



DPU Research Evaluation Report

Danish School of Education (DPU), Aarhus University
Research Evaluation at ARTS

2018-2023



ARTS
AARHUS UNIVERSITY



External International Assessment of DPU's Research 2018-2023

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Research in times of transition and turbulence

Julie McLeod, Bob Lingard, Torill Strand, Fabian Kessl and Kathryn Anderson-Levitt

Preface

‘DPU is an international flagship institution for research on and research for education’

As members of the Review Panel we acknowledge the quality of the documentation provided to us and the rich insights it offered into research – the research life and the life of research – at the Danish School of Education (hereafter DPU).¹ During our three day visit to DPU (November 4-6, 2024), we valued the chance to meet with many colleagues across various research areas and departments at both the Emdrup and Aarhus campuses. This helped to give us a vivid sense of current issues, challenges and possibilities. In the reports and meetings, we found a community of deeply engaged scholars animated by their own research and the wider research culture and future directions at DPU. We also noticed how many groups used the review process as an opportunity to reflect on their individual and shared work, conveying insights into sources of success and matters that needed changing. Throughout there was a palpable sense of collegiality and care for other colleagues.

In the overall School report and in reports from individual areas, an impressive international research profile emerged, consistently evident across all domains of reported activity. DPU holds a distinctive position in the Danish higher education ecosystem and has built a strong profile internationally as a flagship School for educational research – for research on and for education. There is a compelling case to develop a more confident narrative about its position and institutional identity and the calibre of its research achievements.

How we approached the review

We approached this review as a group of researchers trying to understand the perspectives and experiences of other academics regarding their research and the research culture at DPU. We heard from colleagues engaged in a broad range of research and research approaches, from basic and discovery through to dissemination and social impact beyond the academy. Throughout we have been conscious of impending sector and institutional change, inevitably accompanied by some uncertainty as to how proposed national reforms will affect student enrolments and staffing profile at DPU, and hence the organisation of teaching and research programs. These

¹ Panel members were provided with the reports ahead of the visit to DPU. The meeting schedule included a day visit to Aarhus campus attended by two panel members and panel meetings at Emdrup campus on Days 1 and 2 with small groups of researchers from various research areas, as well as with the Research Committee, and a lunch meeting with the wider school management. On Day 3 we met with Research Office staff, and the Dean and Head of School; in the afternoon we gave a presentation to staff based on the Panel’s ‘first impressions’. Given the use of different nomenclature to denote the various research and teaching groupings, we have mostly used generic terms such as groups or areas. We thank all staff for their time and for making us feel welcome, with special thanks to the Research Office and to Stine Trentemøller and Karen Valentin for their oversight and ensuring arrangements went so smoothly.

emerging policy settings, to be implemented in stages over the coming decade, will necessarily shape future strategic planning for research. Dilemmas and challenges we have observed could be amplified or recede, and new opportunities might arise. This period of change also creates challenges for how academics manage their work, and it is important to acknowledge the impact of such uncertainty on the day-to-day environment and on capacities to plan future research.

In such a time of transition, it is essential to understand what might be important to retain, preserve or strengthen in relation to DPU research culture and structures. Reviews cannot focus on change alone. They also offer an occasion to reflect on what has worked, or is valued, or might be refined and adapted to better suit current circumstances, as well as to imagine how things might be otherwise.

In response to our brief, this Panel's report is structured following the same sections as the self-assessment reports. Overall, the report considers: i) transitions at DPU (what aspects of research are changing or could change and implications), including but not only to do with external policy reforms; and 2) current strengths and challenges within the research culture and future opportunities. Within each of the following sections, we identify strengths and sources of success, point to some challenges and dilemmas and outline some suggestions for potential ways forward.

1.0 Research Publications

The review period, 2018-2023, saw an extremely strong record of aggregate publications, in both volume and range of outputs. There was a dramatic increase in volume overall, and a marked uptick in publications in English and in international outlets. This reflects the success of the previous research strategy and attests to the tremendous efforts of academic staff across all groupings. Reflecting both national and institutional priorities, the publication profile shows a roughly equal mix of Danish and English language publications, pointing to the ways in which DPU researchers are actively engaged with their different constituencies, from international scholarly communities to local and national research end-users and education and community groups; this points to the extent to which the academic and social impact of research are intertwined. The growth and combination of publications and practices of research dissemination are to be commended.

While quantitative measures can provide useful indications of volume of research activity and outputs, assessment of publication quality and impact requires additional types of data. As part of the Panel brief, we were asked to take account of the [CoARA](#) principles and their emphasis on qualitative and more diverse indicators of research quality. Although examples of publications were not part of the panel documentation, each member of the panel knew well and had engaged with publications from DPU colleagues who worked in their respective areas. On this basis, positive assessments could be confidently made as to the calibre and international standing of the publications. Yet more needs to be done to capture and communicate the breadth and depth of publication quality and its academic impact.

As a signatory to CoARA, Aarhus University is committed to developing qualitative indicators for evaluating research and for giving greater recognition to the diversity of research activity and outputs (e.g regular research newsletters, brown bag seminars, interviews and profiles of researchers and teams, celebrations of

achievements and book launches). Future research strategies will thus need to address assessment of quality – and the nature of qualitative indicators – in a more substantial manner. This includes assessing the quality and impact of publications aimed at a national Danish audience and those oriented to an international scholarly field. The purpose of publications and intended impact will likely vary and thus any measures will need to be sufficiently nuanced and attuned to such variations. This is crucial to avoid a two-tier system of evaluation, a risk that can be heightened in relation to assessment of publications depending on whether they are in Danish or in English – with the latter aligned with being internationally oriented. Similar considerations will also apply to decisions regarding the valuing of different types of research output. Given the mix of publications and range of research activities that advance academic and social impact, DPU is well placed to take a leading role in the reformulation of research assessment processes.

Further, there are risks to the feasibility of any future publication strategy motivated solely by ongoing growth targets. Given significant growth in recent years, it is not clear how much capacity remains for further volume increases, and whether instead it might be reasonable to expect a period when output numbers stabilise at what is already a ‘high plateau’. This is particularly so given unknown changes to staffing and some anticipated instability as national reforms take effect. A decreasing number of academics cannot continue to increase the overall number of outputs. It was noted that over the review period the number of publications increased at the same time as the number of FTE professorships declined (DPU Report p.25). This level of performance and attendant expectations on academics seems unsustainable, especially given considerations of publication quality and significance are uppermost.

It may also be timely to review performance expectations for academics, including whether two scholarly publications per year is appropriate across each career stage and in reference to the diversity of research activities undertaken. The range of publication and other research outputs is an important source of DPU’s success profile and reputation, both nationally and internationally. Accordingly, there could be scope for some recalibration of expectations against career stage, type of output and the review cycle time frame. While individual performance review is typically undertaken on an annual cycle, there is a case for increasing assessment of research outputs over a longer time frame of between 3 to 5 years. This longer cycle is particularly relevant to social impact research where outputs can take longer to realise and when there is often otherwise considerable ‘invisible’ work involved in nurturing and sustaining collaborations and partnerships. There are also equity dimensions to research assessment, and at the institutional level provisions should be made to recognise the impact of career interruptions or breaks on research performance, including recognition of non-linear career pathways and research activity that is more directed to engagement with the education profession and practice and wider social impact. This is especially pressing given the prominence accorded to academic and social impact within the DPU strategy and the quality and range of work currently being undertaken. If this is to be sustained, then more realistic expectations and approaches to recognising success also need to be developed.

2.0 Research Ideas and Funding Patterns

Across the reports and the meetings there was a strong sense of a dynamic and engaged research culture, one that is undeniably productive and has nurtured diverse research agendas. This is an unqualified strength of DPU. There was a palpable feeling of excitement about research, which is testament to the benefit of having a strategic focus on strong curiosity-driven and investigator-led research programs. This is an element to be retained and strengthened, appreciating that universities internationally are increasingly involved in more mission-driven, or top-down research agenda setting. This is typically accompanied by funding incentives to drive particular research programs. Any such directions need to be carefully managed so that academics whose work might not directly align with set agendas are not disadvantaged.

A clear strength of DPU is its comprehensive range of research activity. Any change in directions or priorities for internal funding schemes, including how DPU positions itself in response to national funding settings, should strive to protect this and not put it at risk. This includes how DPU juggles support for small-team or solo research programs along with support for larger-scale collaborative programs – with each requiring different types of support. The amount of anticipated funding or income earned should not be taken as an indicator of whether support is warranted. Accordingly, funding patterns externally and internally invite comment. Externally, the previous five years have witnessed impressive achievements, with a dramatic increase in 2023 across all types of external funding, with marked success in national strategic and independent schemes, as well as success in pursuing a greater diversity of funding sources, including commissioned and contract research. Examples from among an impressive list include prestigious Sapere Aude grants, success with funding from the competitive Danish Independent Research Fund and the Velux Foundation, partnership grants for research about children, and the International Association for the Evaluation of Educational Achievement (see DPU Report pp.13-17). Such funding has enabled significant collaborations with external partners and fostered research translation and social impact, with the majority of funded research nationally focussed, but many also looking outwards with an international mindset. Examples were also provided of research at different scales, with smaller scale research and modest funding still able to generate significant outputs and impact.

The role of commissioned research and research driven by external or national priorities is now a commonplace in universities internationally and has become an important part of their financial sustainability. Yet these external agendas can be fickle and subject to changing political environments or partner needs; there are thus risks in harnessing university strategy too closely to external or national drivers. A key dilemma is how to take up the positive opportunities these funding sources afford for greater social impact and engagement, while not allowing them to dominate and foreclose other lines of research that might not currently be in favour or are more focussed on discovery or basic research. Protecting the latter forms of research is essential for retaining comprehensiveness and DPU's international standing. Equally, there are opportunities to develop further support for researchers wishing to pursue international schemes or take on more active roles in international collaborations that may be funded by a mix of other national and international schemes.

The DPU Research Evaluation Report asks what structures are required to enable the generation of research ideas. Several measures are already in place, such as funding for cross-disciplinary research programs and research centres, schemes to support visits of international colleagues and travel and conference funding for DPU staff. Support for international collaborations linked to international funding schemes could be extended (reflecting its status as a strategic priority), with realistic time frames for realising outcomes. However, there

was a noticeable gap between the types of internal funding support formally available at DPU and application take up by staff. Some academics reported that they were not fully aware of what was on offer. Of greater concern, though, was hesitance to apply due to feeling already too over-committed apply for modest sums. While the latter represents a familiar dilemma, there is reason to review current scheme requirements to ensure that they are well communicated, as streamlined as possible, with more feasible accountabilities such that they do not serve as disincentives to apply.

Within DPU there are many layers and types of research groupings – units, centres, programs, hubs; on one count, we found up to 20 different English labels for research groups. On the one hand, this is a sign of a lively community, with the generation of ideas happening on many fronts. On the other hand, it could be confusing for both internal and external stakeholders – who do I ask and where do I go to find out about XX? – and an unclear environment to navigate. Some concerns were expressed as to whether academics, particularly those at an early career stage, could get lost or simply fall through the cracks, their research not noticed and, consequently, lacking connection to a group or the support needed to build their research. While not all academics wish to work in groups or as part of teams, for those who do, the avenues to engage need to be accessible and explicitly communicated. Further, the full gamut of research and research-related activity – from individual and curiosity driven research to large-scale collaborations addressing national missions – needs to be recognised institutionally and have access to appropriate levels and types of support.

We read and heard many examples of how bottom-up initiatives served as incubators for generating ideas, seeding collaborations towards external funding, and sustaining collegiality. They can also be congenial spaces for doctoral and postdoctoral researchers, providing a point of connection, mentorship and a sense of community. But the success and effectiveness of these formations cannot entirely be left to happenstance, and a delicate balance needs to be struck in providing some institutional support without stifling the generative organic nature of such groupings or overburdening them with onerous reporting and accountability requirements. A dilemma is apparent, with clear academic staff preference for devolved, informal groupings to stimulate research ideas, but also recognition that some level of organisational responsibility is needed to enable these groupings to flourish. A degree of trust, accompanied by a regular cycle of modest reporting that embodies the principles expressed in the CoARA agreement might be a way forward.

There are opportunities for the DPU Research Committee to have a clearer role in advancing this work and in providing academic-led insight into the support structures that would be most useful. In clarifying the function of the research committee, its advisory remit could be strengthened so that it takes on more agenda-setting roles, for example, contributing to decision making regarding research priorities, internal funding, and research enabling structures.

3.0 Societal and Political Impact of Research

An Impressive array of examples of the societal and political impact of research was provided, accompanied by considered reflections on the nature and importance of this work. Of note were the many thoughtful accounts of ‘research led’ teaching and professional development as key vehicles for societal impact of research, particularly in the case of many DPU students who are current or future education and social service

professionals and in positions to translate what they learn quite directly to their workplace practices. Examples were also offered of ‘research integrated’ teaching whereby students are engaged in small research projects, and sometimes invited into research groups and ongoing research projects. Additionally, research integrated teaching at the Master’s level is a way of spotting and recruiting talented researchers into doctoral programs. Organising conferences and events that brought in the profession and wider community members were also identified as effective ways of communicating research findings beyond the academy, of planting the seeds of new ideas and potentially impacting on the teaching profession.

Internationally, the growing policy focus on societal impact of research can risk decoupling scholarly innovation and scholarly impact from social and political impact of research. While acknowledging the significant achievements in research outreach and societal impact at DPU, we recommend that this remains strategically conceived as dependent upon a robust culture of scholarly excellence, exploration, and innovation; and that the interdependence of academic and societal impact is elevated. It may be useful to consider a framework for research impact that does not artificially disconnect scholarly and social impact, with flow-on effects for approaches to research assessment, research enabling structures, and funding priorities.

When assessing the quality and significance of societal and political impact, several factors warrant attention. Realising any societal impact takes time and hence time frames and duration are factors that need to be properly recognised in any assessment of this research activity. Partnership building and social engagement work are also time intensive and require considerable management and co-ordination, often over long periods of time. This work might not be immediately visible or counted as part of research activity. But without it, engagement and impact cannot happen. Responsibility for such work cannot reasonably be devolved to individual academics or research teams to simply accommodate into their workload and research time allocation. Central support is also required to facilitate these endeavours, which are of strategic importance to DPU, as they are across the higher education sector.

On occasion, the planned collaboration does not come to fruition (because of external factors beyond the researchers’ control, such as the role and commitment of a partner, changing circumstances of the external organisation). Rather than see this simply as a failed initiative, the time and labour invested need to be recognised and valued, not least because it has laid the groundwork for potential future opportunities. This type of investment, and a degree of risk taking, is an essential part of collaborative and partnership work.

Further, ‘impact’ – and particularly societal impact – typically has many parents and many sources and supports on the pathway to success. This requires a wider range of recognition mechanisms, including team based or collective recognition, appreciating that these are not straightforward matters and require careful thought.

Moreover, research impact is not typically the result of a strictly linear, cause-effect relationship; many influences will likely shape the outcome, thereby making it difficult to attribute to a single source. Additionally, there is some uncertainty over what exactly is being evaluated: the research informing the initiative; the process and collaboration that facilitates it; or a particular change, endpoint or evident impact with ‘end-users’? Each warrants some recognition. Research narratives and case studies offer fruitful directions (see international examples, e.g the UK [REF Impact Case Studies](#)). Importantly, there are opportunities at DPU to advance this work, drawing on a large and rich body of societal impact research, and to do so in ways that are consistent with and give life to the CoARA. However, preparing these case studies, maintaining systems to document the

process and outcomes, and crafting the narrative itself, are very specialised work and massively time and resource intensive. If DPU is to pursue this direction, it will require an injection of strategic funding.

4.0 Talent Development and Merit

There are significant opportunities to expand and diversify forms of recognition for researchers and create opportunities for meaningful researcher development that supports academics at different career stages. Both initiatives must take full account of the diversity of research activity and research pathways.

The Denmark-wide system in which Assistant Professorships, Associate Professorships and Professorships are not connected in a single track and therefore usually require three distinct 'job searches' surprised all panel members. It certainly seems to make talent development and merit recognition much more challenging, even as it gives universities more flexibility in choosing research and teaching areas of focus. For both academic staff and leadership teams, it makes it harder to see the arc of career development and the critical stages where additional support might be most helpful. Without a clear sense of the possibility of merit-based career progression through the ranks, it can become dispiriting for academics. Hence processes are needed that give recognition to academic achievements and progress outside promotion procedures; for example, a suite of awards, or promotion of research achievements through University outlets. This would not only recognise merit, it would also strengthen talent development and could be a powerful way of engaging staff who may feel stuck or under-appreciated.

While there was considerable evidence of mentoring in research groups and departments, it was not clear the extent to which there were more centrally provided and structured researcher development programs available to all DPU staff. This is another example of balancing the organic and collegial nature of local support and mentoring with centrally organised programs that take on some responsibilities for researcher development. In this regard, we understand that DPU is trialling a new initiative by identifying certain Associate Professors as on a track toward Professorship. It will be important to monitor the progress of this, including career openings for participants, and its impact on those selected and not selected to participate.

Talent and researcher development needs to be customised to support the needs of both successful, experienced researchers and those whose research agendas are at an earlier stage of maturity. Across the continuum of research careers and stages, the ideal institutional settings should be ones that enable all researchers to flourish. On a more practical level, this includes ensuring that all academics with a time allocation for research have the support to initiate and grow research projects, no matter their career stage or how visible or successful their research has been to date. The annual staff appraisal meetings provide a valuable chance to understand the research and professional development needs of staff and where appropriate identify goals and immediate and longer-term research plans. These individual meetings should also be based on the principle that 'one size does not fit all' when it comes to evaluation of researcher performance and expectations. This means not only acknowledging the diversity of research activity at DPU but also developing appropriate indicators of excellence and innovation across, for example, practice-oriented research with professionals or scholarly publications in English language journals, that are embedded in performance appraisal.

Other critical points in talent development are entry into doctoral programs and then transition into postdoctoral pathways. The doctoral degree is a key entry point for building capacity in educational research and identifying and supporting the future academic workforce. It was evident from meeting with PhD students and doctoral research office staff that juggling the mandatory coursework and thesis completion requirements creates pressure for some students. At the same time, the coursework has numerous benefits in providing students with exposure to other academics and advanced classes in specialised topics. We understand these are currently live issues and concern broader matters to do with length and structure of doctoral candidature. For some doctoral students, the opportunity to be affiliated to a research unit or hub also enhanced their overall research experience and sense of community. An immediate challenge is how to foster that sense of connection for candidates not directly affiliated to an existing research group; this is particularly the case for international students who may have fewer existing connections across the university or wider community. Attending to the relational and affective dimensions of PhD candidature is vital to understanding the quality of the research training experience, just as it is to understanding academic staff experiences of recognition and researcher development.

5.0 Interdisciplinarity in Research

Questions regarding interdisciplinarity in education research can pivot on whether one sees education as inherently interdisciplinary because it comprises many different disciplines and scholars with diverse disciplinary formations; or whether one sees interdisciplinary engagement in education research as a matter of working with disciplines beyond the field of education. The latter might take the form of collaborating with scholars from other Faculties, Schools and disciplinary groupings across Aarhus and further afield. We found there to be virtually universal support for interdisciplinarity in the former sense, with reports conveying a confidence in DPU's interdisciplinary strength, but less discussion of the latter. If the latter is to be encouraged, then there may need to be additional incentives to work across the university and develop a more expanded conception of interdisciplinarity.

Stepping back a little, it would be useful to better understand what is driving the push for interdisciplinarity in research at DPU. Is it a bottom up or top-down agenda, or a mix of both? Is it concerned with integrating or working across different epistemologies and methodologies, or engaging multiple disciplines to solve complex social challenges? Further, there appeared to be a potential tension between the interdisciplinary orientations to research and the organisation of teaching through the new departments/units (which seem to be based on teaching). This has the potential to produce a somewhat bifurcated view of academic work, with teaching and research organisationally separated. In addition, this organisational dilemma speaks to the transition of DPU from a leading education and teaching institution to an institution that is also internationally renowned for its research.

An unqualified strength of DPU's research activity is its rich disciplinary breadth and diversity of approach and expertise. It is essential that DPU retain its international profile as providing a comprehensive range of educational research. We note, for example, the large numbers of anthropologists of education working at

Aarhus, which makes it the leading centre internationally for this domain of educational research, which probably requires recognition. Globally, there are increasing calls for greater specialisation and a focussed narrowing of research agendas, with risks to research activities that are not part of imposed specialisations. In part this is economically driven and in part it is to meet national agendas. Without being naïve to the politics of these expectations, or indifferent to the benefits of having some areas of specialisation for which Schools or Faculties are internationally pre-eminent, in the case of DPU much of its international profile would be lost if the breadth of research was compromised in any strategic re-alignment towards more specialisation.

6.0 Diversity and Internationalization as cross-cutting parameter

Diversity and internationalisation in higher education are inter-related phenomena, especially evident in the case of language requirements in Danish universities, but they warrant some initial separate attention here. First, as noted in the Self-Assessment reports, 'diversity' refers to the identities and locations of staff, including social categories of race, ethnicity, class, and gender – among others. Throughout the reports there are commitments to building a more diverse staffing profile, noting that many of the challenges of this are the result of language and migration policies external to DPU. That said, further structural and practical attention might be required to more proactively engage researchers from culturally diverse or under-represented backgrounds. As one example, the need was raised for more support to be provided to international graduate students to help them feel more properly welcomed. This is crucial on many grounds, not least because it gives practical form to the valuing of diversity but also because these students could become influential in building international networks and collaborations between DPU and their home country. Beyond the support provided by individual researchers or teams, we see the need for whole-of-school approaches, particularly when having a 'dynamic and diverse academic community' (DPU Report p.29) is a strategic priority. Second, diversity emerges as a research focus, such as in the thematic grouping on 'Inequality, vulnerability and diversity'. DPU boasts a significant number of researchers with internationally recognised expertise in diversity and education and there are opportunities to further strengthen this area as a strategic research priority. It is important to note that diversity here is not simply co-coterminous with cultural or ethnic diversity but applies more widely, for example, to gender, social class, abilities, and the experiences of minoritised groups Third, diversity is used to describe the breadth of research approaches, agendas and disciplinary orientations at DPU, the benefits of which are noted above.

Throughout the reports and in our meetings, the wide-ranging impact of the Danish language requirements for teaching were frequently raised. While these requirements constrain the hiring of international academic staff, they are not completely stifling internationalisation agendas, as is evident in the extent of international research collaborations and the international orientation of some of the research. However, other factors are also in play in terms of navigating the mix of nationally and internationally orientated research. As the documentation of research publications and funded projects shows, a substantial number are written in Danish and address Danish national issues, reflecting deeply held commitments to engage with local and national educational fields and practices and advance the societal and political impact of research. Yet there are also drives to be more internationally oriented and for scholarship to be valued by and be a part of international research communities. While both types of research are needed, navigating these different imperatives can

create tensions and pressures for academic staff trying to 'do it all'. The tension also presents institutional challenges in how to strategically prioritise resources, develop the overall staffing profile and set the parameters for research directions.

The period 2018-2023 saw a significant increase in English language publications and other indicators of internationalisation. The changing Danish higher education policy environment, suggesting a sector and the DPU in transition, raises new dilemmas for internationalisation and research. Indications are that the emerging policy environment will favour national research agendas and solutions to national and local problems. Crucial advocacy from higher education institutions will be needed to advance the (national) benefits of investing in internationally oriented research. The panel suggests that is now even more critical for DPU to retain its commitments to internationalisation and explore avenues for taking a national lead in demonstrating the value of internationally engaged educational research.

Closing Reflections

In this time of transition and policy turbulence, dilemmas in how to balance mission-driven and investigator-led discovery research become especially pronounced. This is exacerbated in part by national and local funding agencies more aggressively setting their own priorities or missions for research and institutional budgetary needs driving more commissioned and contracted research. Of course, much important research has been conducted under these conditions, many researchers actively pursue this work and, as the self-assessment reports show, there has been considerable societal and political impact flowing from such research. However, these new funding opportunities need to be navigated in such a way that they do not risk placing investigator led, discovery research in a precarious position. An undisputed strength of DPU is how it has balanced these agendas and created an environment where discovery and basic research can flourish alongside impact and mission focussed programs. The strategy to internationalise research and its academic impact at DPU has clearly been very successful. In this political moment, a strategy is required that emphasises the continuation of this along with further strengthening of the already robust national research focus and the societal and educational impact of such research.

We have argued that DPU needs to strengthen its success narrative externally and internally, and in doing so elevate the significance of its achievements across both research on and for education and research with academic, societal and professional impact. We have also emphasised the choices and challenges DPU faces as it navigates key dilemmas in this time of transition, identified strengths and aspects of the research culture to be retained, and offered some suggestions for possible ways forward. In closing, we wish to extend our appreciation to everyone involved in the review process. It has been a privilege to learn more about DPU and its research community.

DPU's Research Self-Assessment for 2018-2023

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1.0 History of the Danish School of Education

The Danish University of Education (DPU) was founded in 2000 following the merger of Denmark's Pedagogical Institute, Denmark's Pedagogical College, the Danish National Centre for Technology-Supported Learning and the Royal Danish Teacher Training College. The main campus was located at the site of the latter in Emdrup on the outskirts of Copenhagen, with a satellite campus in Aarhus, Denmark's second largest city. It was originally established as a graduate university with the primary purpose of providing further education, especially for teachers and pedagogues. Operating as an independent university until 2007, a comprehensive national restructuring of higher education saw it become part of Aarhus University as a faculty named the Danish School of Education. In 2011, the current organisational structure was implemented, placing DPU under a new Faculty of Arts as one of three schools (*institutter*). DPU remains dedicated to honouring its historical legacy as an institution catering to the Danish education sector and recruits around 50% (2023) of its students among undergraduates with a professional bachelor's degree in the fields of teacher training and pedagogy. At the same time, it has consolidated its status as a strong research and teaching environment with an international outlook. Correspondingly, over the past ten years DPU has altered its academic profile, as illustrated by an increase in international peer-reviewed publications and external funding.

Like other research environments within the humanities and social sciences in Denmark, DPU has been subject to funding cuts following the mandatory reduction and relocation of student places and general restrictions on internationalisation. Despite these challenges, DPU has developed a strong basic research profile organised around broad common objectives focusing on education, pedagogy and didactics. These objectives are pursued through a range of disciplinary and interdisciplinary perspectives, theoretical orientations and methodological positions. Research covers learning processes during all stages of life – from early childhood, school and higher education to vocational training and adult education – and in a variety of contexts within and outside institutions of formal learning. Grounded in theorisations of central pedagogical concepts, DPU's research spans a wide range of educational practices, institutional frameworks and policies, thereby providing critical perspectives on key societal issues



DPU campus Emdrup



DPU campus Aarhus

1.1/ DPU's organisation

The original core organisation of DPU in discipline-based departments (*afdelinger*) – educational sociology, educational psychology, educational philosophy and educational anthropology, with additional departments in didactics and general pedagogy – has more or less persisted, although not without adjustments. A department of education studies was established in 2014, the department of general pedagogics and department of educational philosophy were merged in 2014/2015, and per February 2024 the latter two were further merged with the department of didactics, while the departments of educational anthropology and educational psychology were also merged into a single department. Each of these departments run corresponding 120 ECTS graduate programmes (*kandidat*) at both the Emdrup and Aarhus campuses, but with some variations and changes over the years. The department of didactics offers subject-specific graduate programmes on didactics in mathematics, Danish, IT, material culture and music. From 2013 the department of educational anthropology ran two programmes. The programme 'Educational anthropology and globalisation' was conducted in English until 2020 and subsequently continued to run in Danish, with the final student intake in 2023. As the result of a political decision, all programmes are now conducted in Danish. As the only department, Education Studies also offers a programme at bachelor's level. In addition, DPU offers self-financed, part-time *professional master's* programmes (60 ECTS) organised around subject areas rather than disciplines.

In terms of research, DPU is organised in programmes, centres and groups (*enheder*). While the departments have been organised around graduate programmes that are rooted in mono-disciplines, a strong interdisciplinary profile has evolved around research programmes, which cut across the departments. These research areas are strategically defined for a five-year period and thus represent targeted efforts to address issues of societal relevance. During the evaluation period, DPU has hosted nine research programmes of which five still exist: 'Teachers and Teaching: Teacher Education, Practice, Professional Development', 'Future Technology, Culture and Learning', 'Policy Futures', 'Social Exclusion and Pedagogy in the Welfare State' and 'Evaluation of educational effectiveness and inequality'.

DPU's research centres are also interdisciplinary, but involve collaboration with a range of external partners within and outside the university sector. These include [Centre for Higher Education Futures](#), [The National Centre for School Research](#), and [National Centre for Development of Maths Teaching](#). Finally, research groups (*enheder*) are anchored in the departments and based on a bottom-up approach, representing a wide range of collective research interests.

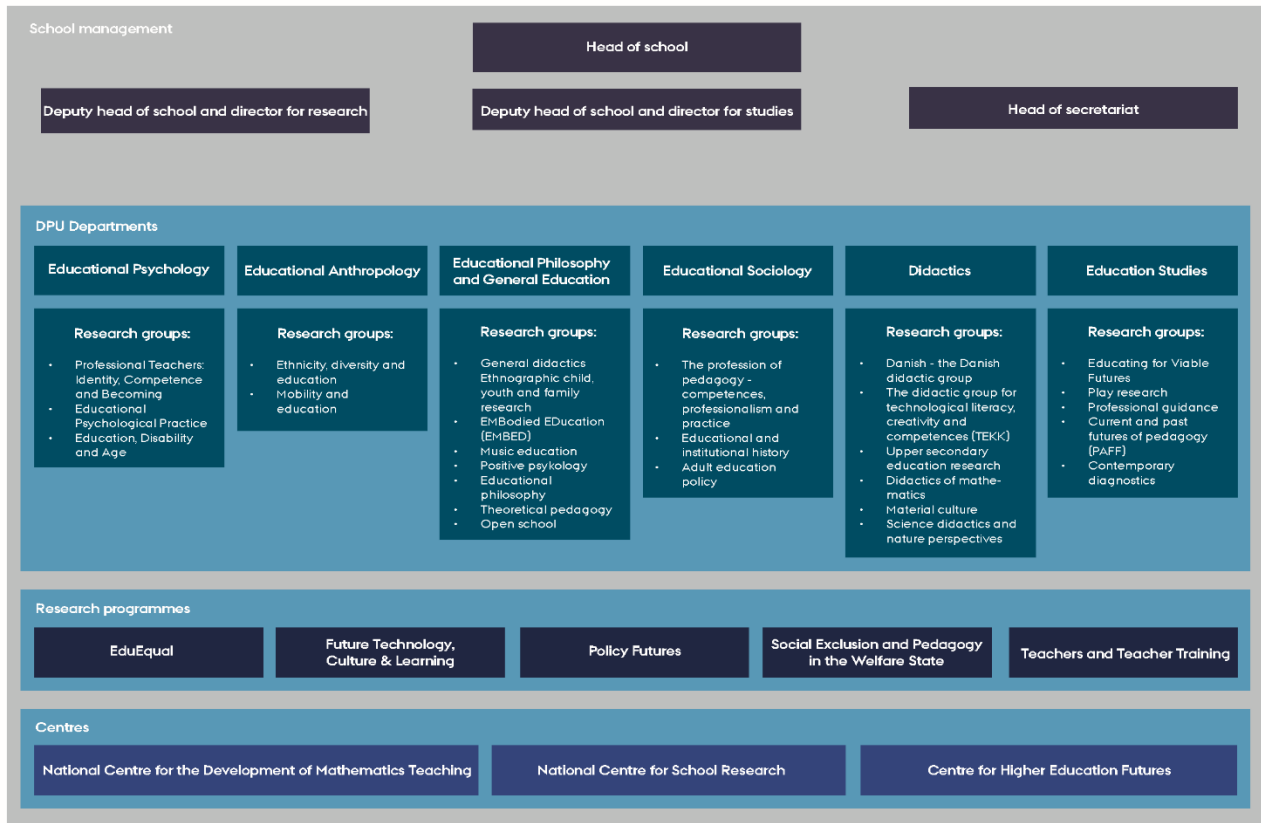


Figure 1. DPU organisation chart

1.2/ The evaluation process

To ensure systematic representation of all junior and senior researchers, this evaluation takes as its point of departure the seven disciplinary units in which the graduate programmes are embedded: educational psychology, educational sociology, educational anthropology, educational philosophy, education studies, didactics and general pedagogics. Except for general pedagogics and educational philosophy, each disciplinary unit constituted a separate department during the evaluation period 2018–2023.

To facilitate the evaluation a steering group was appointed, comprising the head of school, the deputy head and director of research, a representative of the school's heads of department and a representative of the research programme leaders, as well as one research consultant. Each disciplinary unit appointed a team of two tenured researchers to organise and write the unit's self-assessment. The deputy head and the research consultant held consultation meetings with each of these teams to present the common framework and discuss mutual expectations.

From the management's side, the following points were emphasised: 1) the qualitative self-assessment might best be understood as a 'mapping' of the disciplinary unit's strengths and weaknesses, 2) the unit should assess collective rather than individual efforts, 3) the overall evaluation is not tied to resource allocation, and

4) there is flexibility with regard to the process, but with the expectation that it involve as many employees as possible, from PhD fellows to professors, and that the final output should follow the distributed template. Point 3 raised concerns among researchers that, if not in the short-term, the evaluation may have long-term ramifications, especially in light of the current political pressures on the social sciences and humanities.

The units were provided data packages on publication and application patterns as well as staff composition. As the quantitative data for publications and applications rely on self-reporting, the figures referenced should be seen as reflecting trends rather than precise numbers. Nevertheless, the data packages have provided a fertile basis for discussion within the units and in this report. In all units the process has involved various forms and degrees of collective deliberation, some supplemented by written inputs from individuals or groups, others by a survey. The seven self-assessment reports have been discussed by the school's management team and research committee to identify transversal themes and illustrative cases. Drafts of the school's collective self-evaluation report have likewise been discussed by these two organs and finalised by the steering group.

2.0 Publications

Over the past decade DPU has worked strategically towards consolidation as an independent and internationally oriented research environment. Publication patterns at DPU have historically been characterised by a high proportion of Danish publications due to the institution's commitment to practitioners within the Danish education system. A key target of the school's strategy 2015–2020 was thus to strengthen DPU's international impact through international publications. This was approached by encouraging and supporting researchers' participation in international research collaborations and applications paper presentations at international conferences and by prioritising international publications in recognised disciplinary publication channels, as defined by the national Bibliometric Research Indicator¹. As part of an overall strengthening of DPU's research infrastructure and support (see section 3), this entailed concrete measures such as the provision of English academic writing courses, language revision and translation. These provisions are still in place and occupy most of a full-time position by a language consultant.

All permanently employed researchers are obliged to publish, on average, two peer-reviewed articles/book chapters per year, but accommodating different types of publications (for example, that monographs are more time consuming) and other responsibilities (such as extraordinarily high teaching loads or temporary commissioned work). There is no requirement as to publication language, but there is an expectation that staff target a wider international audience, which calls for writing in other languages than Danish. In line with regulations at the Faculty of Arts, DPU follows a '60-40' division in relation to full-time equivalent positions. This means that 40% is earmarked for free research, including meetings and minor administrative tasks. The remaining 60% must be accounted for as 'financed' time stemming from teaching, externally funded research projects and administrative positions.

2.1/ Output

The efforts put into strengthening international publications are reflected in a changed publication profile over the last ten years, with the Danish/English language ratio shifting towards a larger share of English language publications in 2023. While the focus on increasing international peer-reviewed publications was emphasised in 2015, it took a few years to implement due, among other reasons, to lengthy publications procedures at many journals and the need for a general reorientation of publication practices among the researchers (see also Appendix I). Despite a decrease in the total number of academic staff from 192 FTE in 2018 to 172 in 2023, and a change in the ratio of junior and senior researcher from 75.6% senior researchers in 2018 to 66.7% in 2023 (see also section 5), DPU has, as Figure 2 below shows, maintained a steady level of English language publications. In fact, the number of articles has increased somewhat, though with a drop in 2023.

¹ BRI was created in 2009, fully implemented in 2012 and discontinued Dec. 3, 2021. It was a performance measurement system for research institutions, where peer-reviewed research publications in approved publishing channels generated points.

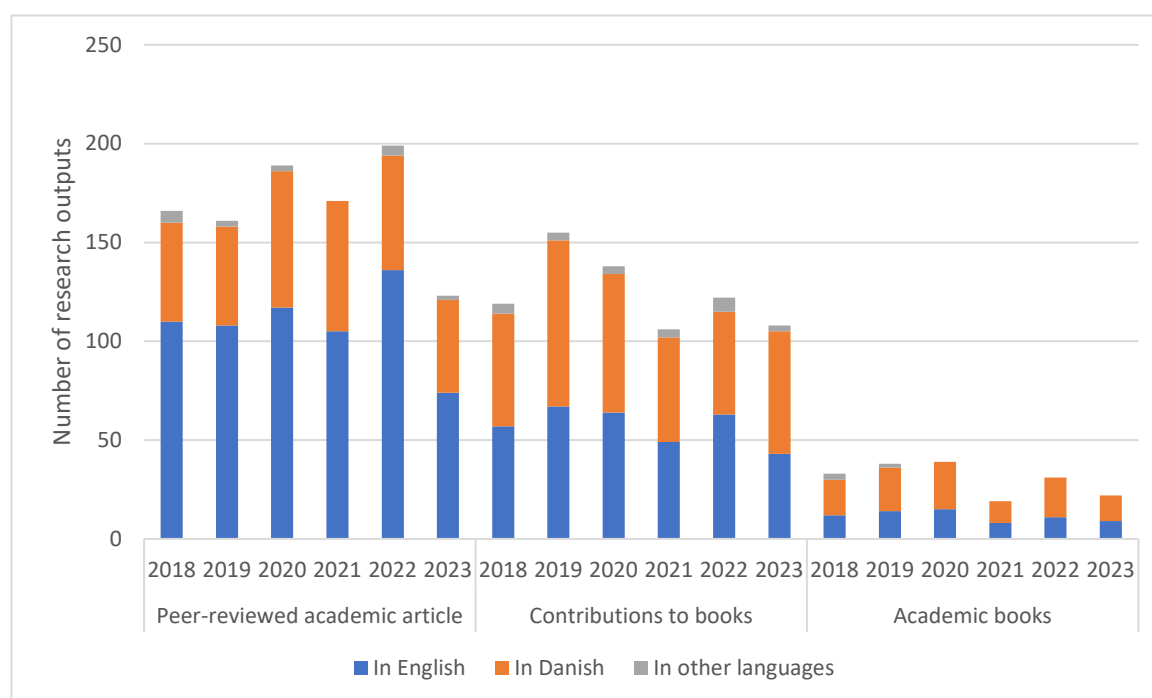


Figure 2. Publication language according to type of publication at DPU

DPU researchers publish in a wide variety of journals (see Appendix Ia). Slightly less than 1100 articles (in journals and proceedings) were published in 487 journals – spanning broadly across disciplines, themes and geographical areas. They include both journals with a broad educational scope (e.g. *Journal of Curriculum Studies*; *Oxford Review of Education*; *Early Childhood Education Journal*; and *Globalisation, Societies and Education*) and journals specialising in various disciplinary fields (e.g. *NORA – Nordic Journal of Feminist and Gender Research*; *Sex Education: Sexuality, Society and Learning*; *Canadian Journal of Science, Mathematics and Technology Education*; and *International Research in Geographical and Environmental Education*). Of these 487 journals, around one fifth are Danish-language journals, with the remainder English-language journals based in a wide range of countries. The vast majority of these journals have published one or two articles written by DPU researchers, whereas only 13 journals each have published more than ten. Despite the focus on reaching an international audience, the largest concentration of articles proves to be in four Danish-language journals: *Dansk Pædagogisk Tidsskrift* [Danish Pedagogical Journal], *Pædagogisk Psykologisk Tidsskrift* [Pedagogical Psychological Journal], *Kognition og Pædagogik* [Cognition and Pedagogy], and *Unge Pædagoger* [Young Pedagogues]. These four journals account for a total of 114 articles, while a total of 340 articles have been published in Danish language journals and 650 articles in English or other languages² in the evaluation period.

² These numbers do not count journals in proceedings, as the PURE data did not hold information about language.

As indicated in the disciplinary units' self-assessments, this may reflect a commitment to disseminate academic knowledge to practitioners in the Danish educational field.

