

There remains a task for the Graduate School in Life Long Learning to expose and specify the special nature of the qualities so markedly experienced by guest students - both in a domestic, a national and a European context.

Appendix 4. Activities 1999 – 2004

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| 1999 | |
| January | |
| 27. | Seminar med professor Sven–Axel Månsson, professor Margareta Bäck–Wicklund, lektor Ove Sernhede og lektor Thomas Johansson, Institutionen för Socialt Arbete, Göteborgs Universitet. |
| February | |
| 9. – 10. | Tema: Modernitet og modernisering – en fælles horisont ? Henning Salling Olesen, Søren Dupont og Kirsten Weber. Inkl. diskussion af evalueringsformer og arbejdsmåder i Forskerskolen ved Rudi Rusfort Kragh. |
| 16. – 17. | Klynge– og evalueringsseminarer. |
| 25. – 27. | Life Long Learning – Inside and Outside Schools, International conference, Bremen, arr. af Univ. Bremen, Leeds University og RUC. |
| March | |
| 2. – 3. | Læringsrum – Klasserum – Observation. Birger Steen Nielsen og Jan Kampmann. |
| 9. – 10. | Klynge eller evalueringsseminarer. For deltagere i NFPP–kongressen: Debat af papers. |
| 12. – 14. | Nordisk Forening for Pedagogisk Forskning/NFPP, konference på Danmarks Lærerhøjskole. Deltagelse i temaer vedr. skoleudvikling, voksenuddannelse, kvalitativ metode, børneforskning, m.m. |
| 30. – 31. | Klyngeseminarer. For deltagere i International Ph.Summer School i Anogia: Debat af papers. |
| April | |
| 1. – 16. | International Ph.Summer School: Life Long Learning as a New Paradigm in Education, Anogia, Kreta v. University of Crete, Rhetymnon, Universität Bremen og RUC. Anders Siig Andersen og Leif Hansen i samarb. med Skevos Papaioannou, University of Crete og Peter Alheit, Univetsität Göttingen. |
| 6. – 7. | Professionalisering og Professionslæring. Kirsten Weber og Henning Salling Olesen. |
| 13. – 14. | Klyngeseminarer herunder forberedelse til ESREA's Gender Network, april og Labour Market Conference, May. |
| 23. – 24. | ESREA Gender Research Network, international konference, Uni Bochum, Tyskland, Professor, dr. Agnieszka Bron. |
| May | |

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| 4. – 5. | Metodologi. Karen Borgnakke, Danmarks Lærerhøjskole og Birger Steen Nielsen. |
| 9. – 14. | ESREA: Adult Education and the Labour Market, internationalt seminar og ph.d.–kursus, Inter University Centre, Dubrovnik. Henning Salling Olesen, Kirsten Weber, Katrin Hjort samt Keith Forrester, University of Leeds og Michael Law, University of Waikato, New Zealand. |
| 18. | Communities of Practise – a Concept for the Situatedness of Learning? Etienne Wenger, Knowledge Ecology University, California, USA og Henning Salling Olesen. |
| 25. – 28. | Aktionsforskning, i samarbejde med ph.d.–programmet på Institut for teknologi og samfundsvidenskab – v. professor Kurt Aagaard Nielsen, TEK–SAM og Birger Steen Nielsen. |
| June | |
| 1. – 2. | Livshistorie som Forskningsfelt – forskellige tilgange og metodologier. Henning Salling Olesen og Kirsten Weber. |
| 21. – 1. July: | Socrates Intensive Programme on Exclusion and Community Inter-regional Development, Magee College, University of Ulster, Derry, Northern Ireland Professor, dr. Peter Shanahan, Katrin Hjort/RUC, m.fl. |
| August | |
| 15. – 27. | International Summer School on Life Long Learning and Experience – Comparative Challenges and Danish Research, Roskilde, DK. Se nedenfor. |
| September | |
| 7. – 8. | Introduktionsseminar for ny ph.d.–studerende. Forskerskolen, organisation og profil. – Traditioner i uddannelsesforskningen. – Projektpræsentationer. Birger Steen Nielsen og Kirsten Weber. |
| 9. – 12. | International Conference: Researching Learning and Work, University of Leeds, GB. Contact in Leeds: senior lecturer, dr. Keith Forrester. |
| 14. | Gender and "narrative post–neo–Kleinian constructivism". Kirsten Weber and Anders Siig Andersen. Forberedelse til Intensive Course. |
| 16. – 20. | Concepts of Gender and Narrative Approaches to Life and Learning. International Intensive Course with dr. Wendy Hollway, Institute of Psychology, University of Leeds & professor Tony Jefferson, Institute of Criminology, Keele University. |
| 16. | Fear of Crime and Methodological debate. Anders Siig Andersen. |

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| 17. | Narrativity and Psychoanalytical Interpretation in collaboration with the Life History Project. Kirsten Weber. |
| 20. | Masculinity – in collaboration with the Masculinity Study Circle. Henning Salling Olesen. |
| 27. – 28. | Ungdom og læring – metodologiske overvejelser. Birgitte Simonsen, Birger Steen Nielsen og Kirsten Weber. |
| October | |
| 1. – 2. | Fremtidsværksted for alle Forskerskolens studerende, Kystgården, Nyborg. Arr.: Rudi Rusfort Kragh, Nellie Øvre Sørensen og Morten Overgaard Nielsen. Kurt Aagaard Nielsen. |
| 7. – 8. | Intensivkursus om læring i arbejdslivet i samarbejde med forskningsprojektet "Demokratisering af arbejdslivet" under forskningsprogrammet vedr. menneskelige ressourcer i arbejdslivet. Finn M. Sommer, Vibeke Andersen, m.fl. |
| 12. – 13. | Introduktionsseminar II: Feltbegreber i uddannelsesforskningen. Birger Steen Nielsen og Linda Andersen. Derudover: Biblioteksintroduktion. |
| 13. | Fremtidsværkstedets arbejdsgrupper følger op. Kurt Aagaard Nielsen. |
| 19. | Læring. Aktuelle læringsteorier i spændingsfeltet mellem Piaget, Freud og Marx. Knud Illeris og Birger Steen Nielsen. |
| 26. – 27. | Hverdagslivet som forskningsbegreb. Birger Steen Nielsen og Kirsten Weber. |
| 27. | Fremtidsværkstedets arbejdsgrupper. |
| November | |
| 2. – 3. | Critical Discourse Analysis: Norman Fairclough and Basil Bernstein in educational research. Associate professor Lili Chouliaraki og adjunkt Martin Bayer, Københavns Universitet. Arr.: Annegrethe Ahrenkiel og Lisbeth Roepstorff. Birger Steen Nielsen. |
| 9. | Voksendidaktikprojektet. Præsentation og diskussion ved Knud Illeris. UDSKUDT TIL 00. |
| 17. | The Postmodern Challenge to Adult Education. Professor, dr. Robin Usher, Royal Melbourne Institute of Technology. |
| 18. – 20. | Vejledningmulighed hos Thomas Leithäuser, Bremen, Danny Wildemeersch, Louvain, Jesse de Souza, Brasil/Bremen and Ari Antikainen, London/Joensuu. |
| 23. – 24. | Maskulinitet og læring. Arr.: Maskulinitetsstudiekredsen. Rudi Rusfort Kragh, Peter Møller Pedersen, Steen Baagøe Nielsen/Henning Salling Olesen og Jan Kampmann. Gæsteforelæser: Professor Øystein Holter, Oslo. |

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| 30. – 1. December | Introduktionsseminar III: "Hvad er et ph.d.-projekt" og modernitetsbegrebet i uddannelsesforskningen. Henning Salling Olesen og Kirsten Weber. |
| December | |
| 2. | Biography and Qualitative Methods. Dr. Betina Dausien, Uni Bielefeld. |
| 7. – 8. | Metodologi – i udvalgte skandinaviske forskningsprojekter og forskerskolens ph.d.-projekter. Henning Salling Olesen. |
| January | |
| 20. | "En glad dag i januar": Opfølgning af fremtidsværkstedet i oktober 99. Arbejdsgrupperne fremlægger deres planer og der afsluttes med café/spisning. Kontakt: Mads Fabricius Møller. |
| 27. – 1. February | Besøg af den engelske professions- og mandeforsker professor, dr. Linden West. Der afholdes møde med Livshistorieprojektet og planlægges ESREA-konference. Aftaler: Kontakt Kirsten Weber. |
| February | |
| 8. – 9. | Forskningsfremstilling. I såvel ph.d.-afhandlinger som andre typer forskningsrapporter formidles erkendelse ("resultater", "pointer") i en form der er defineret af den teoretiske og metodologiske tilgang i projektet, såvel som af det levende liv eller det styrende problem ...Med udgangspunkt i tekster fra Tine Rask Eriksen, Harriet Bjerrum Nielsen, Katrin Hjort og T.W. Adorno vil seminaret diskutere forholdet mellem problem/felt, teori/metode og formidling/fremstilling. - normalt diskuteret i den her nævnte rækkefølge som om der var en indre logisk progressions-sammenhæng. På dette seminar diskuterer vi fremstillingen som erkendelse(s-resultat)/kritisk indsigt - og dernæst dens genese. Kirsten Weber/Birger Steen Nielsen. Tine Rask Eriksen, Københavns Universitet er inviteret. |
| 29. – 1. March | Læring I, DLH/RUC. Karen Borgnakke og Henning Salling Olesen. |
| March | |