2.2/ Collaboration and internationalisation

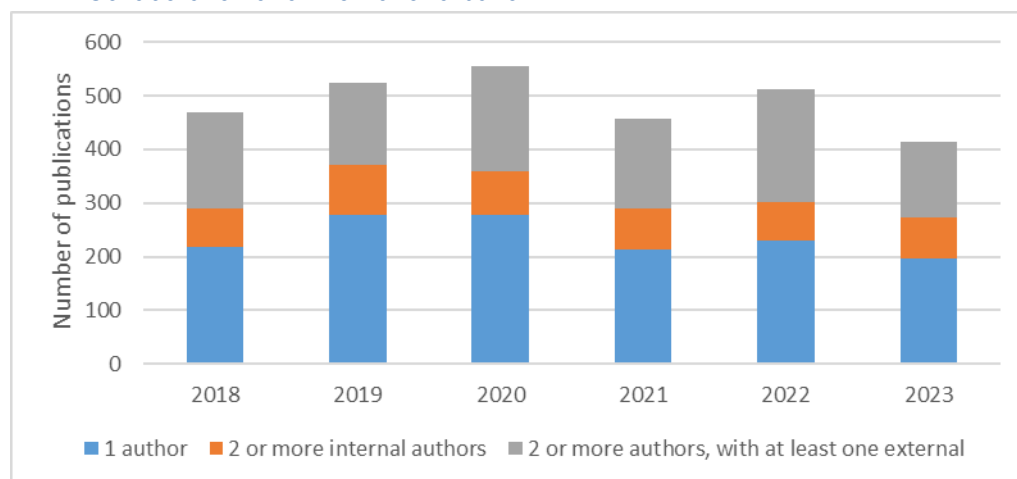


Figure 3. Author collaborations in research publications

At DPU the split between single-authored and co-authored research publications is relatively even. Single-authored publications are important, especially in establishing junior scholars in the humanities where merits, to a great extent, are based on individual performance. On the other hand, co-authored publications serve as one of several indicators for assessing the extent of collaboration and internationalisation. The distribution between publications co-authored with researchers within and outside Aarhus University has remained largely stable in the evaluation period, with a larger share of publications co-authored with at least one non-AU researcher. In all disciplinary units, the majority of co-authorship involves other Danish institutions of higher education, which is to be expected given the extensive collaboration between universities and university colleges conducting research on issues critical to the Danish educational field. When it comes to co-authorship with colleagues from other countries, the Nordic countries, the UK and Germany predominate, followed by the rest of Europe, the US and Australia.

The figure does not include a breakdown of co-authorship practices across different academic positions. It is likely that co-authorship within AU, in particular, also involves elements of apprenticeship, with senior researchers co-authoring articles with PhD fellows and postdoctoral scholars.

2.3/ Open access

Aarhus University has adopted an open access (OA) policy to establish free access for all to publications produced as part of AU research. However, authors can only upload full text versions to AU's own repository (PURE) with the publisher's consent. At DPU, OA publications increased from 39% of all publications in 2018 to almost

45% in 2023³. On paper, this points to an unexploited potential; however, the relatively low level of OA is largely due to the high number of publications in Danish journals, as Danish publishers/journals are less likely to have an OA policy than the major international publishers, blocking OA.

2.4/ Looking ahead

A number of ambitions for future efforts are mentioned across the disciplinary units' self-assessments. There is an interest in increasing the number of **open access publications** at DPU. This calls for a solution to the challenge of open access fees applied by certain journals. One initiative may be to better inform researchers of AU's existing open access policy and the underlying agreements between AU and selected publishers, but it may also require reconsideration of the choice of publication channels, as many Danish journals do not yet have open access policies.

Co-authorship is mentioned as a potential measure to improve avenues of publication for junior scholars as well as fostering stronger collaboration among peers. It is seen as a welcome way to support new collaborations across disciplinary units – an ambition that is particularly relevant in light of the new organisation at DPU.

In line with the ambition of this evaluation and the [CoARA agreement](#), there is an interest in exploring **new formats for assessing 'high impact' research** that allow greater nuance and differentiation than conventional rankings. This will provide important recognition of academically informed contributions to society as well as of the individual researcher's engagement in such activities.

Across all units, DPU researchers express an ambition to continue to break new ground and be **pioneers in developing educational theory**, nationally and internationally.

³ 2018 figures are based on 2016 publications so as to take any 12-month embargo periods into account.

3.0 Research Ideas and Application Patterns

The strategic focus on profiling DPU as an independent and internationally oriented research institution has entailed a stronger emphasis on basic research, both in its own right and as a basis for critical research with and into practice. This emphasis on basic research is reflected in the school's two recent strategies (2015-2020 and 2020-2025), which have addressed a systematic research organisation (in research groups, programmes and centres), the formulation of priority research areas, a strengthening of both international publications and externally funded research, and recruitment of talented junior researchers through open international competition.

To meet these strategic aims, a number of concrete steps were taken in 2017 to improve research infrastructure through increased collaboration on research applications, a strengthening of both administrative support and managerial responsibilities for independent, researcher-initiated research, and the establishment of an internal panel to coordinate peer reviews of research applications. In 2019, the initiative, *Fokus på forskning* [Focus on Research] added to these measures by strengthening capacity management in connection with research projects (e.g. project start-up meetings), increasing the involvement of department heads in research support activities (e.g. information about funding opportunities, briefing on research-relevant matters such as GDPR) and a more proactive approach to funding agencies.

The strategic focus on enhancing DPU's research capacity and the implementation of concrete measures has had a marked impact on the researchers' ability to attract external funding with international outreach, as illustrated in Figure 3 below. Particularly in the last years of the evaluation period, DPU has entered a new realm of funding opportunities, with four researchers winning the prestigious and competitive Sapere Aude grant awarded by [Independent Research Fund Denmark](#) (IRFD)

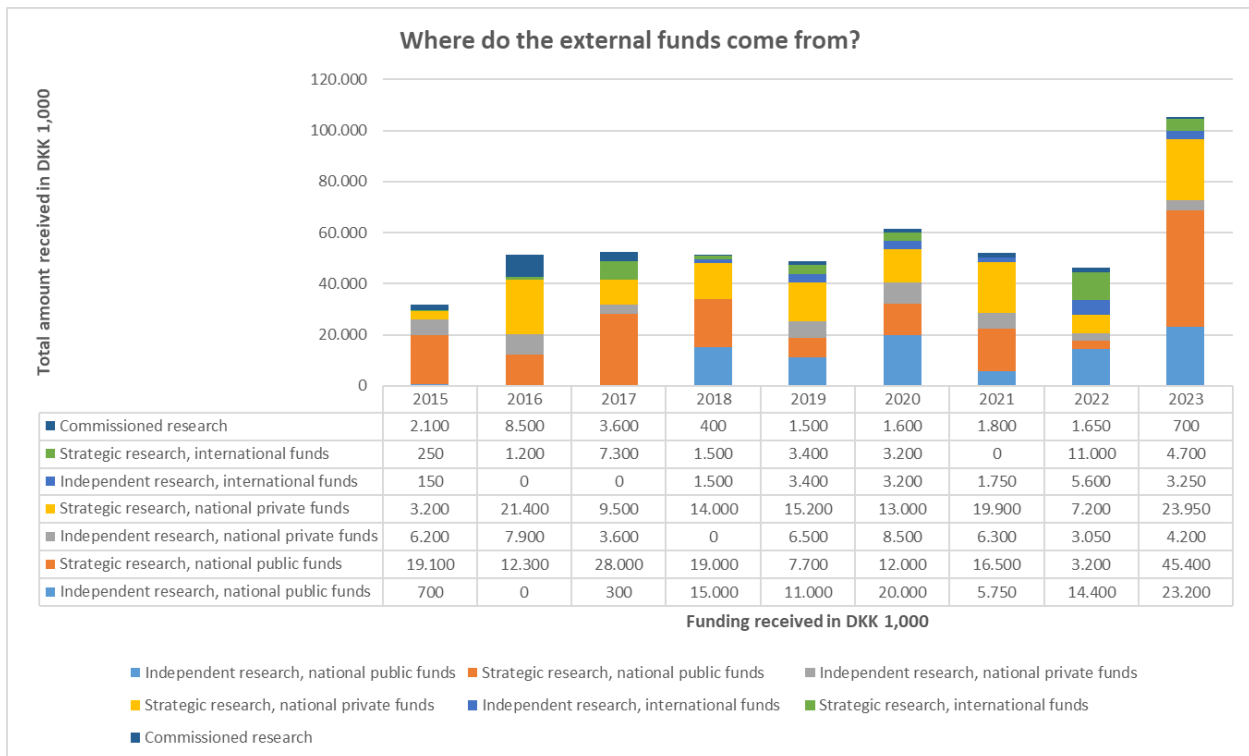


Figure 4. External funding awarded to DPU for all types of activities in relation to research

3.1/ From idea to externally funded research

We recognise the importance of both funded and non-funded research activities, but in this section, we focus on DPU's externally funded research. In the evaluation period, DPU researchers applied for research grants totalling approx. 1.5 billion DKK, of which approx. 347 million DKK was awarded. These figures are based on full project budgets (i.e. funding for both DPU and external partners) and include all types of grants, from seed funding for pilot projects, data collection and reviews to funding of large-scale collaborative research projects. Much of the granted funding is unevenly distributed with some research areas being more likely to be funded due to their timeliness in relation to shifting societal interests and political priorities.

With a success rate of a little over 20%, a fair number of research ideas do not receive funding, indicating persistent engagement in developing research ideas and identifying research potentials and knowledge gaps. Some research ideas are lost and the projects never realised. Others are nurtured and further developed in the research time (up to 40%) allocated to researchers by the university, finding their way into new applications, collaborations or, as the previous section has shown, publications. In the following, we include references to projects illustrating different research ideas that have received external funding, but the list is by no means an exhaustive overview of the research conducted at DPU.

3.2/ Core research areas

Core research areas refer to longstanding and comprehensive collaborations involving a substantial number of DPU researchers at all levels and across disciplinary units that can be grouped within five themes that have received funding from a wide range of public and private bodies.

With a focus on social class, gender and ethnicity, the theme **Inequality, vulnerability and diversity** includes a wide range of research focusing on vulnerable and minoritised groups in society. Structural and historical patterns of injustice and inequity and the consequences for access to education form the core of this research theme. One example is the basic research project [Ethnic minorities in the Danish Higher Education System](#) (Carlsberg Foundation grant), which explores ethnic inequalities with regard to both entry into and success within Danish higher education. Other examples include the project [Samhver](#), which investigates how welfare professionals in Denmark work together across professions to improve vulnerable children's opportunities. SamHver is funded by *Fremfærd*, which is a national cluster of municipal partners. The issue of inequity is also addressed in [Diversity work as mood work](#), funded by IRFD, which focuses on the production of racial-ethnic exclusion in educational institutions and how it affects pupils' achievement, motivation and well-being.

Another central research theme, **childhood and care**, pertains to issues of well-being, sociality, upbringing, play, bullying etc. within socialising institutions including daycare, schools and families, and in the encounters between these institutions. In 2023, DPU won two grants from a newly established Partnership for Children's Research [*Partnerskab for Børneforskning*]. One of the grants, 'Strengthening educational/professional caregiving in daycare' [*Styrkelse af pædagogisk omsorg i daginstitutioner*], supports research and development of professional caregiving in daycare in collaboration with municipal organisations and institutions. Another example is the project 'Family life in times of corona' [*Familieliv i en coronatid*], which with limited seed-funding from a private funding agency (the Velux Foundation) explored the impact of lockdown on everyday life in Danish families. Generating new knowledge about playful approaches to pedagogy, didactics and learning as a means to enhance children's development and learning is at the core of the [Playful Learning](#) project, which is a collaboration between vocational colleges and universities in Denmark (funded by the LEGO Foundation). DPU's role has been to evaluate how pedagogues and teachers' practices and perceptions of teaching changed during and after an intervention.

In recent years, DPU has increased its focus on the interplay between **technology, education and learning**, including how technology changes and is changed by people and society. [Automated Expertise? Artificial intelligence and algorithmic systems as inter-professional work practices](#) (IRFD Sapere Aude grant), for instance, explores the interplay between AI/predictive algorithms and expert assessments and decision-making among public service professionals. Others conduct research on IT didactics and the interface between educational technology and online pedagogy, as well as digital literacy and educational design. [One example is the project 'Natural science education and technological literacy in secondary education: a subject didactic contribution at the crossroads between theory and practice'](#) [*Naturvidenskabelig almendannelse og*

teknologiforståelse i udskolingen: et fagdidaktisk bidrag i krydsfeltet mellem teori og praksis], which investigates the development of pupils' competences within machine learning in science contexts, including understanding, taking a critical stance on the use of, and participating responsibly in the development of machine learning models. A newly established research effort in this field is the Partnership for Children's Research project *SMID [Young children's lives in the digitised society]*, which investigates the impact of the pervasive digitisation of society on young children's lives and development in and outside educational institutions. *EPIC-WE* is a research and innovation project (funded by Horizon Europe) that aims to empower young people to participate in shaping European culture and their own future by imagining, creating and exchanging cultural values and heritage through game-making.

A robust body of research is engaged with exploring **educational systems, policies and reforms** in relation to access to and success within educational institutions. Two Sapere Aude grants explore the societal impact of doctoral education (*Integrating research and societal impact in the humanities PhD*) and European higher education policy (*Asserting the Nation: Comparative studies on the rise of neo-nationalism in higher education*), respectively. This theme also includes responses to policy among pupils, teachers and other stakeholders, from daycare to adult education and across public-private divides. *Edutopias. Reforms of everyday school practices. Denmark 1945-1975 (IRFD)* examines educational reform from a historical perspective by investigating how utopias, ideas and visions of 'good' schools of the future based on a child-centred and egalitarian approach were negotiated and manifested in everyday school practice. In a contemporary context, *The performative effect of budgets in higher education* has applied a critical governance perspective to examine how administrative and budgeting practices affect modes of university education. As part of the cross-institutional *Center for Daginstitutionsforskning* [Centre for Research in Daycare Institutions], researchers from DPU have also explored how pedagogical practice unfolds in daycare centres through the tension between political objectives and everyday institutional life.

A substantial body of research focuses on a range of aspects related to the Danish public **elementary school**, *Folkeskolen*. Most recently, DPU was awarded a Sapere Aude grant for the project *Why do teachers stay in the profession?*, which investigates teachers' work lives in order to theorise about the interrelation between different aspects of retention. The project *Pleasure and Embarrassment. Resistance to Sexuality Education (IRFD)* explores the controversial status of sexuality teaching in the classroom, with a focus on teachers' professional identity. Funding from the Novo Nordisk Foundation allowed cross-national research on the use of IT and digital technologies, including programming, in elementary schools in the project *Programming, Computational Thinking and Mathematical Digital Competencies*. Elementary school is also the topic of research on international comparative studies of pupil performance, on the didactics of core subjects with an eye to improving teaching and learning. Here, DPU researchers engage in large-scale international comparative assessments of pupils' skills and competences through the *International Association for the Evaluation of Educational Achievement* (IEA).

3.3/ Other research areas

In the following we outline a broad range of educational research themes that may not be embedded in consolidated research environments at DPU, some of which may become priority areas in the future. This research may also help enrich the aforementioned core areas –allowing new themes and perspectives to thrive enables future research fields to emerge.

One pressing research agenda is the **environment and sustainability**. The project [Green Transition and World-Care in Early Childhood Education and Care](#) (IRFD) is developing a Danish model for early childhood education for sustainability, coining the term 'World-Care'. Through collaborative research with professionals, children and parents, the project will change everyday practices in early childhood education. Another cross-institutional project, [Green Transition in Lower-Secondary Education: A Mixed-Methods Study of Quality Teaching in Danish Schools](#), has explored how lower-secondary students and teachers regard the quality of teaching that addresses green transition.

With the dual tendencies of democratic fatigue and political mobilisation among young people, a number of projects deal with the relationship between **political (dis)engagement, youth and education**, e.g. [From politics to post-politics: Young people's engagement in a new political era](#) (IRFD) and [Fighting for e/equality: comparative ethnographies of new student movements](#) (IRFD).

DPU has had a continuous engagement with the topics of **lifelong learning and workplace learning**. One example is [Sustainable Culture for Change](#) (Velux Foundation), which implements school development projects and training systems at a broad range of vocational education institutions through process evaluation as a tool for ongoing quality development.

Intensified migration flows, nationally and internationally, have significant impacts on local communities. This has called for research on the implications of **migration and mobility** at both workplaces and educational institutions. One example is the project [Remote Relocations: Work, Precarity and the Inclusion of Newcomers on Lolland](#) that investigated the inclusion of newcomers in a Danish rural area. A PhD study ('Exploring the relationship between education and mobility in a world of qualifications: A study of highly educated migrants in Denmark') examines challenges and potentials for highly educated migrants from the Global South when entering the Danish labour market.

3.4/ Looking ahead

DPU has succeeded in changing its profile towards more independent and internationally oriented research agendas. This is reflected in the steady number of successful applications to especially the independent public funding agencies. The success in attracting external funding is somewhat unevenly distributed within the school, hence there is a focus on strengthening application work across all disciplinary units through research support. Moreover, there are **untapped potentials** in relation to independent national private funding agencies (such as the Velux Foundation and Carlsberg Foundation) and EU funding for basic research (especially ERC and Marie Curie). This will be a strategic priority area for DPU over the next years.

Innovative research ideas are best cultivated through a bottom-up perspective, and some of the disciplinary units have pointed to research areas they wish to further develop sustainability, democracy, technology and diversity. At an institutional level, this requires an organisational framework that builds **support structures for realising new ideas** and potentially turns them into applications.

The majority of DPU's research focuses on national agendas, but always paired with an international outlook. All major research endeavours must include elements of researcher mobility, both in the form of research stays abroad and active participation in international conferences and seminars. International recruitment of junior researchers is encouraged as is attention to diversity when establishing new research teams. This has led to timely reflections but has also proven difficult given DPU's predominant research priorities and the requirements of Danish language proficiency when conducting empirical research in settings such as day-care or schools. DPU will continue to explore how to **ensure diversity and an international outlook** in our research activities.

4.0 Societal and political impact

Since its establishment, DPU has had a notable impact on the Danish educational system, from daycare to higher education. Moreover, research conducted at DPU has influenced other societal domains because of the role education and learning play in a range of other disciplinary and thematic fields.

DPU has no targets specifying the exact type and extent of activities pertaining to researchers' societal engagement, but regular public engagement is expected. Our outreach activities primarily target Danish society as a natural consequence of our ambition to provide national policy- and decision-makers as well as practitioners within education and pedagogy with research-based knowledge.

In line with CoARA, we understand 'societal and political impact' as the diverse outputs and activities produced through research in addition to conventional scientific contributions. This includes both direct effects on established procedures – for example how educational research can inform political decision-making – and less direct outcomes through critical rethinking of key concepts, fields and theories that can challenge and refine common understandings and discursive practices.

4.1/ Impact in the public sector

In the following we distinguish between four types of impact within the public sector: labour market, policy, dissemination to education professionals, and dissemination to the general public. These overlap to some extent but are addressed separately in this evaluation for the sake of clarity.

4.1.1/ From research-based education to labour market

DPU has a significant societal impact through the provision of research-based education at the bachelor's and master's levels (120 ECTS *kandidat*). In 2023, 51% of master's students were enrolled on the basis of a professional bachelor's degree in education or pedagogy, 25% of a university-based bachelor's degree, and the remainder of other bachelor's degrees. The majority return to the education sector, as well as the social and healthcare sector, in positions that require more specialised competences and analytical skills (such as teacher educator, educational consultant or daycare manager).



Student life at DPU

All master's level courses are research based and include elements that foster critical thinking, analytical skills, and the ability to engage in independent inquiry. The elective modules, in particular, allow lecturers (including PhD students with teaching obligations) to bring their current research into the classroom. To varying degrees, all degree programmes include elements that take place outside the classroom, whether as a mandatory module (e.g. three months' ethnographic fieldwork in educational anthropology), elective module (e.g. workplace-based projects) or as optional data collection for the student's thesis.

Through these activities, students come into contact with external partners, which in several cases has opened doors towards future careers.

The so-called *professional master's* programmes (as opposed to the *kandidat* programmes) are equivalent to one year of full-time study (60 ECTS). The aim is to provide students who already have practical work experience with higher education in a specialised field. DPU hosts six master's programmes in 1) educational leadership, 2) adult education and competence development, 3) professional supervision, 4) well-being and resource psychology, 5) Danish as second language, and 6) special and social education. The programmes are self-financed and often paid for by workplaces wishing to develop employees' qualifications, representing a direct link between the university and the labour market.

Lastly, a large share of the PhD projects at DPU are strongly embedded in practice and conducted in collaboration with the six Danish university colleges (as detailed below and in Talent Development). Such collaboration is formalised within the framework of the PhD Council for Educational Research (see also Talent Development), which funds practice-relevant research in Danish primary and lower secondary education. Funded PhD projects must be carried out in collaboration with a university college, with the intention that, upon completion, PhD fellows either return to (as many are already employed at university colleges before embarking on a PhD) or are offered employment at a university college. As such, DPU is responsible for the research training of many of those engaged in educational and pedagogical research and development activities at Danish university colleges, both within and across individual school subjects and general learning and education.

4.1.2/ From research to policy

A direct influence of research on policy can be seen in our role leading the Danish engagement in the large-scale IEA assessments ([The International Association for the Evaluation of Educational Achievement](#)) that attract much political and media attention. Findings are incorporated into research and teaching and serve as a knowledge base for political decision-making at national and regional levels.

DPU's researchers also serve as expert advisors to and members of ministerial boards and committees within school policy, covering topics such as the development of a national strategy for numbers and algebra, national tests, a framework for school food and meals, and an executive order for a new teacher training programme (Ministry of Children and Education and Ministry of Higher Education and Science). Moreover, DPU advises the Danish Agency for IT and Learning under the Ministry of Children and Education. With respect to immigration and integration policy, DPU researchers have provided expert knowledge to a range of ministerial councils and advisory boards, including the Ministry of Education's unit for Danish as second language, the Ministry of Immigration and Integration's unit on Danish education, and the National Council of Ethnic Minorities.

4.1.3/ From research to dissemination to education professionals

DPU collaborates extensively with state, regional and municipal authorities. One form of collaboration involves both research and co-creation with practitioners at schools, daycare and other pedagogical/educational settings, e.g. through action research and intervention. The [NOBE-project](#) [Opening Negative Online Behaviors and Experiences], for instance, closely interacts with teachers, pupils and parents during empirical research on the impact of social media on young people's well-being in order to develop teaching aids in partnership with two university colleges.

Another example is pedagogical consultancy services provided, for instance, to [Skoletjenesten](#) [the School Service], which is a national centre that disseminates knowledge about teaching in partnership with cultural institutions, municipalities, educational institutions and other actors with a common goal of making culture, nature and art a fundamental part of children and young people's learning and education. Moreover, DPU often contributes new knowledge to the national digital learning portal www.EMU.dk, led by the Agency for Education and Quality under the Ministry of Children and Education. EMU aims to make it easier for professionals and managers to incorporate rules, frameworks and knowledge into core educational tasks. Primarily via collaboration with University College Copenhagen, DPU contributes to two national knowledge centres: [National Knowledge Centre for Learning Materials](#) and [National Centre for Reading](#).

DPU also exerts societal impact through collaboration with, and consultancy services to, a wide range of non-academic institutions and NGOs. One example is insights from research on bullying and digital sexual assault (from the cross-institutional project [Affects, Interfaces, Events](#)) that have been adopted by NGOs such as [Børns Vilkår](#) [Children's Welfare]. Other outreach activities include the project [Algorithms, Data and Democracy](#), which seeks to influence the debate on digitalisation and foster a more nuanced public discourse on artificial intelligence and algorithms by developing terms and concepts for discussing and working with algorithms/artificial intelligence in municipal casework.

There is a less marked but nevertheless important impact on the public sector extending beyond national borders through our participation, for instance, in the working group on the Democratic Mission of Higher Education in the Council of Europe, or our UNESCO Chair '[Supporting Early Years Care and Education](#)'.

4.1.4/ From research to dissemination to the general public

Researchers at DPU actively participate in disseminating their research to the public through a range of channels – some provided and thus funded by DPU, while others are external channels.

DPU hosts two Danish-language written outlets with wide public outreach. One is [Asterisk](#), a digital magazine disseminating research on pedagogy and education published four times a year (as a print magazine from 2001 to December 2020, after which it transitioned to a fully electronic format). The most read or listened to articles (measured by individual downloads) span from discussions on gender, inclusion, citizenship and *Bildung* to the need for playful and reflexive practitioners in daycare and elementary school and the role of tests in elementary school.

The other outlet is *Pædagogisk Indblik* [Pedagogical Insights], which is a series of short e-books providing overviews of Danish and international research on current topics in daycare, primary, secondary and higher education. The books target teachers, educators, managers, consultants, decision-makers and administrators working with pedagogy or education. The e-books are developed through dialogue between the researchers who create the overviews and the practitioners asking for research-based knowledge. The five most read and/or listened to articles concern play in daycare, the importance of daycare for children in vulnerable positions, classroom disruption, inclusion and exclusion in school, and children's reading habits.



Cover photo from three issues of *Pædagogisk Indblik* (from the left: Children's reading habits, Early preventive measures, detection and notification in day care, and Thesis guidance at higher education institutions)

Other internal channels include the DPU-based *Nationalt Center for Udvikling af Matematikundervisning* (National Centre for the Development of Mathematics Education), which offers podcasts and webinars about didactic tools and issues related to the teaching of mathematics. Annual conferences aimed at public dissemination include *Danskfagets Dag* [the Day of Danish Didactics], which typically gathers 80 teacher educators, authors and editors of learning materials and practitioners, presenting them with the most recent research on the status of Danish as a subject area.

External channels for research dissemination include various debate fora, which gather stakeholders from civic, political and private domains. This includes the annual *Folkemøde* [the People's Meeting], which is considered one of the largest democratic events in Denmark. *Folkeuniversitetet* [the People's University] and folk high schools are other avenues for DPU researchers to disseminate their research. Both provide non-formal adult education without credits and exams, with the former offering teaching at university level. As an institution, DPU is present on various social media – Facebook, X (Twitter) and LinkedIn – with LinkedIn now the preferred platform for research communication. This complements more traditional media in the form of newspapers and national TV and radio broadcasts. Of other online platforms, researchers from DPU regularly contribute to *Videnskab.dk*, and *Altinget*. The former is an independent source of popular science news and features, while the latter is an independently owned public service news provider and the leading political news site in Denmark.

4.2/ Impact in the private sector

DPU's collaboration with private enterprises is limited and partnerships are primarily formed via research projects. In the evaluation period, DPU has had three such collaborations: *Natural Technology* collaborates with

app developers to strengthen knowledge about technology's potential to motivate children and young people to spend more time in nature. *Det Blå Danmark* [The Blue Denmark] comprises three research collaborations with, among others, DFDS and Mærsk (the two main shipping and logistics companies in Denmark) regarding social and cultural conditions for the use of digital technologies and for green transition in the shipping industry. Lastly, *Automated Tracking of Early Stage Literacy Skills* has developed a model for determining developmental levels in children's early writing in partnership with the company WriteReader.

4.3/ Looking ahead

DPU is engaged in extensive research collaborations with significant impact, and we aim to maintain this high level of broad societal engagement. Meanwhile, we see unexploited potentials for **collaboration with the private sector** but find greater potential and reward in forming such partnerships through research-based collaboration than conducting consultancy services.

DPU's researchers are adopting **new modes of dissemination**, primarily podcasts, and several express interest in experimenting with formats like informational film or art as a means to reach an even wider audience.

We also see a potential for generating greater impact through cultivating **collaboration and synergies between the research of staff members and of students** (at the *kandidat* and *professional master's levels*) who are already connected to the labour market and to key societal institutions. This could allow us to strengthen networks and to more easily form partnerships with external stakeholders.

Because of the wide applicability of DPU research and the pressing political and societal issues it addresses, our research and researchers are sometimes subject to media attention and political controversy. DPU thus sees a need for **clearer guidelines** and training of staff in handling such issues.

5.0 Talent development and merit

In the evaluation period, DPU has focused its strategic efforts in two areas: a) Recruitment of doctoral students and postdoctoral researchers and b) career development from associate to full professor. During this period, 17 new associate professors were employed, most of them before 2022. Of these, around two-thirds were internal candidates advancing from assistant to associate professorships. In 2022, the school underwent comprehensive staff cuts (13 FTE). From 2018 to 2023, DPU has reduced FTE (from assistant professor to professor) from 138.3 to 105.8. Today, DPU has a high concentration of associate professors.

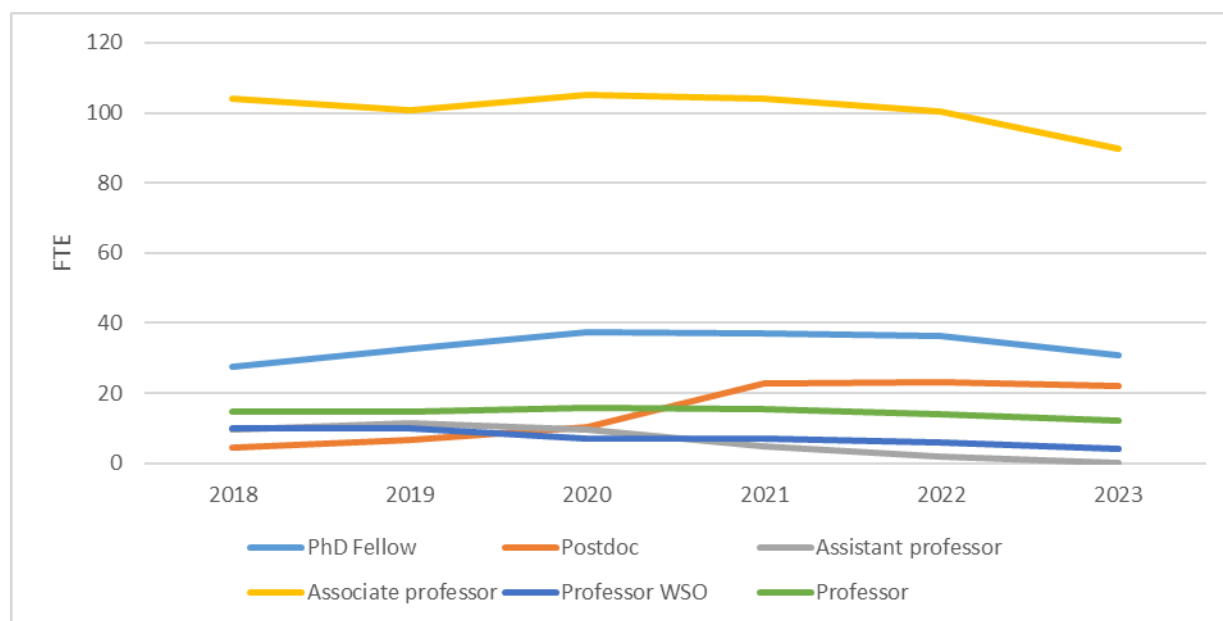


Figure 5. Full time employment (FTE) across employment categories

International recruitment of permanent academic staff is challenged by the fact that DPU no longer has any English-language degree programmes. AU requires that non-native Danish speakers learn Danish within two years of employment and offers courses in this respect. Understandably, this requirement entails certain difficulties. Moreover, as mentioned in several of the self-assessment reports, the challenge of integrating international colleagues is amplified by the lack of diversity in terms of nationality and ethnicity among staff.

5.1/ Doctoral students

All PhD fellows are affiliated with DPU through enrolment at AU's Graduate School Arts (GSA) and all are part of one of DPU's two PhD programmes: [Education and Learning](#) or [Didactics](#), each headed by a senior researcher from DPU. In the evaluation period, the total number of enrolled PhD fellows has decreased from 75 (2018) to 57 (2023), mirroring a general tendency within the humanities. Of the 57 fellows at the end of 2023, 33 were enrolled in the Education and Learning PhD programme and 24 in Didactics.

There are several types of funding sources, setting different conditions for fellows. Firstly, a number of PhDs are funded through collaborative research projects led by DPU researchers with external funding, typically from national granting bodies. These fellows are automatically embedded in a research group and must collaborate with the project's PI and other project members. Secondly, the PhD Council for Educational Research offers PhD scholarships within educational research focusing on Danish primary and lower secondary education (see section 4). DPU has successfully won a considerable number of these scholarships, which constitute around one-third of the PhD stipends. Thirdly, by the end of 2023, 13 of the 57 enrolled PhD fellows were funded via the Faculty of Arts' competitive open call. This call prioritises independent research within the humanities, with funded projects covering a wide range of themes relevant to the field of education. Finally, there are a number of less common funding models, such as co-funded stipends between DPU and university colleges and between DPU and other universities from the Danish Commonwealth. Innovation Fund Denmark has funded a number of Industrial PhD stipends at DPU. These require close collaboration between universities, private companies and in some cases public institutions.

DPU has worked in different ways to foster creative local research environments for PhD fellows, and many departments, research units and research programmes offer thesis-writing workshops, grant-application workshops, information meetings, as well as informal initiatives and activities fostering social cohesion and exchange of experience and knowledge for PhD students. One such local initiative, 'DPU has many talents', was established by senior researchers at the disciplinary unit of education studies. Moreover, the school encourages and supports initiatives among doctoral students who e.g. form reading and writing groups, weekly breakfast groups, etc.

Internationalisation is an integral part of PhD education in general and certain models, such as double-degree programmes, facilitate this even further. At DPU, the [Centre for Higher Education Futures](#) (CHEF) has initiated and hosted four PhD fellows in collaboration with Deakin University (Australia) and Coventry University (UK). Internationalisation through conference participation and research stays abroad is an explicit aim of DPU's PhD education. The Covid-19 pandemic at the beginning of the evaluation period hampered international research stays, but also led to a general rethinking of what internationalisation entails and how it can be achieved without necessarily moving geographically. As a means to support internationalisation, the school makes sure to nominate worthy fellows for the prestigious Elite Research travel grant (awarded by the Ministry of Higher Education and Science). In the evaluation period, three of our PhD fellows received this grant.

5.2/ Early career scholars

In the announcement of new positions, preference has been given to associate professorships so as to allow already employed assistant professors to seek career advancements through open calls. This priority has meant limited headroom for increasing the number of FTE at assistant professorship level. For this reason, apart from one assistant professor in 2023, the group of early career researchers has exclusively consisted of post-doctoral researchers. In fact, the number increased from 4.5 FTE in 2018 to 22 FTE in 2023. The marked increase

in postdoctoral researchers is partly linked to a cut in our Graduate School Art's co-funding of PhD Fellows from 2020 onwards.

In addition to national funding securing postdoc positions, DPU has worked towards achieving EU Marie Curie postdoctoral scholarships as a means to increase our international research profile and in order to better exploit international funding opportunities. DPU is still on its way to becoming a strong applicant in this respect, but we have managed to win three grants and thus host three Marie Curie postdocs in the evaluation period.

Annual staff development dialogues offer opportunities to discuss career development. Additionally, some research programmes and disciplinary units have organised network meetings and activities for early career scholars. However, the lack of further career paths at DPU has generally been unsatisfactory for both postdocs and tenured employees, impeding the retention of talented scholars and making it more difficult to establish fertile research environments.

5.3/ Tenured scholars

By the end of 2023, DPU employed 16 FTE professorships compared to 24.8 FTE in 2018. This includes both full professors and professors with special responsibilities. The latter have typically been recruited among associate professors for a period of 5–8 years after which they have had to apply for an advertised full professorship in the department or move back to a position as associate professor. In either category, professors are employed with a view to building research environments within specific fields or subject areas, but the position does not come with extra funding. The 60/40 distribution between teaching and research is the same for professors as for associate professors, but professors are expected to take on a leading role in application work and talent development.

In accordance with the 2020 Danish ministerial order on the job structure of academic staff at universities, DPU has implemented the Faculty of Arts' programme for promotion from associate professor to full professor for particularly talented (and employed) associate professors. The transition is based on a positive academic assessment and is not announced in an open call. This has replaced the earlier scheme for temporary professorships with special responsibilities. In March 2023, four associate professors were accepted in the programme. While the promotion programme is working to raise the percentage of professors at DPU, the number does not suffice and does not match the merits of employed associate professors in the department.

5.4/ Looking ahead

Through **strategic recruitment** in 2024–26, DPU will advertise 10–15 positions ranging from assistant professors to full professorships. This recruitment prioritises research fields of strategic importance for DPU, fields with a lack of necessary research competencies, and fields with urgent teaching demands. Hiring new assistant professors will have the positive side effect that young scholars can apply for starting grants offered by some of the funding agencies, where full employment is a requirement. Moreover, in early 2024 another five associate professors entered the programme for promotion to full professorship.

While DPU is working strategically on changing the imbalance between different employment categories through recruitment, the management also acknowledges the need to address the high number of post-doctoral fellows. Hence, a policy aimed at strengthening the **organisational infrastructure around postdocs** has been drafted and is expected to be implemented over the next couple of years.

At the time of writing, we do not know how the government's reform of the MA programmes across Denmark will affect PhD education. We anticipate a smaller pool of research talent due to smaller student cohorts, thus DPU will continue to offer career-oriented dialogues and information meetings for PhD students as a way to attract and retain the most talented early career researchers.

6.0 Interdisciplinarity

As illustrated in the previous sections, interdisciplinarity is a defining feature of DPU's research, as institutionalised with the research programmes (see section 1). Over the period 2018 to 2023 DPU, has had nine such programmes, of which four ended in 2021. These were Learning, Innovation and Sustainability in Organisations; Engage – (dis)engaging children and young people; Rearticulating the Formation of Motivation; and Early Childhood. Of the five current research programmes, four have existed for more than five years and all have made significant contributions to international research.

Programme members come from all disciplinary units bringing together researchers with different theoretical and disciplinary backgrounds so as to benefit from the epistemological, theoretical and methodological synergies that can emerge in encounters between different research approaches. At present, a little less than half of DPU's permanent scientific staff are part of a research programme. Previous external assessment of the programmes, in 2021, found them to be generous research communities that function as a place for idea development and mutual interest for both junior and senior researchers, but particularly PhD fellows appear to benefit greatly from being part of an interdisciplinary programme. Moreover, several of the programmes have affiliated honorary professors, all renowned international scholars.

DPU researchers as a whole – both those who are members of research programmes and centres and those who are not – engage in interdisciplinary research through collaborative projects with partner institutions outside DPU and across the disciplinary units within DPU. Some funding agencies, often through strategic calls (for example IDRF's 'thematic call', Innovation Fund Denmark, EU Horizon 2020), require interdisciplinary responses to the complex societal challenges that the projects are expected to address.

Examples of such projects include *REGREEN. Nature-based solutions* in which researchers from educational anthropology, as part of a comprehensive EU-funded project, collaborated with colleagues from Department of Environmental Science at AU to develop educational programmes and tools for generating knowledge, awareness and agency among children in the transition to equitable and healthy cities. Another example is the IDRF-funded *Towards climate friendly vacation practices* where researchers from education science collaborated with researchers from AU's *Interdisciplinary Centre for Climate Change*, Department of Environmental Sciences, and the Technical University of Denmark (DTU), offering expertise in exploring young adults' perspectives. *Geographies of Internationalisation*, also funded by IDRF, is a collaboration between researchers from educational anthropology and the Department of Science Education, University of Copenhagen, which has explored contemporary practices of internationalisation in the context of global knowledge hierarchies.

It is notable that all disciplinary units see themselves as inherently interdisciplinary, despite their monodisciplinary roots. Some members have an academic background in the unit's defining discipline, others in cognate disciplines, which has resulted in unique disciplinary profiles. Researchers also collaborate across the

disciplinary units in formalised **research groups** [*enheder*] such as [EMBodied EDucation](#), which focuses on the intersection between learning theory and cognitive science and gathers scholars from educational philosophy, educational psychology and didactics. Likewise, the research group [Ethnicity, Diversity and Education](#) has fostered dialogue among researchers from educational psychology, educational anthropology and education science.

6.1/ Looking ahead

With the intention of expanding and developing new research areas that call for social science and humanities knowledge about topics including learning, human interaction and behavioural change in fields such as technology, green transition and health, it will be essential to **form new partnerships** with an even broader range of disciplines than has been the case so far.

Internally, the recent fusion of departments will encourage new interactions between DPU's defining disciplines. This ambition must be balanced against concerns regarding the safeguarding of already established and recognised collective research profiles.

7.0 Summary

In this research self-assessment, DPU looks back at its transformations and accomplishments during 2018-2023 to becoming a leading research institution in the fields of education, pedagogy and didactics. Research at DPU covers learning processes in all stages of life – from early childhood, school education and higher education to vocational training and adult education – in a variety of contexts within and outside institutions of formal learning and with a focus on both basic theory-driven research and critical research with and into practice. With the primary purpose of providing further education to especially teachers and pedagogues and still cater to the Danish education sector, DPU has worked strategically towards a consolidation of the school as an independent and internationally oriented research environment.

We have managed to change our academic profile, as illustrated by an increase in **international peer-reviewed publications and external funding**. The former is reflected in both an increase in the share of peer-reviewed journal articles by DPU researchers compared to other types of publications and an increase in the number of English-language publications per FTE. In terms of funding, DPU has developed a new funding profile with the award of several prestigious and competitive grants for basic research while still maintaining a high level of practice-oriented research. DPU's outreach activities have high **societal and political impact**, which may be a natural consequence of our engagement in generating research-based knowledge of relevance to national policy- and decision-makers as well as practitioners within education and pedagogy. DPU's **talent development** efforts have focused on two areas: a) recruitment of doctoral students and postdoctoral researchers and b) career development from associate to full professor. This has resulted in a large increase in the number of postdoctoral researchers, but seemingly at the cost of fewer doctoral students. The school is also in the process of implementing the programme for promotion to full professorship. **Interdisciplinarity** is institutionalised through the five current research programmes. However, DPU's research environment is generally characterised by widespread interdisciplinary collaborations, despite being rooted in mono-disciplinary units.

Overall, the strategic efforts to change DPU's profile towards a university-based school of education with a strong international outlook and reputation have meant consistently having to strike a delicate balance between mono-disciplinarity and multi-disciplinarity, between practice-oriented research and basic research, and between national concerns and an international outreach. None of these aspects precludes the others and, rather than discarding one set of priorities in favour of another, the goal has been and remains to cultivate a dynamic and diverse academic community that generates new and groundbreaking research-based knowledge equipped to tackle the most pressing societal issues.

8.0 Appendices

Appendix I: Publication patterns at DPU from 2018 – 2023

Appendix Ia: Journals

Appendix II: Overview of DPU applications and grants

Appendix III: Self-assessment report of unit for Educational Psychology

Appendix IV: Self-assessment report of unit for Subject Didactics

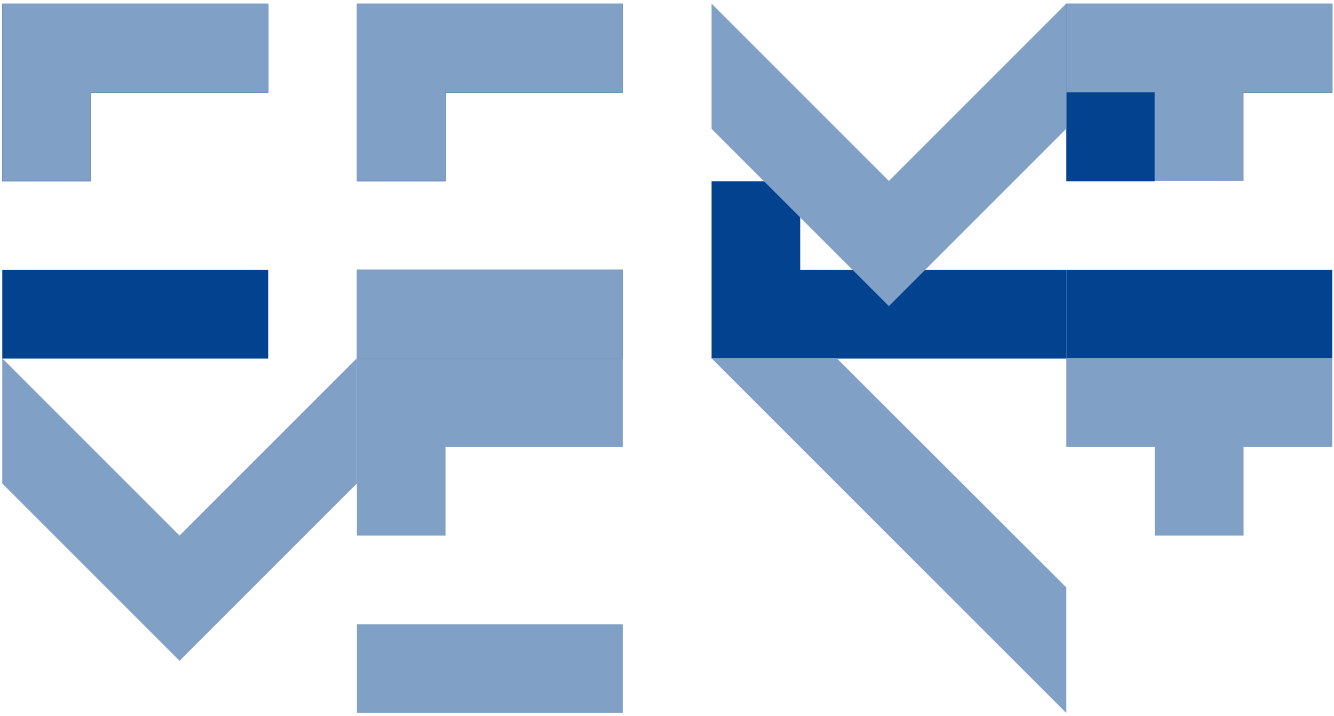
Appendix V: Self-assessment report of unit for Educational Anthropology

Appendix VI: Self-assessment report of unit for Educational Philosophy

Appendix VII: Self-assessment report of unit for Education Studies

Appendix VIII: Self-assessment report of unit for Educational Sociology

Appendix IX: Self-assessment report of unit for General Pedagogy



Appendix I: Publication patterns at the Danish School of Education (DPU) from 2018 – 2023

Bibliometric report

The data in this appendix reflect publications that are registered in Pure, published between 2018 and 2023 by the Danish School of Education.

The report was compiled from Pure in July 2024 after the reporting and validation deadline for 2023. Pure is a dynamic database and the quantities listed in this report should be regarded as a momentary representation. The numbers will constantly change due to new registrations, corrections etc.

Notes on Data Quality

The estimated quality level of the data of this report is <70%. This means errors can occur in the categorisation, e.g. country associated with a specific organisation, the type of the research output etc., but they are assessed as minor. The level of data quality on external organisations from 2022-2023 are 90-95%, whereas the quality on external organisations related to research publications from 2018-2021 is significantly lower.

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Number and types of publications per publication year

Type of publication	2018	2019	2020	2021	2022	2023	Total per category
2D/3D (physical products)	-	-	1	1	-	-	2
Anthology	16	17	8	12	10	16	79
Article in proceedings	20	14	16	6	32	10	98
Book	37	34	45	28	38	21	203
Book chapter	163	187	174	126	158	148	956
Comment	-		1				1
Comment/debate/letter to the editor	11	14	23	13	12	13	86
Compendium/lecture notes chapter	-	-	-	-	-	1	1
Computer programme	-	-	-	5	-	-	5
Conference abstract for conference	36	40	27	37	64	42	246
Conference abstract in journal	-	-	-	-	-	1	1
Conference abstract in proceedings	2	-	-	-	-	-	2
Conference article	-	-	2	-	2	-	4
Contribution to newspaper - Comment/debate	14	18	15	13	23	13	96
Contribution to newspaper - Feature article	21	15	14	15	18	17	100
Contribution to newspaper - Newspaper article	10	11	16	3	5		45
Contribution to newspaper - Review	22	20	38	27	27	20	154
Doctoral thesis	1	-	-	-	-	-	1
Editorial	9	11	15	15	10	9	69
Encyclopedia entry	1	4	12	1		1	19
Interactive production	-	-	-	3	2	-	5
Journal article	202	199	213	219	215	160	1208
Letter	-	-	-	1	-	1	2
Letter/comments/debate	-	-	-	-	-	-	0
Literature review	17	27	12	16	27	17	116
Memorandum	-	3	1	-	-	-	4
Memorandum contribution	-	-	-	1	-	-	1
Net publication - Internet publication	29	30	36	36	24	14	169
Other contribution	3	2	4	4	1	1	15
Paper	18	46	14	23	23	31	155
Ph.D. thesis	9	13	17	16	14	15	84
Pictures, Video and sound recordings (digital)	6	4	11	9	22	9	61
Poster	4	4	2	3	3	2	18
Preface/postscript	7	5	5	8	8	6	39
Report	25	27	40	23	23	19	157
Report chapter	-	8	14	6	1	-	29
Review	1	3	3	5	6	2	20
Working paper	8	1	1	9	2	4	25
Total per year & grand total	692	757	780	684	770	593	4276

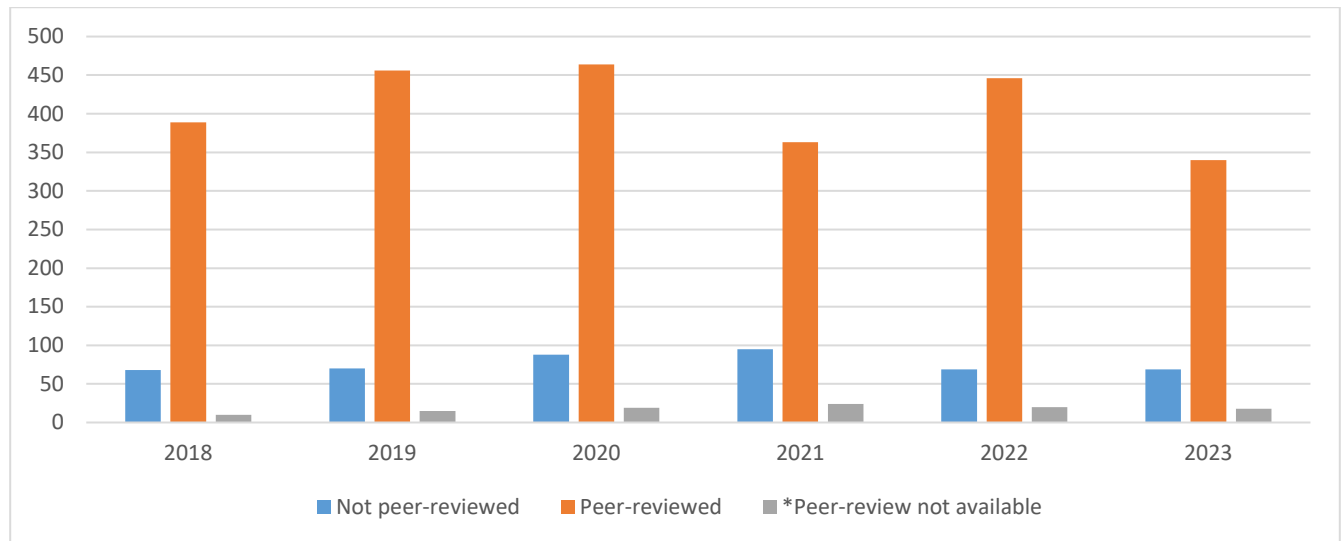
Number and types of publications per publication year - **within research/commissioned research**

Type of publication	2018	2019	2020	2021	2022	2023	Total per category
2D/3D (physical products)	-	-	1	1	-	-	2
Anthology	15	14	8	10	8	15	70
Article in proceedings	19	14	16	6	32	9	96
Book	20	29	35	16	25	8	133
Book chapter	130	161	151	108	123	118	791
Comment/debate/letter to the editor	4	4	3	3	4	3	21
Computer programme	-	-	-	5		-	5
Conference abstract for conference	35	37	27	34	60	41	234
Conference abstract in journal	-	-	-	-	-	1	1
Conference abstract in proceedings	2	-	-	-	-	-	2
Conference article	-	-	2	-	2	-	4
Doctoral thesis	1	-	-	-	-	-	1
Editorial	9	11	15	15	10	9	69
Encyclopedia entry	1	1	12	-	-	1	15
Interactive production	-	-	-	1	1	-	2
Journal article	161	156	187	181	189	133	1007
Letter	-	-	-	1	-	1	2
Literature review	6	5	10	3		2	26
Memorandum	-	3	1	-	-	-	4
Memorandum contribution	-	-	-	1	-	-	1
Net publication - Internet publication	-	3	9	6	6	6	30
Other contribution	-	1	2	2	1	-	6
Paper	18	45	12	22	22	31	150
Ph.D. thesis	9	13	17	16	14	15	84
Pictures, Video & sound recordings (digital)	-	1	4	1	3	2	11
Poster	4	4	1	3	3	2	17
Preface/postscript	5	3	4	7	6	6	31
Report	19	25	37	20	17	18	136
Report chapter		7	13	6	1		27
Review	1	3	3	5	6	2	20
Working paper	8	1	1	9	2	4	25
Total per year & grand total	467	541	571	482	535	427	3023

Number and types of publications per publication year - **within communication/education**

Type of publication	2018	2019	2020	2021	2022	2023	Total per category
Anthology	1	3	-	2	2	1	9
Article in proceedings	1	-	-	-	-	1	2
Book	17	5	10	12	13	13	70
Book chapter	33	26	23	18	35	30	165
Comment	-	-	1	-	-	-	1
Comment/debate/letter to the editor	7	10	20	10	8	10	65
Compendium/lecture notes chapter	-	-	-	-	-	1	1
Conference abstract for conference	1	3		3	4	1	12
Contribution to newspaper - Comment/debate	14	18	15	13	23	13	96
Contribution to newspaper - Feature article	21	15	14	15	18	17	100
Contribution to newspaper - Newspaper article	10	11	16	3	5		45
Contribution to newspaper - Review	22	20	38	27	27	20	154
Encyclopedia entry	-	3	-	1	-	-	4
Interactive production	-	-	-	2	1	-	3
Journal article	41	43	26	38	26	27	201
Literature review	11	22	2	13	27	15	90
Net publication - Internet publication	29	27	27	30	18	8	139
Other contribution	3	1	2	2		1	9
Paper	-	1	2	1	1	-	5
Pictures, Video and sound recordings (digital)	6	3	7	8	19	7	50
Poster	-	-	1	-	-	-	1
Preface/postscript	2	2	1	1	2		8
Report	6	2	3	3	6	1	21
Report chapter	-	1	1	-	-	-	2
Total per year & grand total	225	216	209	202	235	166	1253

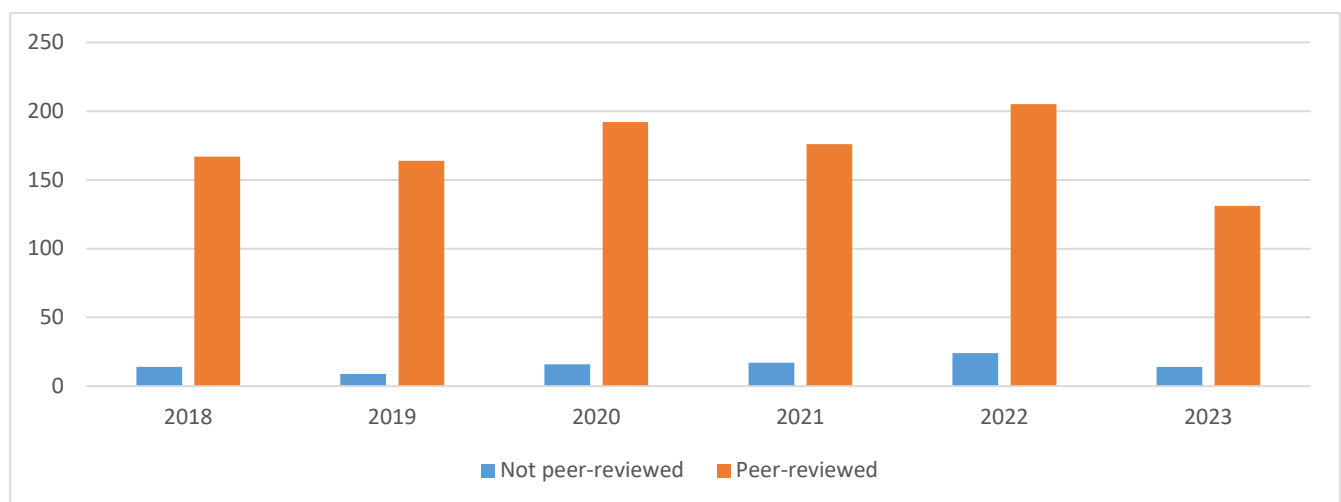
Number of peer-reviewed and not peer-reviewed publications (all types) – within research/Commissioned



*Certain publication types in Pure do not have peer review as an option (i.e. PhD Thesis).

	2018	2019	2020	2021	2022	2023
Not peer-reviewed	68	70	88	95	69	69
Peer-reviewed	389	456	464	363	446	340
*Peer-review not available	10	15	19	24	20	18

Number of peer-reviewed and not peer-reviewed publications for scientific articles



	2018	2019	2020	2021	2022	2023
Not peer-reviewed	14	9	16	17	24	14
Peer-reviewed	167	164	192	176	205	131

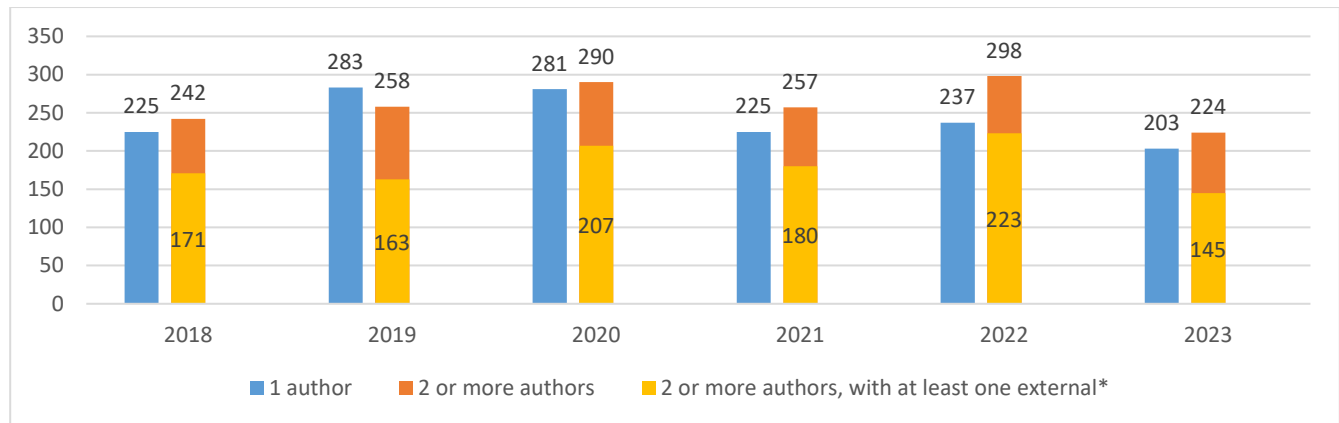
Languages for publications (all types) – within research/commissioned research

Language	2018	2019	2020	2021	2022	2023	Total per language
English	248	287	287	249	314	229	1614
Danish	200	243	273	225	205	190	1336
German	2	3	3	2	9	4	23
Norwegian	5	5	3	2	3	3	21
French	3	-	1	1	2	1	8
Spanish	2	-	1	-	1	-	4
Swedish	3	-	-	1	-	-	4
Italian	1	1	1	-	-	-	3
Multiple languages	2	1	-	-	-	-	3
Undefined/Unknown	-	-	2	-	1	-	3
Finnish	-	1	-	-	-	-	1
Japanese	-	-	-	1	-	-	1
Russian	-	-	-	1	-	-	1
Turkish	1	-	-	-	-	-	1

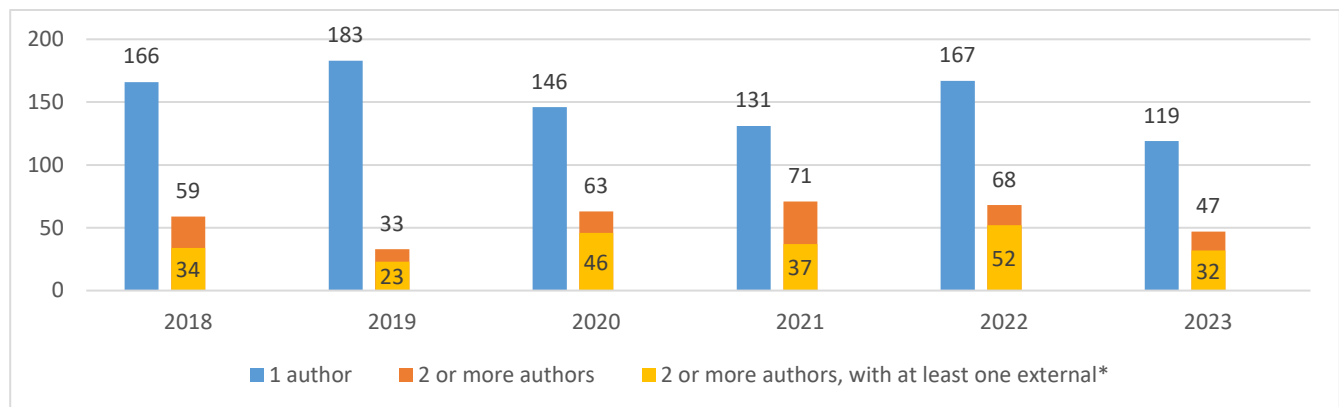
Languages for publications (all types) – within communication/education

Language	2018	2019	2020	2021	2022	2023	Total per language
Danish	200	200	194	190	214	153	1151
English	21	13	10	11	16	10	81
Norwegian	2	-	-	1	3	-	6
Swedish	1	2	-	-	-	1	4
French	1	1	1	-	-	-	3
German	-	-	1	-	1	-	2
Spanish	-	-	1	-	-	1	2
Italian	-	-	1	-	-	-	1
Multiple languages	-	-	-	-	-	1	1
Portuguese	-	-	1	-	-	-	1
Undefined/Unknown	-	-	-	-	1	-	1
Grand Total	0	0	1	0	1	1	3

Number of authors per publication (all types) – within research/commissioned research



Number of authors per publication (all types) – within communication/education



Number of scientific articles by journal – within research/commissioned research

Journals	2018	2019	2020	2021	2022	2023	Articles per year/journal
(Articles in proceedings)	19	14	16	6	32	9	96
Dansk Pædagogisk Tidsskrift	7	9	4	7	8	6	41
Pædagogisk Psykologisk Tidsskrift	7	3	5	8	2	1	26
Kognition & Pædagogik	5	2	6	5	3	4	25
Unge Pædagoger	3	5	5	3	4	2	22
KVAN - et tidsskrift for læreruddannelsen og folkeskolen	1	4		4	6	3	18
Social Work & Society		5		1	2	5	13
Nordiske Udkast	2		2	7		1	12
Paideia: tidsskrift for professionel pædagogisk praksis	1	2	5	2		1	11
Tidsskrift for professionsstudier	1	3	2		3	2	11
European Educational Research Journal		1		2	6	1	10
Implementation and Replication Studies in Mathematics Education				3	3	4	10
L1-Educational Studies in Language and Literature (incl. online edition)		1	6	2	1		10
Studier i Pædagogisk Filosofi	6	2	2				10
Dansk Universitetspædagogisk Tidsskrift	3		2	1	3		9
Læring og medier (LOM)		1	4	1	1	2	9
Outlines		1	1	4	2	1	9
Psyke & Logos		2	5	1		1	9
Nordic Studies in Education	3		1		2	2	8
Tidsskrift for Socialpædagogik			3	1	4		8
Sammenlignende Fagdidaktik				4		3	7
BUKS - Tidsskrift for Børne- og Ungdomskultur				1	3	2	6
Forskning i Pædagogers Profession og Uddannelse	2		1		1	2	6
Frontiers in Psychology	1	2	1		2		6
Kvinder, Køn & Forskning		1		1	1	3	6
Specialpædagogik	1	1	1	2	1		6
Viden om Literacy			3		2	1	6

This list provides an overview of journals with most published articles. See Appendix Ia “Journals” for full list of journals in which DPU has published from 2018-2023.

Collaboration with external (non-AU) partners

4101

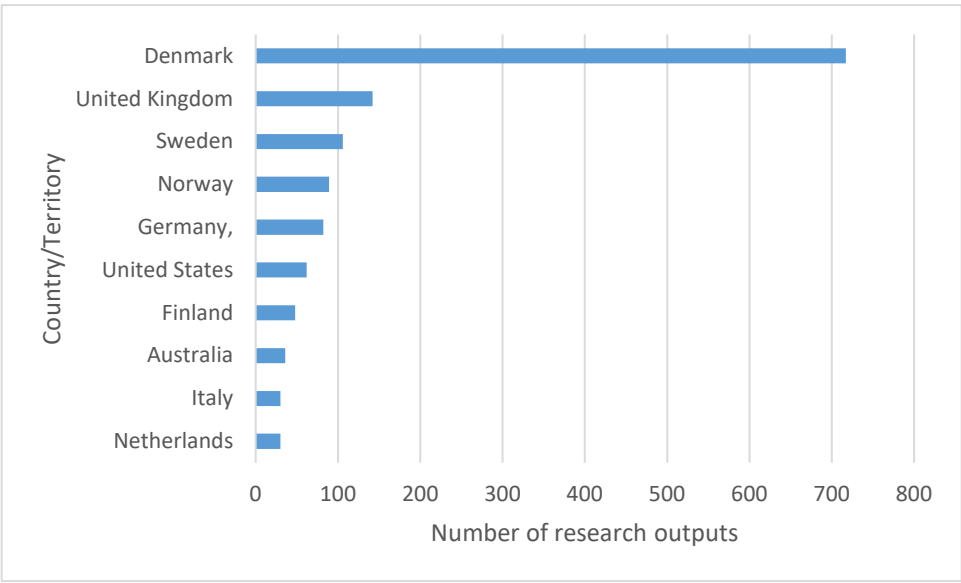
Number of research outputs

295

Number of external organisational units

Top 10 external collaboration countries sorted by frequency

(number expresses amount of publications that contain a collaboration with an external organisation from said country)



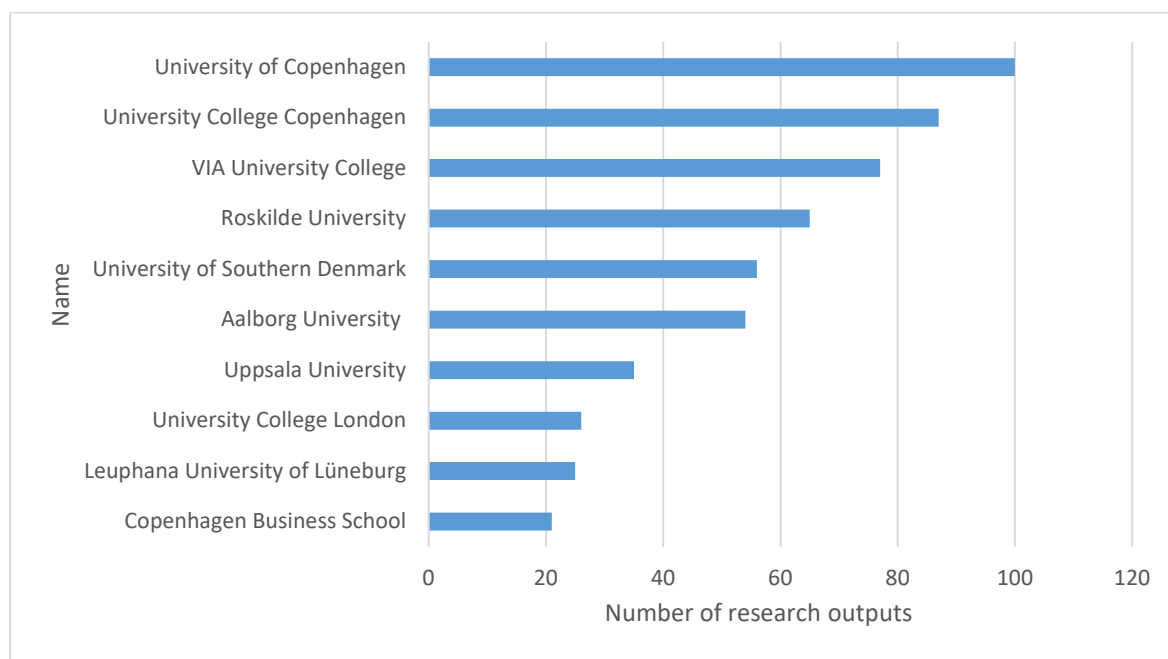
Exhaustive list of collaboration countries, sorted by frequency (number expresses amount of publications that contain a collaboration with an external organisation from said country)

Country/Territory	Number of research outputs
Denmark	717
United Kingdom,	142
Sweden,	106
Norway,	89
Germany,	82
United States,	62
Finland,	48
Australia	36
Italy	30
Netherlands	30

Spain	28
Turkey	25
Canada	22
Austria	21
Belgium	21
Iceland	17
France	17
New Zealand	16
Portugal	14
Israel	14
Mexico	13
China	12
Poland	11
Switzerland	10
South Africa	9
Brazil	7
Estonia	7
Ireland	7
Malta	7
Hong Kong	5
Greenland	5
Andorra	4
Faroe Islands	4
Japan	4
Bulgaria	4
Greece	4
Peru	3
Czech Republic	3
Slovakia	3
Slovenia	2
Chile	2
Cyprus	2
Guatemala	2
Serbia	2
Luxembourg	2
Qatar	2
Thailand	2
Lithuania	1
Nigeria	1
Bangladesh	1
Pakistan	1
Taiwan	1

Russian Federation	1
Hungary	1
Botswana	1
Georgia	1
Romania	1
Malaysia	1
India	1
Croatia	1
Tanzania, United Republic of	1
Ukraine	1
Unidentified	1

Top 10 external collaboration organisations (number expresses amount of publications that contain a collaboration with said external organisation)



Exhaustive list of external collaboration organisations (number expresses amount of publications that contain a collaboration with said external organisation)

Name	Number of research outputs
University of Copenhagen	100
University College Copenhagen	87
VIA University College	77
Roskilde University	65
University of Southern Denmark	56
Aalborg University	54
Uppsala University	35
University College London	26
Leuphana University of Lüneburg	25
Copenhagen Business School	21
University College Absalon	21
The National Centre for Reading	20
University of Oslo	14
University of Oxford	14
University of Stavanger	11
UCL University College Lillebaelt	10
University of South-Eastern Norway	10
University College South Denmark	9
IT University of Copenhagen	8
University of Verona	7
Aarhus University	7
Drexel University	6
Stockholm University	6
University of Eastern Finland	6
University of Iceland	6
University of Vienna	6
Utrecht University	6
Weizmann Institute of Science	6
Malmö University	5
Monash University	5
Rabøl Research	5
University of Malta	5
University of Wisconsin-Madison	5
VIVE - The Danish Center of Social Science Research	5

Adiyaman University	4
Gode Penge	4
Institut for Naturfagenes	4
Skoletjenesten	4
University College Capital	4
University of Agder	4
University of Auckland	4
University of Cologne	4
University of Denver	4
University of Edinburgh	4
University of Geneva	4
University of Greenland	4
University of Leeds	4
University of Sheffield	4
University of Turku	4
Western University	4
Wroclaw Medical University	4
Bryn Mawr College	3
Epinion	3
Greve Museum	3
Independent	3
Karabuk University	3
Maynooth University	3
Professionshøjskolen Metropol	3
University of Applied Sciences Northwestern Switzerland	3
University of Exeter	3
University of Gothenburg	3
University of Helsinki	3
University of Manchester	3
University of Melbourne	3
University of Oulu	3
University of the Faroe Islands	3
University of Toledo	3
University of Winchester	3
University of Wroclaw	3
University of Würzburg	3
VBJK - Centre for Innovation in the Early Years	3
Victoria University of Wellington	3
Åbo Akademi University	3
Anglia Ruskin University	2
Brunel University	2
Canakkale Onsekiz Mart University	2

Central Connecticut State University	2
Chalmers University of Technology	2
Ensomme Gamles Værn	2
FLOK	2
Goldsmiths, University of London	2
Institut for Menneskerettigheder	2
Leibniz Institute for Science and Mathematics Education	2
Lund University	2
Læremiddel.dk	2
Max Planck Institute for Social Law and Social Policy	2
Medicinsk Museion	2
Michigan State University	2
Ministry of Children and Education	2
Maastricht University	2
NIRAS A/S	2
Nordic Center of Heritage Learning and Creativity	2
Norwegian University of Science and Technology	2
OSLOMET STORBYUNIVERSITETET	2
Policy Futures	2
Queensland University of Technology	2
Royal Institute of Technology	2
Statistisk sentralbyrå Norge	2
Steno Diabetes Centre	2
Tallinn University	2
Technical University of Dortmund	2
UC Sjælland	2
Undervisning Roskilde Tekniske Skole	2
Universidad Rafael Landívar	2
Universitetet i Oslo	2
University College of Northern Denmark	2
University of Bath	2
University of Birmingham	2
University of Brighton	2
University of Colorado Denver	2
University of Graz	2
University of Johannesburg	2
University of Murcia	2
University of Naples Federico II	2
University of Navarra	2
University of Plymouth	2
University of Washington	2
Upfind.dk	2

Utrecht University of Applied Sciences	2
Vidensråd for Forebyggelse	2
WATS'UP network on teacher education	2
Western Norway University of Applied Sciences	2
Western Sydney University	2
Akdeniz University	1
Autonomous University of Barcelona	1
Bedre Praksis	1
CeDiF Center for DaginstitutionsForskning	1
Center for Positiv Psykologi	1
Coventry University	1
Creative Business Network	1
Danish Institut of International Studies	1
Danmarks Radio P1	1
Dansk Brand & sikringsteknisk Institut	1
DBI - The Danish Institute of Fire and Security Technology	1
Deakin University	1
Deloitte	1
Den lægefaglige tænketank ATLAS	1
Department of Communication and Psychology	1
Det nationale Videncenter for e-læring	1
DJØF	1
Dokuz Eylul University	1
East China Normal University	1
Eindhoven University of Technology	1
Engbjergskolen, Herning, Denmark	1
Erasmus University Rotterdam	1
ESE IPSantarem	1
FFD - Folkehøjskolernes Forening i Danmark	1
Free University of Berlin	1
Fødevarerstyrelsen	1
German Centre for Higher Education and Science Studies (DZHW)	1
Ghent University	1
Griffith University Queensland	1
Human T	1
Høgskolen i Innlandet	1
Høgskolen i Oslo	1
Høgskolen i Volda	1
IBA Erhvervsakademi Kolding	1
Institut for Læring og Filosofi	1
Institut for Medier, Erkendelse og Formidling	1
Institut for Miljø, Samfund og Rumlig Forandring	1

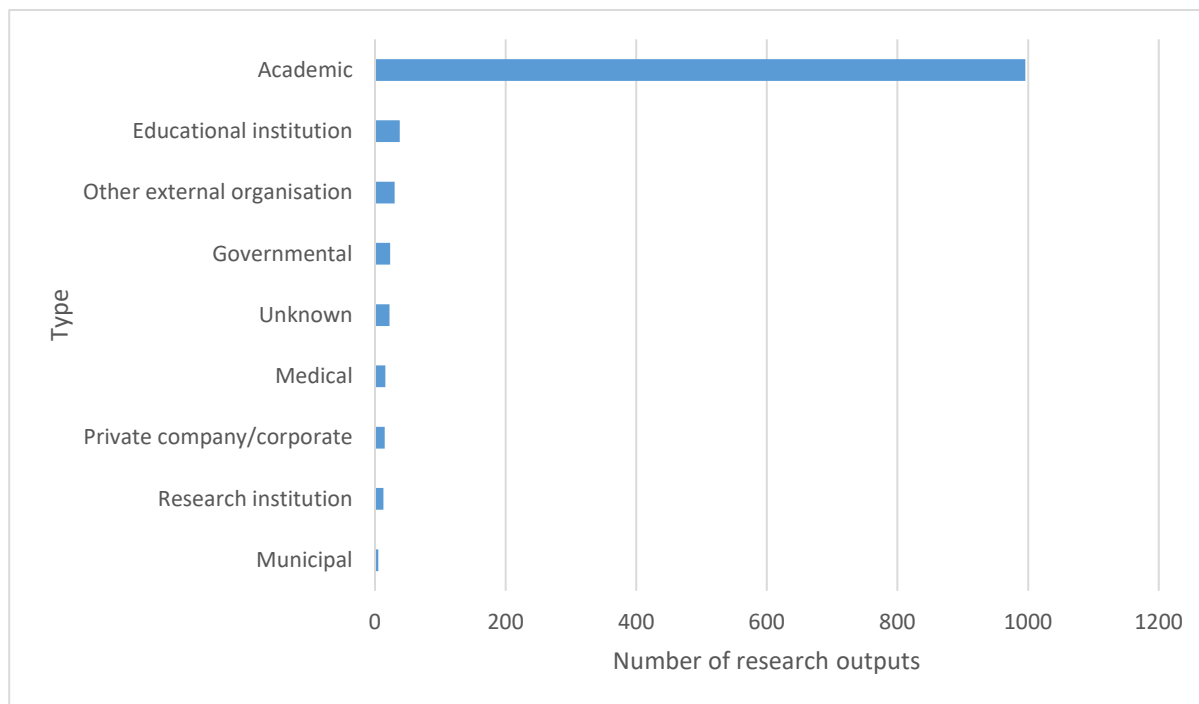
Ishøj kommune	1
Karamanoglu Mehmetbey University	1
Kilis 7 Aralik University	1
Kochi University	1
Kolding Designskole	1
Kultur på tværs	1
Lancaster University	1
Leiden University	1
Levinsky College of Education	1
Lindevangsskolen, Frederiksberg	1
Ludwig Maximilian University	1
Læreruddannelsen Aarhus	1
Martin Luther University Halle-Wittenberg	1
Masaryk University	1
Mid Sweden University	1
Montclair State University	1
Mårslet Skole	1
National Research Centre for the Working Environment	1
Nationalt Videncenter for Læsning	1
Necmettin Erbakan University	1
Neurocenter Østerskoven	1
New York University	1
NOISE	1
NordicMetrics	1
Nordisk Sommer Universitet	1
NVL. Nordisk netværk for voksnes læring	1
Oslo Metropolitan University	1
Oure International College	1
Paderborn University	1
Randers Kommune	1
RCE-Danmark	1
Red Barnet	1
RheinMain University of Applied Sciences	1
Rhodes University	1
Risskov Gymnasium, Aarhus	1
Roskilde Gymnasium	1
SAGA - Sociologisk Analyse – Grund- og Anvendt Forskning	1
Senter for Praxisrettet Utdanningsforskning, SePU, Høgskolen i Hedmark	1
Shihezi University	1
SLU, Alnarp	1
Sophia - tænketank for pædagogik og dannelse	1

Sorbonne Université	1
State University of Maringa	1
Steno Health Promotion Center	1
Tampereen Yliopisto	1
Tech College Aalborg	1
Technical University of Denmark	1
Technion-Israel Institute of Technology	1
Texas A and M University	1
Texas State University	1
The Directorate of Health in Iceland	1
The Education University of Hong Kong	1
The royal Danish academy of music	1
The Zurich University of Teacher Education (PHZH)	1
Tænketanken Fremtidens Biblioteker	1
UK Centre for Ecology and Hydrology	1
Umeå University	1
Undervisnings Ministeriet	1
UNESCO	1
Ungdomsringen	1
Universidad Cuauhtémoc	1
Universidad Internacional Iberoamericana-UNINI	1
Universidade Federal do Parana	1
Université de Strasbourg	1
Université du Québec à Montréal	1
University College Roosevelt	1
University of Adelaide	1
University of Amsterdam	1
University of Applied Sciences Fulda	1
University of Bergen	1
University of Bologna	1
University of California at Irvine	1
University of California at Los Angeles	1
University of Cambridge	1
University of Cape Town	1
University of Central Lancashire	1
University of Clermont Auvergne	1
University of Crete	1
University of Derby	1
University of Duisburg-Essen	1
University of Durham	1
University of Freiburg	1
University of Glasgow	1

University of Illinois at Urbana-Champaign	1
University of Jyväskylä	1
University of Lausanne	1
University of Limerick	1
University of Liverpool	1
University of Lower Silesia	1
University of Luxembourg	1
University of Memphis	1
University of Modena and Reggio Emilia	1
University of New England Australia	1
University of North Carolina	1
University of Oldenburg	1
University of Otago	1
University of Pisa	1
University of Porto	1
University of Queensland	1
University of Reading	1
University of Siegen	1
University of Southampton	1
University of Stirling	1
University of Surrey	1
University of Sussex	1
University of Sydney	1
University of Tartu	1
University of Texas at El Paso	1
University of the Arctic	1
University of Toronto	1
University of Trento	1
University of Twente	1
University of Valencia	1
University of Vechta	1
University of Waikato	1
University of Warwick	1
University of Wolverhampton	1
University of Wuppertal	1
University West	1
VBJK Vernieuwing in Basisvoorzieningen voor Jonge Kinderen	1
Vejle Kommune	1
Vestfold Hospital Trust	1
Vesthimmerlands Kommune	1
Vid&Sans	1
Vilnius University	1

VU University Amsterdam	1
Wheaton College	1
WHO Regional Office for Europe	1
Wolfson College	1
Yale University	1
Zagreb University of Applied Sciences	1
Ældre Sagen	1
Örebro University	1
Aalto University	1
Aarhus Universitetsforlag	1

External collaboration organisation, based on type (academic = university)



Journals	2018	2019	2020	2021	2022	2023	Articles per year
(Articles in proceedings)	19	14	16	6	32	9	96
Dansk Pædagogisk Tidsskrift	7	9	4	7	8	6	41
Pædagogisk Psykologisk Tidsskrift	7	3	5	8	2	1	26
Kognition & Paedagogik	5	2	6	5	3	4	25
Unge Pædagoger	3	5	5	3	4	2	22
KVAN - et tidsskrift for læreruddannelsen og folkeskolen	1	4		4	6	3	18
Social Work & Society		5		1	2	5	13
Nordiske Udkast	2		2	7		1	12
Paideia: tidsskrift for professionel pædagogisk praksis	1	2	5	2		1	11
Tidsskrift for professionsstudier	1	3	2		3	2	11
European Educational Research Journal		1		2	6	1	10
Implementation and Replication Studies in Mathematics Education				3	3	4	10
L1-Educational Studies in Language and Literature (incl. online edition)		1	6	2	1		10
Studier i Pædagogisk Filosofi	6	2	2				10
Dansk Universitetspædagogisk Tidsskrift	3		2	1	3		9
Læring og medier (LOM)		1	4	1	1	2	9
Outlines		1	1	4	2	1	9
Psyke & Logos		2	5	1		1	9
Nordic Studies in Education	3		1		2	2	8
Tidsskrift for Socialpædagogik			3	1	4		8
Sammenlignende Fagdidaktik				4		3	7
BUKS - Tidsskrift for Børne- og Ungdomskultur				1	3	2	6
Forskning i Pædagogers Profession og Uddannelse	2		1		1	2	6
Frontiers in Psychology	1	2	1		2		6
Kvinder, Køn & Forskning		1		1	1	3	6
Specialpaedagogik	1	1	1	2	1		6
Viden om Literacy			3		2	1	6
Danish Yearbook of Philosophy	3	1	1				5
European Journal of Education	3		1		1		5
Gerontologi	2	1	2				5
International Journal of Inclusive Education	2		2	1			5
International Journal of Qualitative Studies in Education	4	1					5
Journal of the International Society for Teacher Education	2	1	1	1			5
Learning and Teaching: The International Journal of Higher Education in the Social Sciences	1	1	1		1	1	5
Learning Tech – Tidsskrift for læremidler, didaktik og teknologi	1		3		1		5
Paradoks: Tidsskrift for Filosofi og Teori			1	1	2	1	5
Qualitative Studies						5	5
Sprogforum			2	1		2	5
Studier i Læreruddannelse og Profession		2	1	1	1		5
Tidsskrift for Arbejdsliv		1			4		5
Acta Didactica Norden		1	1		2		4
Barn – Forskning om barn og barndom i Norden	1			1		2	4
British Journal of Guidance and Counselling			1		3		4
Conjunctions : transdisciplinary journal of cultural participation	1		1		1	1	4
Educational Philosophy and Theory		2		1		1	4
EMU: Danmarks læringsportal		3		1			4
Environmental Education Research	1		1			2	4
Frontiers in Education		1		2	1		4
Gender, Work and Organization			1	1	2		4
Globalisation, Societies and Education		1	1			2	4
Health Education	1				3		4
International Journal of Lifelong Education	1	1			2		4
Jordens Folk				2		2	4
Journal of Education Policy	1			2	1		4
Learning, Culture and Social Interaction			2	2			4
MONA - Matematik- og Naturfagsdidaktik	1		2		1		4
Nordic Journal of Transition, Career and Guidance					2	2	4
Nordic Studies in Mathematics Education	1		3				4
Nordisk Tidsskrift for Ungdomsforskning	1				3		4
School Effectiveness and School Improvement	1	1		2			4
Tidsskrift for Uddannelsesvidenskab					2	2	4
Writing & pedagogy					4		4
Annual Review of Critical Psychology		3					3