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| 16 – 20. | <p>ESREA (European Society for the Research into the Education of Adults) Network on Life History and Biography, RUC and Roskilde Højskole. Lectures by Prof., dr. Linden West, University of Kent, Canterbury, dr. Bettina Dausien, Univetsität Bielefeld, and the Life History Project/RUC. Workshops on Youth, Work Life, Masculinity, Methodology, Professional Learning, and more.</p> <p>Information: Kirsten Larsen and ph.d.-student Janni Ansel.</p> <p>Application: Kirsten Weber.</p> |
| Uge 12: | <p>Betina Dausien, Bielefeld: Biography, Gender, the Construction of Identity, Body and Biography. Oplæg og vejledning til studerende der arbejder med livshistoriske dimensioner.</p> |
| 21. – 22. | <p>Livsfaser og læring. (Arbejdssprog: Engelsk) Professor, dr. Christine Morgenroth, Hannover. Præsentation og diskussion af ph.d.-projekter. Kirsten Weber/Birger Steen Nielsen.</p> <p>Disse datoer overlapper med Læring II, RUC, dvs. indgår efter gammel aftale i Læreproceskurset DLH/RUC ved Karen Borgnakke & Henning Salling Olesen, og det må forventes at nogle studerende deltager i dette.</p> |
| April | |
| 4. – 5. | <p>Læring III, RUC/DLH.</p> <p>Karen Borgnakke & Henning Salling Olesen.</p> |
| 6. – 8. | <p>Guest lectures by Advisory Board Members: Peter Alheit, Göttingen, Regina Becker-Schmidt, Hannover, Kjell Rubenson, Vancouver.</p> |
| 9. – 11. | <p>NORFA-kursus om maskulinitet.</p> <p>Yderligere oplysninger: Jan Kampmann/Rudi Rusfort Kragh.</p> |
| 11. – 12. | <p>Modernitet og modernisering. Ideologiproduktion eller kritisk analyse? Med udgangspunkt i "egne værker" - overvejende vedr. pædagogisk arbejde og uddannelse – vil Linda Andersen, Jan Kampmann, Katrin Hjort og Kirsten Weber præsentere samfundsmæssige, forvaltningsmæssige og kulturelle modernitetsbegreber og metodiske implikationer.</p> |
| May | |
| 1 – 12. | <p>Betina Dausien vejleder efter aftale.</p> |
| 4. – 5. | <p>Seminar m/B. Dausin</p> |
| 8. – 12. | <p>Interculturality, Identity and Social Prejudice. Inter University Centre, Dubrovnik. Henning Salling Olesen, Kirsten Weber, Thomas Leithäuser/Bremen, Jessé de Souza, Brasil.</p> <p>Application: Kirsten Weber.</p> |

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| 10. | Seminar: Omsorg som service. |
| 16. – 17. | "De nye unge": Fag, læring og didaktik. Lars Ulriksen, RUC - dels i forlængelse af efterårets seminar om ungdom, dels tematiseret på det naturvidenskabsdidaktiske. Præsentation og diskussion af ph.d.-projekter. |
| 29. – 30. | Seminar: videnskabelige papers |
| 29. – 10. June | Betina Dausien vejleder efter aftale. |
| June | |
| 6. – 7. | Seminar: Betina Dausin: Biographical research: methodological and methodical Aspects. |
| 14. | Moderniseringsprocesser. Forvaltningslogikker og/eller kulturelle frisætninger. Linda Andersen i samarbejde med Mads Fabricius Møller, Tine Ryberg og Jo Krøjer. |
| 16. | Seminar: Omsorg som service |
| August | |
| 6. – 16. | International Summer School in Lifelong Learning, see www.educ.ruc/phd/eng/summerschool |
| 17. –20. | Professor, dr. Thomas A. Schwandt, Illinois (qualitative methodology, evaluation studies) * and dr.philos. Øystein Holter, Oslo (masculinity, modernity). Contact: Linda Andersen (Schwandt) and Steen Baagøe Nielsen/Henning Salling Olesen (Holter). |
| 31. | Sam Paldanius, research fellow at Linköping University, Department of Education and Psychology presents his project: Rekrytering til vuxenutbildning – problem och möjligheter Contact: Henning Salling Olesen/Kirsten Weber |
| September | |
| 4. – 16. | International Summer School, Anogia, Crete |
| 11. – 12. | Introductory Seminar, Contact: Kirsten Weber/Jan Kampmann |
| 12. | Professor, dr. Christine Morgenroth, Hannover: Lecture: The Life Cycle, Life Sketches/Designs and Motherhood Followed by discussion |
| 13. | Morgenroth: Planning of workshops, tuition and supplementary presentations on themes of critical theory, gender, etc. |
| 18. | Guest Lecture: Professor, dr. Susan Leigh Star, University of California, San Diego on Aclassification. Contact: Anders Buch, Henning Salling Olesen, Jan Kampmann |



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| 21. | Critical Theory and Constructionism I. In-house seminar. Contact: Jan Kampmann /Kirsten Weber |
| 25. | Professions and knowledge production. (Teachers= and Pedagogues= Training Colleges/Mellemlange videregående uddannelser as sites of development and research). Henning Salling Olesen & Kirsten Weber. |
| October | |
| 10. – 11. | Introductory Seminar II Contact: Jan Kampmann |
| 11. – 12. | Morgenroth tutorials and workshops as agreed above |
| 24. – 25. | In-house semester seminar, including students= organizing and dinner. Please attend! Contact: Birger Steen Nielsen and Nellie Øvre Sørensen, Hannah Boll, e.a.. |
| 30. | In house seminar on critical theory and constructionism II. Contact: Birger Steen Nielsen |
| November | |
| 9. – 10. | Researching Care. Intensive Course. Associate professor, Tine Rask Eriksen, ph.d., Copenhagen University, Professor, dr.phil. Nina Lykke, Universities of South Denmark + Linköping, S, and ph.Hanne Marlene Dahl. Contact: Henning Salling Olesen, Kirsten Weber, Betina Dybbroe |
| 14. – 15. | Introductory seminar III. Contact Jan Kampmann |
| 15. – 16. & 20. | Professor, dr. homas Leithäuser, Bremen: Introduction lectures in the mornings and planning sessions in the afternoons Contact: Kirsten Weber |
| 21. –23. | International Intensive Course: Theorizing Childhood Professor, dr. Alan Prout, Sterling University, Scotland & director, dr. Alison James, Centre of Childhood Studies, Hull University, England. |
| 28. – 30. | National ph.d.seminar in pedagogy and educational research. Network with Universities of South Denmark, Aalborg, Copenhagen and RDSES. See programme. |
| 30. | Morgenroth tutorials and workshops. Including planning activities in 2001. |
| December | |
| 5. – 6. | Seminar on work-life learning. Contact: Ida Bering, Rikke Thomsen, Ida Kornerup. Birger Steen Nielsen. |
| 2001 | |
| January | |
| 8.– 9. | Ph.d.–seminar: Læring i sociale fællesskaber Kontakt: Ida Bering, Ida Kornerup, Birger Steen Nielsen. |

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| 12. | Seminar: Rob Mark, Ph.D.–student, (Belfast): Literacy and Adult Basic Education: factors influencing participation and succes. |
| 11. – 19. | Seminar med professor, dr. Thomas Leithäuser, Bremen. Kontakt Henning Salling Olesen. |
| 23. | Seminar med dr. Etienne Wenger (Knowledge, Ecology, University). |
| 23. – 25. | Seminar med professor, dr. Christine Morgenroth, Hannover |
| 31. | Ph.d.–seminar |
| February | |
| 5. | Forelæsning v/ dr. Thomas Leithäuser: 'Interculturality, Subjectivity, and Social Prejudice' |
| 6. – 8. | Seminar med professor, dr. Thomas Leithäuser, Bremen |
| 13. – 15. | Studier i læring – teoretiske og empiriske positioner, I. Ph.d.–kursus i samarbejde med DPU. Nye læringsteorier og studier i læringens praksis. |
| 21 | Temadag: Kritisk teori IV |
| 27. – 28. | Studier i læring – teoretiske og empiriske positioner, II. Ph.d.–kursus i samarbejde med DPU. |
| 27. – 1. | Christine Morgenroth seminar: Learning in Life Stages. Concepts of Subjectivity and Learning Processes in Relation to Gender and Age. |
| March | |
| 1. – 2. | Ph.d.–kursus på DPU, bl.a. med deltagelse af lektor Jan Kampmann, RUC. Studier i Barndom og børnekultur. |
| 6. – 8. | Seminar med professor, dr. Thomas Leithäuser, Bremen |
| 8. – 11. | ESREA–konference i Bad Bederkesa: ”Research meets practice” – Biographical Approaches in Adult Learning. |
| 14. | Temadag: Kritisk teori V |
| 20. – 22. | Seminar med professor, dr. Thomas Leithäuser, Bremen |
| 19 – 23 | Workshop med Bronwyn Davies, James Cook University, Australia 'Poststructuralist Theory as Practice' |
| 27. | Intensive Course med professor, dr. Petra Milhofer, Erziehungswissenschaft, Bremen. Puberty and Gender Identity. |
| 26. – 27. | Studier i læring – teoretiske og empiriske positioner, III. Livslang læring – en tilgang til læreprocesser. |
| April | |
| 1. April – ult. June | Prof. Tony Jefferson, Depart. of Criminology, Keele er gæsteprofessor ved Forskerskolen i Livslang Læring, RUC. |
| 2. – 3. | Møde i Forskerskolens Advisory Board |
| 3. – 5. | Seminar med professor, dr. Thomas Leithäuser, Bremen |
| 5. – 8. | ESREA–konference i Geneve: Challenging Gender. |

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| 17. – 19. | Seminar med professor, dr. Thomas Leithäuser, Bremen |
| 23. | Forelæsning v/ professor Bronwyn Davies: 'Construction and Deconstructing Classroom Discourses' |
| 25. | Temadag. Kritisk teori VI |
| May | |
| 7. – 11. | Subjectivity, Culture, and Social Change. A gendered and Qualitative Approach in Psychoanalytical Social Psychology. Seminar i Dubrovnik, Kroatien med prof., dr. Thomas Leithäuser (Bremen), prof. Tony Jefferson (Keele), prof., dr. Wendy Hollway (Open University) |
| 15. | Studiekreds om 'Masculinity' med gæsteprofessor Tony Jefferson |
| 16. – 17. | Omsorgsseminar III : Omsorg, institutioner og professioner |
| 21. | Kritisk teori |
| 22. | Tony Jefferson: Studygroup on Cultural Studies |
| 29. | Tony Jefferson: Studygroup on Cultural Studies |
| 30. | Seminar: Professionsuddannelsesforskningen i et vadesteTilknytning eller udfordring? |
| 31. | Seminar om erfaringsbegrebet. |
| June | |
| 12. – 13. | Seminar med professor, dr. Thomas Leithäuser, Bremen: Interculturality, Identity and Social Prejudice Identity Construction and Intercultural Interpretation |
| 15. | Studiekreds om 'Masculinity' med gæsteprofessor Tony Jefferson |
| 19. | Tony Jefferson: Studygroup on Cultural Studies |
| 21. – 24. | ESREA konference i Bochum: Active Democratic Citizenship Network. |
| August | |
| 3. – 12. | Forskerskolen i livslang lærings 3. internationale sommerskole på RUC. |
| 20. | Planlægningsmøde med gæsteprofessor Thomas Schwandt |
| 30.– 31 | Introduktionskursus I |
| September | |
| 13. – 16. | 3rd ESREA European Research Conference, Barcelona. Wider Benefits of Adult Learning |
| 3. | Introductory lecture for advanced Ph.students. Planning session for study group in methodology. |
| 6. | Seminar: forskningsfremstilling. Kontakt: Kirsten Weber. |
| 7. | Studiekreds om Kritisk Teori |
| 7. | Sommerskole i Anogia, Kreta. |
| 13. | Studiekreds om kritisk uddannelsessociologi |

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| 13. – 16. | 3rd ESREA European Research Conference, Lissabon. Wider Benefits of Adult Learning |
| 17. | Closed Studygroup in methodology for advanced Ph.students |
| 25. | Lecture by Finn Hansson, CBS: Evaluation as applied social science knowledge. Discussant: Thomas A. Schwandt |
| 25.–26. | Introduktionskursus II |
| October | |
| 1. – 3. | Landsseminar på Videntcenter for Læreprocesser, Aalborg Universitet |
| 3. | Closed Studygroup in methodology for advanced Ph.students |
| 4. – 5. | Forskningsseminar: Livshistorisk og biografisk forskning. Kontakt: Henning Salling Olesen og Kirsten Weber. |
| 8. – 9. | Forskerskolens Semestertræf. Kontakt: Tine Frstrup og Ester Gregersen. |
| 11. | Studiekreds om kritisk uddannelsessociologi |
| 15. | Closed Studygroup in methodology for advanced Ph.students |
| 24. – 25. | Seminar: Empiri i forskningsfremstilling. Kontakt: Kirsten Weber og Betina Dybbroe |
| 29. | Closed Studygroup in methodology for advanced Ph.students |
| 30. – 31. | Introduktionskursus III |
| November | |
| 1. | Studiekreds om kritisk uddannelsessociologi |
| 6. – 7. | Omsorgsseminar IV. |
| 13. | Seminar on introduction to methodology for new Ph.Students |
| 19. | Closed Studygroup in methodology for advanced Ph.students |
| 22. | Studiekreds om kritisk uddannelsessociologi |
| December | |
| 3. – 4. | Seminar on 'the Idea and Practice of Evaluation in Modern Society' with visiting professor Thomas Schwandt |
| 13. | Studiekreds om kritisk uddannelsessociologi |
| 14. | Closed Studygroup in methodology for advanced Ph.students |
| 2002 | |
| January | |
| 10. | Studiekreds om kritisk uddannelsessociologi |
| 15. | Forskerskolens netværksdag |
| 18. | Opstartsmøde til 'studiekreds om etnografisk inspireret klasserum-forskning'. |
| 24. – 25. | Konference om livslang Læring |
| 30. | Seminar: 'Det kompetente barn' i samarbejde med DPU. Sted: DPU |

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| February | |
| 5. – 7. | Studier i læring – teoretiske muligheder og empiriske positioner I – i samarbejde med DPU |
| March | |
| 5. – 6. | Introduktionskursus IV |
| 19. – 20. | Studier i læring – teoretiske muligheder og empiriske positioner II – i samarbejde med DPU |
| April | |
| 4. – 6 | Årsmøde med Forskerskolens Advisory Board |
| 4. | Seminar om 'børnekulturforskere som ideologiproducenter' i samarbejde med DPU |
| 22. | Study group, Alan Prout og Jan Kampmann I |
| May | |
| 13. – 17. | Seminar I Dubrovnik: 'Subjectivity, Democracy, and Organisational Change' |
| 17. | Study group, Alan Prout og Jan Kampmann II |
| 21. | Open lecture: Alan Prout |
| 22. | Forskerskolens Forårssemestertræf |
| 28. | Seminar om 'Barndommen som metafor – hvad bruger vi begrebet "barndommen" til? I samarbejde med DPU. Sted: DPU |
| 30. – 1. | ESREA research network conference: Adult Education and the Labour Market VII |
| June | |
| June | |
| 3. – 4. | Omsorgsseminar V: Krop og omsorg Program |
| 5. | Study group, Alan Prout og Jan Kampmann III |
| 6 – 7. | Seminar med professor, dr. Thomas Leithäuser, Bremen: 'Moral Values in Everyday Life' |
| 19. | Børnekulturdebatforum i samarbejde med DPU. Sted: DPU |
| 24. – 25. | Workshop i barndomsforskning og –metode: Visiting Professor Anne Phoenix og Jan Kampmann |
| August | |
| 6. – 16. | IV International Summer School in Lifelong Learning. Generational and Methodological Perspectives |
| 26. | Lukket møde i Professionsnetværket |

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| 27. – 28. | Nordisk Omsorgssymposium på Schæffergården om : Omsorg og modernisering af den offentlige sektor, Omsorgens ontologi, og Omsorg og læring. Nordisk forskningssymposium med henblik på teoriudvikling og netværksskabelse, som Forskerskolen i Livslang Læring var medarrangør af i samarbejde med Institut for Filosofi, retorik og pædagogik på Københavns Universitet |
| September | |
| 2. | Lukket møde i Børne- og Ungenetværket |
| 3. | Lukket møde i Omsorgsnetværket |
| 9. – 10. | Introseminar for nye ph.d.-studerende I |
| 11. | Studiekreds i Etnografisk inspireret klasserums- og institutionsforskning I. |
| 16. | Lukket møde i Professionsnetværket |
| 18. | Seminar om social læring |
| 30. | Lukket møde i Professionsnetværket |
| October | Landseminar: Relationen mellem fag og pædagogik. Sted: Syddansk Universitet, Odense |
| 1. | Lukket workshop i Omsorgsnetværket |
| 2. | Studiekreds i Etnografisk inspireret klasserums- og institutionsforskning II |
| 7. | Lukket møde i Børne- og Ungenetværket |
| 8. – 9. | Introseminar for nye ph.d.-studerende II |
| 21. | Lukket møde i Professionsnetværket |
| 22. | Lukket workshop i Omsorgsnetværket |
| 23. | Seminar om analysemetoder Ph.d.-projekter – Oplæg og diskussion ud fra fire Ph.d.-projekter |
| November | |
| 4. | Lukket møde i Professionsnetværket. Lukket møde i Børne- og Ungenetværket |
| 5. – 6. | Omsorgsseminar |
| 6. | Studiekreds i Etnografisk inspireret klasserums- og institutionsforskning III |
| 12. – 13. | Introseminar for nye ph.d.-studerende III |
| 18. | Lukket møde i Professionsnetværket |
| 19. | Semestertræf |
| 27. – 29. | Workshop on Gender, Ethnicity and Age in Childhood and Youth: professor Ann Phoenix, Open University, UK & professor Hanne Haavind, University of Oslo, Norway |

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| December | |
| 2. | Lukket møde i Professionsnetværket |
| 2. | Lukket møde i Børne- og Ungenetværket |
| 3. | Lukket workshop i Omsorgsnetværket |
| 4. | Studiekreds i Etnografisk inspireret klasserums- og institutionsforskning IV |
| 16. | Lukket møde i Professionsnetværket |
| 2003 | |
| January | |
| 14. – 15. | Professionalitet på Århus Dag- og Aftenseminarium. Henning Salling Olesen: Profession, professionalitet og bevidstheStatus på professionalitetsbegreber. |
| 15. | Seminar om social læring, blandt andet med oplæg ud fra Lave/Wenger traditionen. |
| 20. | Studiekreds i Etnografisk inspireret klasserums- og institutionsforskning V. |
| February | |
| 3. – 4. | Introseminar for nye ph.d.-studerende IV |
| 5. | Seminar om aktionsforskning – 3. oplæg fra TekSam fraktionen. |
| 26. | Studiekreds i Etnografisk inspireret klasserums- og institutionsforskning VI. |
| March | |
| 19. | Studiekreds i Etnografisk inspireret klasserums- og institutionsforskning VII. |
| 26 – 27. | Profession og metodologi Gæsteforelæsning ved professor Feiwei Kupferberg, DPU ud fra bogen Sygeplejen – kald eller profession. |
| April | |
| 1. – 2. | Advisory Board Meeting. |
| 3. – 4. | Conference on Research Perspectives on Lifelong Learning. |
| 9. | Studiekreds i Etnografisk inspireret klasserums- og institutionsforskning VIII |
| 26. | Metodologi/feltarbejde. Diskussion af Cathrine Hasse: Kultur i bevægelse. |
| May | |