Biography		1	1	1	3		
British Journal of Sociology of Education	1		1	1	3		
Cepra-Striben (incl. the online verison)			1	1	3		
Dansk	1		1	1	3		
Discourse: Studies in the Cultural Politics of Education	1		1	1	3		
Education Sciences	1	2			3		
Erhvervspsykologi: tidsskrift om udvikling, dialog, ledelse							
organisation	1			1	1	3	
European Early Childhood Education Research Journal	1		1	1		3	
Forskerforum			2	1		3	
Higher Education	2			1		3	
Human Arenas		1		1	1	3	
International Journal for Educational and Vocational Guidance	1		1	1		3	
International Journal of Mathematical Education in Science and							
Technology			1	1	1	3	
International Review of Theoretical Psychologies				3		3	
International Studies in Sociology of Education		2		1		3	
Journal of Play in Adulthood				1	1	1	3
Lamella – Tidsskrift for teoretisk psykoanalyse	1		1	1			3
Lederliv	2		1				3
Liv i skolen : tidsskriftet om lærernes hverdag og det gode							
arbejde i skolen	2				1		3
Nordicum - Mediterraneum			3				3
Nordidactica - Journal of Humanities and Social Science							
Education		2	1				3
Oxford Review of Education				1	2		3
Paladyn		3					3
Population, Space and Place			1	1		1	3
Postdigital Science and Education				1	1	1	3
Qualitative Research in Organizations and Management: An							
International Journal	1		1			1	3
Southern African journal of environmental education	3						3
Theory & Psychology			1		1	1	3
ZDM				1	2		3
0-14				1		1	2
Aigis: nordisk tidsskrift for klassiske studier				2			2
Akademisk Kvarter	2						2
American Journal of Play						2	2
Anthropology & Education Quarterly			1			1	2
Appetite				1	1		2
Arkitekten					1	1	2
Barnehagefolk		2					2
Big Data & Society		1				1	2
British Educational Research Journal		1				1	2
British Journal of Educational Technology			1	1			2
CEPRA-striben. Tidsskrift for evaluering i praksis					1	1	2
Danish Journal of Education Studies						2	2
Dansk Sociologi	1				1		2
Digital Experiences in Mathematics Education			1	1			2
DRAMA : Nordisk dramapedagogisk tidsskrift					1	1	2
Early Child Development and Care	1			1			2
ECNU Review of Education (ROE)		1		1			2
Education Inquiry				2			2
Educational Management, Administration & Leadership				2			2
Educational Studies in Mathematics		2					2
Educational Technology Research and Development			2				2
Ephemera: Theory & politics in organization	1				1		2
Filozofija i društvo				2			2
Food Quality and Preference		1		1			2
Food Studies: An Interdisciplinary Journal					2		2
Forskning og Forandring		1	1				2
Gender and Education		1	1				2
Genealogy					2		2
Grundtvigsk Tidende				2			2
Health Promotion International					1	1	2
Historisk Tidsskrift	1		1				2
International Journal of Educational Research			1		1		2
International Journal of Food Design			1		1		2
International Journal of Learning Analytics and Artificial							
Intelligence for Education (IJAI)		2					

International Journal of Science Education			1	1		2
International Journal on New Trends in Education and Their Implications		1		1		2
International Review of Education	2					2
Journal for the Theory of Social Behaviour	1		1			2
Journal of Curriculum Studies	1				1	2
Journal of Educational Administration		1	1			2
Journal of Educational Administration and History			1	1		2
Journal of Organizational Ethnography			2			2
Journal of Vocational Education and Training			2			2
Kulturstudier				1	1	2
Learning, Media and Technology		1			1	2
Management Learning				2		2
Mathematics			2			2
MedieKultur: Journal of media and communication research			1	1		2
Multicultural Education Review			2			2
Nationalt Videncenter for Lærings forskerklummer				1	1	2
NORA - Nordic Journal of Feminist and Gender Research			2			2
Nordic Journal of Comparative and International Education	1				1	2
Nordic Journal of Social Research				2		2
Nordic Journal of Studies in Educational Policy			1	1		2
Nordic Journal of Vocational Education and Training	1	1				2
Nordisk tidsskrift for pedagogikk og kritikk		1		1		2
NyS					2	2
Organization Studies			1	1		2
Oxford Bibliographies	1			1		2
Parole compendiums			2			2
Philosophy and Theory in Higher Education				2		2
POLIS - Tidsskrift for samfundsfagsdidaktik				2		2
Praktiske Grunde: Nordisk tidsskrift for kultur- og samfundsvidenskab		2				2
Praxeologi - Et kritisk refleksivt blikk på sosiale praktikker				1	1	2
Qualitative Research Journal	1	1				2
Reading Research Quarterly				1	1	2
Research in Comparative and International Education		1			1	2
Research in Social Stratification and Mobility		1		1		2
Social Identities				1	1	2
Social Kritik:Tidsskrift for social analyse & debat		1			1	2
Sociology of Health and Illness		1			1	2
Studies in Nepali History and Society			2			2
Teaching and Teacher Education				1	1	2
The Learning Organization			1		1	2
Time & Society					2	2
Acta Psychiatrica Scandinavica					1	1
Administration et Éducation					1	1
Adult Education Discourses		1				1
Adults Learning Mathematics - An International Journal					1	1
Advances in Life Course Research					1	1
AI & Society		1				1
Anthropological Forum - A Journal of Social Anthropology and Comparative Sociology				1		1
Anthropology of Food	1					1
Anthropology of Work Review					1	1
Anthropology Today			1			1
Applied Linguistics	1					1
Applied Psychology: Health and Well-Being			1			1
Apropos			1			1
Asian Journal for Mathematics Education					1	1
Asian Journal of German and European Studies		1				1
Assessment in Education: Principles, Policy and Practice	1					1
B.E. Journal of Economic Analysis & Policy	1					1
Barnboken			1			1
BestPractice: Psykiatri / Neurologi		1				1
BMC Public Health		1				1
Body & Society	1					1
Body and Society					1	1

Bulletin of Kochi University			1		1
Børn og bøger			1		1
Caderno de administracao			1		1
Cambridge Journal of Education		1			1
Canadian Journal of School Psychology	1				1
Canadian Journal of Science, Mathematics and Technology Education			1		1
Capacious: Journal for Emerging Affect Inquiry				1	1
Chakoten				1	1
Chemistry Education Research and Practice	1				1
Children & Society		1			1
Children and Youth Services Review		1			1
Children, Youth and Environments				1	1
Children's Geographies				1	1
Clarté : tidsskrift for marxistisk analyse		1			1
Classroom Discourse	1				1
Cognition and Emotion		1			1
Communications Psychology				1	1
Comparative and International Education Review				1	1
Comparative Civilizations Review			1		1
Comparative Sociology		1			1
Compare: a journal of comparative and international education		1			1
Composition Studies				1	1
Computer Science Education	1				1
Computers and Education: Artificial Intelligence				1	1
Consciousness and Cognition		1			1
Contemporary Drug Problems				1	1
Contemporary Issues in Early Childhood		1			1
Convergence: The International Journal of Research into New Media Technologies		1			1
Critical African Studies			1		1
Critical Public Health		1			1
Critique of Anthropology	1				1
Culture Unbound: Journal of Current Cultural Research		1			1
Culture, Medicine and Psychiatry	1				1
Danish Musicology Online			1		1
Dansk Noter			1		1
Das Argument	1				1
Det Poetiske Bureau		1			1
DialogWeb			1		1
Diogenes				1	1
Early Childhood Education Journal		1			1
ECNU Review of Education			1		1
Eco-ethica		1			1
Ecolinguística: Revista brasileira de ecologia e linguagem (ECO-REBEL)				1	1
Educación XX1			1		1
Educare				1	1
Education journal	1				1
Educational Action Research			1		1
Educational Psychology		1			1
Educational Studies				1	1
Educational Technology & Society				1	1
Educational Theory				1	1
EIKASIA REVISTA DE FILOSOFÍA	1				1
EPJ Data Science			1		1
Ethnic and Racial Studies				1	1
Ethnography & Education			1		1
Ethnography and Education			1		1
Ethnologia Scandinavica				1	1
European Education		1			1
European Journal of Cultural Studies		1			1
European Journal of Science and Mathematics Education		1			1
European Journal of Special Needs Education	1				1
European Journal of Teacher Education		1			1
European Journal of the Philosophy of Arts Education		1			1
European Societies			1		1
European Sociological Review				1	1
Existential Analysis	1				1

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Feminist Theory		1			1
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First Monday	1				1
Folkeskolen		1			1
Food and Foodways	1				1
Food, Culture and Society			1		1
Formazione & Insegnamento			1		1
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Forum for Social Economics				1	1
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Forum Qualitative Sozialforschung		1			1
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Futures The journal of policy, planning and futures studies		1			1
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History of Education	1				1
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Industry and Higher Education			1		1
Informationsdienst Soziale Indikatoren	1				1
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International Journal for Research in Vocational Education and Training	1				1
International Journal of Arts, Humanities & Social Science		1			1
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International Journal of Child-Computer Interaction			1		1
International Journal of Dream Research			1		1
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International Journal of Education and Development Using Information and Communication Technology			1		1
International Journal of Education Through Art		1			1
International Journal of Educational Management		1			1
International Journal of Entrepreneurship and Innovation Management	1				1
International Journal of Environmental Research and Public Health			1		1
International Journal of Home Economics			1		1
International Journal of Learning and Change	1				1
International Journal of Multidisciplinary Perspectives in Higher Education		1			1
International Journal of Play				1	1
International Journal of Psychiatry Research			1		1
International Journal of Social Pedagogy			1		1
International Research in Geographical and Environmental Education	1				1
International Review for the Sociology of Sport		1			1
IRTP International Review of Theoretical Psychologies			1		1
Jornal for Deradicalization				1	1
Journal für Lehrerinnenbildung				1	1
Journal of Academic Writing				1	1
Journal of Accounting & Organizational Change				1	1
Journal of Ageing and Longevity				1	1
Journal of Behavioral Addictions	1				1
Journal of Business Anthropology		1			1
Journal of Classical Sociology			1		1
Journal of Economic Geography				1	1
Journal of Education and Humanities	1				1
Journal of Education and Work	1				1
Journal of Education for Sustainable Development				1	1
Journal of educational and social research	1				1

Journal of Environmental Psychology			1		1
Journal of Family Studies				1	1
Journal of Further and Higher Education				1	1
Journal of Futures of Education, Culture and Nature. Learning to Become. FECUN			1		1
Journal of Humanistic Mathematics			1		1
Journal of Interactive Learning Research	1				1
Journal of International Mobility				1	1
Journal of Linguistic Anthropology			1		1
Journal of Mathematics Teacher Education		1			1
Journal of Moral Education	1				1
Journal of Outdoor and Environmental Education	1				1
Journal of Pedagogical Research				1	1
Journal of Pedagogy		1			1
Journal of Philosophy of Education	1				1
Journal of Professions and Organization				1	1
Journal of Psychosocial Studies		1			1
Journal of Psycho-Social Studies	1				1
Journal of Religion in Europe		1			1
Journal of Speculative Philosophy	1				1
Journal of Studies in International Education		1			1
Journal of Toxicology and Environmental Health. Part B: Critical Reviews	1				1
Journal of Workplace Learning			1		1
KI - Kunstliche Intelligenz				1	1
Kieliverkosto		1			1
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Klods-Hans				1	1
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Kulturo. Tidsskrift for moderne kultur	1				1
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Land				1	1
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Madkundskab			1		1
Mathematics Education Research Journal			1		1
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Media Education Research Journal				1	1
Memory	1				1
Mental Health & Prevention		1			1
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Multilingua - Journal of Cross-Cultural and Interlanguage Communication	1				1
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Nature Human Behavior			1		1
Nature-Based Solutions				1	1
neue praxis			1		1
New Ideas in Psychology				1	1
New Media & Society		1			1
Nordand – Nordisk tidsskrift for andrespråksforskning			1		1
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Nordic Journal of Migration Research		1			1
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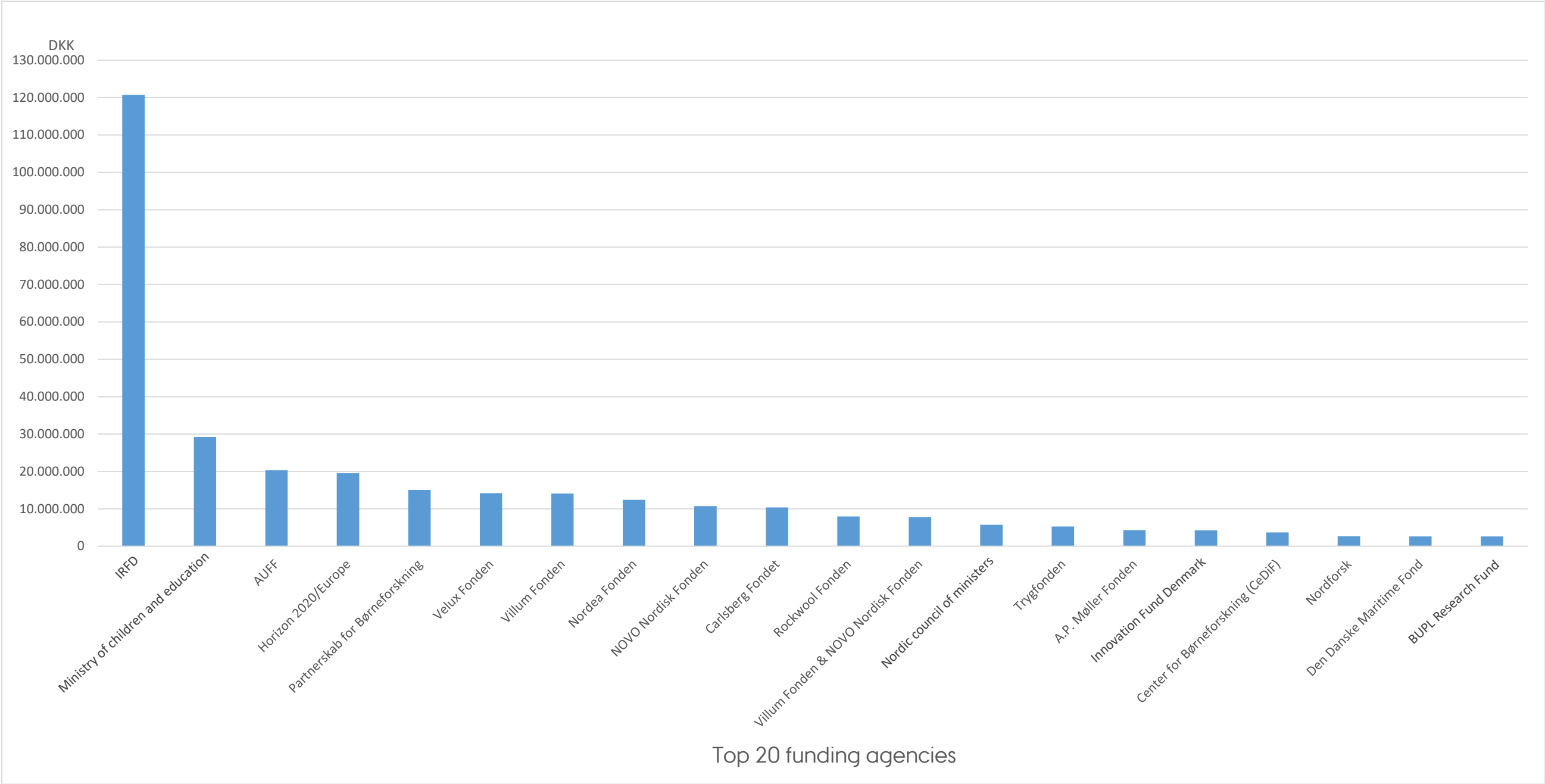
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Participations: Journal of Audience & Reception Studies		1			1
Passage			1		1
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Philosophy of Management	1				1
Philosophy of Mathematics Education Journal	1				1
PLOS ONE			1		1
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Politica - Tidsskrift for politisk videnskab			1		1
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Power and Education			1		1
Psychiatry Research			1		1
Psychotherapy and Politics International			1		1
Pädagogische Rundschau				1	1
Quadrante			1		1
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Qualitative Research		1			1
Qualitative Research in Medicine and Health Care	1				1
Qualitative Social Work	1				1
Ratio Juris	1				1
Real-World Economics Review			1		1
Recherches en Didactique des Mathematiques	1				1
Recherches Sociologiques et Anthropologiques			1		1
REDIMAT - Journal of Research in Mathematics Education		1			1
Research in Education		1			1
Research in Educational Administration and Leadership (REAL)			1		1
Research in Learning Technology				1	1
Respublica - Philosophy and Politics			1		1
Revista Española de Educación Comparada		1			1
Romantik : Journal for the Study of Romanticisms			1		1
Royal Society Open Science				1	1
Safety Science			1		1
Sakprosa	1				1
Samfundslederskab i Skandinavien				1	1
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Scandinavian Journal of Educational Research			1		1
Scandinavian Journal of History			1		1
Scandinavian Journal of Management		1			1
Scandinavian Journal of Military Studies				1	1
Scandinavian Journal of Public Administration				1	1
Scandinavian Studies in Language				1	1
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Science, Technology & Human Values			1		1
Scientific Data				1	1
Scientometrics			1		1
Scuola democratica		1			1
Sex Education: Sexuality, Society and Learning				1	1
Sexuality and Disability		1			1
Skoletjenesten - videnscenter for eksterne læringsmiljøer				1	1
Slagmark - tidsskrift for idéhistorie og Slagmarks					
Skyttegravsserie : tidsskrift for idéhistorie				1	1
Social Policy and Society	1				1
Social Psychiatry and Psychiatric Epidemiology				1	1
Social Psychology of Education	1				1
Social udvikling			1		1
Socius				1	1
South Asia: Journal of South Asian Studies		1			1
Sports Coaching Review				1	1
SSM - Population Health			1		1
Strategies				1	1
STS Encounters - DASTS working paper series			1		1
Studia Paedagogica			1		1
Studies in Continuing Education				1	1

Studies in Educational Evaluation				1	1
Studies in Higher Education			1		1
Subjectivity: international journal of critical psychology	1				1
Sustainability				1	1
Systems Research and Behavioral Science				1	1
Teachers and Teaching: Theory and Practice				1	1
Technology and Language				1	1
Technology in Society		1			1
Technology, Knowledge and Learning	1				1
TechTrends			1		1
Teoria e Prática em Administração	1				1
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The Journal of Child Nutrition & Management	1				1
The Scandinavian Journal of Economics			1		1
Theory and Research in Education		1			1
Thinking Skills and Creativity			1		1
Tidskriftet Antropologi				1	1
Tidsskrift for Islamforskning				1	1
Tidsskriftet Antropologi				1	1
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Turbulens.net : forum for samtidsrefleksion			1		1
Uddannelsesbladet	1				1
Uddannelseshistorie	1				1
Ugeskrift for Læger		1			1
US-China Education Review B		1			1
Veterinary Parasitology: Regional Studies and Reports			1		1
Visual Anthropology		1			1
Vocations and Learning				1	1
Weiterbildung: Zeitschrift für Grundlagen, Praxis und Trends		1			1
Wild West History Association Journal		1			1
Women's History Review			1		1
Zeitschrift für Erziehungswissenschaft	1				1
Zeitschrift für Interkulturellen Fremdsprachenunterricht				1	1
Zeitschrift für kritische Theorie				1	1
Zeitschrift für Soziologie	1				1
Zeitschrift für Soziologie der Erziehung und Sozialisation				1	1
Österreichisches Jahrbuch für Soziale Arbeit		1			1

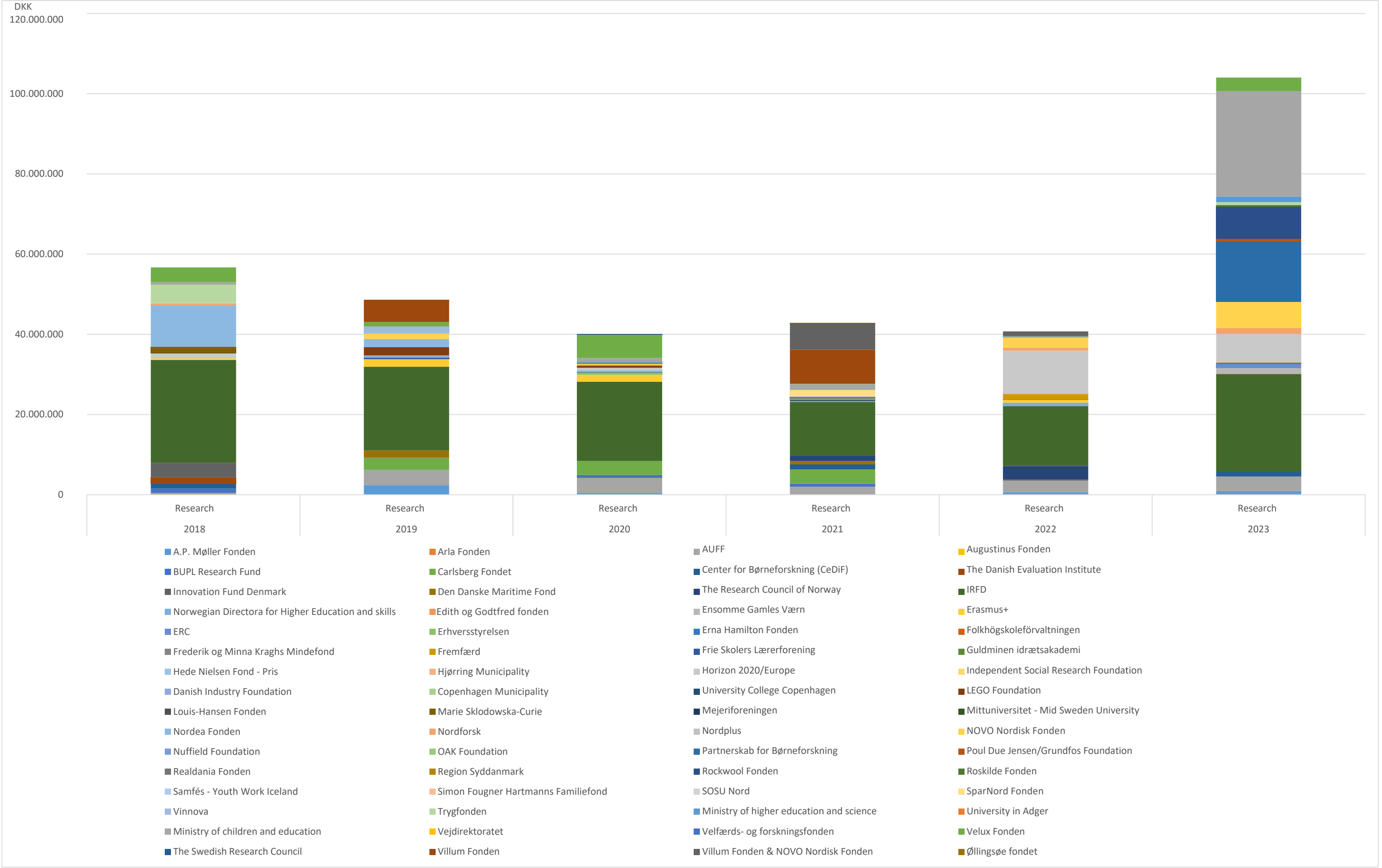
Appendix 2: Application patterns, grants and refusals at DPU from 2018 – 2023

The numbers in the following figures are based on full application budgets for entire research proposals, i.e. the amounts (in DKK) also comprise funding for external partners when grants have been won. The figures include applications with DPU as PI or as partner

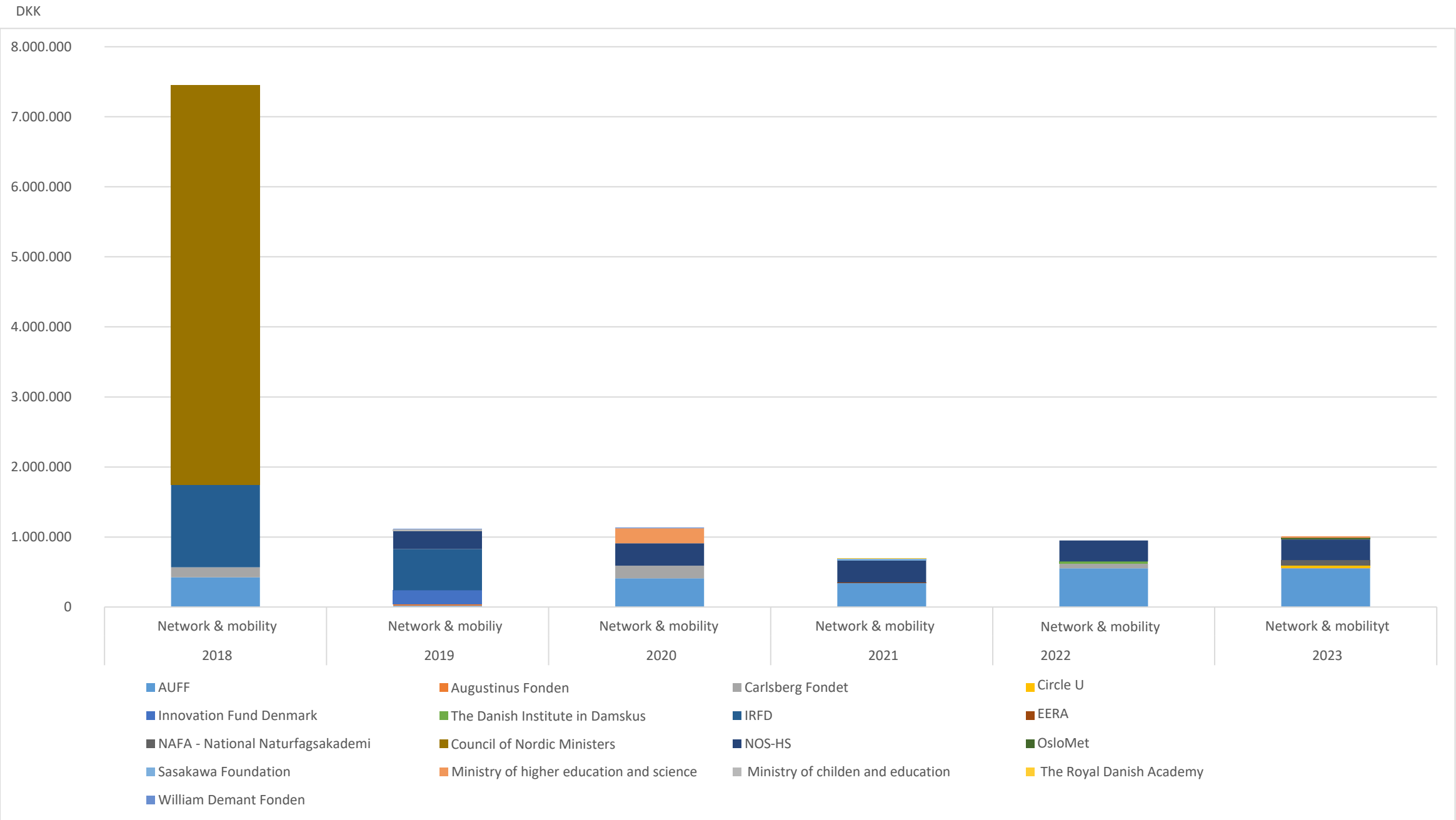
Leading sources of external funding



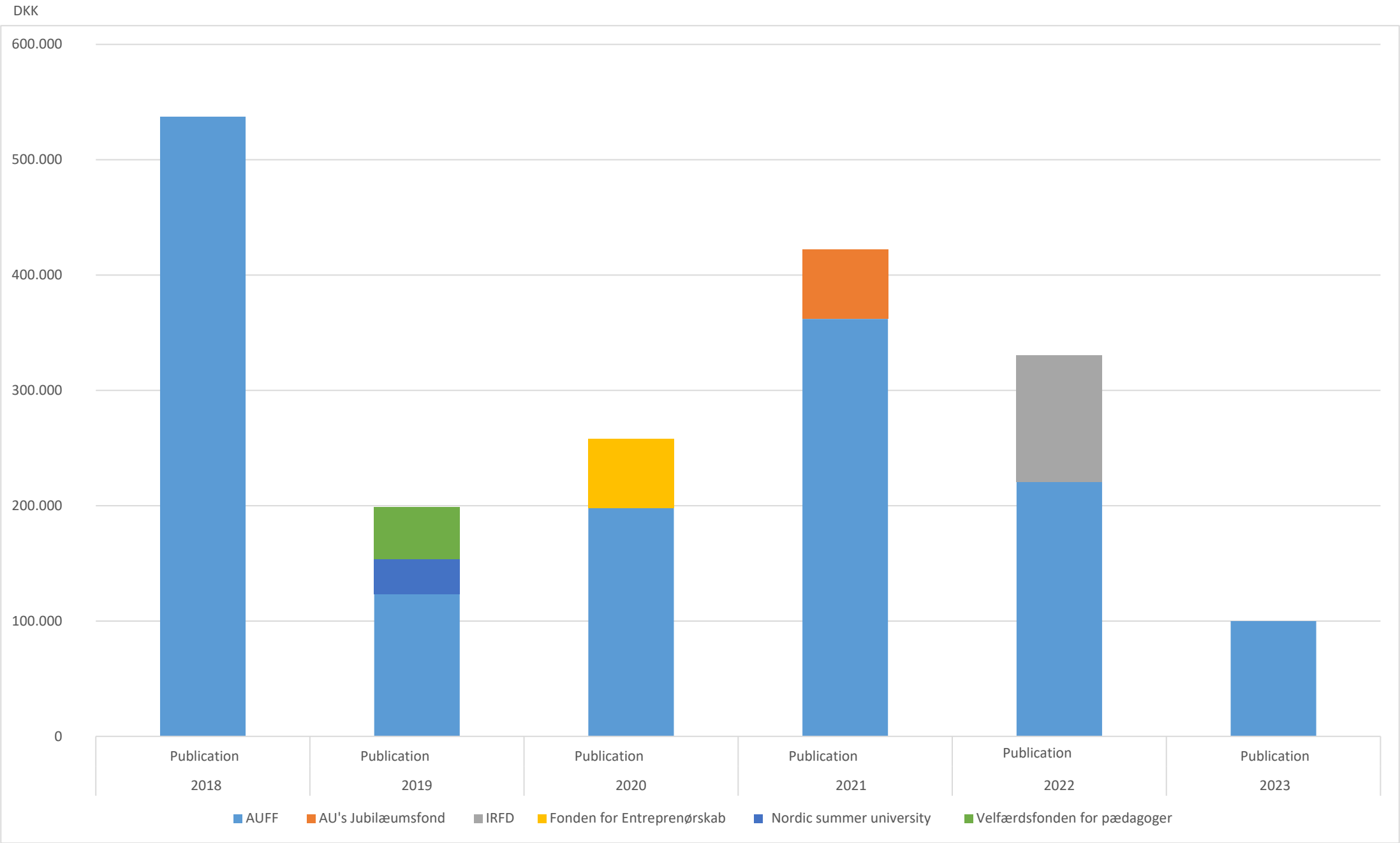
Grants for research per year from 2018-2023



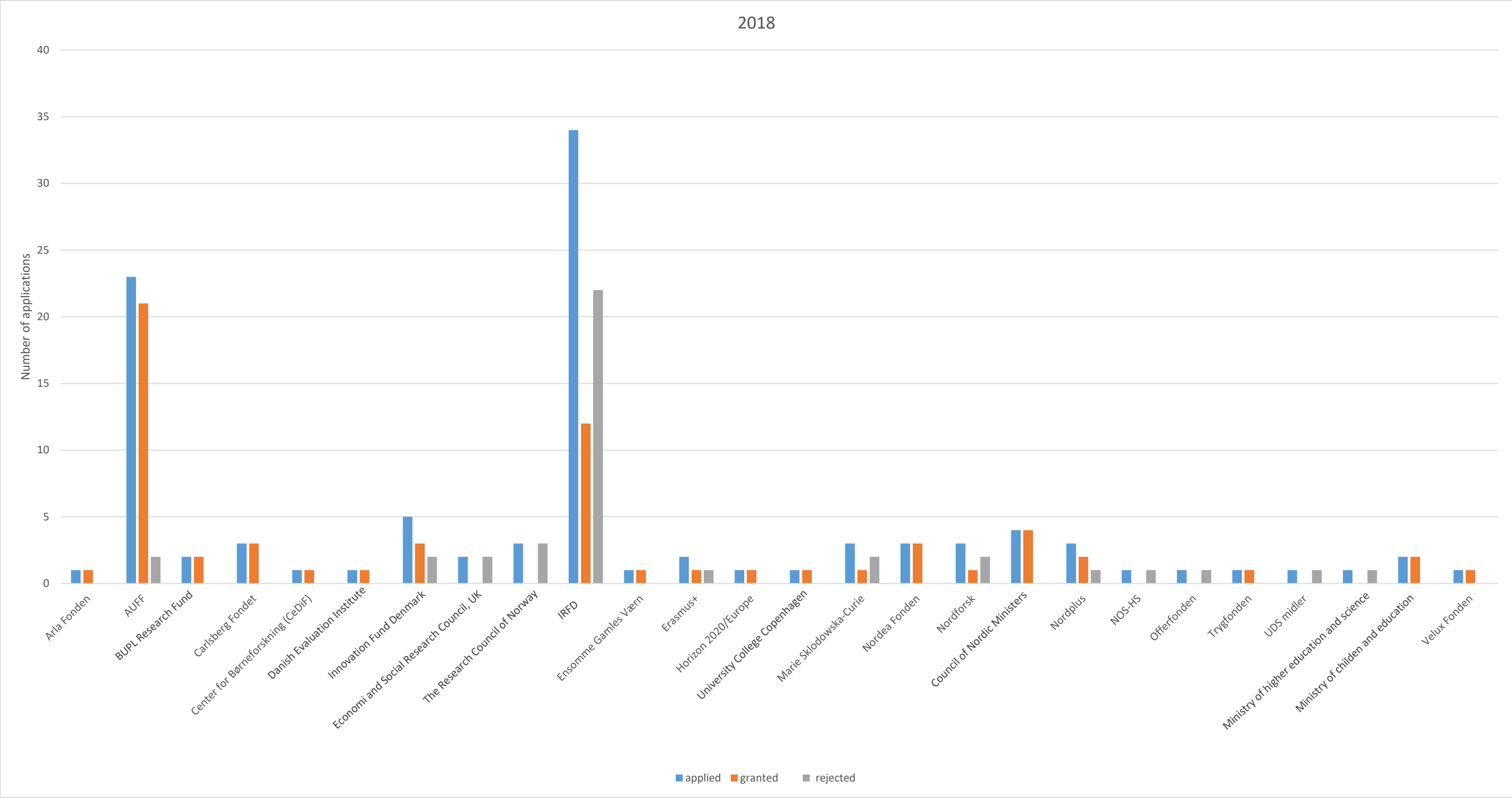
Grants for network and mobility per year from 2018-2023