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| 5. – 6. | Kønnet i professions(uddannelses)forskningen Autonomi og intimitet – kernebegreber i socialisationsteoriens kønsforståelser? Oplæg ved Kirsten Weber ud fra Harriet Bjerrum Nielsens forfatterskab. |
| 19. – 20. | Semestertræf. |
| June | |
| 19. – 20. | Thomas Leithäuser Workshop on 'Moral Values in Everyday Life' Continuing from previous workshops, but a few new participants can be include |
| 20. | Thomas Leithäuser Open seminar on Work life Research |
| August | |
| 5. – 15. | V International Summer School in Lifelong Learning Gender perspectives on lifelong learning |
| 19. | Writing workshop by visiting Professor Anne Phoenix (open primarily for PhD.–students in the Graduate School in Life Long Learning): This workshop will be for PhD.–students in the process of writing up their thesis. There will be three sessions, all devoted to discussions, presentations and planning of ongoing work on writing the thesis. |
| 20. | Reading Group on Childhood and Youth, Gender and Ethnicity by visiting Professor Anne Phoenix (open for all PhD.–students): There will be two sessions where participants will be working with selected readings. |
| 25. | Reading group/workshop on methodology and theory by visiting Professor Anne Phoenix (open for all PhD.–students): All participants have been reading Wendy Hollway and Tony Jefferson: Doing Qualitative research differently. |
| 27. | Reading group on Integration and marginalisation by visiting Professor Anne Phoenix (open for members of the Childhood and Youth research network, the Graduate School in Life Long Learning): Through presentations of group members projects and selected readings we will discuss the different understandings and conceptualisations around integration and marginalisation related to children and young people situated in a variety of social and institutional contexts. |
| September | |

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| 2. | Writing workshop (open primarily for PhD.–students in the Graduate School in Life Long Learning): Visiting Professor Anne Phoenix. |
| 9. | Reading group/workshop on Methodology and Theory: Visiting Professor Anne Phoenix. Discussion on the relationship between psychoanalysis and discourse theory in (some) poststructuralist approaches: Visiting Professor Anne Phoenix. |
| 10. | Reading group on Integration and marginalisation (open for members of the Childhood and Youth research network, the Graduate School in Life Long Learning): Visiting Professor Anne Phoenix. |
| 19. | Writing workshop (open primarily for PhD.–students in the Graduate School in Life Long Learning): Visiting Professor Anne Phoenix. |
| 22. – 25. | Associate Professor Stephen Billett, School of Vocational, Technology and Arts Education, Faculty of Education, Griffith University, Australia. Visiting Professor. |
| 22. – 23. | Selvpsykologien som subjektforståelse – og grundlag for uddannelsesforskning. |
| 22. | Social geneses of vocational knowledge and vocational curriculum by visiting Professor Stephen Billett. This seminar will focus on conceptual issues associated with vocational education. It is intended as an opportunity for students with an interest in vocational education to share ideas and discuss issues associated with the development of vocational knowledge, and policies and practices that are directed to that purpose. In order to initiate discussion, a short presentation will be made on the social and cultural genesis of vocational knowledge and its implications for vocational curriculum. This is intended as an informal and exploratory gathering. |
| 23. | Gæsteforelæsning ved lektor Jan Tønnesvang ud fra bogen: ”Selvet som rettethed” |



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| <p>23.</p> | <p>Workplace pedagogic practices: Affordances of and engagement in everyday activities and guided learning by visiting Professor Stephen Billett. This two-part seminar draws on a program of research into learning in workplaces that aims to identify and understand workplace pedagogic practices. It is proposed that learning through work, albeit through everyday activities or intentional learning arrangements is shaped by the reciprocal process of workplace affordances and individual engagement. Therefore, whether considering the pedagogic properties and prospects of learning through work or through intentional workplace interventions, these reciprocal relationships need to be considered and accommodate. The first part of the seminar, proposes some conceptual bases for understanding learning through work. The second part of the seminar elaborates evidence from studies of learning through everyday activities and guided learning in workplaces. Social and cultural psychological perspectives and anthropological accounts were used throughout this program of research that is referred to in seminar, and in more recent work sociological and philosophic contributions.</p> <p>I samarbejde med Learning Lab Denmark</p> |
| <p>24.</p> | <p>Reading group/workshop on Methodology and Theory: Visiting Professor Anne Phoenix. In the third and last session the participants will present their projects in relation to the discussions on the first two sessions.</p> |
| <p>25.</p> | <p>Individualising the social- Socialising the Individual: an exploration in relations between individual and social agency by visiting Professor Stephen Billett. This seminar will focus on issues associated with the interrelationship between individual and social agency and the degree by which both human and cultural development is shaped by these forms of agency either singularly or through their interdependence. It is intended to use these ideas to explore the conceptual premises of human development throughout working lives. Key considerations are bringing the individual once more to the forefront in current theorising about learning and development, reconceptualising the individual as an accumulatively social entity and exploring where the genesis of human change and cultural development might be locate. Social and cultural psychological perspectives are drawn upon in this seminar, although it draws upon some sociological, anthropological and philosophic contributions.</p> |

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| 29. | Reading group on Integration and marginalisation (open for members of the Childhood and Youth research network, the Graduate School in Life Long Learning): Visiting Professor Anne Phoenix |
| 31. | Aktionsforskningsseminar med Rudolph zur Lippe – afholdes sammen med TekSam |
| October | |
| 1 | Reading Group on Childhood and Youth, Gender and Ethnicity: Visiting Professor Anne Phoenix |
| 29. – 31. | Landskoordineringsseminar for ph.d.–studerende i pædagogik og uddannelse i Danmark. ' Subjekt, Diskurs, Erfaring. Aktuelle positioner i Pædagogisk, Lærings- og Uddannelsesforskning' |
| November | |
| 13 – 14. | Seminar i professionsuddannelses-klyngen: Tema: Det professionelle arbejde som forskningstema. Oplæg ved Kirsten Krogh-Jespersen om lærerarbejdet og Steen Wisborg om arbejdet som (ny afdelings)sygeplejerske. Tekster om arbejdsbegrebet generelt og om "menneskearbejdet" |
| 19. | Semestertræf i Forskerskolen for Livslang Læring. |

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| 20. – 22. | <p>"New Empirical approaches in Education Research – and how to keep the outlook. Ethnographic research – Discourse Analysis – Life History" Theme of the course: The focus of the course will be the development of empirical research methods in Educational research. The course will take its point of departure in the an overview of ethnographic research on education, and will confront and compare it with two other recent methodological influences, which dive deeply into the field from different perspectives – discourse analysis and life history approaches. Different strategies for analysis will be discussed, including field –, discourse and life history analysis. The discussion will be inspired by lectures on recent ground breaking methodologies in interdisciplinary social science outside education, given by international experts. Beside lectures and discussion with the guest lecturers the course will be based on workshops where PhD students are invited to present their own projects or papers for discussion in relation to the theme. Course directors: Professor Karin Borgnakke, University of Southern Denmark, Professor Jan Kampmann, and Professor Henning Salling Olesen, Roskilde University in cooperation with Graduate School in Lifelong Learning, Roskilde University. Guest lecturers: Professor Wendy Hollway, Department of Social Psychology, Open University, UK. Professor Thomas Leithäuser, Inst für Psychologie und Sozialforschung, Director of the Academy of Labour and Politics, University of Bremen. Organized with the support of NORFA</p> |
| December | |
| 11. – 12. | <p>Seminar i professionsuddannelses–klyngen: Tema: Uddannelsessociologi som rammeforståelse. Eller uddannelsessociologiske projekter? Tekster af Henning Salling Olesen, Anders Mathiesen, m.fl. Oplæg ved bl.a. Inge Weicher.</p> |
| 2004 | |
| January | |
| 6. | Børn & Unge klyngen |
| 7. | ALLU–klyngen Kompetencebegrebet i teori og praksis |

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| 14. | COSMO |
| 26. – 27. | Professionsuddannelse Forskningsfremstilling |
| February | |
| 9. – 10. | Introseminar |
| 19. – 20. | Thomas Leithäuser: Moral values in everyday life |
| 24. | Børn & Unge klyngen: |
| 24. | COSMO. |
| 25. | ALLU–klyngen |
| March | |
| 1. – 3. | International Graduate School |
| 4. – 7. | Life History and Biography: ESREA |
| 15. – 16. | Thomas Leithäuser: Moral values in everyday life |
| 22. – 23. | Professionsuddannelser Livshistorisk metodologi og feltmetodik |
| 22. – 24. | Gæsteprofessor Dr. Mechthild Beereswill |
| 31. | ALLU–klyngen |
| April | |
| 15. | Børn & Unge klyngen: Augusto Boal Seminar om pædagogisk dramatisering |
| 15. | COSMO |
| 28. | Semestertræf |
| May | |
| 3. – 4. | Professionsuddannelser Traditioner og fagforståelser |
| 5. | ALLU–klyngen. Køn i et diskursanalytisk perspektiv |
| 26. | Thomas Leithäuser: Moral Values in every day life |
| August | |
| 17. | <p>Workshop: Mechthild Bereswill: Visiting professor from August 1st – October 30rd 2004</p> <p>PD Dr. Mechthild Bereswill, Criminological Institute of Lower Saxony in Hanover and Institute for Sociology and Social Psychology, University of Hanover, Germany</p> <p>Vi arbejder dybdehermeneutisk med egne interviewtekster og observatibøger (produceret af alle gruppens medlemmer), samler op ifht. metodologiske implikationer, overlap til andre analysemetoder, forskersubjektivitet og forholdet mellem livshistorie og erhvervs-, udd.– og karriereidentitet. Vi forventer at mechthild vil bidrage med tolkningserfaring og metodeteoretiske vinklinger på vores arbejde, samt at diskutere forskersubjektivitet</p> |
| 31. | Workshop: Mechthild Bereswill – fortsat |