Grants for supporting publications per year from 2018-2023

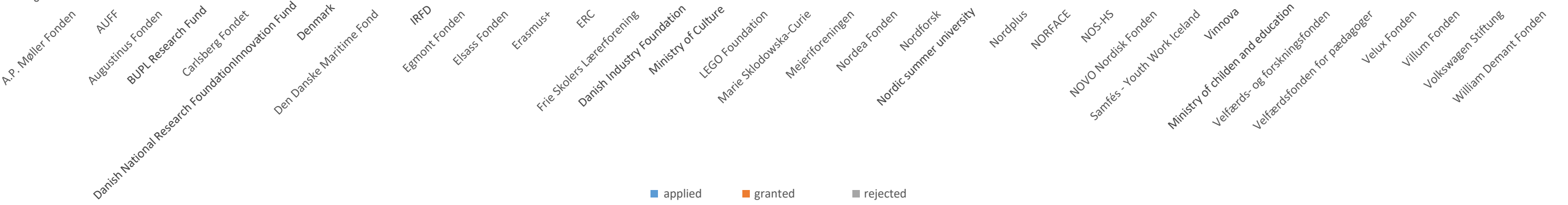


General overview of applications, grants and refusals from 2018 – 2023

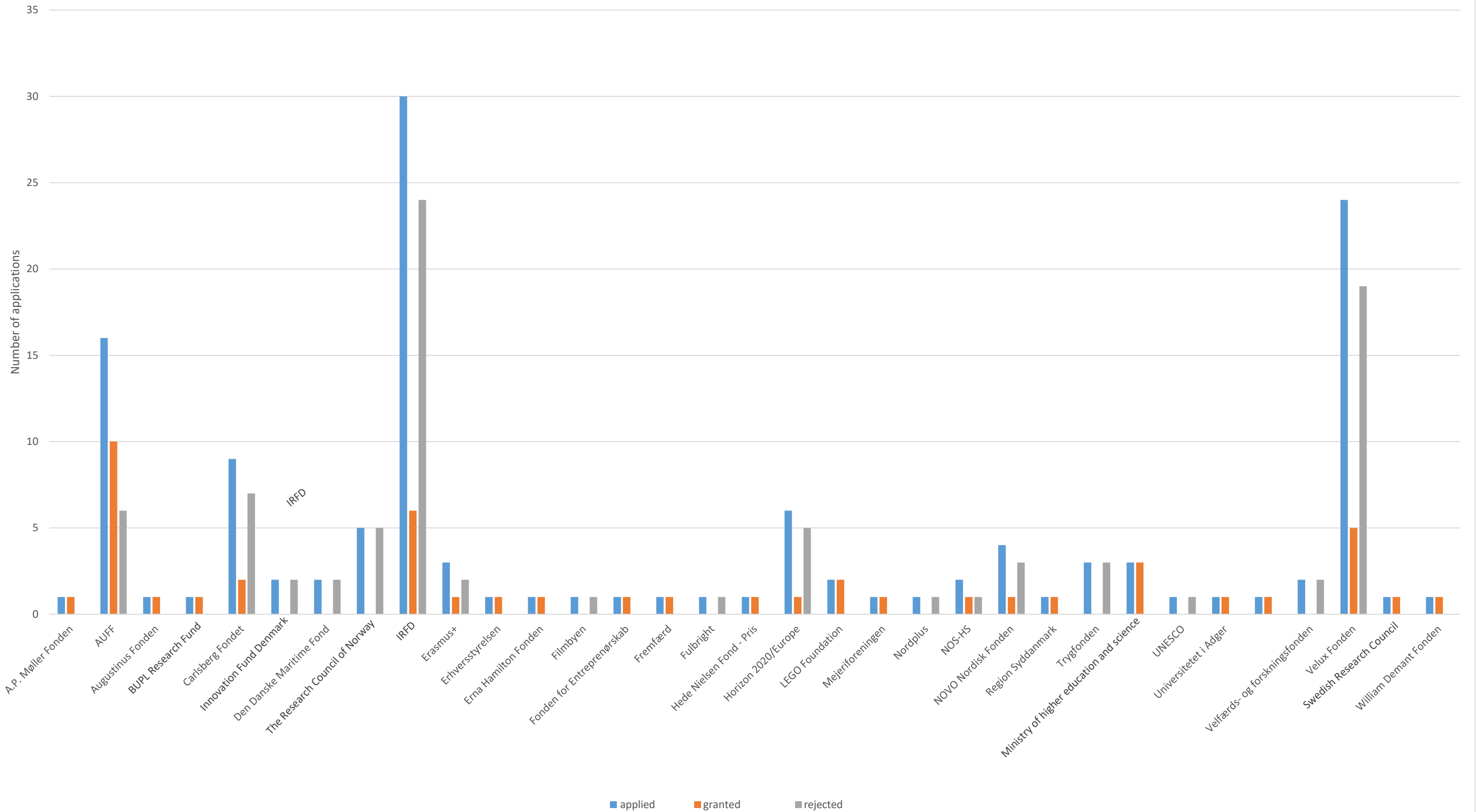


2019

Number of applications



2020



2021

Number of applications

25

20

15

10

5

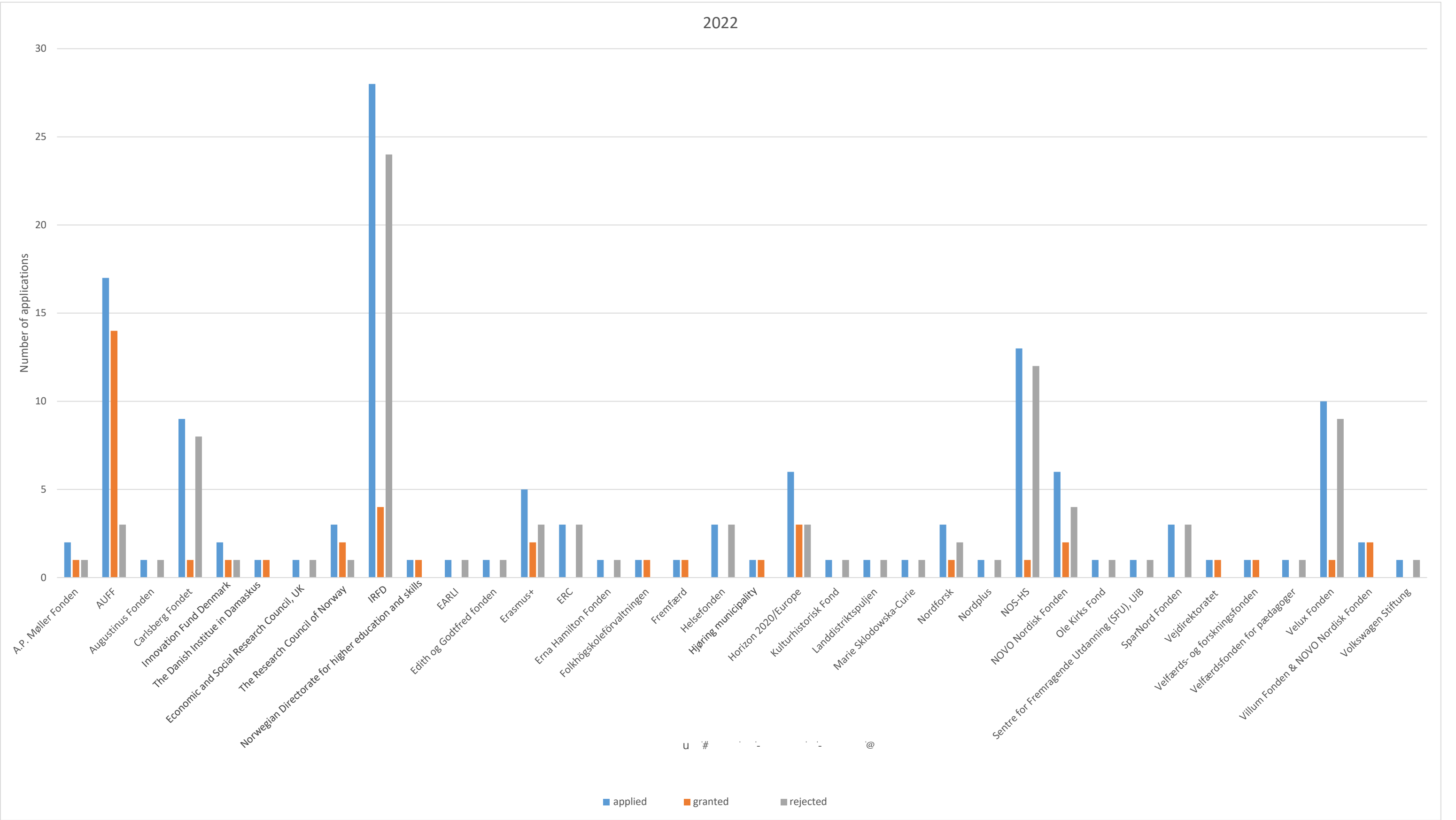
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AUFF
AU's Jubilæumsfond
BUPL Research Fund
Carlsberg Fondet
Center for Børneforskning (CeDIF)
CHANSE
Den Danske Maritime Fond
The Research Council of Norway
IRFD
EERA
Ensomme Gamles Værn
Erasmus+
ERC
Erna Hamilton Fonden
Frederik og Minna Kraghs Mindefond
Fremfærd
Guldminen idrætsakademi
Horizon 2020/Europe
IEA Research and Development Fund
Independent Social Research Foundation
Copenhagen Municipality
University College Copenhagen
Louis-Hansen Fonden
MARLOG
Mittuniversitet - Mid Sweden University
Mærsk McKinney Møller Videncenter
Nordplus
NOS-HS
NOVO Nordisk Fonden
OAK Foundation
Poul Due Jensen/Grundfos Foundation
Realdania Fonden
Riksbankens Jubilæumsfond
Samfonden
Sasakawa Foundation
Simon Fougnier Hartmanns Familiefond
SOSU Nord
SparNord Fonden
Ministry of higher education and science
Ministry of children and education
Velux Fonden
Royal Danish Academy
Villum Fonden
Villum Fonden & NOVO Nordisk Fonden
Øllingsøe fondet
Aage og Johanne Louis-Hansens Fond

■ applied ■ granted ■ rejected

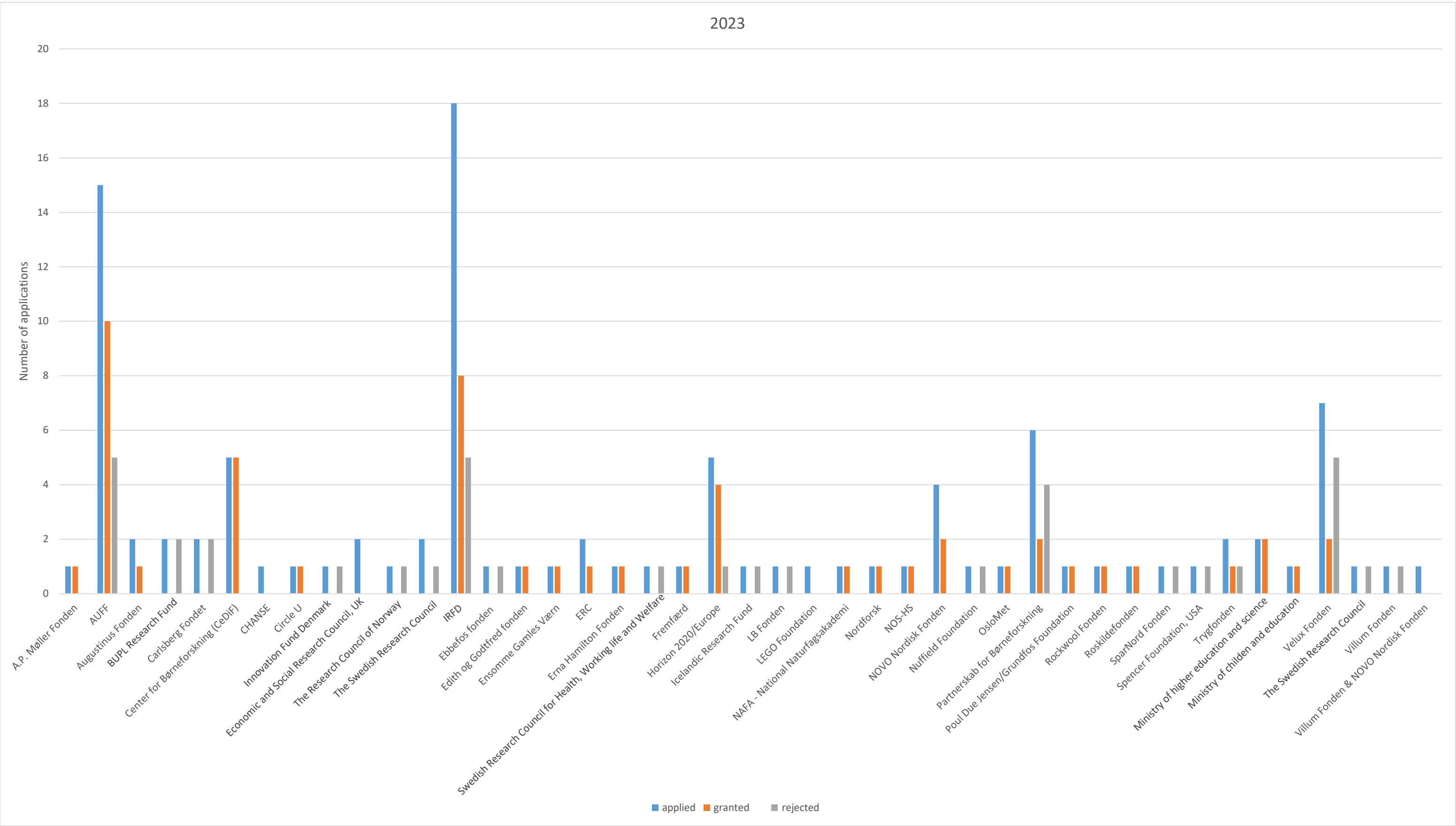
2022

Number of applications



2023

Number of applications





Self-Assessment Report

Danish School of Education – unit of Educational Psychology

Self-assessment report at ARTS

2018-2023

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Summary of the unit's self-assessment

The disciplinary unit for Educational Psychology has a unique profile as the frontrunner of high impact research serving academic and professional circles as well as pushing for new conceptualizations and paradigm shifts in the field of education (see app. 1).

1.1/ Self-assessment process

The report is based on a four-step process.

1. One-to-one meetings with 4 key persons in the unit with specialized experience with and knowledge of the main areas of the self-assessment report (publications, research applications, societal impact etc.)
2. Unit meeting where a collective reflection and feedback process was initiated in which the participants were divided in groups and assigned different main areas to discuss and give written input to.
3. Writing the first draft of the report based on the different input and the data packages.
4. First draft was sent to the unit for feedback, which was gathered and written into the final version of the report.

1.2/ Summary of the results of the self-assessment

- The unit is a strong academic hub for conceptually relevant and groundbreaking research with a strong foundation in empirical analysis bridging the gap between theory and practice.
- The unit has a high and consistent publication rate with relevant academic impact internationally and within Denmark.
- Attention on not only producing high numbers of publications but utilizing each publication to push forward new and original theoretical/conceptual, methodological, and empirical findings that can inform and shape the field of educational psychology internationally and nationally.
- In the last five years the unit has had an increased and impressive success rate in achieving funding and grants for novel and innovative research ideas.
- The unit specializes in knowledge on diversity and works with a clear agenda of internationalization across research activities such as publications and collaborations.

2.0 Publications

The rate of publications in Educational Psychology in the last five years has been consistently high with a stable publication pattern consisting of peer-reviewed publications in renowned and high impact journals and relevant book publications that bridges the gap between theory and practice.

2.1/ Output

Research conducted in the unit is interdisciplinary covering a wide array of fields, traditions, and themes. This is evident in the publication patterns as many different types of peer reviewed journals, books and other publication outlets are used. The publication rate has been very high over the years, and journal articles and book chapters top the list of publications. The total number of publications from 2018 to 2023 is 810, with 215 book chapters and 257 journal articles (see app. 2)

Majority of the total number of publications over the years is within the field of commissioned/ research publications. The number of different publications within this category from 2018-2023 is 635. Whilst the number for publications within the field of communication/education is 175. In both fields, the number of peer reviewed publications are dominant.

These are the visible numbers, but there is also the more invisible work, in which majority of the unit are engaged, which is the work that often goes on behind the publications: editorial work, developing and contributing to Special Issues, editing books and anthologies in collaboration with international partners, and participating in editorial boards creating strong research and publication platforms for both junior and senior scholars.

2.2/ Academic impact of the unit's publications

Over the years, publications have moved from being orientated towards a Danish academic audience to a more international audience, as journal articles and book publications are increasingly being published in English.

At the same time, there is a steady rate of publications in Danish which is grounded on the unit's vision of relevant research dissemination for local practice and professional development. The publications are thus targeting relevant research journals that can bridge the gap between theoretical, empirical research and practice. This shows a balancing of reaching out and beyond the local Danish research and academic milieu to international circles and networks as well as developing strong links to local practice and research in the Nordic and Danish context.

In the field of commissioned/research-based publications it is interesting to compare the number of publications in Danish and English. The numbers are quite even, but more scholars are prioritizing publishing in English, which is especially so when we look at PhD students and junior scholars. This is evident in the numbers from 2018 to 2023, where the number of publications in Danish and English are quite comparable. For the publications in the field of research based/commissioned publications, the grand total number of Danish publications is 317 whilst there are 306 English publications from 2018 to 2023 (see app. 2).

In the field of communication/education, the balance between English and Danish is more askew with predominantly Danish publications. Dissemination of research to practice has been prioritized as targeting the

professional colleges, practice journals and the wider public. Here, Danish language gives most impact (app. 2)

Along the wider movement from Danish to English in peer reviewed research publications, we see a slow shift over the last few years, where focus is not so much on quantity of publications but rather quality and impact of publications. Research with original theoretical and conceptual contributions to educational psychology such as bullying, community, care, and well-being etc. and methodological innovative approaches, such as trans-methodology, memory work, spatial tours are being developed and presented in publications and Special Issues.

There is an increased attention on not only producing high numbers of publications but utilizing each publication to push forward new and original theoretical/conceptual, methodological, and empirical findings that can inform and shape the field of educational psychology locally and internationally.

2.3/ Looking ahead

- A more differentiated and nuanced understanding of (high-)impact and how it can be applied differently in research projects and publications.
- Exploring advantages of publishing as single author or as collectives, and the opportunity to strengthen research collaborations, opening avenues of publications for junior scholars, as well as bridging gaps between theory and practice.
- Widening the channels of publications from only peer reviewed international journals to open access channels, such as Academia, Research gate etc.

Research Ideas and Application Patterns

Research ideas and applications from Educational Psychology show the unique profile of the unit, as the research is strongly based on empirical research, theoretically informed analysis, and creative and innovative methodologies ensuring continuous societal relevance as well as development of basic research questions and findings with international outreach. The research ideas and applications are based on a dynamic interaction between research and practice often applying interdisciplinary approaches with a commitment to developing novel perspectives on central conceptual areas (e.g. grief, motivation, digitalization, diversity). The unit has been successful in formulating and highlighting important and novel areas of research which have been matched with a high rate of successful funding.

2.4/ Developing research ideas

The unit is characterized by a vigorous and continuous focus on developing new research ideas and projects, most often in close collaboration with societal organizations, institutions, and international research communities.

The interaction between societal relevant research and theoretically innovative forms of research results in creative research ideas and ways of fashioning the relation between applied and theoretical research, as well as opening avenues for varied funding sources and collaborations within and beyond the circles of academia - creating a more porous relation between empirical knowledge, theory, and practice.

There are numerous examples of such research projects in the last 5 years. One recent example is the project on care in daycare institutions which is based on close collaboration with several municipalities and institutions including employees, children, and parents. Another example is the project, "SamHver" on how professionals, teachers, pedagogues, and PPR¹-psychologists collaborate across different disciplines.

Research ideas generated in the unit are novel with the aim of interrogating and challenging existing conceptualizations, interventions, and methods. This is reflected in the research questions, the innovative project designs, and theoretical frameworks proposed.

2.5/ Applications and funding

It is a clear priority and target in the unit to develop new research ideas and apply for external funding without compromising on the ideals of creativity, as well as theoretical and methodological innovation. It requires flexibility and a sharp eye on the existing possibilities and conditions for funding, which the scholars in the unit have become very experienced in, also lending good support to each other in deciphering different funding options.

The effort of looking into diverse options for funding is reflected in the variety of funds and organisations the unit applies to; from the Ministry of Children and Education's official funds (e.g. DFF), to municipalities and professional organisations (e.g. BUPL), as well as private funds (e.g. VELUX, Mary Foundation) (see app. 4).

In the period 2018-2023 there is visible and marked increase in applications and fundings, showing a pattern of increased success in gaining funding. DFF and AUFF have been consistent and stable funding sources, reflecting how the unit is involved in basic research developing theoretical and analytical research (grund-

¹ PPR is short for Educational and psychological counselling.

forskning), but it is also possible to note new private funding sources being explored, with considerable success. Often these are based on collaborative relations across practice and research involving different organisations and institutions (e.g. Velux Humpraxis, Partnerskab for Børneforskning).

Collaborative research within and beyond the university and within and beyond Denmark is an active part of the research conducted in the unit. There is a targeted focus on fostering collaborations with scholars and practitioners in Nordic and international circles. A considerable number of applications for grants for mobility and networks are thus seen (app. 3).

2.6/ Looking ahead

- Strengthening the efforts of applications for external funding as well as working on strategies of how to prioritize this work alongside other obligations of teaching, research dissemination, publications etc.
- Continuing to work on internationalization and diversity in developing research ideas and projects.

Societal and Political Impact

Educational Psychology is recognized as serving research that has direct impact on societal and educational policies and institutional practices. The research deals with current educational challenges and problematizations and are produced in close collaboration with societal and educational organizations, institutions, and communities. Social and educational policies and themes are directly influenced by this which covers a wide range of areas within the welfare state, from daycare, school, special education, youth and other social communities, higher education, and formalized as well as unformalized contexts of learning.

Knowledge production in the unit is not only influencing policies but also ways of conceptualizing key fields and concepts, sometimes even pushing forward paradigm shifts which has a wider effect on the ways we speak about and understand everyday practices in educational contexts and beyond. This can be seen in relation to e.g. school absenteeism, bullying, gang-exit, minority stress, and inclusion.

2.7/ Research-based education

The unit has a strong tradition of research-based dissemination to students and practitioners. This is reflected in the great number of publications directed towards the wider educational field with anthologies, articles, seminars, and other activities targeting professional educations, master courses, and MA degrees in different universities on the one hand, and on the other hand, practitioners within the field of daycare, schools, municipalities and PPR. Many publications from scholars in the unit form an integrated part of the curriculum in various courses.

A strong example of research-based dissemination is “Pædagogisk Indblik” which is led by scholars from Educational Psychology, and which delivers literature reviews of Danish, Scandinavian, and international research on current themes in the field of education. As of now scholars from the unit have contributed with 12 literature reviews on themes such as care in daycare, disruptions by pupils in school, long-term school absenteeism and cooperation between PPR and school.

The unit is also very active in organizing seminars and conferences aimed at creating spaces of dialogue and knowledge exchange between educational research, policy, and practice. These conferences attract a lot of interest from different professions and ministries, as e.g. the yearly early childhood and the PPR conference.

2.8/ Collaborations with non-academic organisations

As an important part of the effort of bridging the gap between academic research and practice the unit is involved in different forms of collaborations with non-academic organizations. These collaborations are also very much attuned towards prevention and social work creating knowledge that is developed for current and future practice.

Scholars from the unit are engaged in different boards and committees such as Det centrale handicapråd, Amnesty, street and youth communities, as well as expert committees in STUK² and other ministries.

2.9/ Public engagement

As the research produced in the unit has high relevance for ongoing discussions and problematizations in society, influencing current practice and policies, it is often very visible in the public. Whether it is in the main

² The Ministry of Education

national newspaper outlets as editorials, on television, in the news or in podcasts, there is a high level of commitment to disseminating research-based knowledge to the wider public. This is also based on a prioritized goal of influencing the current debates and be part of nuancing existing practices and conceptualizations.

2.10/ Looking ahead

- Continue the high level of impact on societal and political practices and ideas.
- Creating spaces for dialogue with and knowledge exchange to the professional field as well as the wider public.

3.0 Talent development and merit

Despite structural challenges of downsizing and hiring freeze the unit has a prioritized focus on creating environments of learning, belonging and growth for junior scholars through formalized networks and research programs, as well as more unformalized initiatives fostering social cohesion and exchange of knowledge across the unit.

3.1/ PhD recruitment, education and supervision

Majority of the PhD students are funded through externally funded research projects lead by scholars from the unit. The steady and increasing number of successfully granted research projects is thus reflected in the relatively high number of PhD students. At the same time, there is an increase in PhD students seeking supervisors from the unit via the Open Call system.

All PhD students are included in research programmes or units to ensure they become part of existing contexts of learning and knowledge exchange. This is also important in creating a sense of belonging. PhD students are encouraged to take part of conferences and seminars as opportunities to get experience with organizing academic events leading different roles such as facilitator.

Scholars in the unit are very much focused on looking for ways in which it is possible to include PhD students in ongoing publications. This can serve as outlets for the PhD students' dissertation articles.

Another important activity is conducting PhD courses with specific research themes of relevance for PhD students from AU as well as other universities. Courses held by scholars from the unit in the period 2018-2023 reflect a wide range of topics such as: ethical challenges and dilemmas in research with vulnerable groups, visual methods, analysis of practice and policy in educational institutions, and theoretically informed qualitative analyses.

3.2/ Early Career Scholarship (Postdoc and Assistant Professors)

There have been several postdoctoral students in the period of 2018 to 2023, but it has not been possible to offer long term positions as assistant professors.

In these restrictive structural conditions, it has been of high priority for the unit to work on creating different career enhancing opportunities, such as leading and participating in seminars and research programmes, editing anthologies or Special Issues, writing articles in collaboration with senior scholars, and pursuing the professional postgraduate teachers training creating a base for further qualification to the level of assistant/associate professorship.

3.3/ Career development and meriting – all career levels

On the level of associate professorship and professorship, there have been funds for research related activities for each scholar. Though limited over the years, it is still a small support in achieving some of the aims of e.g. networking, travel and participation in conferences, seminars, and meetings.

Possibilities of progressing from the level of associate professorship to full professorship are restricted, because of the cut downs and hiring freeze. Often achieving level of professorship is dependent on the department and the university's prioritization of specific research areas.

There is an option of applying for the AU programme for promotion from associate professor to professor, but it has limited positions. Several external funding sources require participation of a professor in the research plan, and since there are not many professors in the unit, in some cases it can be an obstacle to applying for funding.

3.4/ Looking forward

- New positions are being created and this will create new opportunities for junior scholars, which will make it easier to nurture academic career pathways.
- Attention needs to be given to career development from associate professorship to full professorship, which in the long run will create better opportunities for funding.

4.0 Interdisciplinarity

Educational psychology is a transdisciplinary field where different disciplines and theoretical approaches, such as social psychology, developmental psychology, education studies etc. are integrated. This means that research publications, collaborations, and other activities in the unit from the onset are based on interdisciplinarity.

4.1/ Degree and quality of interdisciplinary research

One way of gauging the degree and quality of interdisciplinary research is via research publications, as they are often interdisciplinary reaching out to many different types of journals. National and international peer reviewed publications target a very diverse range of journals, from cognitive psychology, ethnic and migration studies to human geography (see app. 2). An example of this interdisciplinary approach is the Special Issue on “Transmethodology” (2021), which proposes a transtheoretical and – methodological framework. Interdisciplinarity is hence not something the unit practice, but also something that is developed analytically and conceptually.

The interdisciplinary approach is also expressed in the different collaborations in the unit, both in relation to publications where it is possible to see a large amount of shared authorship with scholars from different disciplines such as anthropology and sociology, and in relation to research collaborations and advisory boards. These types of collaborations ensure our commitment to a high-quality level of interdisciplinary research.

4.2/ Looking ahead

- Continue the interdisciplinary approach, which will be even more evident and obvious now that the unit is integrated with Educational Anthropology.
- This integration fosters an opportunity to discuss and examine our approaches and the possibilities of working across different themes, methods, and theories.

5.0 Diversity and internationalisation

5.1/ Diversity

The unit has a prioritized focus on diversity, actively supporting and enhancing the goals of AU's diversity and inclusion agenda. The unit works from a nuanced perspective on diversity as not only being about representation, but also about including different disciplines, theories, forms of research, intersectional understandings, as well as looking into how it is possible to diversify curriculum.

Research conducted in the unit is in different ways invested in diversity issues as many scholars focus on vulnerable and minoritized groups, which often requires diversity sensitive research methods and theories. Structural and historic patterns of injustice and inequity and its consequences on everyday life in the form of marginalization, minority stress, racialization, and bullying form the core of much research.

There is an engagement in defining novel ways of understanding and working with challenges in relation to diversity. One example is the project on students with special needs in higher education, and the project, DRIFT, which focus on young people, gender, and body in a digital age.

5.2/ Internationalisation

Across publications, research fundings, and collaborations there is a strong focus on grounding research internationally and developing strong ties to leading academic milieus abroad. This is reflected in the number of grants for mobility which has been steadily increasing (app. 3).

Publications are very much targeting a wider English-speaking audience which entails an international outreach. This is also evident in the countries the unit mostly collaborate with in relation to joint authorship of peer reviewed research publications, where UK, US and other European countries are on the top. Scholars in the unit mostly work within the sphere of a Western North European academic circle, though there are some strong research collaborations with South American scholarly milieus (app. 3).

In relation to research projects and funding, there have been several international projects, such as the Erasmus project, ITIRE (Improving Teaching to Improve Refugee Education) with scholars from Iceland, Austria, Norway, UK, and Denmark, as well as the project "WATS up" (What About Teachers' Shortage) based on collaboration between Sweden, Denmark, and Germany.

In most research projects, the advisory boards consist of international research partners and scholars, creating opportunities for researcher visits and exchanges. The unit have had visits from several leading international scholars, such as Ann Phoenix, Sue Gannon, Julie McLeod.

Another big achievement in relation to the goal of internationalisation is the fact that the unit hosts the UNESCO chair for supporting early years care and education, which aims to reinforce equity, inclusion, and quality of ECCE services.

The unit is also involved in the Marie Curie PhD programme, and has a PhD student in this program, which covers a very vast international network of senior and junior scholars.

6.0 Appendices

Appendix 1: Short presentation of the unit of Educational Psychology

The unit of Educational Psychology consists of 3 professors, 1 professor MSO, 1 professor emeritus, 16 full-time associate professors and 1 part-time employee, 4 postdocs as well as 14 PhD students. The unit is divided over two campi, respectively in Copenhagen/Emdrup and Aarhus, with a head of department in charge of both the unit of Educational Psychology and the unit of Educational Anthropology.

The unit takes care of a master's degree in educational psychology, and a Master's degree in Wellbeing and Resource Psychology, and a specialized course on Educational and Psychological counselling for trained teachers.

The master's program in Educational Psychology is the largest educational course at DPU and aims for the students to learn, on a scientific basis, to identify and analyse educational psychological issues within the educational field. It is a central aim in the program to illuminate how the participation of children, young people and adults is in a mutual relationship with processes of learning, development and becoming. Educational Psychology is oriented towards practice and research, and is interdisciplinary in terms of subjects, theories, and methods.

In addition, the unit offers a master's degree in Well-being and Resource Psychology aimed at professionals who work or want to work with well-being and human resources in learning and work environments. Furthermore, a new course is offered for trained teachers. The course enables specialization in educational psychological counselling (PPR) and will be offered for the first time in 2024.

Two research programs and a research hub are anchored in the unit of Educational Psychology. Research programs at DPU are based on interdisciplinary efforts to create spaces for groundbreaking research in various areas and fields. There is the research program, Social Exclusion and Pedagogy in the welfare state (SEP), which focus on the interaction between social exclusion processes, people's everyday lives, educational institutions and the welfare state and the research program, Teachers and Teaching: Teacher Education, Practice, Professional Development (TaT). TaT focus on the teaching profession with a particular focus on teachers' education, practice and professional development. There is also the research hub, Engage, which specializes in research on the complex social, socio-material, cultural and subjective becoming, participation and engagements of children and young people in the contemporary welfare society. The unit is, moreover, responsible for the National Centre for PPR Research, which develops knowledge about what creates opportunities for participation and well-being for children and young people, focusing on collaborations between different professionals and parents. Research is being done on what creates good conditions for development, and what constitutes challenges in children's everyday life.

Several research units have also been established in the Educational Psychology. Research units are research communities within the individual departments and units in DPU focusing on common professional interests and problem areas.

Furthermore, the unit houses the SEYCE UNESCO Chair. DPU's UNESCO Chair in the field of young children will promote national and international research and knowledge sharing on children aged 0-6 in day care.

Appendix 2: Publication patterns in Educational Psychology 2018 - 2023

The report presents data based on registrations of publications published during the years 2018-2023. The report was compiled from Pure in February 2024. Pure is a dynamic database and the quantities listed in this report should be regarded as a momentary representation. The numbers will constantly change due to new registrations, corrections etc.

Please note that not all publications from 2023 have been validated.

In Pure, journal names are not deduplicated. This means that a journal may occur more than once with a different variant of the journal title. Articles in proceedings may not have a journal title and are, hence, referred to as '(articles in proceedings)'.

List of content

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Number and types of publications per publication year.

Type of publication	2018	2019	2020	2021	2022	2023	Grand Total
Anthology	3	3		2	2	5	15
Article in proceedings	2	3	3		1	1	10
Book	8	10	10	5	5	3	41
Book chapter	45	54	30	28	23	35	215
Comment/debate/letter to the editor	3	2	3		1		9
Compendium/lecture notes			1				1
Compendium/lecture notes chapter						1	1
Conference abstract for conference	10	9	2	9	13	6	49
Conference abstract in journal						1	1
Contribution to newspaper - Comment/debate		2	3	1			6
Contribution to newspaper - Feature article	3	1	2	1	4	5	16
Contribution to newspaper - Newspaper article		1					1
Editorial	1	1		6	2		10
Encyclopedia entry		1	7				8
Journal article	51	46	38	57	33	32	257
Literature review		1			1		2
Memorandum		1					1
Net publication - Internet publication	5	11	3	3	2	1	25
Other contribution			1	2			3
Paper	10	17	5	9	6	4	51
Ph.D. thesis		1	4	3	3	2	13
Pictures, Video and sound recordings (digital)			1	2	3	1	7
Poster	3	2		1	1	1	8
Preface/postscript		3	2	4		1	10
Report	11	8	6	3	4	6	38
Report chapter			6		1		7
Review		1	2		1		4
Working paper	1						1
Grand Total	156	178	129	136	106	105	810

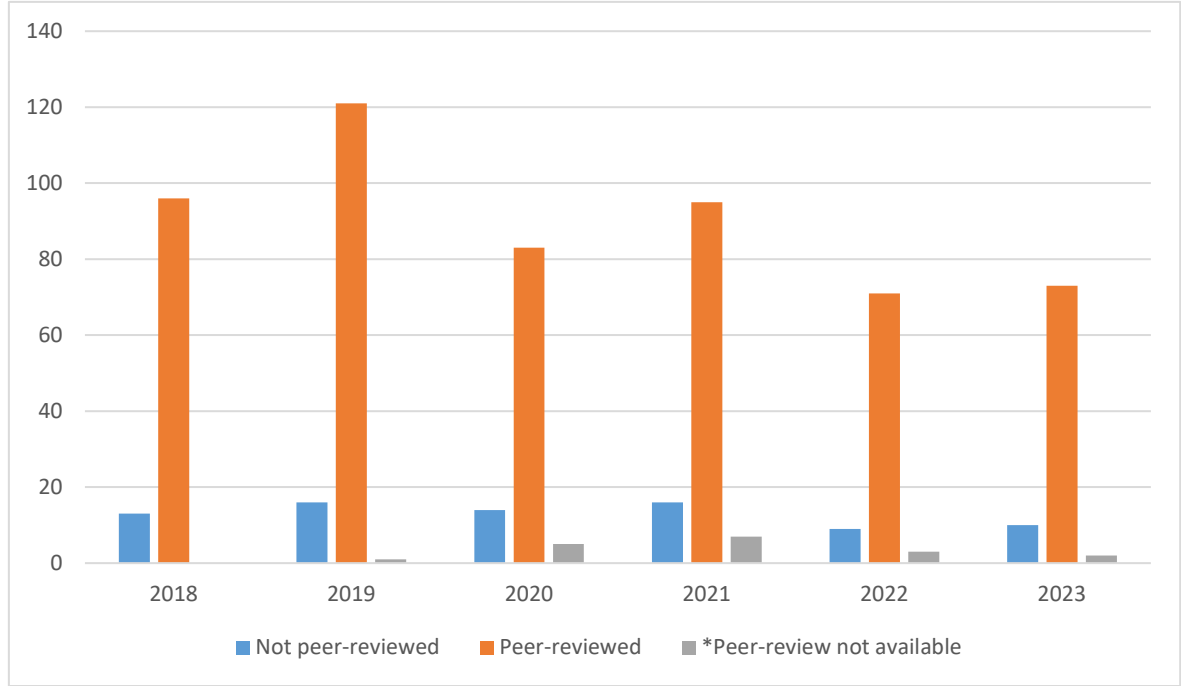
Number and types of publications per publication year- within research/commissioned research

Type of publication	2018	2019	2020	2021	2022	2023	Grand Total
Anthology	2	2		2	2	5	13
Article in proceedings	2	3	3		1	1	10
Book	4	8	8	3	5	2	30
Book chapter	33	46	27	27	17	29	179
Comment/debate/letter to the editor			1		1		2
Conference abstract for conference	8	8	2	7	10	5	40
Conference abstract in journal						1	1
Editorial	1	1		6	2		10
Encyclopedia entry			7				7
Journal article	38	37	31	53	30	28	217
Memorandum		1					1
Net publication - Internet publication		1			1		2
Other contribution			1				1
Paper	10	17	3	9	5	4	48
Ph.D. thesis		1	4	3	3	2	13
Poster	3	2		1	1	1	8
Preface/postscript		2	2	4		1	9
Report	7	8	6	3	4	6	34
Report chapter			5				5
Review		1	2		1		4
Working paper	1						1
Grand Total	109	138	102	118	83	85	635

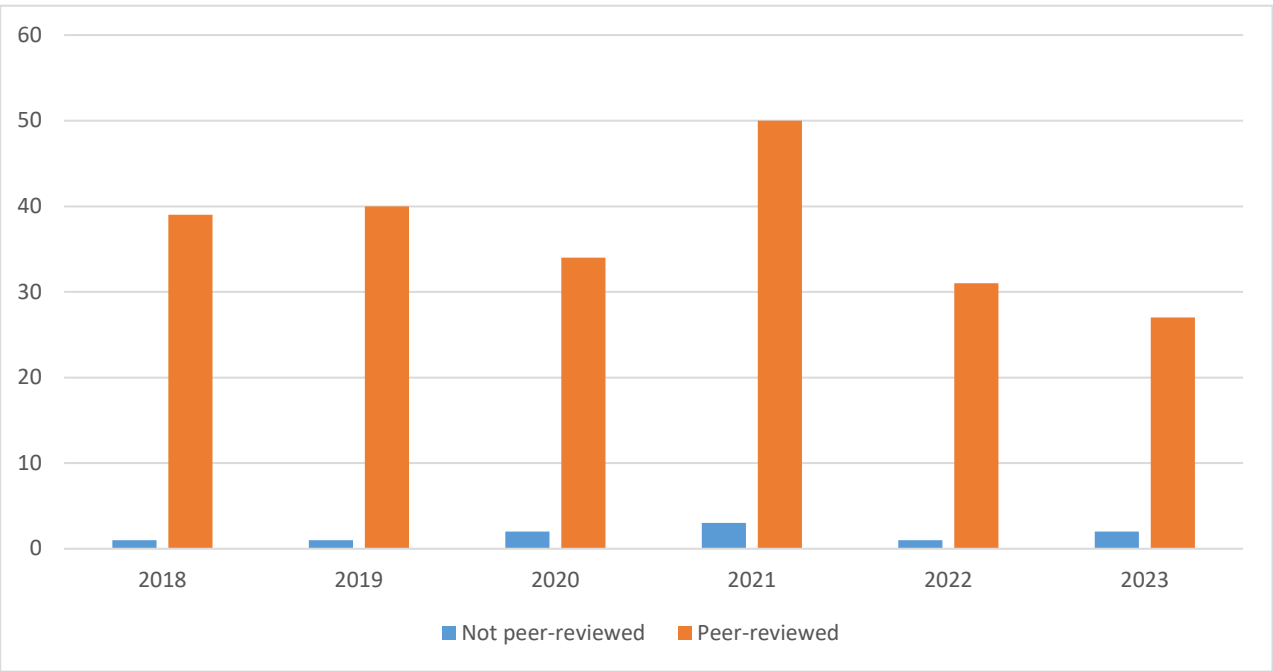
Number and types of publications per publication year- within communication/education

Type of publication	2018	2019	2020	2021	2022	2023	Grand Total
Anthology	1	1					2
Book	4	2	2	2		1	11
Book chapter	12	8	3	1	6	6	36
Comment/debate/letter to the editor	3	2	2				7
Compendium/lecture notes			1				1
Compendium/lecture notes chapter						1	1
Conference abstract for conference	2	1		2	3	1	9
Contribution to newspaper - Comment/debate		2	3	1			6
Contribution to newspaper - Feature article	3	1	2	1	4	5	16
Contribution to newspaper - Newspaper article		1					1
Encyclopedia entry		1					1
Journal article	13	9	7	4	3	4	40
Literature review		1			1		2
Net publication - Internet publication	5	10	3	3	1	1	23
Other contribution				2			2
Paper			2		1		3
Pictures, Video and sound recordings (digital)			1	2	3	1	7
Preface/postscript		1					1
Report	4						4
Report chapter			1		1		2
Grand Total	47	40	27	18	23	20	175

Number of peer-reviewed and not peer-reviewed publications- within research/commissioned research



Number of peer-reviewed and not peer-reviewed publications within communication/education



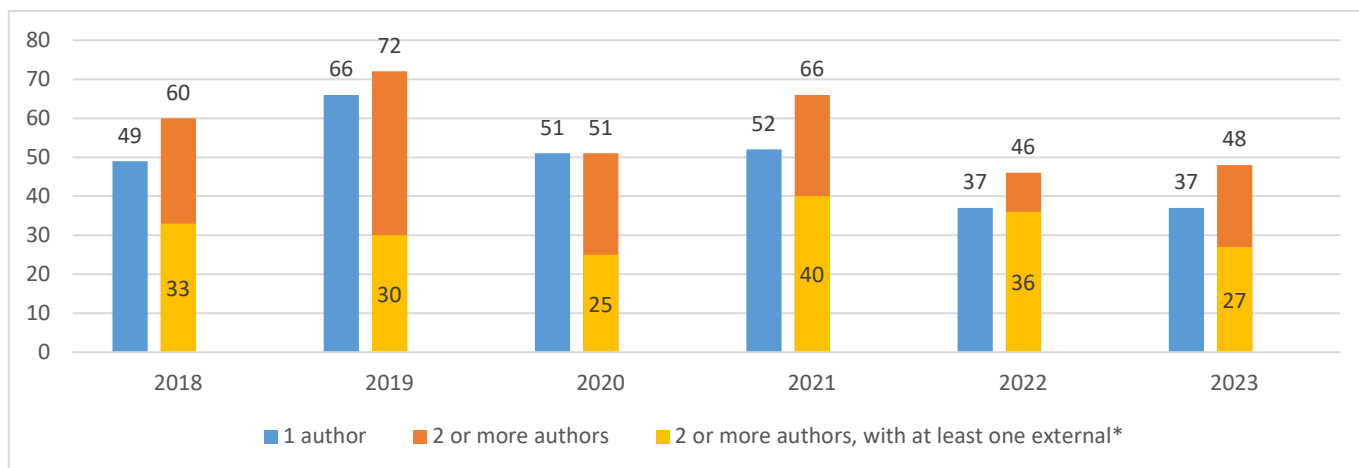
Languages for publications - within research/commissioned research

Language	2018	2019	2020	2021	2022	2023	Grand Total
Danish	52	71	53	54	37	50	317
English	55	64	46	61	46	34	306
Norwegian		2		1			3
Italian		1	1				2
Spanish	2						2
French						1	1
Swedish				1			1
Japanese				1			1
German			1				1
Chinese (Traditional)			1				1
Grand Total	109	138	102	118	83	85	635

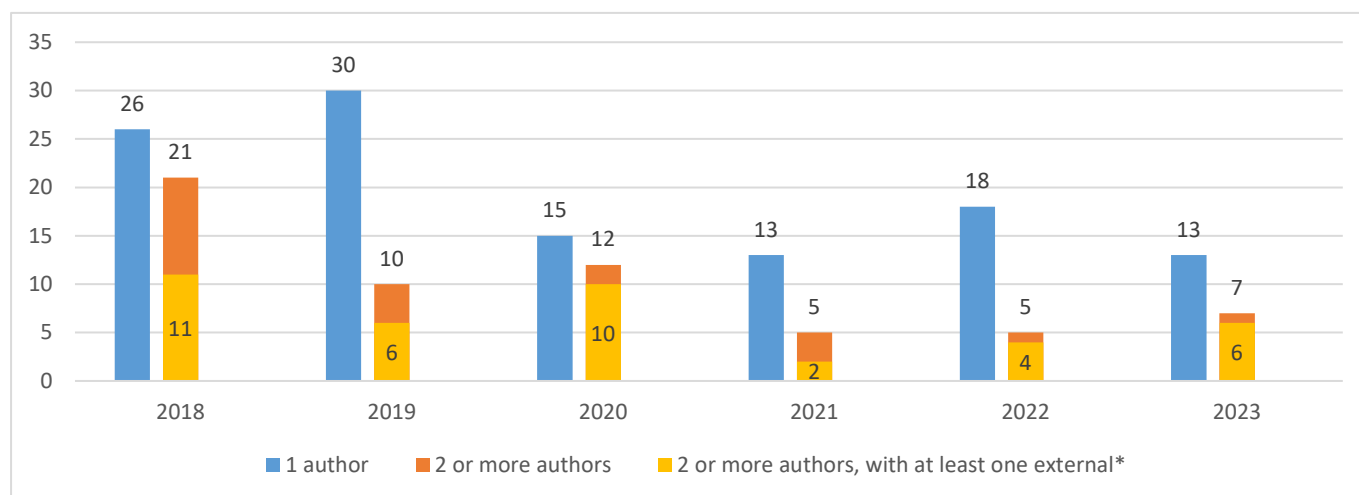
Languages for publications - within communication/education