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| September | |
| 8. | ALLU klyngens program for efteråret 2004 Erhvervsuddannelse. Forberedes af ph.d'ere der arbejder med erhvervsuddannelsesområdet i samarbejde med vejlederne i ALLU. Forberedelse til seminar om arbejdsbegrebet. |
| 14. | Workshop: Mechthild Bereswill – fortsat |
| 27. – 28. | 2 dages seminar for alle ph.d'ere i forskerskolen: Begrebet anerkendelse belyst ud fra Honneth og Jessica Benjamin. Anerkendelsesbegrebet hos Honneth – de tre anerkendelsesformers epistemologiske status – begrebernes anvendelse i lærings- og uddannelsesforskning – den kvalitative uddybning med – som AH siger: enhver mikrosociologisk eller psykoanalytisk tilgang! – eksemplificeret med et psykoanalytisk begreb om “recognition” Litteratur: Den danske udgave af Honneths artikler “Behovet for anerkendelse”, Reitzel. Jessica Benjamin: Recognition and Destruction. An outline of inter-subjectivity. Kap. 1 i JB: Like Subjects, Love Objects, essays on recognition and sexual differences. Yale University Press 1995. |
| 30. | Workshop: Mechthild Bereswill – fortsat |
| 30. – 1. October | 2 dages seminar om arbejdsbegrebet for alle ph.d'ere i forskerskolen: Oplæg om forskellige arbejdsbegreber. Implikationerne af de forskellige arbejdsbegreber for empirisk forskning relateret til produktions-, administrations- og menneskearbejde. Arbejdslivsklyngens seminar om ARBEJDSBEGREBET - 2 dages seminar om arbejdsbegrebet for alle ph.d'ere i forskerskolen: Oplæg om forskellige arbejdsbegreber. Implikationerne af de forskellige arbejdsbegreber for empirisk forskning relateret til produktions-, administrations- og menneskearbejde. |
| October | |
| 1. | INTRO seminar |
| 7. – 8. | INTRO seminar |
| 08. | Workshop: Mechthild Bereswill – fortsat |
| 18. – 19. | 2 dages landsdækkende ph.seminar: Sundhedsarbejde, –uddannelse og profession. |
| 21. | Workshop: Mechthild Bereswill – fortsat |
| November | |



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| 2. | INTRO seminar |
| 3. | Semestertræf |
| 9. – 10. | INTRO seminar |
| 12. – 14. | ESREA, Work and Learning: Learning, Participation and Democracy in Late Modernity Work Life. Whitehall College, England |
| 22. – 23. | Professionsproblematikker som forskningsspørgsmål, Kontakt: KW |
| December | |
| 3. | Aktionsforskning |
| 3. | INTRO seminar |
| 6. – 7 | INTRO seminar |
| 14. | Professionsklyngen |
| 2005 | |
| January | |
| 4. | INTRO seminar |
| 27. – 28. | INTRO seminar |

Appendix 4.1. Guest professors

| Titel | Name | Surname | Department | Univer- sity | Country | Period | | Period | |
|--------------------------|--------------|-----------------|--|--|---------------|------------|------------|------------|------------|
| | | | | | | | | | |
| Professor | Alan Stanley | Prout | Department of Applied Social Science | University of Sterling | Scotland | 01-04-2002 | 30-06-2002 | | |
| Dr | Ann Alison | Phoenix | Faculty of Social Science | Open University | UK | 01-08-2003 | 30-09-2003 | | |
| Dr. | Bettina | Dausien | Fakultät für Pädagogik, AG2: Sozialisation | Universität Bielefeld | Germany | 15-09-1999 | 15-10-1999 | 01-04-2000 | 31-07-2000 |
| Professor | Bronwyn | Davies | School of Education | James Cook University | Australia | 01-03-2001 | 23-04-2001 | | |
| Prof. dr. | Christine | Morgenroth-Negt | Psychologische Institut | Universität Hannover | Germany | 01-09-2000 | 30-11-2000 | | |
| PD Dr. Senior researcher | Mechthild | Bereswill | Criminological Research Institute of Lower Saxony | | Germany | 01-08-2004 | 31-10-2004 | | |
| Dr. philos. | Øystein | Holter | Arbeids-forskningsinstituttet, Oslo | | Norge | 01-03-2000 | 31-08-2000 | | |
| Prof. dr. | Thomas | Schwandt | Educational Psychology, Quantitative and Evaluative Research Methodologies | University of Illinois at Urbana-Champaign | Illinois, USA | 01-08-2001 | 31-12-2001 | | |
| Prof. dr. | Thomas | Leithäuser | Akademie für Arbeit und Politik | Universität Bremen | Germany | 01-11-2000 | 30-06-2000 | 01-10-2003 | 01-03-2004 |
| Professor | Tony | Jefferson | Department of Criminology | Keele University | UK | 01-04-2001 | 30-06-2001 | 01-10-2004 | 31-12-2004 |
| Professor | Wendy | Hollway | Faculty of Social Science | Open University | UK | 19-11-2003 | 05-12-2003 | | |
| Professor | Petra | Milhoffer | Fachbereich 13 Erziehungswissenschaften | Universität Bremen | Germany | | | | |

Appendix 5. The Summer School

The Summer School is an annual event hosted by the Graduate School in Lifelong Learning at Roskilde University. We advocate a multi-cultural, multi-national, multi-paradigmatic approach to (qualitative) research and the Summer School is predominantly based on presentation and intensive discussions of the participants' own research work. The Summer School is thus a differentiated and stimulating scholarly setting in which highly qualified and challenging discussions take place.

Study Forms

The summer school encompasses different learning spaces in which the participants take up different positions from which methodological and theoretical questions and challenges as well as research subjectivity can be discussed. The learning spaces are constituted by workshops, lectures and an international symposium.

It is a precondition for enrolment that the participants deliver a research paper, normally including an overall description of the thesis and addressing a main theme or problem in the participants work related to the theme of the Summer School.

Workshops

The objectives of the workshops are to discuss, critically and constructively the research work of the participants. The workshops allow plenty of time for discussion of each paper, inviting all the participants to take active part in the debate. Normally this would mean that the author(s) will give a brief introduction, outlining the relations between the Summer School theme and the paper and research project in general. The presentation may also reflect the present stage in the process or complex issues to be considered indicating the questions they would prefer to discuss, followed by a discussant that makes initial comments on the paper, stimulating the following discussion and framing the paper. When being a discussant or an opponent the PhD student are expected to present a qualified perspective on the paper presented. They are invited to present their considerations in a respectful, constructive and critical manner, by pointing out crucial questions or thematically oriented aspects regarding the paper that could be discussed. The idea is to facilitate and stimulate further thinking regarding the setting of the research questions, the method(s), theory(ies) and analytic framing of the projects.



All participants are during the Summer School expected to take the roles of presenting a paper as well as being discussant. These kinds of presentations will take place in workshop groups with approximately ten PhD students and two professors as participants. The two professors have the special task of moderating the workshops, providing a constructive and challenging atmosphere and safeguard the scientific relevance and quality of the discussions.

It has been a special challenge in the Summer School to embrace the differentiated nature of the participants. Some participants may still be in a very early stage of their project, and their paper may be only an elaborated abstract of their project. Others may – on the other hand – be in their last year of research, which may be reflected in a paper dealing with a very specific question of relevance to their project. Different points of departure and different research settings, implies different papers and presentations. The fact that the PhD students are recruited from a broad range of nationalities, academic traditions, material conditions for being a PhD student, etc, creates certain kinds of possibilities and challenges for the professors and the students participating in the Summer School.

Lectures

Another dominant feature of the Summer School is the different lectures presented by the participating professors. The lectures all relates to the theme of the Summer School and present different methodological and theoretical perspectives and bring in the current scientific work of international capacities. The lectures are followed by questions and discussions in the plenum.

International Symposium

The International Symposium is another crucial feature within the Summer School. The symposium bring over two days together a number of Danish and international professors highly qualified within the theme of the Summer School. During the first days the guest professors will make their lectures and there will be plenary discussions relating to the lectures. On the second day of the International symposium the participants will be placed in three groups each moderated by the invited expert professor and a Danish professor. The participants are organized in new groups during the symposium in order to facilitate further discussions and relations.

Leisure Activities

Apart from the daily work in workshops, the lectures and the International Symposium the Summer School consist of different kinds of leisure activities. We plan different excursions and leisure activities in order to support a playful and relaxed informal learning environment outside the work hours.

Themes addressed in previous years

1999: "Comparative Challenges and Danish Research"

2000: "Lifelong Learning and Experience"

2001: "Researching Lifelong Learning: Methodological Approaches"

2002: "Generational and Methodological Perspectives"

2003: "Gender perspectives on lifelong learning"

2004: "Lifelong Learning and Marginalization"

Evaluation of the International Summer School

Each year the participants have evaluated the Summer School. The general feedback is very positive, pointing to different issues of specific value. Firstly there seems to be an almost unison positive evaluation concerning the overall format of the Summer School. Especially the time given for individual presentations of projects, including the very inspiring discussions due to the arrangement with a discussant, the rather small and safe workshop group and with two professors giving feedback from different points of view and with different scientific profiles is underlined in the feedback. It could be said, that the rather unique way of working with projects, presentations, student-participation, and dialogues based on mutual respect is a crucial part of the study-culture at Roskilde University as such, and this kind of study culture is indeed very useful in relation to research education activities as well, as is the case in the Summer School.

Secondly, in general there seems to be a very positive feedback concerning the lectures, which apart from the lectures given by the guest professors, very often is given by different Danish researchers, which offers some kind of overview and insights into the Danish educational and pedagogical research field.

Thirdly, the combination of Danish and international lecturers and professors is evaluated very positive as a way of establishing a broader view on discussions and debates on an international level.

Fourthly, we have every year had a very enthusiastic feedback regarding the "service" during the ten days, which relates to the high level of service offered by the secretariat, the full and free accommodation at the University Campus,



the high quality free meals, and the excursions and leisure time activities, which is free of charge as well.

Finally, the fact that the Summer School last for ten days is on the one hand seen and evaluated as very hard – and some times as being too hard to endure – at the same time as it is on the other hand seen as one of the central strengths of the Summer School format, because it gives you the time to have your own work discussed, to discuss other students work, to digest the huge amount of new information, knowledge, ideas and inspiration, and last but not least, time to really get to know each other, to be secure in the group, to find the courage to engage in the ongoing discussions.