Language	2018	2019	2020	2021	2022	2023	Grand Total
Danish	42	34	24	14	19	17	150
English	5	6	3	3	4	2	23
Multiple languages						1	1
Norwegian				1			1
Grand Total	47	40	27	18	23	20	175

Number of authors per publication – within research/commissioned research



Number of authors per publication – within communication/education



Number of scientific articles by journal – within research/commissioned research (Conference article, article in proceeding, journal article, letter, review)

Journal	2018	2019	2020	2021	2022	2023	Total
Pædagogisk Psykologisk Tidsskrift	8	3	1	9	2	1	24
(Articles in proceedings)	2	3	3		1	1	10
Kognition & Pædagogik	2	2	4			1	9
Outlines		1		3	2	1	7
Psyke & Logos		2	4	1			7
Nordiske Udkast	1			4		1	6
Unge Pædagoger	3	2					5
Kvan - et tidsskrift for læreruddannelsen og folkeskolen		1		1	2		4
Dansk pædagogisk tidsskrift	1	1		1			3
International Review of Theoretical Psychologies				3			3
Annual Review of Critical Psychology (Online)		3					3
Specialpaedagogik		1		1	1		3
Learning, Culture and Social Interaction			1	2			3
Social Work & Society						3	3
Kognition & Pædagogik	1			1		1	3
Theory & Psychology			1		1	1	3
Human Arenas - An interdisciplinary Journal of Psychology, Culture, and Meaning		1			1	1	3
Tidsskrift for Socialpædagogik				2	1		3
Nordic Studies in Education	1			1			2
Pædagogisk Psykologisk Tidsskrift	2						2
Early Child Development and Care	1			1			2
Kvinder, Køn & Forskning					1	1	2
Health Promotion International					1	1	2
Forskning i Pædagogers Profession og Uddannelse			1		1		2
Barn – Forskning om barn og barndom i Norden				1		1	2
Paideia			1	1			2
MedieKultur: Journal of media and communication research			1	1			2
International Journal of Social Pedagogy			1	1			2
Annual Review of Critical Psychology	1	1					2
Frontiers in Education		1		1			2
Sociology of Health and Illness		1			1		2
Health Education	1				1		2
0-14				1		1	2
Oxford Bibliographies	1			1			2
Frontiers in Psychology			1		1		2
International Journal of Qualitative Studies in Education		1					1
Nordic Journal of Social Research					1		1
Critical Public Health		1					1
Journal of Family Studies						1	1

Journal	2018	2019	2020	2021	2022	2023	Total
US-China Education Review B		1					1
BUKS - Tidsskrift for Børne- og Ungdomskultur					1		1
Paideia: tidsskrift for professionel pædagogisk praksis		1					1
American Journal of Play						1	1
Food Quality and Preference		1					1
Sprogforum						1	1
Pædagogisk rækkevidde	1						1
Bulletin of Kochi University				1			1
PLOS ONE				1			1
International Journal of Dream Research				1			1
Forum for Idræt, historie og samfund		1					1
Journal of Behavioral Addictions	1						1
Journal of Curriculum Studies	1						1
The Bridge			1				1
Læsepædagogen: medlemsblad for Landsforeningen af Læsepædagoger	1						1
International Journal of Greenhouse Gas Control				1			1
Paideia: tidsskrift for professionel pædagogisk praksis	1						1
Psychotherapy and Politics International				1			1
Apropos			1				1
Frontiers in Neurology				1			1
Children, Youth and Environments						1	1
Time & Society						1	1
Policy Futures in Education						1	1
Specialpædagogik				1			1
Social Kritik:Tidsskrift for social analyse & debat						1	1
Nordisk Tidsskrift for Ungdomsforskning					1		1
Omega: Journal of Death and Dying				1			1
Social Psychiatry and Psychiatric Epidemiology					1		1
Dansk Sociologi	1						1
International Journal of Education and Development Using Information and Communication Technology				1			1
Journal of educational and social research	1						1
Papers on Social Representations - Threads of Discussion					1		1
Qualitative Inquiry		1					1
Sports Coaching Review					1		1
International Review for the Sociology of Sport			1				1
Oxford Review of Education					1		1
Compare: a journal of comparative and international education			1				1
The British Journal of Social Work					1		1
European Journal of Special Needs Education	1						1
Body and Society						1	1
Cognition and Emotion		1					1

Journal	2018	2019	2020	2021	2022	2023	Total
Scientific Data					1		1
Culture Unbound: Journal of Current Cultural Research			1				1
IRTP International Review of Theoretical Psychologies				1			1
CEPRA-sriben. Tidsskrift for evaluering i praksis					1		1
Communications Psychology						1	1
Laesepaedagogen			1				1
Social Work and Society				1			1
International Journal of Mathematical Education in Science and Technology				1			1
Chakoten					1		1
European Educational Research Journal					1		1
International Journal of Inclusive Education				1			1
Nordisk tidsskrift for pedagogikk og kritikk		1					1
Contemporary Drug Problems						1	1
European Journal of Teacher Education			1				1
Journal for the Theory of Social Behaviour	1						1
Sexuality and Disability		1					1
Sex Education: Sexuality, Society and Learning					1		1
Educational Psychology			1				1
Barnehagefolk		1					1
Wild West History Association Journal		1					1
Psyke og Logos						1	1
BMC Public Health		1					1
Nordisk Tidsskrift for Kriminalvidenskab				1			1
Early Childhood Education Journal		1					1
International Journal of Early Childhood						1	1
BestPractice: Psykiatri / Neurologi		1					1
Social udvikling			1				1
Kognition og Pædagogik					1		1
Applied Psychology: Health and Well-Being			1				1
Paladyn		1					1
Power and Education			1				1
Research in Comparative and International Education		1					1
Children and Youth Services Review			1				1
Journal of the International Society for Teacher Education	1						1
Formazione & Insegnamento			1				1
Liv i Skolen	1						1
International Studies in Sociology of Education					1		1
Tidsskrift for Forskning i Sygdom og Samfund	1						1
European Early Childhood Education Research Journal			1				1
Transportation Research. Part F: Traffic Psychology and Behaviour	1						1
International Journal of Environmental Research and Public Health				1			1

Journal	2018	2019	2020	2021	2022	2023	Total
Journal of Education Policy	1						1
Studies in Continuing Education						1	1
Qualitative Research		1					1
Nature Human Behavior			1				1
Memory	1						1
Consciousness and Cognition			1				1
Health Psychology						1	1
Lederliv			1				1
Royal Society Open Science				1			1
Grand Total	40	41	36	53	32	29	231

BIBLIOMETRIC REPORT

Department of Educational Psychology, Danish School of Education

February 2024, Jeppe Dalsgaard Bæk, AU Library.

Requester: Lars Lodberg

The aim of the bibliometric report is to present **an overview of the collaboration with external (non-AU) partners** based on the scientific production of the Department of Educational Psychology, Danish School of Education during the year 2023.

The data in this report reflect publications that are registered in Pure, published during 2023. The report was compiled from Pure in February 2024 after the reporting deadline for 2023. Pure is a dynamic database and the quantities listed in this report should be regarded as a momentary representation. The numbers will constantly change due to new registrations, corrections etc.

An estimated 90-95% of the data in this report is validated at the time of report creation 12 February 2024)

Notes on Data Quality:

The estimated quality level of the data of this report is <95%. This means errors can occur in the categorisation, e.g. country associated with a specific organisation, the type of the research output etc., but they are assessed as minor.

Notes on Data Quantity

As this report reflects a small amount of data, a qualitative analysis is preferable to a quantitative one. The report is based on a reporting template developed to match the needs of the entire university.

Report metadata

The report is based on the following variables:

Research Output filtered by: Submission year (= submission in Pure): 2023-2024, Publication year: 2023, organisation: Department of Educational Psychology, Danish School of Education*. Category: Research, Communication, Commissioned (excluding transfer and education)

*= As some of the departments of DSE have been combined, the chosen organisations are the pre-rearrangement organisation + the corresponding subdepartments (Aarhus & Emdrup) of the new combined departments. This organisational rearrangement may cause

a few publications to be missing from the report, as some publications may be affiliated to the combined department instead of subdepartment.

Associated content: Number of external organisation (affiliated AND otherwise associated), Name of external organisation, Type of external organisation, Country of external organisation

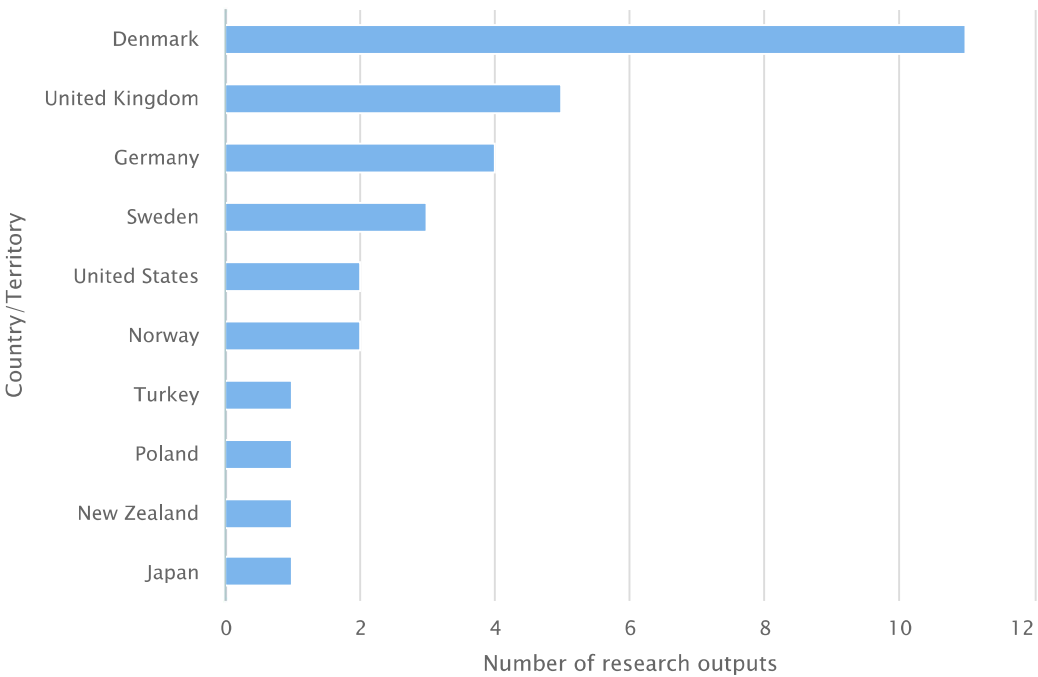
Report name: Publications with external collaboration 2023 - DSE - dept of educational psychology

Report owner: Jeppe Dalsgaard Bæk, jdab@kb.dk // pure@au.dk

Overview, totals

107	40
Number of research outputs	Number of external organisational units

Top 10 external collaboration countries sorted by frequency (number expresses amount of publications that contain a collaboration with an external organisation from said country)

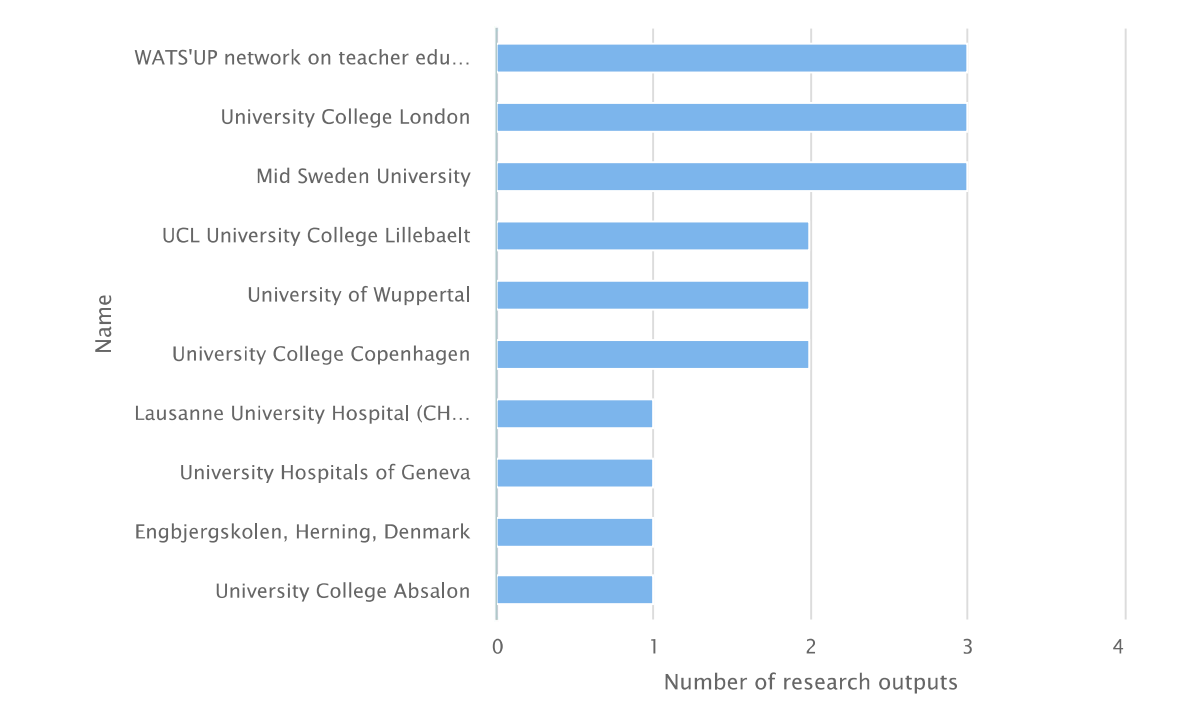


Exhaustive list of collaboration countries, sorted by frequency (number expresses amount of publications that contain a collaboration with an external organisation from said

country)

COUNTRY/TERRITORY	NUMBER OF RESEARCH OUTPUTS
Total count	107
Denmark	11
United Kingdom	5
Germany	4
Sweden	3
United States	2
Norway	2
Turkey	1
Poland	1
New Zealand	1
Japan	1
Italy	1
Greece	1
Finland	1
Spain	1
Estonia	1
Czech Republic	1
Switzerland	1
Canada	1
Belgium	1
Australia	1
Austria	1

Top 10 external collaboration organisations (number expresses amount of publications that contain a collaboration with said external organisation)



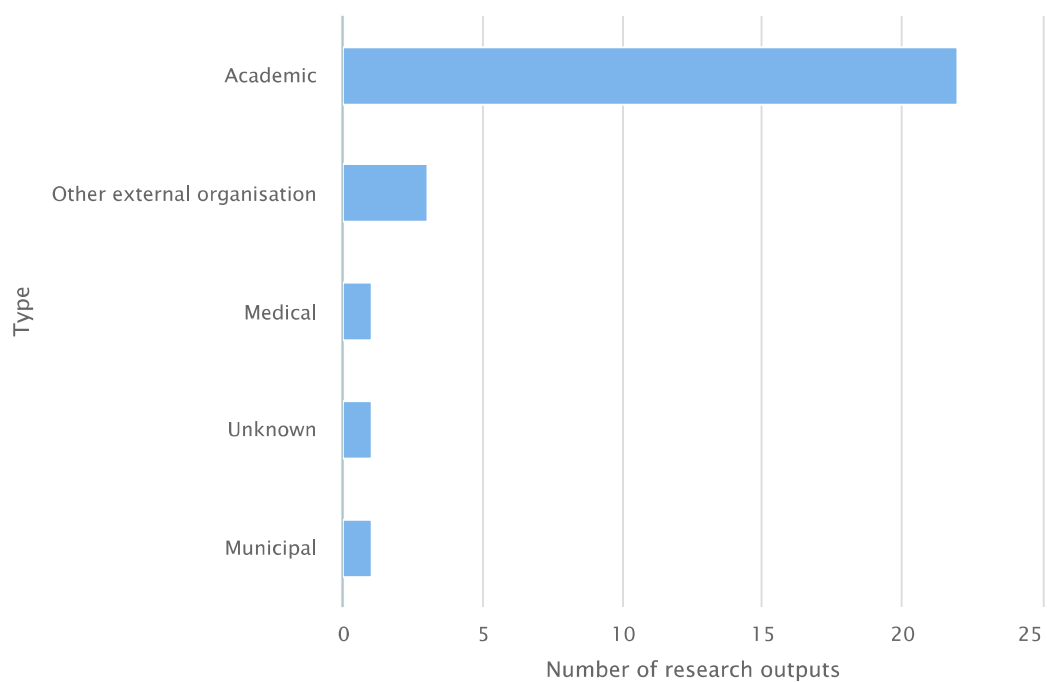
Exhaustive list of external collaboration organisations (number expresses amount of publications that contain a collaboration with said external organisation)

NAME	NUMBER OF RESEARCH OUTPUTS
Total count	107
WATS'UP network on teacher education (Denmark, Sweden, Germany)	3
University College London	3
Mid Sweden University	3
UCL University College Lillebaelt	2
University of Wuppertal	2
University College Copenhagen	2
Lausanne University Hospital (CHUV)	1
University Hospitals of Geneva	1

Engbjergskolen, Herning, Denmark	1
University College Absalon	1
Tallinn University	1
Flinders University	1
University of Southern Denmark	1
Roskilde University	1
University of Copenhagen	1
Free University of Berlin	1
Masaryk University	1
University of Bologna	1
Norwegian University of Science and Technology	1
University of Stavanger	1
Bogazici University	1
University of Social Sciences Lodz	1
University of Vienna	1
University of Eastern Finland	1
Universidad Rey Juan Carlos	1
International Christian University	1
University of Ioannina	1
Texas A and M University	1
University of Toledo	1
University of Alabama	1
Ghent University	1
Keele University	1
RheinMain University of Applied Sciences	1
Nottingham Trent University	1

University of Toronto	1
Victoria University of Wellington	1
University of Waikato	1
University of Lausanne	1
Månedstbladet Undervisere og Fagbladet Folkeskolen	1
Aarhus University (AU)	1

External collaboration organisation, based on type (academic = university)



BIBLIOMETRIC REPORT

Department of Educational Psychology, Danish School of Education

March 2024, Jeppe Dalsgaard Bæk, AU Library.

Requester: Lars Lodberg

The aim of the bibliometric report is to present **an overview of the collaboration with external (non-AU) partners** based on the scientific production of the Department of Educational Psychology, Danish School of Education from the year 2018 to 2023.

The data in this report reflect publications that are registered in Pure, published from 2018 to 2023. The report was compiled from Pure in March 2024 after the reporting deadline for 2023. Pure is a dynamic database and the quantities listed in this report should be regarded as a momentary representation. The numbers will constantly change due to new registrations, corrections etc.

An estimated 90% of the data in this report is validated at the time of report creation 4 March 2024)

Notes on Data Quality:

The estimated quality level of the data of this report is 85-90%. This means errors can occur in the categorisation, e.g. country associated with a specific organisation, the type of the research output etc. Data quality on external organisations affiliated on 2022-2023 publications is better than the 2018-2021 equivalents. This means that more organisations in the tables may be duplicates, sub-organisations or other unapproved organisations.

Report metadata

The report is based on the following variables:

Research Output filtered by: Submission year (= submission in Pure): 2018-2024, Publication year: 2018-2023, organisation: Department of Educational Psychology, Danish School of Education*. Category: Research, Communication, Commissioned (excluding transfer and education)

*= As some of the departments of DPU have been combined, the chosen organisations are the pre-rearrangement organisation + the corresponding subdepartments (Aarhus & Emdrup) of the new combined departments. This organisational rearrangement may cause a few publications to be missing from the report, as some publications may be affiliated to the combined department instead of subdepartment.

Associated content: Number of external organisation (affiliated AND otherwise associated), Name of external organisation, Type of external organisation, Country of external organisation

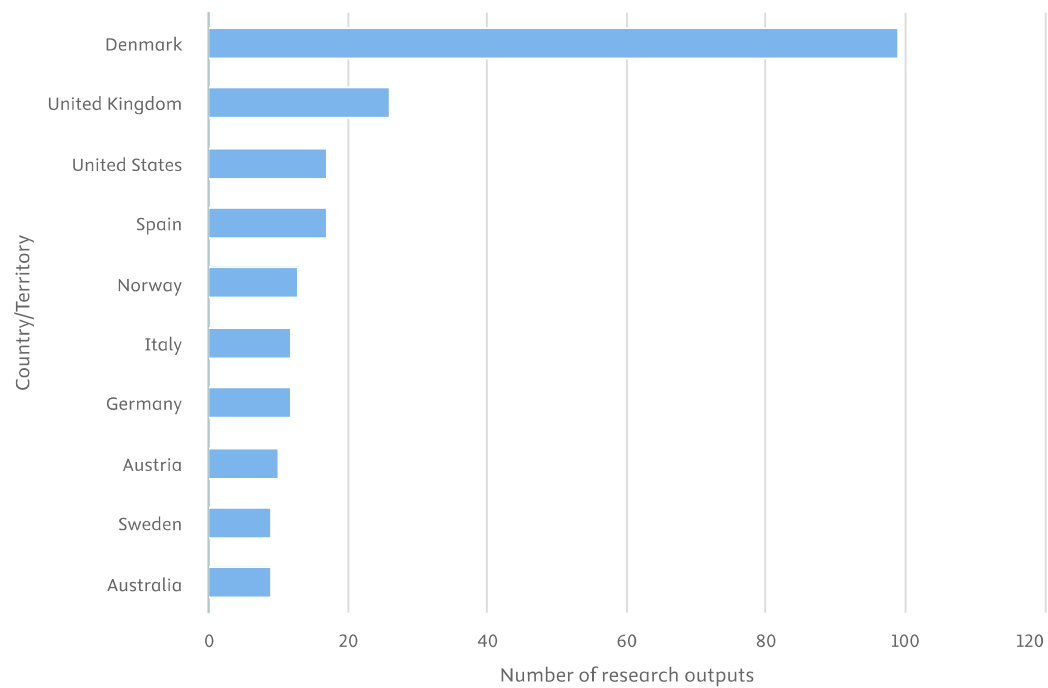
Report name: Publications with external collaboration 2018-2023 - DPU - dept of educational psychology

Report owner: Jeppe Dalsgaard Bæk, jdab@kb.dk // pure@au.dk

Overview, totals

811	268
Number of research outputs	Number of external organisational units

Top 10 external collaboration countries sorted by frequency (number expresses amount of publications that contain a collaboration with an external organisation from said country)



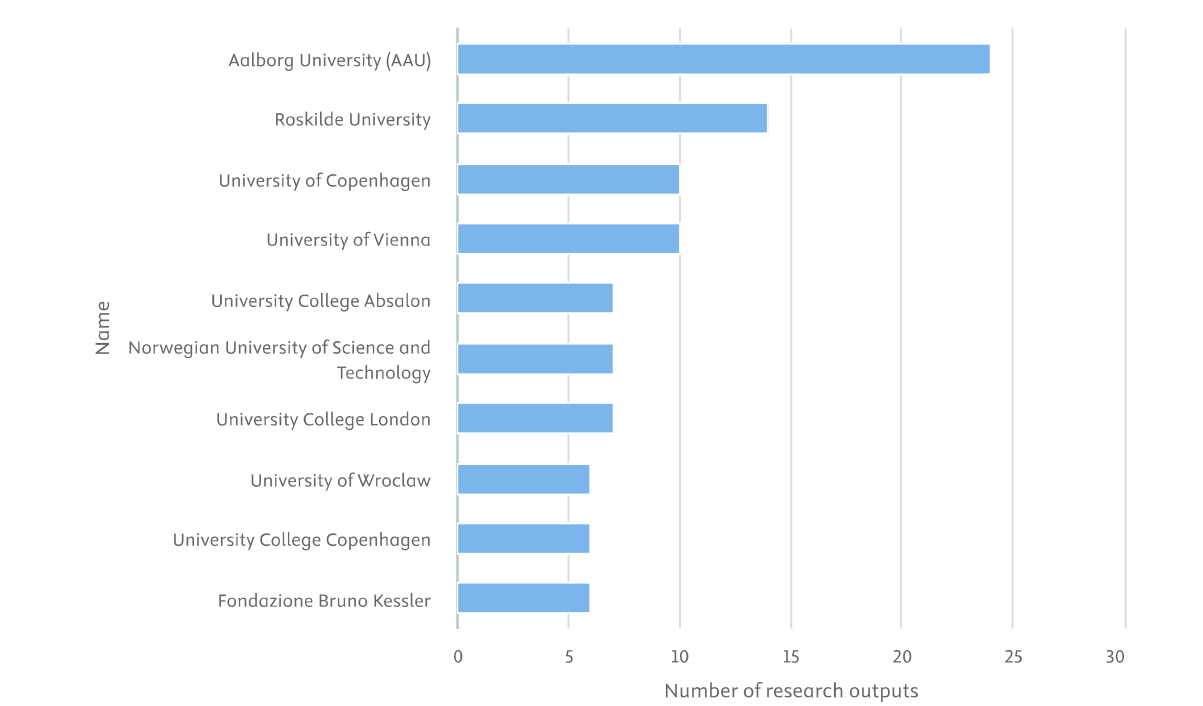
Exhaustive list of collaboration countries, sorted by frequency (number expresses amount of publications that contain a collaboration with an external organisation from said country)

COUNTRY/TERRITORY	NUMBER OF RESEARCH OUTPUTS
-------------------	----------------------------

Total count	811
Denmark	99
United Kingdom	26
United States	17
Spain	17
Norway	13
Italy	12
Germany	12
Austria	10
Sweden	9
Australia	9
Poland	8
Netherlands	8
Canada	8
Iceland	6
Portugal	5
Finland	5
Turkey	4
New Zealand	4
Japan	4
Ireland	4
Greenland	4
Switzerland	4
Peru	3
Greece	3
France	3
Brazil	3

Belgium	3
South Africa	2
Guatemala	2
Czech Republic	2
Chile	2
-	1
Ukraine	1
Russian Federation	1
Romania	1
Pakistan	1
Mexico	1
Israel	1
Hungary	1
Hong Kong	1
Georgia	1
Estonia	1
Bulgaria	1
Bangladesh	1

Top 10 external collaboration organisations (number expresses amount of publications that contain a collaboration with said external organisation)



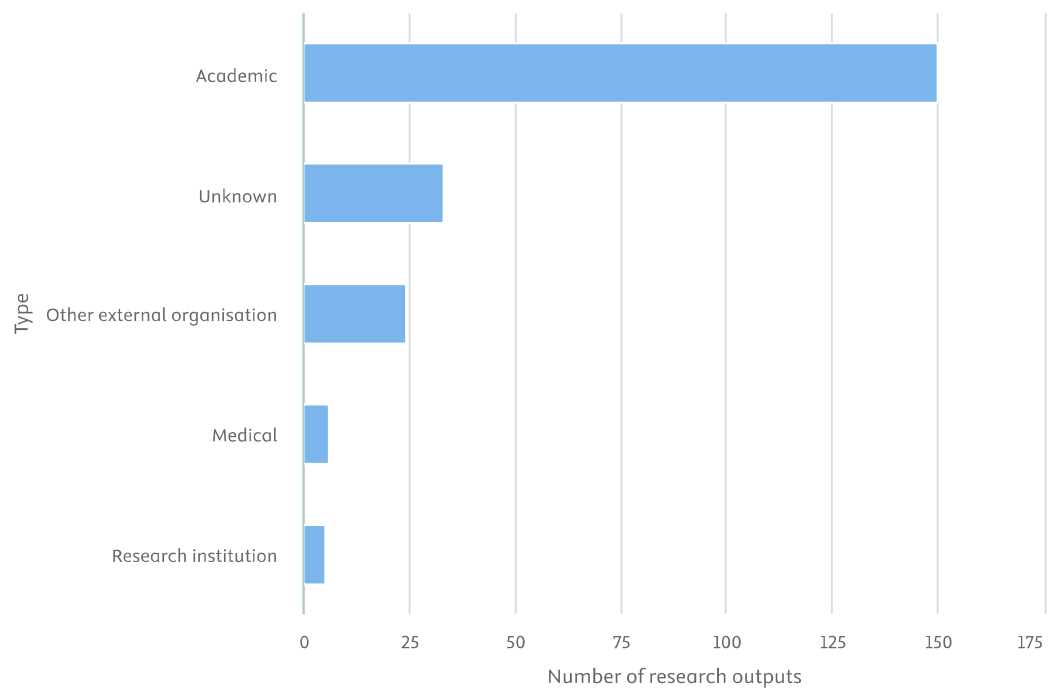
Exhaustive list of external collaboration organisations (number expresses amount of publications that contain a collaboration with said external organisation)

NAME	NUMBER OF RESEARCH OUTPUTS
Total count	811
Aalborg University (AAU)	24
Roskilde University	14
University of Copenhagen	10
University of Vienna	10
University College Absalon	7
Norwegian University of Science and Technology	7
University College London	7
University of Wroclaw	6
University College Copenhagen	6

Fondazione Bruno Kessler	6
University of Southern Denmark (SDU)	5
University of Iceland	5
Marshal Office of the Lower Silesia Voivodeship (MOLSV)	5
University of Greenland	4
Kronikgune Institute for Health Services Research	4
Wroclaw Medical University	4
University of Bristol	4
University of Toronto	4
VIA University College	4
UCL University College Lillebaelt	3
Monash University	3
Ruhr University Bochum	3
Bogazici University	3
Eindhoven University of Technology	3
University of Eastern Finland	3
Carlos III Health Institute (ISCIII) (CIBER)	3
Universidad Rey Juan Carlos	3
University of Winchester	3
University of Toledo	3
University of Alabama	3
Bryn Mawr College	3
Keele University	3
University of Cambridge	3
University of Bath	3
Pontifical Catholic University of Peru	3
Maynooth University	3

Mid Sweden University	3
University of Gothenburg	3
The Directorate of Health in Iceland	3
Directorate of Health	3
Rabøl Research	3
Aarhus University (AU)	3
Independent	3
Universidad Rafael Landívar	2
WATS'UP network on teacher education (Denmark, Sweden, Germany)	2
Araba University Hospital	2
Kronigune Institute for Health Services research	2
Linnaeus University	2
University of Sydney	2
University of New South Wales	2

External collaboration organisation, based on type (academic = university)



Appendix 3: Overview of the application pattern, grants and refusals for Educational Psychology from 2018-2023

List of content

This report provides an overview of the application pattern, grants and refusals for Educational Psychology from 2018-2023 1

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Grants for research per year in Educational Psychology from 2018-2023 3

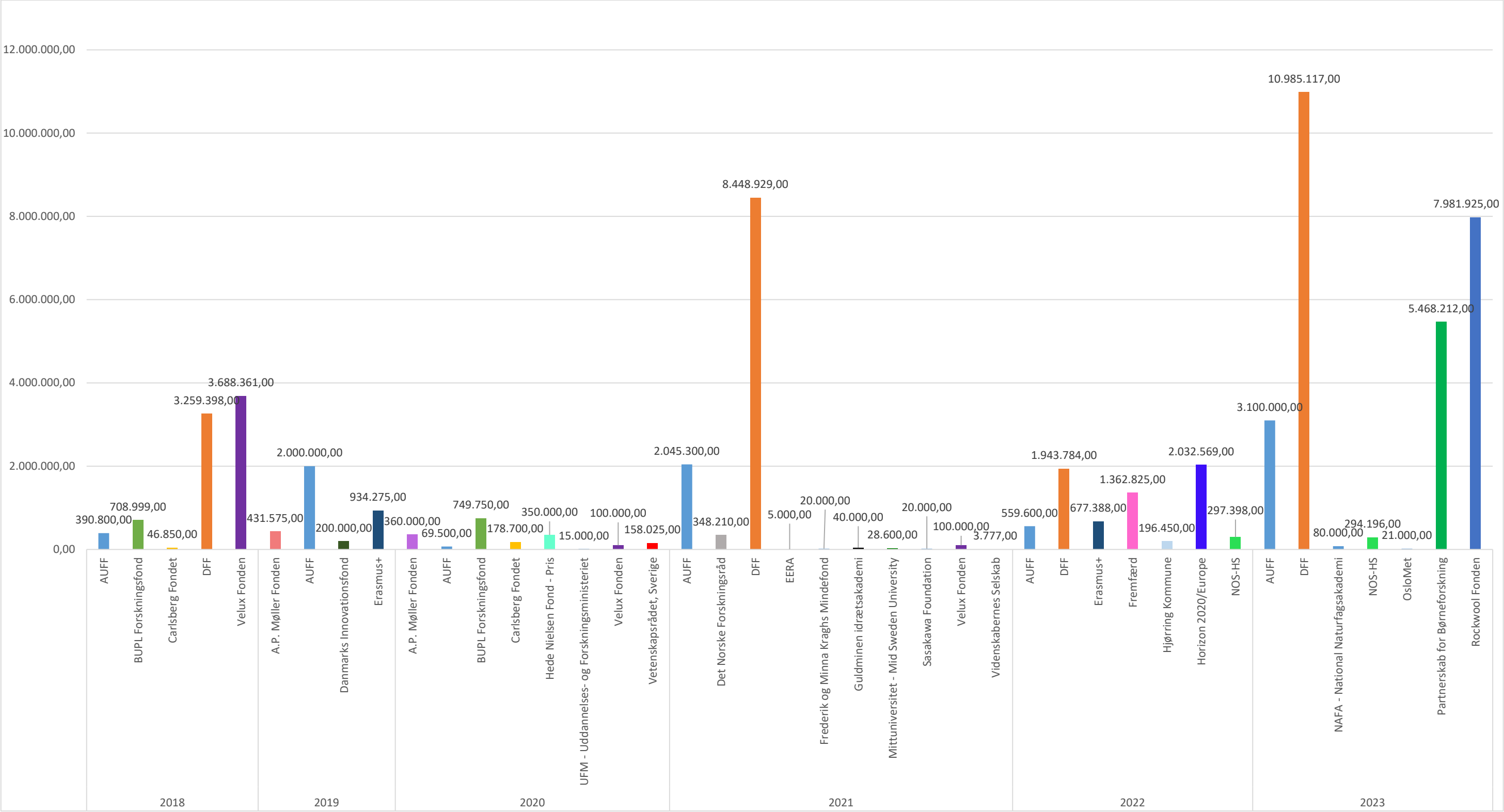
Grants for network and mobility per year in Educational Psychology from 2018-2023..... 4

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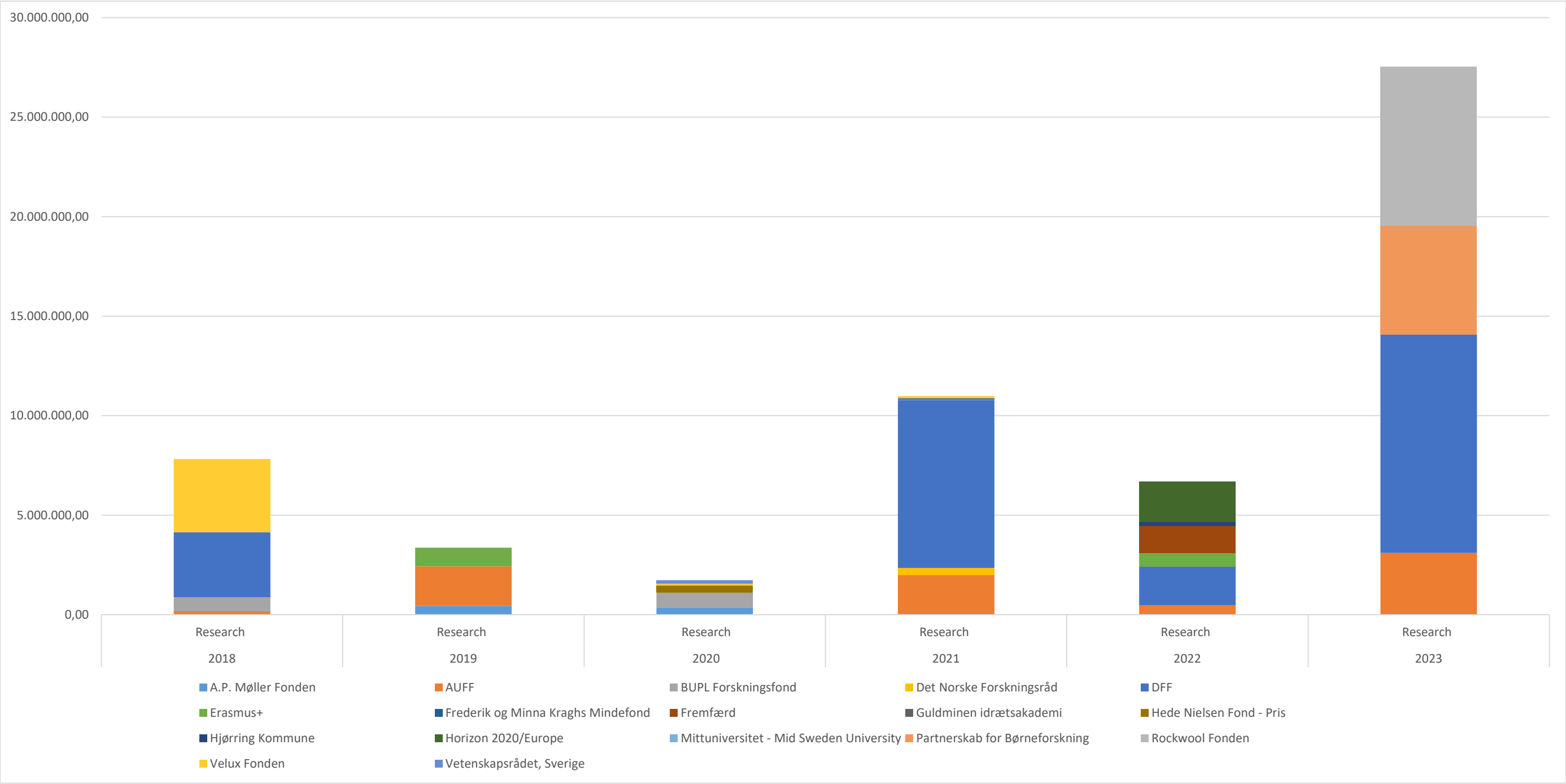
General overview of applications, grants and refusals for Educational Psychology from 2018 – 2023 6

Applications and grants in amount per year for General Education from 2018 – 2023 12

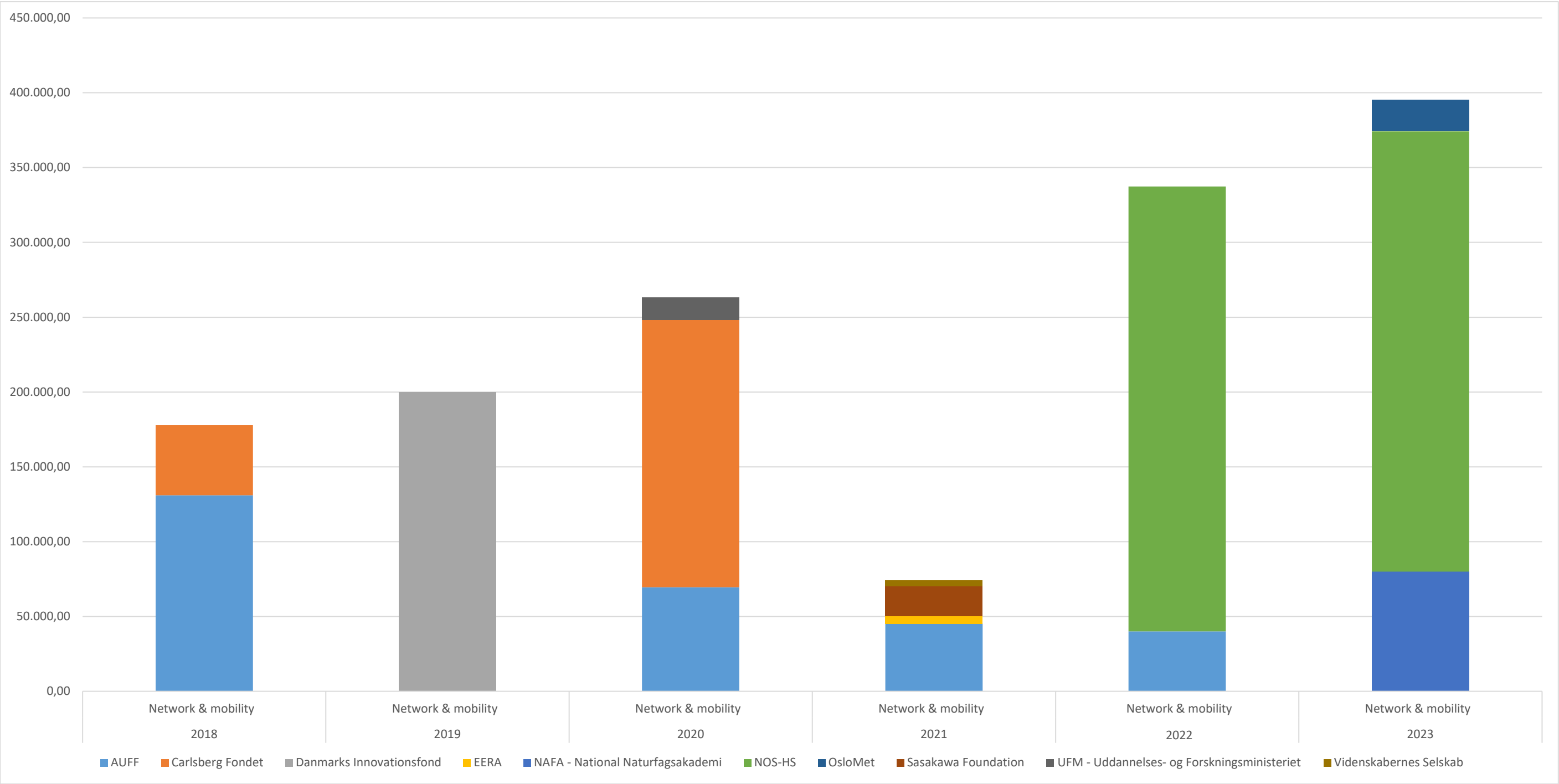
Grants per foundation for Educational Psychology from 2018 – 2023