To illustrate some of these general points in a more concrete and explicit form, we have just below included a summing up of this year's evaluation of the International Summer School.

2004 August 3rd to August 12th

LIFELONG LEARNING AND MARGINALIZATION

Visiting professors:

Workshops: Mechthild Bereswill, Wendy Hollway, Tony Jefferson,

Symposium: David Gilborn, Jørgen Elm Larsen, Kasper Villadsen

Supervisors from the Graduate School:

Henning Salling Olesen, Betina Dybbroe, Katrin Hjort, Linda Andersen, Anders Siig Andersen and Jan Kampmann.

The overall impression of the summer school 2004 is that of a great success. This assessment is based on 4 sources: Individual evaluation forms filled by the participants (22 of 27 possible), oral evaluation in the plenary session the last day of the summer school, similar discussions among visiting professor and “in-house” staff just after finishing the summer school and finally evaluation in the group of teachers at the next meeting in the Graduate School (for further details, please notice the enclosure).

According to the participants the summer school has been close to perfect. They express great satisfaction with substantial as well as social benefits of the school and praise the organization efforts, accommodation etc. The reflections in the last plenary session and at the staff meetings have therefore been focussed on interrogating WHY the summer school became so good? What have been the preconditions for the success – substantially and concerning organization, staff and participants?

The results from the individual evaluation forms:

As it can be seen from the enclosure the general assessments from the participants are very good. The evaluation form contains 3 categories for quantitative assessment: “Good”, “acceptable” and “not acceptable” but the participants does have an opportunity for more qualitative remarks as well and to a great extent **“good” is substituted with “excellent” or “very good”**. Basically the participants express that they have benefited substantially from lectures and workshop – both in general and in relation to their specific papers and research projects leading to dissertation. (*“being presented to different national and international research positions and the discussions among them”/ “response on own research”, “valuable points”, “tough, fair and constructive”*).

The participants also express satisfaction with the social benefits of the summer school – the opportunity to get acquainted with other (young) researchers with similar research interests and the possibility to build research networks across national boundaries (*“meeting people and get insight in other experiences and projects”*).

When it comes to organizational and practical matters (information, food, accommodation, social activities etc.) the assessment is *“To the top – literally”* and the members of the support staff (secretary, students helping) are accredited for their contribution to the success. The evaluations of the participants contain nearly no complaints, except of two minor (the heat in the plenary room and the tiring but profiting days of the symposium) and one more crucial complaint (heavy *noise at night* from some partying students nearby the domicile of the summer school participants.¹)

Finally the evaluation forms raised the more fundamental ore general question about ***the status of the theme of summer school***. To which extent has the theme created a common frame of reference for the papers and the work in the workshops and helped focussing the lectures – and to which extent is the theme a more pragmatic or even limiting feature in relation to the actual work of the participants? Three types of comments:

¹ The students partying belonged to another organizational setting – a group of tutors preparing the arrival of the new students at the university – but the summer school management will look into bettering the situation for the summer school participants for the next year.



- *“More attention could have been paid to the theme or topic in lectures, papers, workshop activities and paper presentations and at the symposium”*,
- *“The theme limited the substantial discussions of the research of the participants in the workshops”* and
- *The theme didn't exactly match my project but to great extents it showed up that I could find a lot of information and a new context or perspective for my project”*.

The plenary evaluation:

Because of the more principle character of the question – and the lack of more specific complaints or problems to solve – the status of theme became the main focus in the plenary session. Mainly as a follow-up on a discussion before lunch initiated by the supervisors in order to sum up the thematic related conclusions from the summer school. (Please notice the enclosed file). The discussion recapitulated the statements quoted above - specially the third one - and released some good ideas for next year but basically the plenary evaluation repeated the good assessment of the ten days at RUC.

The question was raised by one of the participants:

- *Why dig for tiny little problems? Why not ask WHY the summer school was so good?*

The evaluation of the staff:

The evaluation sessions among the visiting professors and the teachers of the Graduate School took their starting points in this question WHY. We came up with at least four important preconditions for the success of the summer school 2004:

- *The concept* has been developed, improved and sophisticated on the basis of the experiences from the former years. (We dare not say it is the result of a collective learning process).
- *The planning* of the summer school this year was very careful and carried out in details due to good cooperation between the graduate school management, the secretaries and the staff. (For example the design of the instructive summer school format and the planning of the participation of the professors in the social activities).
- *The cooperation between “in-house” staff and visiting professors* were totally unproblematic, constructive and substantially valid. Basically due to serious commitment but maybe we benefit as well from former acquaintances and mutual understanding of the scientific

work of each other. For example gathered within the framework of The International Research Group for Psycho-Societal –Analysis www.irgfpsa.org

- ***The composition of the group of participants.*** According to the evaluation forms, most of the participants this year got their information about the summer school from "network sources", supervisors, colleagues, conferences, earlier stays etc. and only a few (3) got their information from more anonymous sources. This ***network information*** might imply a better understanding of the scope and idea of the summer school and its working procedures, and therefore prepare the participants better for participation in and benefiting from the workshop activities. The evaluation among the visiting professors stressed however that when composing the group of participants for future summer schools it is on the one hand important that the group combines Danish students (and other Scandinavian students) familiar with the working procedures of RUC and on the other hand include students with other academic backgrounds.

Appendix 5.1. Participating professors at the Summer Schools:

1999

August Sunday 15th to Friday 28th

1st International Summer School,

Comparative Challenges and Danish Research

Professor, Dr., Werner Lenz, Austria

Professor, Dr., Phil. Nina Lykke, Odense University, Denmark

Associate professor, Dr., Karen Borgnakke, The Danish University of Education, Denmark

Professor, Dr., Jukka Toumisto, University of Tampere, Finland

Professor, Dr., Thomas Leithäuser, Bremen University, Germany

Professor, Dr., Jesse de Souza, Bremen University, Germany

Dr., Erhard Tietel, Bremen University, Germany

Dr., Bettina Dausien, Bremen University, Germany

Professor, Dr., Dr., Peter Alheit, Universität Göttingen, Germany

Professor, Gudrun-Axeli Knapp, Universität Hannover, Germany

Professor, Dr., Danny Wildermeersch, University of Nijmegen, Netherlands

Professor, Dr., Harriet Bjerrum Nielsen, Universitetet i Oslo, Norway

Professor, Dr., Manuel Collada Brocano, University of Sevilla, Spain

Professor, Dr., Steffan Larsson, Linköping University, Sweden



Senior lecturer, Peter Shanahan, University of Ulster, UK
Professor, Dr., Thomas A., Schwandt, Indiana University, USA

2000

August Sunday 6th to Wednesday 16th

2nd International Summer School

Lifelong Learning and Experience

Director, Professor, Henning Salling Olesen, RUC, Denmark

Associate professor, Birger Steen Nielsen, RUC, Denmark

Associate professor, Kirsten Weber, RUC, Denmark

Associate professor, Anders Siig Andersen, RUC, Denmark

Associate professor, Linda Andersen/Katrin Hjort, RUC, Denmark

Associate professor, Leif Hansen/Søren Dupont, RUC, Denmark

Dr.,philos., Øystein Holter, Norway

Professor, Dr., Wendy Hollway, Open University, UK

Professor, Tony Jefferson, Keele University, UK

Professor, Dr., Thomas A. Schwandt, University of Illinois, USA

2001

Friday August 3rd to Sunday August 12th

3rd International Summer School

Researching Lifelong Learning: Methodological Approaches

Associate professor, Jan Kampmann, RUC, Denmark

Associate professor, Birger Steen Nielsen, RUC, Denmark

Director, Professor, Hanning Salling Olesen, RUC, Denmark

Associate professor, PhD, Kirsten Weber, RUC, Denmark

Professor, Dr., Kurt Aagaard Nielsen, RUC, Denmark

Associate professor, PhD, Linda Andersen, RUC, Denmark

Associate professor, Leif Hansen, RUC, Denmark

Associate professor, Katrin Hjort, RUC, Denmark

Associate professor, Dr., Karen Borgnakke, The Danish University of Education, Denmark

Associate professor, PhD, Ulla Ambrosius Madsen, The Danish University of Education, Denmark

Senior Lecturer, Ann Phoenix, Open University, UK

Professor, Dr., Miriam Zoukas, University of Leeds, UK

Professor, Dr., Alan Prout, University of Stirling, UK

Professor, Dr., Thomas A. Schwandt, University of Illinois, USA



2002

Tuesday August 6th to Saturday August 17th

4th International Summer School

Generational and Methodological Perspectives

Director, Professor, Hanning Salling Olesen, RUC, Denmark

Associate professor, PhD, Kirsten Weber, RUC, Denmark

Study director, professor, Jan Kampmann, RUC, Denmark

Research Fellow, Jens Christian Nielsen, RUC, Denmark

Research Fellow, Niels Ulrik Sørensen, RUC, Denmark

Associate professor, Leif Hansen, RUC, Denmark

Associate professor, Dr., Anders Siig Andersen, RUC, Denmark

Associate professor, PhD, Linda Andersen, RUC, Denmark

Associate professor, PhD, Ulla Ambrosius Madsen, The Danish University of Education, Denmark

Professor, Dr., Dr., Peter Alheit, Universität Göttingen, Germany

Professor, Harriet Bjerrum Nielsen, University of Oslo, Norway

Professor, Dr., Alan Prout, University of Stirling, UK

Professor, Dr., Thomas A. Schwandt, University of Illinois, USA

2003

Tuesday August 5th to Friday August 15th

5th International Summer School

Gender perspectives on lifelong learning

Study director, professor, Jan Kampmann, RUC, Denmark

Director, Professor, Hanning Salling Olesen, RUC, Denmark

Associate professor, PhD, Kirsten Weber, RUC, Denmark

Associate professor, PhD, Betina Dybroe, RUC, Denmark

Associate professor, Birger Steen Nielsen, RUC, Denmark

Assistant professor, Steen Baagøe Nielsen, RUC, Denmark

Associate professor, PhD, Linda Andersen, RUC, Denmark

Associate professor, Karen Sjørup, The Danish Research Centre on Gender Equality, Denmark