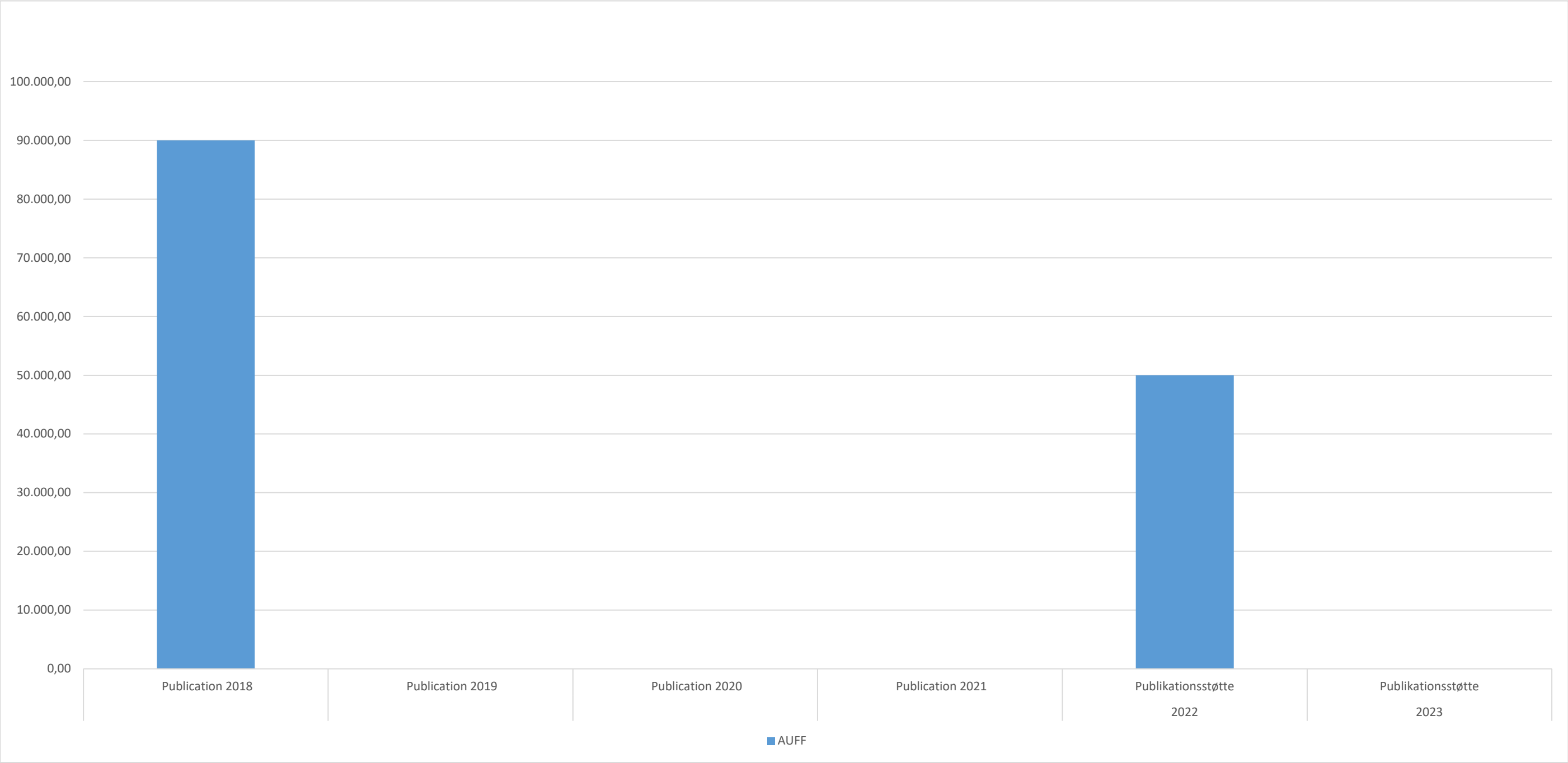
Grants for research per year in Educational Psychology from 2018-2023



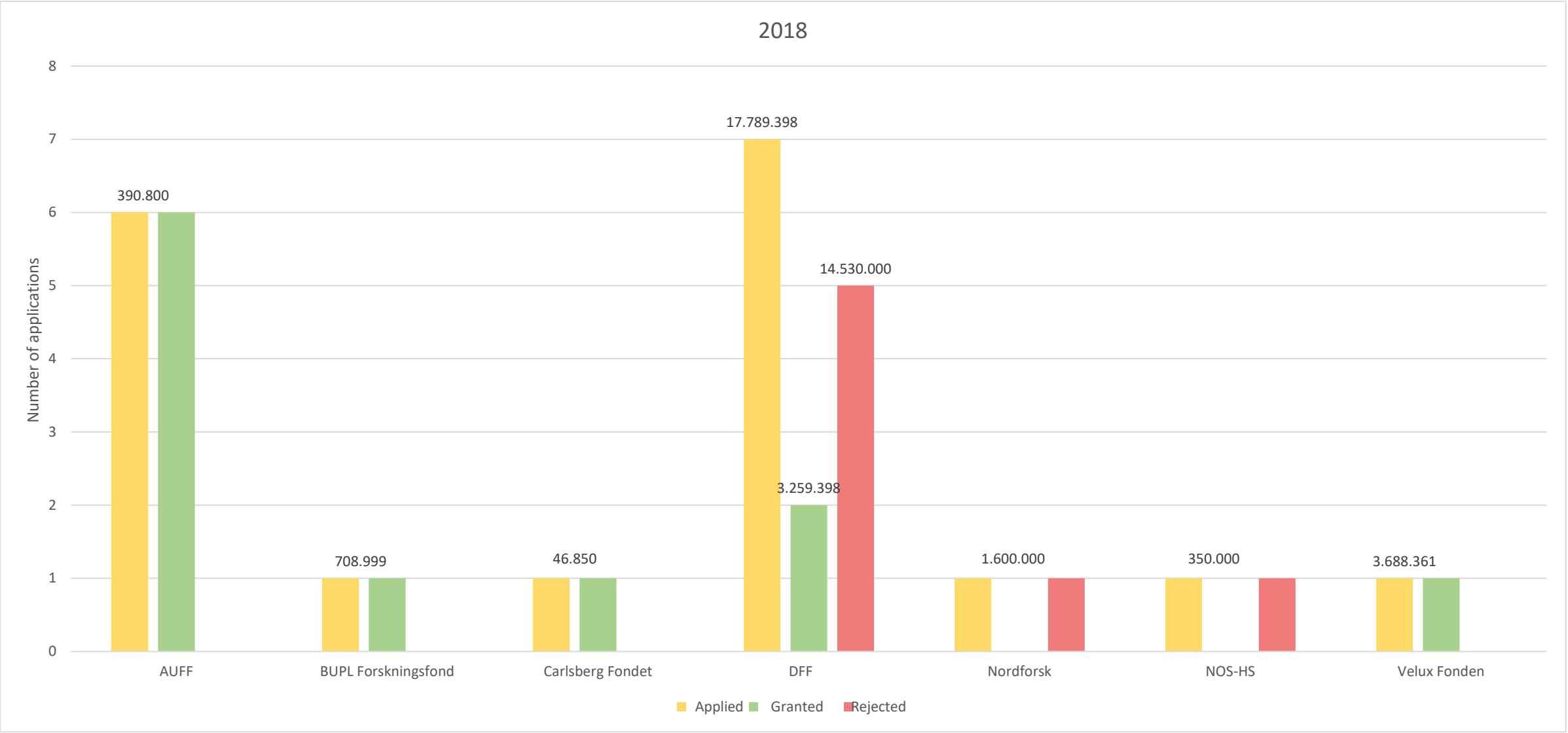
Grants for network and mobility per year in Educational Psychology from 2018-2023



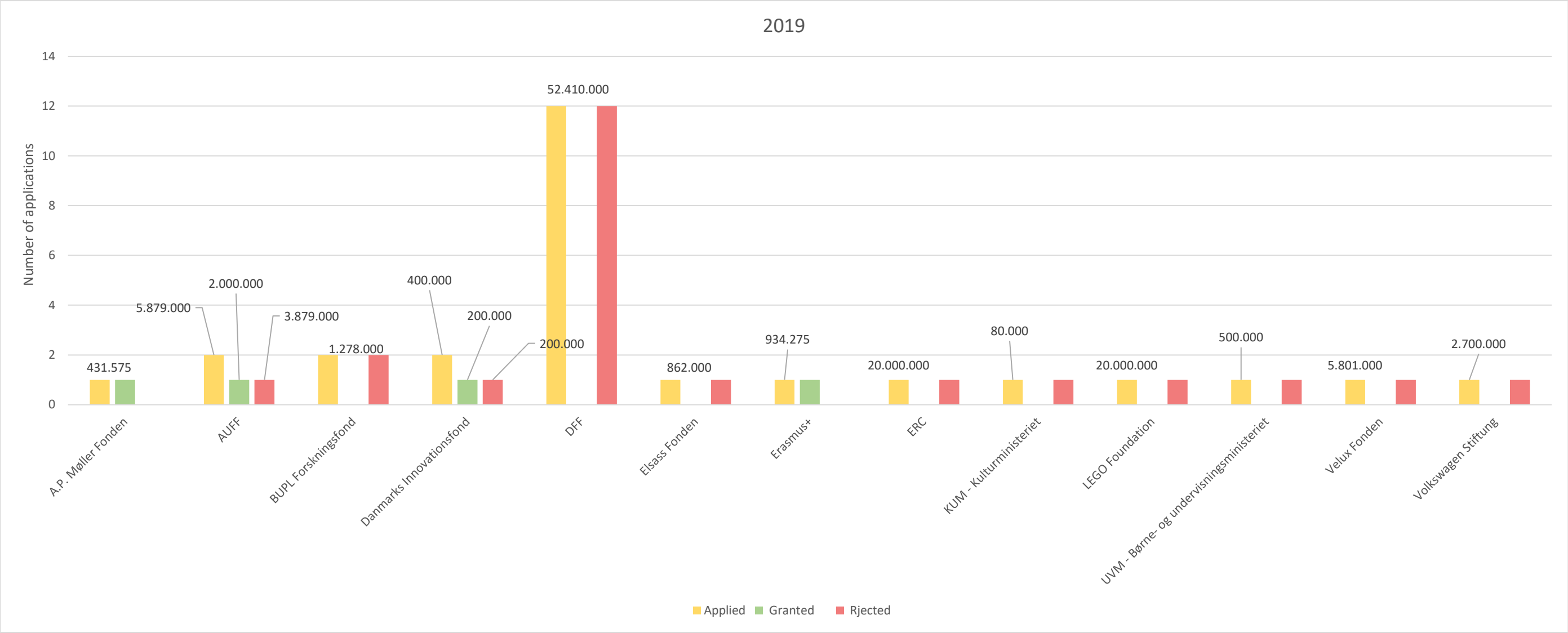
Grants for publications per year in Educational Psychology from 2018-2023

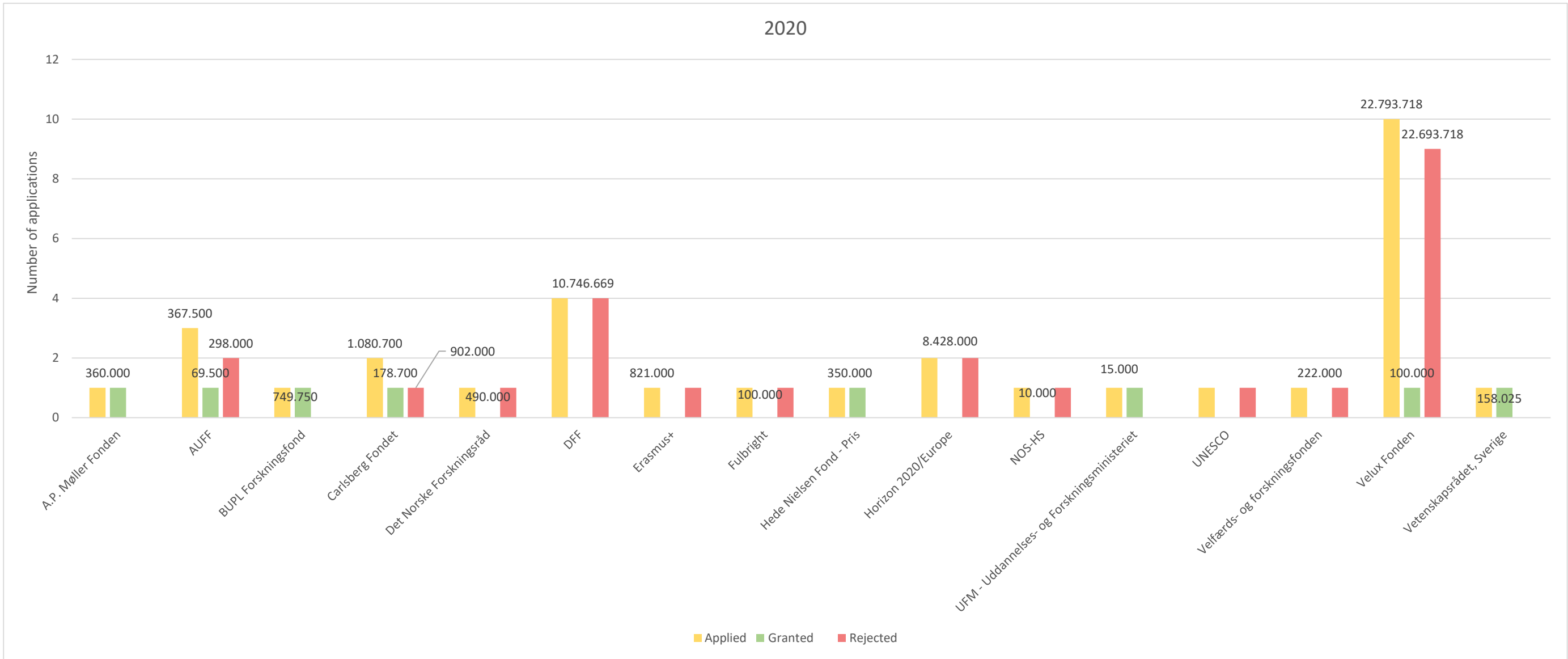


General overview of applications, grants and refusals for Educational Psychology from 2018 – 2023

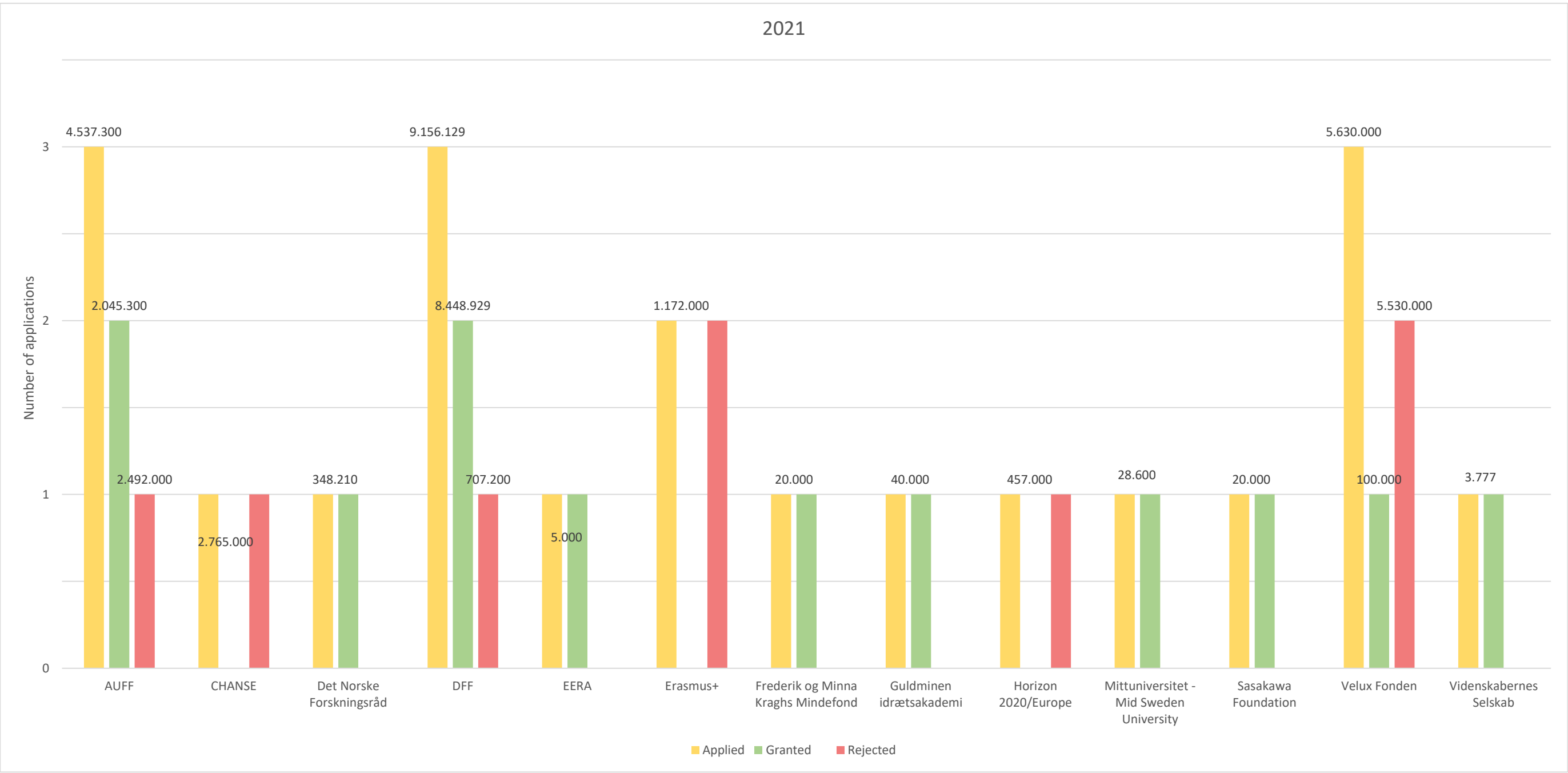


2019

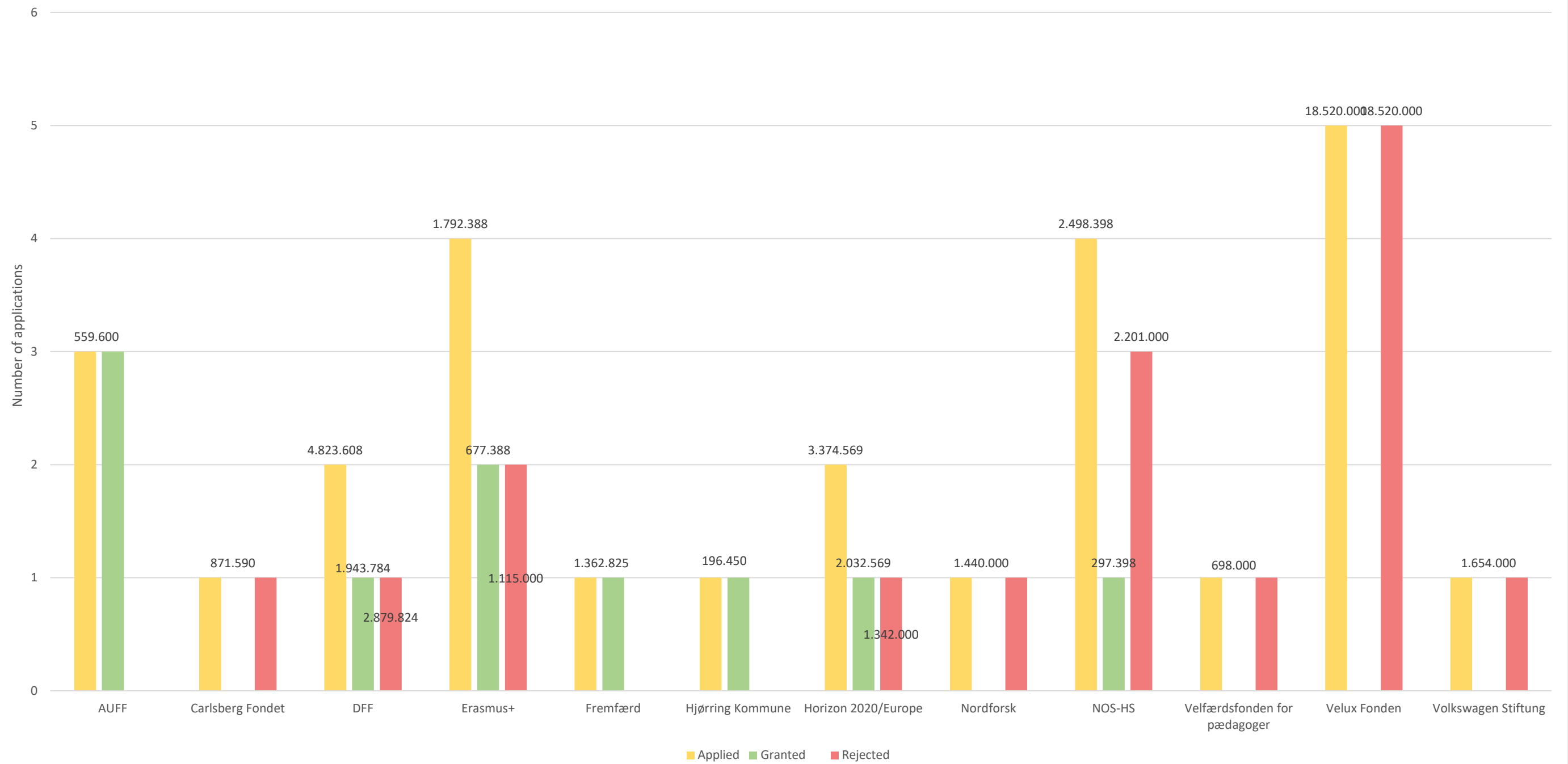




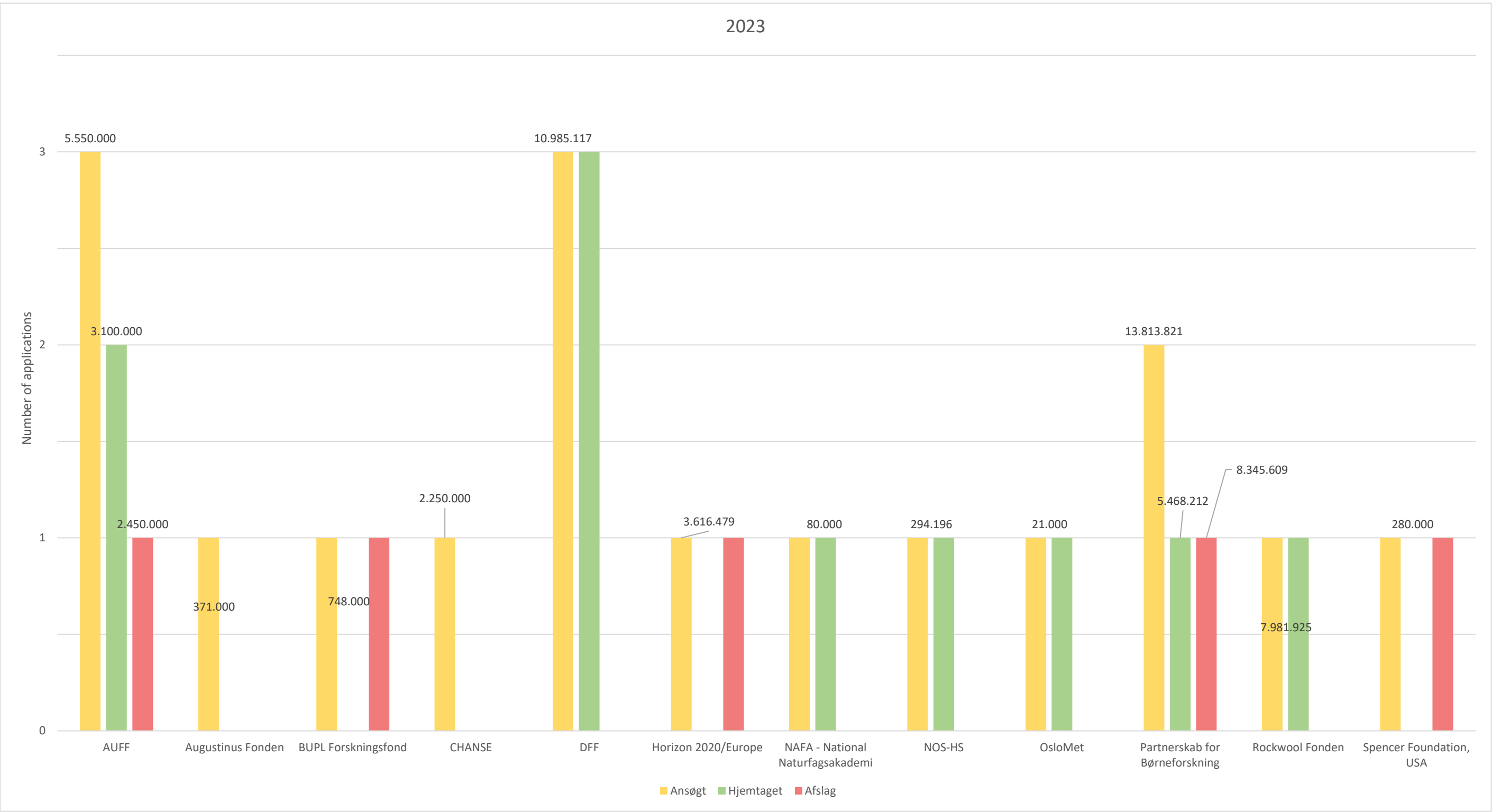
2021



2022



2023



Applications and grants in amount per year for General Education from 2018 – 2023

Educational Psychology	2018		2019		2020		2021		2022		2023	
	Ansøgt	Hjemtaget	Ansøgt	Hjemtaget	Ansøgt	Hjemtaget	Ansøgt	Hjemtaget	Ansøgt	Hjemtaget	Ansøgt	Hjemtaget
A.P. Møller Fonden	0,00	0,00	431.575,00	431.575,00	360.000,00	360.000,00	0,00	0,00	0,00	0,00	0,00	0,00
AUFF	390.800,00	390.800,00	5.879.000,00	2.000.000,00	367.500,00	69.500,00	4.537.300,00	2.045.300,00	559.600,00	559.600,00	5.550.000,00	3.100.000,00
Augustinus Fonden	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	371.000,00	0,00
BUPL Forskningsfond	708.999,00	708.999,00	1.278.000,00	0,00	749.750,00	749.750,00	0,00	0,00	0,00	0,00	748.000,00	0,00
Carlsberg Fondet	46.850,00	46.850,00	0,00	0,00	1.080.700,00	178.700,00	0,00	0,00	871.590,48	0,00	0,00	0,00
CHANSE	0,00	0,00	0,00	0,00	0,00	0,00	2.765.000,00	0,00	0,00	0,00	2.250.000,00	0,00
Danmarks Innovationsfond	0,00	0,00	400.000,00	200.000,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Det Norske Forskningsråd	0,00	0,00	0,00	0,00	490.000,00	0,00	348.210,00	348.210,00	0,00	0,00	0,00	0,00
DFF	17.789.398,00	3.259.398,00	52.410.000,00	0,00	10.746.669,00	0,00	9.156.129,00	8.448.929,00	4.823.608,00	1.943.784,00	10.985.117,00	10.985.117,00
EERA	0,00	0,00	0,00	0,00	0,00	0,00	5.000,00	5.000,00	0,00	0,00	0,00	0,00
Elsass Fonden	0,00	0,00	862.000,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Erasmus+	0,00	0,00	934.275,00	934.275,00	821.000,00	0,00	1.172.000,00	0,00	1.792.388,00	677.388,00	0,00	0,00
ERC	0,00	0,00	20.000.000,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
FORTE - Forskningsrådet for helse, arbetsliv och välfärd	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Frederik og Minna Kraghs Mindefond	0,00	0,00	0,00	0,00	0,00	0,00	20.000,00	20.000,00	0,00	0,00	0,00	0,00
Fremfærd	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	1.362.825,00	1.362.825,00	0,00	0,00
Fulbright	0,00	0,00	0,00	0,00	100.000,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Guldminen idrætsakademi	0,00	0,00	0,00	0,00	0,00	0,00	40.000,00	40.000,00	0,00	0,00	0,00	0,00
Hede Nielsen Fond - Pris	0,00	0,00	0,00	0,00	350.000,00	350.000,00	0,00	0,00	0,00	0,00	0,00	0,00
Hjørring Kommune	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	196.450,00	196.450,00	0,00	0,00
Horizon 2020/Europe	0,00	0,00	0,00	0,00	8.428.000,00	0,00	457.000,00	0,00	3.374.569,00	2.032.569,00	3.616.479,00	0,00
KUM - Kulturministeriet	0,00	0,00	80.000,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
LEGO Foundation	0,00	0,00	20.000.000,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Mittuniversitet - Mid Sweden University	0,00	0,00	0,00	0,00	0,00	0,00	28.600,00	28.600,00	0,00	0,00	0,00	0,00
NAFA - National Naturfagsakademi	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	80.000,00	80.000,00
Nordforsk	1.600.000,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	1.440.000,00	0,00	0,00	0,00
NOS-HS	350.000,00	0,00	0,00	0,00	10.000,00	0,00	0,00	0,00	2.498.398,00	297.398,00	294.196,00	294.196,00
OsloMet	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	21.000,00	21.000,00
Partnerskab for Børneforskning	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	13.813.821,00	5.468.212,00
Rockwool Fonden	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	7.981.925,00	7.981.925,00
Sasakawa Foundation	0,00	0,00	0,00	0,00	0,00	0,00	20.000,00	20.000,00	0,00	0,00	0,00	0,00
Spencer Foundation, USA	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	280.000,00	0,00
UFM - Uddannelses- og Forskningsministeriet	0,00	0,00	0,00	0,00	15.000,00	15.000,00	0,00	0,00	0,00	0,00	0,00	0,00
UVM - Børne- og undervisningsministeriet	0,00	0,00	500.000,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Velfærds- og forskningsfonden	0,00	0,00	0,00	0,00	222.000,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Velux Fonden	3.688.361,00	3.688.361,00	5.801.000,00	0,00	22.793.718,00	100.000,00	5.630.000,00	100.000,00	18.520.000,00	0,00	0,00	0,00
Vetenskapsrådet, Sverige	0,00	0,00	0,00	0,00	158.025,00	158.025,00	0,00	0,00	0,00	0,00	0,00	0,00
Selskabernes Selskab	0,00	0,00	0,00	0,00	0,00	0,00	3.777,00	3.777,00	0,00	0,00	0,00	0,00
Volkswagen Stiftung	0,00	0,00	2.700.000,00	0,00	0,00	0,00	0,00	0,00	1.654.000,00	0,00	0,00	0,00



Self-Assessment Report

Danish School of Education – unit of Subject Didactics

2018-2023

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1.0 Summary of the unit's self-assessment

1.1/ Self-assessment process

Helle Pia Laursen and Kristine Kabel have been responsible for the process in the unit and written the report with input from all subgroups (L1 Danish, Mathematics, Didactics of IT, Material culture, Didactics of music). Both senior and junior researchers contributed.

Concretely, in the first stage, the subgroups met individually in March, brainstormed around the assessment themes and wrote a few pages addressing each of the themes. In the second stage, all researchers met for a half day seminar in April and worked in cross-disciplinary subgroups around one theme each to ensure, that voices from all subgroups were represented, also using written material from the first stage. Report drafts for each theme were written by the groups that day. In the third stage, Helle and Kristine finalized the report, and consulted researchers in the unit when necessary.

1.2/ Summary of the results of the self-assessment

At the end of 2023, the unit comprised 3 professors, 13 associate professors, 0 assistant professors, 4 postdocs, and 20 PhD students. As researchers we explore the confluence of specific subjects and didactics within educational practice and in the discourses surrounding this practice. Among other things, we are interested in studying how didactic intentions are expressed, negotiated, and transformed in the context of different subjects, and in developing and applying various core didactic concepts to explore the importance of cross-cutting themes such as technology, learning materials, and places understood as both physical and social spaces. Much of this research also involves a developmental perspective that is often addressed through collaboration with representatives from the field of practice that is in focus. Such fields include schools, daycare centres, upper secondary education, and universities, as well as more informal learning spaces such as museums.

Researchers in the unit publish in high-ranked international, Nordic and Danish journals, research anthologies, and open educational resources, and attract significant external funding (grants supporting both basic and applied research). Notwithstanding this, the small number of senior researchers limits the extent to which we can apply for funding and the number of projects in which we can participate. When looking ahead, a main wish is therefore to work for more excellent staff to maintain and further the key position at the forefront of research in the fields of subject didactics internationally and nationally.

The unit has a notable and unique societal and political impact through its programmes for master's and PhD students, knowledge dissemination activities, practice-oriented research and networks, and public-sector consultancy work. Our research and educational profile have direct and crucial relevance for the entire field of practice, from daycare to universities, through the food chain surrounding the major school subjects and disciplines throughout the education system. As an example, we produce a large proportion of the teacher trainers at university colleges, not least in the subjects Danish and Mathematics.

The large number of PhD students and a growing number of postdoc students creates a vibrant environment and a strong spirit of collaboration.

2.0 Publications

As researchers affiliated with the *Subject Didactics* disciplinary unit, we explore the confluence of specific subjects and didactics within educational practice and in the discourses surrounding this practice. Among other things, we are interested in studying how didactic intentions are expressed, negotiated, and transformed in the context of different subjects, and in developing and applying various core didactic concepts to explore the importance of cross-cutting themes such as technology, learning materials, and places understood as both physical and social spaces. The unit's publications can be broadly characterised as studies of practice, both within and across subjects and fields. Much of this research also involves a developmental perspective that is often addressed through collaboration with representatives from the field of practice that is in focus. Such fields include schools, daycare centres, upper secondary education, and universities, as well as more informal learning spaces such as museums.

When it comes to *subject-specific* research, the unit's members (primarily) publish on research related to the school subjects and disciplines Danish (L1 education), mathematics, material culture, music, and IT.

When it comes to research *across subjects*, the unit's members have published joint anthologies on a number of cross-cutting topics, such as aesthetics, *Bildung*, and democracy, exploring these topics from different didactical perspectives. For example, what meanings can aesthetics have in the spheres of music and material culture, and how might aesthetics be understood within subject domains such as L1 Danish and Mathematics? At a national level, we have contributed to the development of theories and methods within general didactics and comparative subject didactics through journal articles, anthologies, and reports. Such contributions include scenario didactics (Aarhus University Press) and didactical objectives and evaluation, scenario didactics, and sustainability didactics (*Sammenlignende Fagdidaktik 6, 7 & 8*).

We publish in 1) international journals, 2) national journals, 3) research anthologies, and 4) open educational resources developed for those working in the sector with a both national and international impact. We are furthermore dedicated to the broad dissemination of our research, as detailed under the heading *Societal and political impact*.

The unit's researchers are members of various national and international editorial boards, including *Implementation and Replication Studies in Mathematics Education*, *Journal of Play in Adulthood*, *L1-Educational Studies in Language and Literature*, *International Journal of Educational Technology in Higher Education*, *Acta Didactica*, *Dansk Universitetspædagogisk Tidsskrift*, *Tidsskriftet Læring og Medier*, *Tidsskrift for Børne- & Ungdomskultur*, and *Sprogforum*.

We also publish within specific subject domains, as outlined below for each research group (see also Appendix 1).

2.1/ Didactics of L1 Danish

The research group for L1 Danish didactics primarily addresses two overarching areas of research. The first is tied to *language and literacy* (writing and reading). The second is tied to *personal and societal Bildung*, with particular focus on critical communication, intercultural didactics, scenario didactics, sustainability, and aesthetic texts.

Within the first of these areas, our research studies how contemporary processes of social and societal change – including processes related to technology, mobility, and materiality – affect the very nature of texts and how they are generated, used, and understood both in and outside classrooms, schools, and the education system. One strand of research in this area is at the forefront of writing research, for example through the development of new knowledge about students' early writing development. Another strand of research contributes to national and international reading research through large-scale assessments (e.g. PIRLS and ICILS). A third main strand of research, addressing linguistic diversity and multilingualism in education through curriculum studies and longitudinal studies of classroom practice, has had significant impact, both nationally and internationally.

Through publications in leading international journals and anthologies focused on the links between language and literacy in education (e.g. *Language and Education*; *Linguistics and Education*; *Applied Linguistics*; *Language, Culture, and Curriculum*; *L1-Educational Studies in Language and Literacy*; and Springer's *Educational Linguistics* series), the research group has set new agendas within this area of research.

Furthermore, when it comes to writing research, the group contributes new knowledge about children and young people's writing and development of writing skills at school based on focused ethnographic studies, qualitative and corpus linguistics text studies, and mixed-method studies. This research has been published in international (e.g. *Writing and Pedagogy*, *Composition Studies*, and *Computers and Education*), Nordic (e.g. *Acta Didactica Norden*) and Danish journals (e.g. *Sammenlignende fagdidaktik*).

When it comes to reading research, the unit is responsible for the Danish part of the international reading assessment PIRLS (*Progress in International Reading Literacy Study*) and the international assessment of students' IT skills ICILS (*International Computer and Information Literacy Study*), both of which are conducted every five years, in Year 4 and Year 8 respectively. These studies provide knowledge concerning the content and level of Danish students' skills and competences in an international perspective and about a number of matters related to the topic of assessment, including students' learning experiences, use of technology, and reading habits.

When it comes to linguistic diversity and multilingualism, contemporary globalisation processes have created the need for research exploring the relationship between local textual practices and global mobility processes, the real-world impact on textual practices in schools and classrooms, and the development of new mobile methods for studying such practices and processes. These are themes that we have pursued in articles published in journals such as (international) *International Journal of Bias, Identity and Diversities in Education*; *Classroom Discourse*; *Social Semiotics*; (Nordic) *Acta Didactica*; and (Danish) *Dansk Pædagogisk Tidsskrift*.

Within the second area of research, we study the relationships between the individual and the collective, between students, subjects and the world, in light of contemporary social changes, possibilities, and challenges arising from technological, climate, cultural, and universal human conditions. Among other things, we focus on how Danish as a subject contributes to the school's aims and the overall education system, as well as the interplay between L1 Danish and other subjects and its role in interdisciplinary collaboration. Internationally, we have made our mark with special issues on learning materials (based on a mixed-methods study involving several of the group's senior researchers) and literature teaching in the Nordic countries (both published in *L1 Educational Studies in Language and Literacy*), as well as contributions to international anthologies such as *Bildung, diversity and spaces in didactic practice* (Routledge).

2.2/ Didactics of mathematics

The unit's research on mathematics teaching spans six themes. An overarching perspective across these themes is the interplay between research and the development of practice. More specifically, we have published nationally and internationally on the following topics:

- (1) The interplay between research and the development of teaching practice as an overarching perspective
 - Implementation and replication studies
- (2) Teaching and learning mathematical competences
 - Mathematical competences as the focus of mathematics teaching in a topic-based curriculum
 - Teachers' experiences using a competence-based curriculum
 - Subject-specific classroom management in competence-based mathematics teaching
 - Mathematical modelling as a competence and as a didactic means to develop students' understanding of mathematical concepts – including synergies with other STEM subjects

- Formative and summative assessments of students' mathematical competences
 - International studies measuring mathematical competences (PISA 2000 – PISA 2018)
- (3) The roles and functions of digital technologies in mathematical teaching and learning
- Teaching and learning mathematical competences using digital technologies at the primary, lower secondary, and upper secondary levels (with links to (2))
 - Possibilities and challenges when using digital technologies to support students' understanding of mathematical concepts (with links to (4))
- (4) Students' maths-specific learning difficulties at the primary, lower secondary, and upper secondary levels
- Developing theories and interventions addressing students with learning difficulties in primary and lower secondary mathematics teaching
 - Maths-specific learning difficulties at the upper secondary level: identification, diagnosis, and intervention
- (5) Inquiry-based mathematics teaching
- Possibilities and challenges of inquiry-based maths teaching at the primary, lower secondary, and upper secondary levels
 - Professional development supporting teachers' implementation of inquiry-based maths teaching
- (6) Democracy and mathematics teaching
- Maths teaching that supports representative and participatory democracy

2.3/ Didactics of IT

The research group for *educational technology and design* combines the fields of educational studies, technology studies, and design studies. There are three main areas of research: 1) educational technology and online pedagogy, 2) digital literacy, and 3) educational design. A nascent fourth research area is 4) future institutions and education.