Professor, Gudrun-Axeli Knapp, Universität Hannover, Germany

Professor, Regina Becker Schmidt, Universität Hannover, Germany

Professor, David Morgan, Norges teknisk-naturvitenskapelige universitet, Norway

Professor, Ann Phoenix, Open University, UK

2004



Tuesday August 3rd to Friday August 13th

6th International Summer School

Lifelong Learning and Marginalization

Associate professor, PhD. Jørgen Elm Larsen, University of Copenhagen, Denmark

Research assistant, PhD. Kaspar Villadsen, University of Copenhagen, Denmark

Director, Professor, Hanning Salling Olesen, RUC, Denmark

Study director, Associate professor, PhD, Linda Lundgård Andersen, RUC, Denmark

Associate professor, PhD, Betina Dybroe, RUC, Denmark

Associate professor, Katrin Hjort, RUC, Denmark

Associate professor, Anders Siig Andersen, RUC, Denmark

Professor, Jan Kampmann, RUC, Denmark

Dr., Mechthild Bereswill, University of Hannover, Germany

Professor, Tony Jefferson, Keele University, UK

Professor, David Gilborn, University of London, UK

Professor, Dr., Wendy Hollway, Open University, UK



Appendix 5.2. Summer School participation from 1999 to 2004:

| Country totals | |
|-----------------|------------|
| Austria | 3 |
| Canada | 3 |
| China | 4 |
| Colombia | 2 |
| Denmark | 68 |
| Finland | 2 |
| Germany | 6 |
| Greece | 4 |
| Hong Kong | 4 |
| Italy | 5 |
| Japan | 1 |
| Latvia | 6 |
| Norway | 2 |
| Poland | 18 |
| Portugal | 2 |
| Slovenia | 1 |
| Spain | 6 |
| Sweden | 5 |
| Tanzania | 1 |
| The Netherlands | 1 |
| UK | 8 |
| USA | 6 |
| Total | 158 |

Appendix 5.3. Participation broken down into year and university

| 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | Total | University | City | Country |
|------|------|------|------|------|------|-------|---|-----------------|-----------|
| | | 1 | 2 | | | 3 | University of Graz | Graz | Austria |
| 2 | 1 | | | | | 3 | University of British Columbia, | Vancouver | Canada |
| | | | 1 | 1 | 2 | 4 | Eastern China Normal University | Shanghai | China |
| | | 1 | 1 | | | 2 | University of Bogota | Bogota | Colombia |
| | | | 1 | 2 | | 3 | Danish University of Education | Copenhagen | Denmark |
| | | | | 2 | | 2 | University of Copenhagen | Copenhagen | Denmark |
| 1 | | | | | | 1 | Danmarks Farmaceutiske Højskole (DFH) | København | Denmark |
| 1 | | | | 2 | | 3 | RUC (other) | Roskilde | Denmark |
| 8 | 12 | 9 | 10 | 8 | 11 | 58 | RUC (Graduate School) | Roskilde | Denmark |
| | 1 | | | | | 1 | Aalborg University | Aalborg | Denmark |
| 1 | | | | | | 1 | University of Tampere | Tampere | Finland |
| | | | | 1 | | 1 | University of Turku | Turku | Finland |
| | | | 1 | | | 1 | Universität Bielefeld | Bielefeld | Germany |
| | 1 | 1 | | | | 2 | Ruhr-University | Bochum | Germany |
| | | 1 | | | | 1 | | Bremen | Germany |
| | | | | | 2 | 2 | University of Hannover | Hannover | Germany |
| 2 | 1 | 1 | | | | 4 | | Athens | Greece |
| | 1 | | | | | 1 | HK Institute of education | New Territories | Hong Kong |
| | | 1 | 2 | | | 3 | University of Durham | Wanchai | Hong Kong |
| | | | 1 | | | 1 | La Sapienza | Frascati | Italy |
| | 1 | 1 | 1 | | | 3 | Universita degli studi "Roma Tre" | Rome | Italy |
| | | 1 | | | | 1 | | Trieste | Italy |
| | | | 1 | | | 1 | University of Tokyo | Tokyo | Japan |
| | | 5 | | | 1 | 6 | Wytautas Magnus University | Riga | Latvia |
| | | | | 1 | | 1 | Høgskolan i Stavanger | Stavanger | Norway |



Self-evaluation of the Graduate School in Lifelong Learning

| | | | | | | | | | |
|----|----|----|----|----|----|-----|---------------------------------|---------------|-----------------|
| | | | | | 1 | 1 | University of Tromsø | Tromsø | Norway |
| | | 2 | 2 | | | 4 | University of Bialystok | Bialystok | Poland |
| | | | 1 | 1 | 1 | 3 | Adam Mickiewicz University | Poznan | Poland |
| | | 1 | 2 | | | 3 | Nicholaus Copernicus University | Toruń | Poland |
| 1 | | 1 | 1 | 2 | 3 | 8 | University of Wroclaw | Wroclaw | Poland |
| 1 | 1 | | | | | 2 | Universidade do Algarve | Algarve | Portugal |
| 1 | | | | | | 1 | | Brezovica | Slovenia |
| 6 | | | | | | 6 | Universidad de Sevilla | Sevilla | Spain |
| | | | | | 2 | 2 | Linköping University | Linköping | Sweden |
| | 3 | | | | | 3 | Stockholm University | Stockholm | Sweden |
| | | | | | 1 | 1 | University of Dar-es-Salaam | Dar-es-Salaam | Tanzania |
| | | 1 | | | | 1 | | Utrecht | The Netherlands |
| 1 | | | | | | 1 | Queen´s University Belfast. | Belfast | UK |
| 2 | | | | | | 2 | University of Ulster | Derry | UK |
| | 2 | | | | | 2 | University of Durham | Durham | UK |
| | 1 | | | | | 1 | University of Northumbria | Newcastle | UK |
| | | 1 | | | 1 | 2 | University of Warwick | Warwick | UK |
| 2 | 2 | 1 | | | | 5 | University of California | Berkeley | USA |
| | | 1 | | | | 1 | | Champaign | USA |
| 29 | 27 | 30 | 27 | 20 | 25 | 158 | | | |



Appendix 6. Organisation and Management of the Graduate School

The day-to-day organisation of the Graduate School consists of a flat self-managed structure, comprising all enrolled students, all permanently allocated teachers, secretary and academic coordinator. Thus, it has been the aim that this self-managed organisation be seeking to include as many as possible in the day-to-day planning, and developing a high degree of common understanding of the long-term development of the Graduate School, at the same time as entering into a lively and versatile correlation with the rest of the department, including especially prioritized research areas and parts of the master studies.

Students and teachers from other environments entering into formalized cooperation, and visiting professors and guest students, have similarly entered into the organisation of the Graduate School. To the extent necessary, a Danish as well as an English daily organisation have been established. The Graduate School has due to its character and central research emphasis had an evident connection to the Department of Educational Research.

According to the University Act and RUC's statute it has been the task of the management of the Graduate School to implement this work form and Head of the Department has prepared a delegation of powers to the Head of the Graduate School and the Study Director, who have put this organisation into practice. The Graduate School has been managed by the Head of the Graduate School and a Study Director in consultation with the teachers' group and the study committee. Head of Graduate School is the graduate school grantee and the Study Director is appointed by the department among the permanently allocated teachers according to recommendation from the teachers' group.

Double-Tier Management Structure

In short, this double management structure and the background for this can be described as follows.

Head of the Graduate School represents the Graduate School in relation to management of the Department of Educational Studies and external partners, and is responsible for the profile of the Graduate School, strategic development and placing of the Graduate School in the research environment

of the department. Head of the Graduate School conducts duties in consultation with the teachers' group and the Study Committee.

The Study Director carries out the research and study organisational management of the Graduate School's activities, is responsible for the educational and counselling environment, supervises internal communication and manages the work of the study committee. The Study Director supervises the individual counselling and individual studies undertaken and manages change of supervisor. These competencies are practised in consultation with the teachers' group and the study committee.

Both are connected to the Graduate School as active PhD supervisors and teachers. This management structure has had a number of advantages. The distribution of management tasks on two persons establishes a separate and concentrated focus on the outward and inward Graduate School management, respectively. The Graduate School has a vast number of PhD students and a high quality in supervision as well as in teaching activities and therefore assumes a well-organized management and administration. The division of an inward and outward management function provides the possibility of expressing a special concentration and expertise within these management areas which both holds versatile and important work tasks. At the same time it is a condition for the double-tier management to be able to function in an optimum way that the two Heads of Graduate School have a well-functioning cooperation and coordination. Experiences point to indicate that the double-tier management structure releases powers and energy for both management areas to be conducted satisfactorily. At the same time, the double-tier management provides a possibility of establishing cohesion between management and active PhD supervision and participation in the teaching activities of the Graduate School. An organic contact between management and supervision and teaching in our assessment secures a high quality and satisfactory synergy effects between management and teaching activities.

Study Committee of the Graduate School

Study Committee consists of the study director (chair), Head of Graduate School, and two representatives and a number of substitutes for the PhD students. The secretariat participates in the meetings. The PhD members are elected at the autumn term meeting for all PhD students and are members for one year at a time



Study committee acts as advisory group to the study director and has as such no formal decision-making powers. In reality, a number of the provisions in the “Ministerial order on the PhD Course of Study and on PhD Degree”, requiring the approval of the Head of Department, have been delegated to the study director, to be carried out after consultancy of the study committee. The study committee has the task of discussing cases and topics of significant importance to the students’ PhD course undertaken, processing of incoming applications for grants for journeys, conferences etc., participating in the planning of the activities of the Graduate School and taking a stand on principal and financial issues. Monthly meetings are held and approved minutes are circularized to the students and supervisors of the Graduate School.

Study committee today acts as a body where all issues of importance are discussed with the representatives of the PhD students in cooperation with management and secretariat of the Graduate School.

The Teachers’ Group

The teachers’ group is composed of Study Director, Head of Graduate School, coordinator and the teachers who are in general allocated to the Graduate School. In this forum there is an on-going exchange of information of academic nature, discussions of supervision, discussion and coordination of the activities pertaining to teaching, discussion of the overall strategy for the Graduate School, just as status is made on a regular basis of the many PhD students’ studies undertaken. The teachers’ group has meetings approx. every 3 weeks.

The teachers’ group has undergone substantial changes pertaining to structure as well as content during the life of the Graduate School. During the first part of the grant period the basic foundation of the Graduate School was established by a comparatively small and fixed teachers’ and management group. This group was in charge of the first registration procedures of the Graduate School, specifically expressed in various cohorts of PhD students, carried out introductory courses, courses of theory and method, planned and developed the summer school with integrated international symposium and gradually established a PhD counselling culture and practise. As the number of enrolled PhD students gradually increased it became necessary to engage a larger group of qualified associate professors and professors as supervisors to newly registered PhD students.

At the same it was realized that it was helpful to concentrate most of the individual supervision on faculty who are at the same time allocated to the graduate school in general. The previous supervision structure, where some supervisors were part of the permanent Graduate School teacher's group, whereas others were not, proved to hold some weaknesses which were gradually necessary to take into consideration. The differentiation of the supervisors' group and the distributed allocation of supervision duties proved to create barriers in relation to securing a necessary minimum of common discussions of quality, content and problems in a PhD supervision. At the same time, the distribution of supervision meant that it was difficult to establish a satisfactory coordination between the various courses, seminars and guest professors of the Graduate School and the supervision which the individual PhD students received from their individual supervisor. A gap too big between a supervisors' group conducting the various courses and seminars of the Graduate School and the individual supervision of the PhD students some times created opportunities too poor for the synergy which should be established between these two paths. It is naturally not necessary to have complete identity between the two paths, but experience shows that a certain overlap secures a high quality. The individual PhD counsellors should be knowledgeable enough on course and seminar content in order for them to participate in discussions putting issues into perspective and pertaining to problem-orientation concerning how the PhD student may position and further develop the knowledge and experience gained in relation to his PhD course.

With basis in this situation the Graduate School established a new structure for the allocated supervisors. A larger group of professors were affiliated who in community were to conduct performance of courses and seminars, the annual summer school and counselling of PhD students, including co-reader function and selection committee work. At the same time, the clusters of students moderated by two associate professors/professors from the Graduate School supplemented the previous course and seminar structure.

This structure has functioned ever since and the aggregate teachers' group affiliated to the Graduate School has since then expanded a trifle more. The teachers' group today acts as a joint unit with regular and frequent meetings which assisted by the Study Director aims to secure a high quality in the



various activities of the Graduate School:

- Planning and performance of courses and seminars
- Development of current and final evaluation forms
- Individual PhD counselling
- Co-reader function
- Selection Committee Work

Secretariat

The secretariat of the Graduate School consists of a secretary and an academic coordinator, who is in charge of practical functions, administration and registration in connection with the students and teachers of the Graduate School and internal and external communication.

The Graduate School's secretary registers half-yearly evaluations and annual reports, is in charge of advertising of activities, maintains mailing lists, the Graduate School's telephone book and website and takes on special layout tasks. In addition to this the secretary is in charge of running payments and accounting and ad hoc tasks in connection with all functions.

The academic coordinator of the Graduate School is in charge of a majority of the research school administration (including project and research school annual account and budgeting) internally at RUC as well as externally in relation to authorities and Advisory Board. Coordinator also takes care of the information work in connection to the Graduate School just as planning and maintenance of administrative routines are a part of the work tasks. In conclusion, the coordinator also has the task of keeping track of deadlines for the varied activities (meetings, courses, reports etc.), taking place in the Graduate School.

Study Consultant

As a part of the internal organisation of the Graduate School, resources for setting up a study consultant function has been given priority. The purpose of a study consultant is to offer a number of services to the PhD students which can facilitate their studies undertaken. The students can discuss issues with the study consultant concerning which cluster affiliation the individual PhD student is to choose, how the liable working hours at the Department are to be arranged, how the budgeted funds in the individual PhD progress may be used, conditions of a personal and study technical character in a PhD progress, problems with the counsellor etc.



The study consultant who him- or herself is a PhD student may be considered as the PhD's "shop steward", however, without formally being comprised by the rules for shop stewards. The study consultant may for instance be assessor at disagreements and disputes, if the PhD student should so desire. Through existence in the everyday life of the Graduate School via holding of monthly meetings for all PhD students, through participation in the Graduate School's study committee/study board meetings and a cooperation with study director, the study consultant is to contribute to the individual PhD student settling down at the Graduate School and at the Department – and through this create an optimum basis for the completion of a PhD course.

Experiences from the current research school period point at the study consultant function:

- having acted as a problem processing and catalyzing body, where the individual problems but also more collectively generated problems and discontents may be reflected and processed – with a subsequent cease of conflict
- having acted as a further mediator of more generalised versions and editions of the individual problems and present these to the study director, Head of Graduate School, study committee/study board or counsellor forum for discussion and for action.
- having acted as a personified and present mediating forum from the formal bodies in the Graduate School: management and study committee/study board where important decisions on resources, organisation and principles for counselling and research production may be presented and argued to the PhD students
- having acted as a mouthpiece and an assessor body in the event where PhD students feel patronized, unfairly treated, dissatisfied with counselling quality, insecure of later occupational function



Appendix 7. The Academic Profile of the Graduate School

In accordance with the general profile of Roskilde University studies are interdisciplinary and problem oriented, often taking up some of the issues traditionally ignored or downplayed by discipline oriented research and professional knowledge. The profile of the Graduate school is related to *the development of new theoretical and methodological approaches to learning, which can match contemporary societal and cultural developments*, in particular focussing on the subjective processes and the societal contexts in which learning may take place. The name-giving research theme "lifelong learning" is a future oriented 'novelty', which defines the scope of the research objects to almost any learning and education in a societal context. It sets off critically from traditional pedagogical and educational studies, which deals mainly with institutionalised learning. The topics of the PhD-dissertations are often quite far from what is usually associated with pedagogy. The role of school, vocational education and training in these contexts and the issues of educational policy and reform are of course of paramount importance. However, it is the particular intention to situate institutions in the wider societal context and to study institutional learning in the subjective perspective of learners.

Core topics of research were originally in adult and vocational education, comprising projects on learning in working life and everyday life, learning in professions and related teacher training. Presently the lifelong learning approach refers more broadly to a way of studying learning in all stages of life and in many environments as subjective processes in a specific context. Working life and the cultural change in concepts of work and labour are still particularly important themes, and we will focus on their learning aspects and subjective meaning. Societal functions of education - qualification, differentiation and integration – will be seen in this broader context. Youth and childhood are seen as historical and cultural constructions in which learning subjects make their way. Youth research projects concerning educational motivation, political interest, leisure life, and identity formation, and childhood research projects dealing with socialization, gender roles, children's play and culture can fruitfully be situated in this context. Professional day care may be studied in this context, but it is also a case for professional learning in a specific field of professional work.



The broadening of the scope of research topics and the conception of them requires certain systematic strategies of theoretical and methodological innovations, and each project has its own choices and particularities. It is at the same time the endeavour of the programme to situate them in relation to existing traditions within pedagogical research and adjacent disciplines – and participate in the recent basic meta-theoretical and methodological discussion within the human and social sciences, which is basically a critical transgression of these traditions.

The structuring perspective of research into lifelong learning is the understanding of learning as a subjective experiential process encompassed in its broader societal and cultural contexts. Learning processes are studied in their concrete appearance in the learning arenas of everyday life - whether in education or in other arenas – and key dimensions of subjectivity like gender, generation, ethnicity - are seen as historically constructed mediations of experience processes.

The Graduate School draws upon theoretical and methodological inspirations from several traditions within the human and social sciences. Theoretically the school draws strongly on recent critical theorising within social sciences and cultural studies, including psychodynamic and post-structuralist approaches. Particularly the aspect of subjectivity and identity in social processes, the awareness of knowledge and language as aspects of all social processes, and the increasing awareness of the relation between culture and sensuous and bodily experiences have provided inspiration and challenge to the traditions of critical studies in education and learning. These fundamentally theoretical questions must influence the way of conceptualising and designing empirical research in a wide scope of studies, and it is also the assumption that empirical research – when reflected in theoretical and methodological dimensions – will contribute to answering basic theoretical questions.

Theorizing always has a historical dimension. Societal developments, cultural shifts and subjective orientations are framed in a historical context of modernization processes and the contradictory situation of global capitalism and late modernity. The challenging academic and political discussions of this situation and the interpretation of it set some of the basic frames for studies within the graduate school.



The subjective significance of work and employment for learning and identity has a priority because it is in the centre of peoples lives, and their experience of societal developments. Studies in professions and knowledge in work life may illuminate fundamental developments in a reflexive or knowledge based society. Studies into the reconstruction of work and organisations, questions about managerial developments and democracy, transformations in gendered relations, and the childhood as an arena for cultural activity are other examples of a theoretical reconstruction of empirical contexts for such studies.

Methodologically most studies are based on an interpretive approach and qualitative methods. Methods are adapted from several social and cultural sciences and gradually form an independent methodological discussion. Text based interpretation of life history interviews and theme-centred group discussions, field studies inspired by ethnographical research, interactive experiments and action research are prevailing methods, but the school remains open for methodological innovations.