Educational technology and online pedagogy is an area that includes digital, online, and hybrid teaching spaces and the use of multimodal media. Digital literacy concerns technological understanding and digital competences within the curriculum. Educational design explores playful and experimental teaching formats and practices, such as living and open laboratories across sectors and global-local contexts, employing an approach of speculative and participatory design that involves students as active co-creators.

Within the last five years, we have studied and designed new teaching formats and practices and identified educational potentials when using digital technologies. This research provides insights into the ways that technologies expand institutional and pedagogical options and subject areas (within education), providing a foundation for the nascent research area *future institutions and education*. We are currently moving towards a post-digital perspective that aims to study education and entangled pedagogies in ways that transcend an analogue/digital dichotomy. Digital technologies are instead approached as integral to and conditions for teaching and education and as embedded subject areas (syllabus). We are interested in how to design new teaching and learning possibilities in both formal and informal educational settings by exploiting the potentials of digital technologies. We conduct research that explores opportunities for opening up education and moving it beyond institutional boundaries by establishing cross-sectoral, interdisciplinary, and international educational activities.

2.4/ Material culture and didactics of music (merged 2024)

Material culture

The research group focuses on five main themes:

- (1) Approaches to didactics concerned with the practical, aesthetic, and material in time and space.

The research group for didactics of material culture was established in 2006, exploring instructional approaches and methods within craft, practical, and creative subjects. Currently, there is a movement to combine and develop

these aspects towards a focus on the aesthetic, understood as sensory and bodily sensations, experiences, *Bildung*, and learning. Here, theoretical and methodological developments build on a cultural, spatial, bodily, and affective turn. We combine phenomenological, neurobiological, and new materialist theories, and we work with the development of fieldwork-, material-, and place-based methods and art-based research/ARTography. Our research within this theme has been published, *inter alia*, in *International Encyclopedia of Education* (book); *Visual Methods, A/r/tography and Walking* (book); and *Conjunctions: transdisciplinary journal of cultural participation* (journal).

(2) Didactic practice and development within and across subjects and professions.

This theme studies practical learning within and across school subjects, educational levels, and types of education. The focus is on the practical, aesthetic, bodily, and sensory aspects of relevant subjects (craft and design, home economics, art, physical education, and, following the merger of units, music), as well as of other contexts, ranging from the home, daycare, and vocational training to workplaces, recreational settings, and care homes. Another area of focus is open schools and places where research encounters teaching/dissemination and where teachers, care workers, artists, and culture workers, among others, meet and collaborate. Our research within this theme has been published, *inter alia*, in *Mad, mennesker og måltider: samfundsvidenskabelige perspektiver* (book); *Leg på spil i pædagogik og uddannelse* (book); and *Learning Environments Research* (journal).

(3) The body and embodied cognition and learning.

This theme studies embodied cognition, among other things, focusing on the four Es (embodied, embedded, extended, enacted), and on phenomenology of the body, drawing methodological inspiration from *Bildung* and learning comprehension. Our research within this theme has been published, *inter alia*, in *Embodied Learning and Teaching Using the 4E Cognition Approach: Exploring Perspectives in Teaching Practices* (book) and *Åben Skole* (book).

(4) Place and didactics of place in time and space.

This theme studies places such as schools, churches, museums, homes, outdoor nature, and urban spaces. We apply a cultural historical perspective on the genesis and didactic intentions of different spaces, focusing on architecture, materials, interior design, acoustics, lighting, and indoor climate, as well as their didactic use, focusing on processes, movements, rituals, and routines and on the place's sociomaterial relations, atmosphere, and affective and tactile *Bildung*. Our research within this theme has been published, *inter alia*, in *Nordic journal of art and research* (journal); *Dansk pædagogisk Tidsskrift* (journal); and *Walking Matters: Material and Digital A/r/tographic Explorations* (book).

(5) Didactics of sustainability

This theme studies material and social processes of becoming and connections in time and space, including the life histories of things and places, how certain forms of practice are passed on to others, and *Bildung* processes through material and spatial framing of participation and democratic activism. Our research within this theme has been published, *inter alia*, in *Nordisk Museologi* (journal); *Nordisk Museologi* (journal); and *Fagdidaktik og demokrati* (book).

Didactics of music

The research group explores the development of dialogical didactics of music, encompassing aspects relating to learning theory. This includes the study of music teachers' competences and practice in the collaboration between music schools and primary and lower secondary schools with the aim of developing theories concerning the didactics of music that are currently being extended to the domain of learning theory.

Research in this area includes and synthesises studies of practice, with publications both presenting the results of individual studies and compiling and analysing results across different studies. These results have provided the basis for the development and publication of a dialogic didactics of music, which is used as a textbook on pre-service and in-service courses for music teachers at primary and lower secondary schools as well as music schools.

Our research also reflects that the didactics of music encompasses the relationship between music as artistic practice, music as everyday practice, and music as pedagogical practice. An area of particular interest in this regard is the importance of creativity and creative musical processes, as well as how such creative processes play a special experimental and developmental role in both formal and informal pedagogical settings. The creative and experimental can play a special role in the development of general musical competences, or musical *Bildung* – and thereby children's upbringing and education – that, rather than professional musical performance, aims to support an experience of music as an essential aspect of human existence and to cultivate musical discernment and agency.

Furthermore, our research reflects the belief that there is a lot of common ground between research focused on music and general educational research; i.e., there is a fundamental link between pedagogy and music (as sensory-aesthetic practice).

Research is published in national, Nordic, and international journals and books.

2.5/ Looking ahead

Internal and external collaborative publications have created a platform for stronger research partnerships at the national, Nordic, and international levels. For example, in 2024–25, the research group for didactics of L1 Danish is compiling a special issue of *Acta Didactica Norden* with contributions from the group's members supplemented with those of scholars from across the field of Nordic L1 language research. The group will also host the Nordic NNFF conference on L1 educational research in 2025, which will be accompanied by an anthology. Such initiatives strengthen collaboration within the research group, throughout the unit, and with Nordic partners. The unit is furthermore directly engaged in the development of new journals, such as *Forskning i dansktagets didaktik*, with the first issue planned for 2025, and *Pædagogik og Æstetik*. The aim is to continue to publish in international journals and anthologies within the various themes outlined above, including publications co-authored with colleagues working within educational philosophy and general education following the merger of our previous departments to form the Department of Educational Theory and Curriculum Studies, Educational Philosophy, and General Education. A possible theme for such collaboration might involve exploring concepts of space and materiality – also in light of the recent school reform, which calls for more varied teaching and greater emphasis on practical-musical elements.

A structural barrier to publication is the costs that are often associated and the difficulty in obtaining the necessary financial support, for instance from Aarhus University Research Fund (AUFF). Some journals that are otherwise an excellent fit for the unit's research have publishing fees. The *Nordic Journal of Literacy Research*, for instance, charges 12,000 NOK to publish an article and there are no obvious resources available to fund these costs.

At the same time, the unit would welcome more staff to maintain and further our current high levels of international collaboration and our position at the forefront of research in the field of subject didactics.

3.0 Research Ideas and Application Patterns

3.1/ Developing research ideas

Within the unit, ideas for research projects often originate within broad networks and our interactions with various parties including municipal and regional authorities, government ministries, and other educational stakeholders. They also often reflect current societal issues and emerge through dialogues at the international, Nordic, and national levels linked to existing projects (e.g., work on advisory boards), participation in established networks (such as *International Society for the Advancement of Writing Research*), collaboration on special issues and previous calls, stays as visiting researchers, symposia organised by the unit (e.g., *Symposium for Sammenlignende Fagdidaktik*), and research seminars organised by the various subgroups.

3.2/ Applications and funding

Such ideas result in local research and development projects, national projects funded by various foundations, and international projects funded by the EU that expand the scope of the unit's collaborative constellations and research interests and involve a high degree of cooperation across disciplines, institutions, professions, and sectors. We apply for research grants supporting both basic research (e.g., the Carlsberg Foundation, Independent Research Fund Denmark, the Velux Foundations, Villum Synergy) and applied research (e.g., Innovation Fund Denmark, the Ministry of Children and Education, the Novo Nordisk Foundation, Nordea-Fonden) to support our profile. For an overview of external research funding, see Appendix 2.

3.3/ Looking ahead

We hope to continue to strengthen our position within research in the field of subject didactics through national, Nordic, and international partnerships on projects and applications for research grants. Essentially, we need to recruit more senior researchers and ensure a ratio of junior to senior researchers that can cope with the many applications and projects. At the same time, the recent departmental merger to create the new Department of Educational Theory and Curriculum Studies, Educational Philosophy, and General Education, as well as the merging of the subgroups for material culture and music, invites new approaches that can generate new research ideas. The small number of senior researchers and the fact that many foundations only grant funding for junior researchers limits the extent to which senior researchers can apply for funding and the number of projects in which they can participate.

4.0 Societal and Political Impact

The unit has a notable and unique societal and political impact through its programmes for master's and PhD students, knowledge dissemination activities, practice-oriented research and networks, and public-sector consultancy work. This significant impact should be seen in light of the unit's relatively small group of researchers (with a large proportion of junior researchers). At the end of 2023, the unit comprised 3 professors, 13 associate professors, 0 assistant professors, 4 postdocs, and 20 PhD students.

4.1/ From nursery to higher education

The unit has a central position within the educational ecosystem, with a research and educational profile that has direct and crucial relevance for the entire field of practice, from daycare to universities, through the food chain surrounding the major school subjects and disciplines throughout the education system. As such, we produce a large proportion of the teacher trainers at university colleges, not least in the subjects Danish and Mathematics. We have likewise been responsible for the research training of many of the teacher trainers with a PhD currently engaged in research and development activities at the university colleges, both within and across individual school subjects, as is evident in the overview of employees for 2018–23, with the overwhelming majority of the large number of PhD students at the unit during this period today employed by teacher training programmes. Our students (both master's and PhD) also find employment at publishing houses, educational resource centres, local authorities, government ministries, libraries, museums, vocational training colleges, and schools and are central figures in ensuring the quality of school subjects such as Danish, mathematics, home economics, music, craft and design, and physical education, as well as key areas such as Danish as a second language, practical skills, and outdoor schools.

Through our research, we set new agendas and inspire teaching at all levels; we are also the only place in Denmark with this research and educational profile. The size of the unit therefore does not reflect either our research commitments or the societal and political impact of our work, as demonstrated through a range of activities. We also influence:

- 1) *Early childhood education and care*, for instance through research on language acquisition and early literacy in partnership with the Danish Centre for Research in Early Childhood Education and Care.
- 2) *Primary and lower secondary education*, where our education of teacher trainers and capacity building in relation to teacher education shapes the research conducted at university colleges and the teachers they train. We also produce a large share of the staff and editors at publishing houses and authors of textbooks and other learning materials for school subjects. We present our work directly to schools, conduct research in close collaboration and dialogue with school practitioners, and help create frameworks for activities in and around schools through public-sector consultancy. Our research in fields such as the didactics of Danish and mathematics is also highly relevant for guidance counsellors and consultants – as addressed through communication and dissemination activities (see below).
- 3) *Upper secondary education, including vocational education and training*, where our research has an impact at the managerial level in relation to the spatial organisation of architecture and classrooms, the development of attractive learning environments (including an ongoing PhD project in the research group for material culture), and activities that can support students' writing and reading.
- 4) *Higher education*. As well as the unit's crucial role in ensuring quality and setting agendas in the educational ecosystem, we also contribute by developing and generating knowledge regarding the potentials of emerging educational practices such as playful higher education, experimenting with and co-creating communities, hybrid learning spaces, transparent classrooms, and chatbots as cognitive partners for student agency.

4.2/ Dissemination of knowledge

Parallel to the unit's central position in the educational ecosystem, our research also has a major impact through the dissemination of findings in the form of textbooks, inspirational examples, podcasts (such as contributions to the series *Stemmer fra skolen* and many other podcasts), articles in academic and professional journals, editing *Forskerklummen* (alongside the National Centre for Reading), and presentations at conferences and seminars assembling practitioners (e.g. Big Bang). This is true for each of the unit's subgroups. Research impact is also evident in projects where others further develop and disseminate findings, for instance in the form of textbooks for teachers and student teachers. Concrete examples are the cross-institutional Grammar3 project (2017–18) and the interdisciplinary ATEL project (2018–23) on early development of writing skills, which have attracted attention among international scholars and resulted in a number of articles in the national press, and which have led to the participating researchers being invited to present their work in various settings, from annual meetings and theme days arranged by various professional organisations to events at schools and in municipalities, with practice-oriented materials produced by other authors building on the insights generated by these projects. A third example is the PIRLS studies, with the most recent iteration in 2023 having a significant impact on the public debate surrounding screentime in schools. Many of the unit's researchers receive quite extensive media coverage in outlets including the national press, the Danish news agency Ritzau, the digital newspaper Zetland, the popular science medium videnskab.dk, and the TV channels DR and TV2.

We would also like to highlight the National Centre for the Development of Mathematics Teaching (NCUM), located within the unit, which has become a strong national hub for research on the didactics of mathematics. Furthermore, the unit organises its own dissemination conferences, such as the cross-institutional *Dansk i mange retninger* and *Danskfagets dag*, held annually at DPU, both of which bring together key stakeholders from the field of practice to engage with the latest research, as well as informal events on various topics for the unit's own students and staff, as well as student teachers and their trainers, under the heading *Faglige fredage*.

The research unit has also made major contributions to two book series published by Aarhus University Press: *Didaktiske studier*, with the unit's members editing or writing contributions for many of the titles that have been published so far; and *Pædagogisk rækkevidde*, where 'leading researchers present knowledge for the school day and inspire practice-oriented pedagogical development' (<https://unipress.dk/bogserier/p%C3%A6dagogisk-r%C3%A6kkevidde/>). The latter reaches a wide audience, with all members of the Danish Union of Teachers having free access to e-book copies.

4.3/ Practice-oriented and participatory research and networks

The unit's research has a strong empirical focus and is conducted in collaboration with practitioners in a variety of ways that provide the people involved (e.g., early childhood professionals, teachers, trainers, guidance counselors, consultants, headteachers) and partner institutions (e.g., schools, other educational institutions, libraries, museums, creative industries) with direct knowledge of the research and/or inspiration and ownership through their participation. For example, the research group for educational technology and design alone has collaborated with more than 50 upper secondary schools and colleges since 2018. The unit's research includes both large-scale studies and qualitative, focused, or longitudinal practice-oriented and participatory studies. One example of the latter is the project *Tegn på sprog*, which was conducted in collaboration with a number of university colleges and municipalities, as well as international research partners. Working with teachers at five schools over a period of ten years, this project developed concrete examples of teaching and new theoretical insights.

While some of our research involves developing new teaching methods and educational formats informed by and informing theoretical understanding, the unit's members also conduct empirical research aimed at developing new types of research design and collaboration, such as the EU-funded project EPIC-WE, which explores arts-based and lesson study designs. Many of our projects support research dissemination through the

range of communication channels mentioned above, but findings are also presented via project-specific portals and open access resources for educational practitioners – either online or accessible collections of exemplary and inspirational teaching materials.

In conjunction with this practice-oriented and participatory research, the unit's members belong to, initiate, and lead a number of networks involving educational practitioners and school liaison services at museums and other cultural institutions, as well as broad representation across universities, university colleges, and academies of art. Examples include the open schools network and *Nordisk Netværk for Grammatikdidaktik*, while NCUM organises several national networks involving educators and maths teachers from daycare centres, primary and lower secondary schools (including a network specifically for guidance counsellors), vocational training schools and colleges, and upper secondary schools, as well as municipal consultants and for PhD students and junior researchers in didactics of mathematics (at universities and university colleges).

4.4/ Public-sector consultancy

The unit is often represented in various ministerial boards and committees. During the last five years, members have for instance been involved in the development of a national strategy for numbers and algebra, national tests, a framework for food and meals, and an executive order for a new teacher training programme.

The unit also contributes to the national digital learning portal emu.dk, while large-scale assessments such as ICILS and PIRLS attract a lot of attention and their findings are incorporated into research, teaching, and as a knowledge base when making political decisions at the national and regional levels.

4.5/ Looking ahead

continue to help develop and strengthen the various fields of research within the unit's domain through an increased research capacity, thereby maintaining and expanding the unit's unique position. Across these fields of research, we want to continue to conduct research of the highest international calibre that also has a significant impact on and relevance for practice through dissemination activities, practice-oriented and participatory research, and public-sector consultancy. We also want to continue to support the development of learning high quality environments and to be at the forefront of research on topics of societal relevance such as AI and its use in maths programmes, writing, tests and exams, and higher education.

We believe there is need to strengthen the unit's central position in the national educational ecosystem by expanding the number of subject-specific master's programmes in didactics, especially foreign languages. Throughout the education sector, there is a desire to establish a master's programme in the didactics of foreign languages that support capacity building within teacher training programmes and help strengthen the quality of teaching in foreign languages at the primary and lower secondary level. The unit would be a natural home for such a programme, providing opportunities for synergies with existing master's programmes in didactics and robust environments conducting excellent research within the fields of language and literacy and general didactics.

Finally, we want to further strengthen our visibility – partly by prioritising the continuation of NCUM, partly through the establishment of, for example, a centre for school subjects to promote and strengthen the profile of the unit's other research areas and involve scholars across relevant schools and departments at the Faculty of Arts.

5.0 Talent development and merit

5.1/ A vibrant environment

In the period 2018–23, the unit has hosted more than 40 PhD students, particularly in the research fields of L1 education and mathematics, some funded by scholarships from the PhD Council, some by AU scholarships, and others through projects with external funding. The large number of PhD students and a growing number of postdocs creates a vibrant environment and a strong spirit of collaboration, both among junior researchers and between junior and senior researchers. In the unit, we try to create an open environment with opportunities to discuss matters great and small concerning the research process. The high ratio of PhD students means that they make a vital contribution to teaching on the master's programmes and to the unit's other activities, giving them a central role.

PhD students and postdocs are part of research groups and programmes. Like their senior colleagues, they are invited to present their work and get informal feedback and to discuss various issues that emerge during their research. They are likewise involved in national and international networks through their participation in research seminars and conferences.

Senior researchers and PhD students frequently take the initiative to organise PhD courses focused on topical areas of research, most recently a course on aesthetics and pedagogy involving guests from Denmark and abroad. The unit has also initiated Nordic collaboration on a recurring PhD course on theoretical and methodological approaches within literacy research (established since 2022).

5.2/ Looking ahead

There is a need to develop a strong framework that will allow particularly talented master's students to access PhD programmes. It is characteristic of the degree programmes offered by the unit – and by DPU as a whole – that the majority of students are enrolled in master's programmes, with the paucity of bachelor's programmes making it difficult for students to apply for 4+4 scholarships. We will therefore work towards increasing the number of internal 5+3 scholarships at AU. We will also continue to strive to attract talented PhD students from elsewhere, such as through existing partnerships with university colleges and private stakeholders (e.g. Systime).

Given the large number of PhD students, we want to maintain a vibrant environment through activities of relevance to PhD students. To this end, a mapping process of PhD students' needs and wishes would seem a good place to start. The large number makes it necessary to ensure academic career paths within the unit for talented junior researchers, but also to provide alternative career paths – not only within the spheres of education (university colleges) and culture, but also within private industry. A diverse range of meaningful career opportunities will enable the unit to continue to attract junior researchers and help generate cross-sector collaboration and networks in the future.

6.0 Interdisciplinarity

6.1/ Degree and quality of interdisciplinary research

The unit is inherently interdisciplinary. The unit's researchers have very different disciplinary backgrounds (modern languages, music, aesthetics, media studies, educational technology, pedagogy, etc.). Much of our research combines elements from the unit's different disciplinary fields and explores interdisciplinarity as an independent field of research within pedagogical practice. Several projects and initiatives involve an interdisciplinary approach to research and development, such as studies focusing on comparative subject didactics; scenario didactics (which can itself be considered an interdisciplinary approach to instructional practice); understandings of sustainability and their importance within and across different subjects; playful learning; subject didactics and democracy; and relationships between literacy and digital literacy.

In addition, the unit's members collaborate with other units at DPU and elsewhere at AU, including research programmes such as TAT - Teachers and Teacher Education.

Another thing that characterises both the disciplinary unit for subject didactics and DPU as a whole is projects rooted in partnerships with practitioners and that involve representatives from relevant fields of practice in (parts of) the research process in various ways. At the unit, for example, we explore different ways of involving teachers and students in ways that are simultaneously both relevant to their practice and contribute to the development of theory and methodology meeting the highest academic standards. There is also close collaboration with employees at university colleges, ensuring that our research also contributes to the strengthening of training programmes for teachers and other educational professionals.

Researchers within the unit are also part of a number of projects in collaboration with other universities and institutions of higher education, with public-sector organisations, and with private enterprises. Examples include partnerships with DTU Compute and various digital platforms, university colleges, museums and other cultural institutions, as well as more informal learning spaces.

6.2/ Looking ahead

In the future, we want to further develop the unit's interdisciplinary collaboration on research and projects by exploring and exploiting the unit's inherent interdisciplinarity, enabling researchers working in different disciplinary fields to focus on establishing projects across these fields following the recent departmental merger.

We also want to continue to strengthen collaboration with external partners through networks and projects with external funding. Such collaboration might involve the joint development of new research methods, generating new knowledge about the use of AI in education and research, post-digital research that rethinks encounters between the digital and the analogue, and research on playful learning and *Bildung* processes across the educational, cultural, and industrial sectors.

7.0 Diversity and internationalisation

7.1/ Diversity

The unit has a strong focus on diversity for example when recruiting new staff, but also when we work for an open environment with opportunities to discuss matters related to research and teaching that ensure the high number of junior researchers a central role and a voice. This contributes to a reflective and dialogic ethos in the unit.

7.2/ Internationalisation

Researchers in the unit are highly involved in international collaborations around publications, editorial work, conferences, assessments, talent development (PhD courses), stays abroad and visiting professors, to mention a few activities.

8.0 Appendices

Appendix 1: Publication patterns in Educational Theory and Curriculum Studies (unit of subject didactics) 2018 - 2023

The report presents data based on registrations of publications published during the years 2018-2023. The report was compiled from Pure in February 2024. Pure is a dynamic database and the quantities listed in this report should be regarded as a momentary representation. The numbers will constantly change due to new registrations, corrections etc.

Please note that not all publications from 2023 have been validated.

In Pure, journal names are not deduplicated. This means that a journal may occur more than once with a different variant of the journal title. Articles in proceedings may not have a journal title and are, hence, referred to as '(articles in proceedings)'.

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Number and types of publications per publication year.

Type of publication	2018	2019	2020	2021	2022	2023	Grand Total
2D/3D (psysical products)			1	1			2
Anthology	3	5	1	3	2	2	16
Article in proceedings	11	10	10	5	28	4	68
Book	10	6	13	12	12	6	59
Book chapter	26	19	35	23	36	15	154
Comment/debate/letter to the editor	3	1	1	1	2		8
Computer programme		1		5			6
Conference abstract for conference	15	18	7	9	20	9	78
Contribution to newspaper - Comment/debate	3	4	1		2	3	13
Contribution to newspaper - Feature article	2	2	2		2	1	9
Contribution to newspaper - Newspaper article	6	3	3				12
Contribution to newspaper - Review	9	6	17	5			37
Editorial	3	3	5	4		1	16
Encyclopedia entry			1	1			2
Interactive production				3	1		4
Journal article	30	28	46	54	47	33	238
Letter				1		1	2
Literature review		5	1	3		1	10
Net publication - Internet publication	14	8	11	24	13	9	79
Other contribution	2	4	2	1			9
Paper	6	4	1	3	3	9	26
Ph.D. thesis	3	4	8	3	7	3	28
Pictures, Video and sound recordings (digital)			2		3	1	6
Poster	1	1		1	2	1	6
Preface/postscript			1	2	1	1	5
Report	5	6	5	3	4	3	26
Report chapter		6	7			1	14
Review		1		2	3	1	7
Working paper			1	4	1	2	8
Grand Total	152	145	182	173	189	107	948

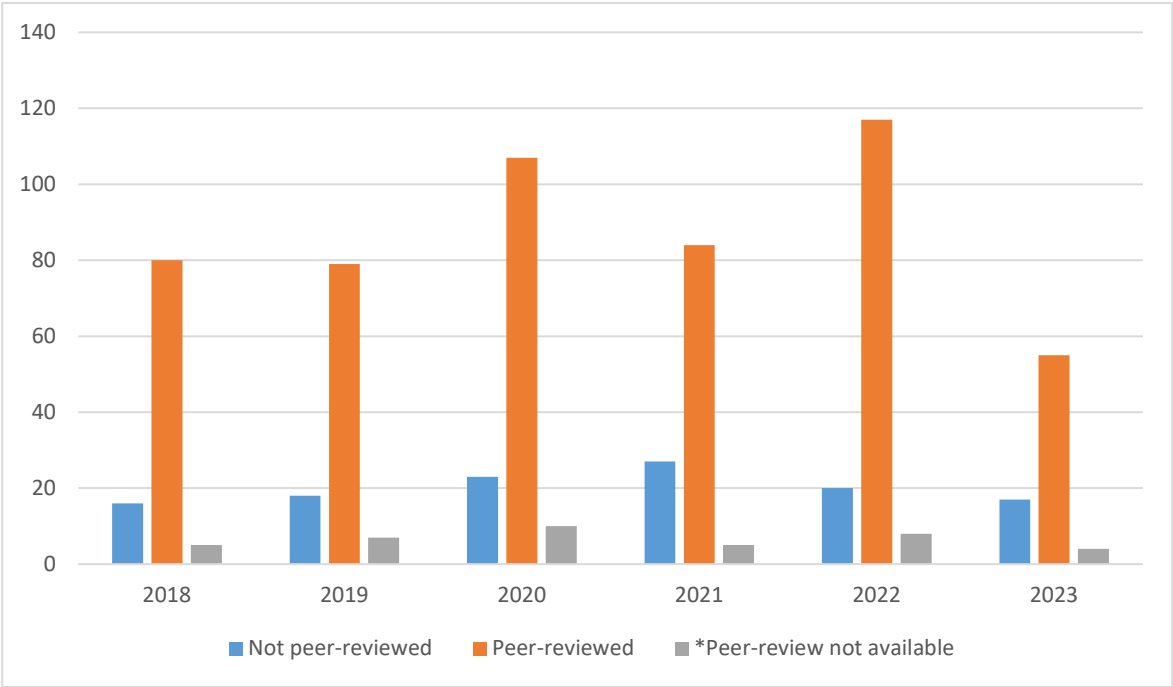
Number and types of publications per publication year- within research/commissioned research

Type of publication	2018	2019	2020	2021	2022	2023	Grand Total
2D/3D (psysical products)			1	1			2
Anthology	3	3	1	1	2	1	11
Article in proceedings	11	10	10	5	28	4	68
Book	3	3	8	8	5		27
Book chapter	24	17	33	16	29	10	129
Comment/debate/letter to the editor	2	1	1		1		5
Computer programme		1		5			6
Conference abstract for conference	15	18	7	9	20	9	78
Editorial	3	3	5	4		1	16
Interactive production				1			1
Journal article	25	23	43	45	38	24	198
Letter				1		1	2
Literature review		1					1
Net publication - Internet publication		2	7	3	3	5	20
Other contribution	2	3	2				7
Paper	6	4	1	3	3	9	26
Ph.D. thesis	3	4	8	3	7	3	28
Poster	1	1		1	2	1	6
Preface/postscript			1	2	1	1	5
Report	3	4	5	2	2	3	19
Report chapter		5	6			1	12
Review		1		2	3	1	7
Working paper			1	4	1	2	8
Grand Total	101	104	140	116	145	76	682

Number and types of publications per publication year- within communication/education

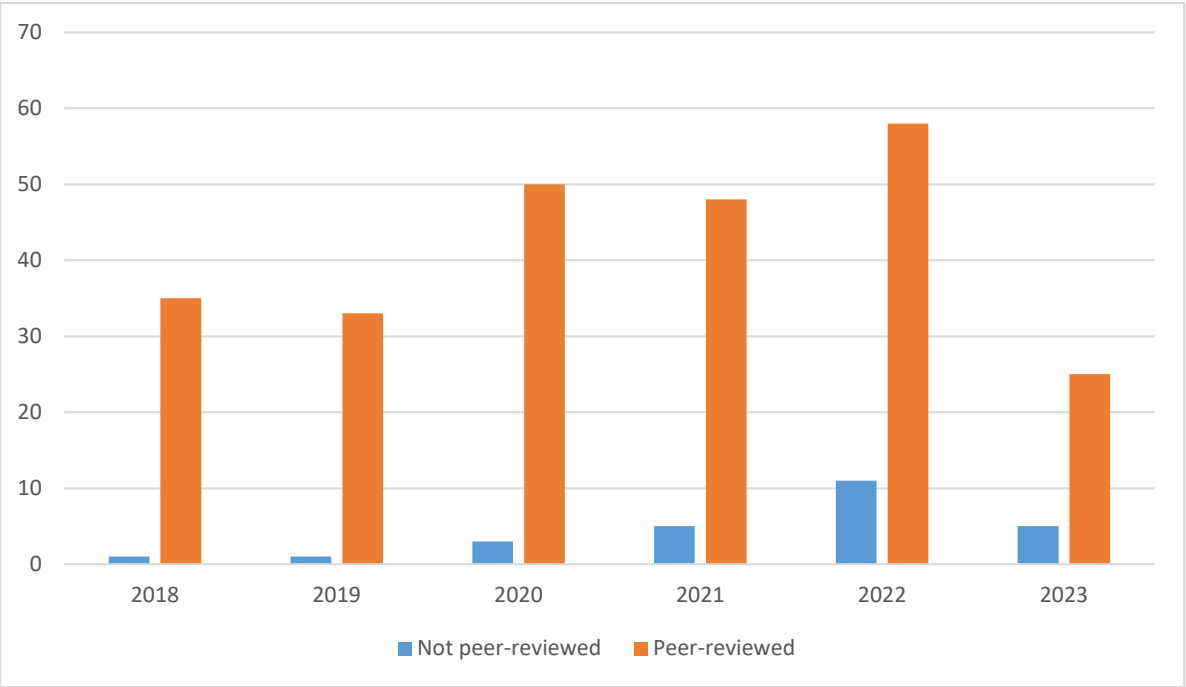
Type of publication	2018	2019	2020	2021	2022	2023	Grand Total
Anthology		2		2		1	5
Book	7	3	5	4	7	6	32
Book chapter	2	2	2	7	7	5	25
Comment/debate/letter to the editor	1			1	1		3
Contribution to newspaper - Comment/debate	3	4	1		2	3	13
Contribution to newspaper - Feature article	2	2	2		2	1	9
Contribution to newspaper - Newspaper article	6	3	3				12
Contribution to newspaper - Review	9	6	17	5			37
Encyclopedia entry			1	1			2
Interactive production				2	1		3
Journal article	5	5	3	9	9	9	40
Literature review		4	1	3		1	9
Net publication - Internet publication	14	6	4	21	10	4	59
Other contribution		1		1			2
Pictures, Video and sound recordings (digital)			2		3	1	6
Report	2	2		1	2		7
Report chapter		1	1				2
Grand Total	51	41	42	57	44	31	266

Number of peer-reviewed and not peer-reviewed publications- within research/commissioned research



*Certain publication types in Pure do not have peer review as an option (i.e. PhD Thesis).

Number of peer-reviewed and not peer-reviewed publications within communication/education



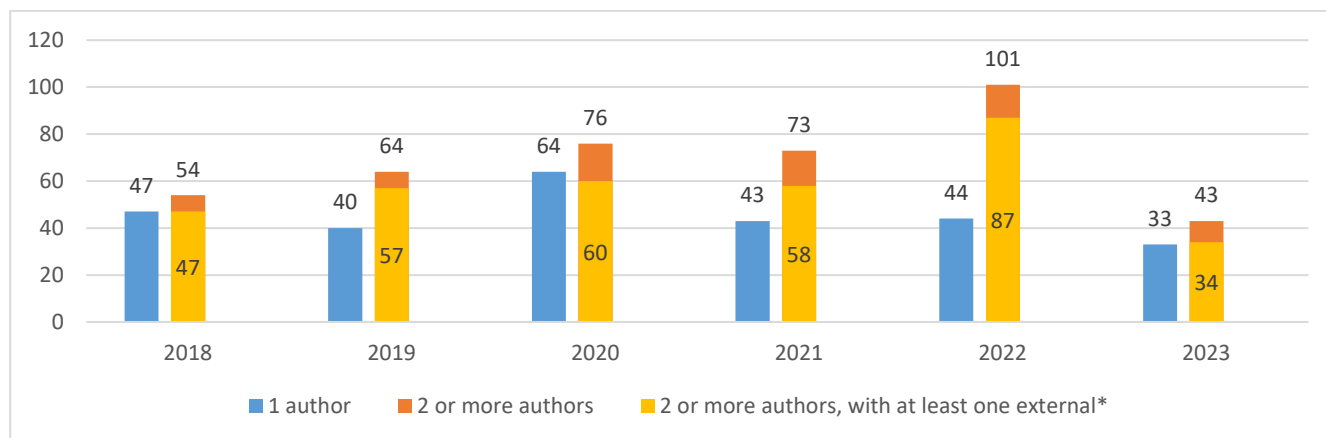
Languages for publications - within research/commissioned research

Language	2018	2019	2020	2021	2022	2023	Grand Total
English	59	56	52	63	97	42	369
Danish	36	41	83	50	45	31	286
German	3	4	2		3	3	15
Norwegian	3	2	2	1			8
Finnish		1					1
Chinese (Simplified)				1			1
Spanish			1				1
Multiple languages				1			1
Grand Total	101	104	140	116	145	76	682

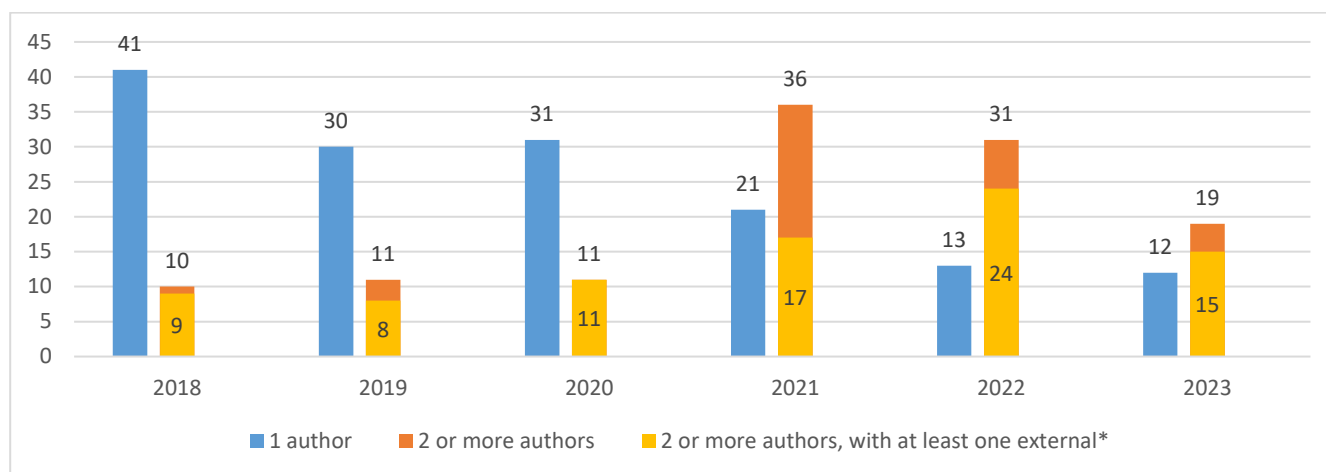
Languages for publications - within communication/education

Language	2018	2019	2020	2021	2022	2023	Grand Total
Danish	47	38	42	56	42	31	256
English	4	1		1	1		7
Swedish		2					2
German					1		1
Grand Total	51	41	42	57	44	31	266

Number of authors per publication – within research/commissioned research



Number of authors per publication – within communication/education



Number of scientific articles by journal – within research/commissioned research (Conference article, article in proceeding, journal article, letter, review)

Journal	2018	2019	2020	2021	2022	2023	Total
(Articles in proceedings)	11	10	10	5	28	4	68
Acta Didactica Norden		1	1		3		5
Adults Learning Mathematics - An International Journal						1	1
Appetite				1	1		2
Applied Linguistics	1						1
Asian Journal for Mathematics Education					1		1
Barnboken			1				1
Barnboken (Online)			1				1
Barnehegefolk		1					1
British Journal of Educational Technology				1			1
BUKS - Tidsskrift for Børne- og Ungdomskultur	1				1		2
Børn og bøger			1				1
Cambridge Journal of Education		1					1
Canadian Journal of Science, Mathematics and Technology Education				1			1
Cepra-sriben [online]						1	1
CEPRA-sriben. Tidsskrift for evaluering i praksis						1	1
Classroom Discourse	1						1
Composition Studies					1		1
Computer Science Education	1						1
Computers and Education: Artificial Intelligence						1	1
Computers in Human Behavior			1				1
Conjunctions : transdisciplinary journal of cultural participation					1		1
Convergence: The International Journal of Research into New Media Technologies			1				1
Danish Musicology Online				1			1
Dansk					1		1
Dansk Noter				1			1
Dansk Pædagogisk Tidsskrift			2	1		1	4
Dansk Universitetspædagogisk Tidsskrift					1		1
Det Poetiske Bureau			1				1
Digital Experiences in Mathematics Education			1	1			2
DRAMA : Nordisk dramapedagogisk tidsskrift						1	1
Ecolinguística: Revista brasileira de ecologia e linguagem (ECO-REBEL)					1		1
Educación XX1				1			1
Education Inquiry				1			1
Education Sciences	1						1
Educational Studies in Mathematics		3					3
Educational Technology Research and Development			1				1

Journal	2018	2019	2020	2021	2022	2023	Total
EMU - Danmarks undervisningsportal				1			1
European Journal of the Philosophy of Arts Education		1					1
First Monday	1						1
Forum for World Literature Studies	1						1
Frontiers in Education				1			1
Frontiers in Psychology	1	2					3
Global Studies of Childhood			1				1
Gymnasieforskning		1					1
Herausforderungen Lehrer*innenbildung	1						1
Historical Encounters	1						1
History Education Research Journal	1						1
Implementation and Replication Studies in Mathematics Education				3	3	4	10
International Journal of Bias, Identity and Diversities in Education (IJBIDE)	1						1
International Journal of Child-Computer Interaction				1			1
International Journal of Education Through Art			1				1
International Journal of Food Design					1		1
International Journal of Learning Analytics and Artificial Intelligence for Education (iJAI)		2					2
International Journal of Mathematical Education in Science and Technology			1		1		2
International Journal on New Trends in Education and Their Implications					1		1
International Research in Geographical and Environmental Education	1						1
International Review of Education	1						1
Journal für Lehrerinnenbildung					1		1
Journal of Curriculum Studies						1	1
Journal of Environmental Psychology				1			1
Journal of Humanistic Mathematics				1			1
Journal of Interactive Learning Research		1					1
Journal of Language, Identity & Education					1		1
Journal of Mathematics Teacher Education			1				1
Journal of Play in Adulthood				1			1
Journal of Toxicology and Environmental Health. Part B: Critical Reviews	1						1
KI - Kunstliche Intelligenz					1		1
Kieliverkosto		1					1
Klods-Hans					1		1
Kognition & Paedagogik	1						1
Kognition & Pædagogik				2			2
KVAN						2	2
Kvan - et tidsskrift for læreruddannelsen og folkeskolen					1	1	2

Journal	2018	2019	2020	2021	2022	2023	Total
L1 Educational Studies in Language and Literature (Online Edition)		1					1
L1-Educational Studies in Language and Literature			6	2	1		9
Language and Education			1				1
Language Sciences				1			1
Language, Culture and Curriculum					1		1
Language, Speech and Hearing Services in Schools			1				1
Large-Scale Assessments in Education		1					1
Learning Environments Research					1		1
Learning Tech – Tidsskrift for læremidler, didaktik og teknologi	1				1		2
Learning, Culture and Social Interaction		1					1
Liv i Skolen					1		1
Læring og Medier		1	1				2
Læring og medier (LOM)			2			1	3
Mathematics				1			1
Mathematics				1			1
Mathematics Education Research Journal			1				1
Media Education Research Journal					1		1
Milli Mála - Journal of Language and Culture				1			1
MONA - Matematik- og Naturfagsdidaktik		1	1	1	1		4
Nationalt Videncenter for Lærings forskerklummer				1		1	2
Nordand – Nordisk tidsskrift for andrespråksforskning			1				1
Nordic Journal of Literacy Research			1				1
Nordic research in Music Education			1				1
Nordic Studies in Mathematics Education	1		4				5
Nordidactica - Journal of Humanities and Social Science Education		2					2
Nordisk Matematikdidaktikk						1	1
Nordlit					1		1
Participations: Journal of Audience & Reception Studies		1					1
Passage			1				1
Philosophy of Mathematics Education Journal	1						1
POLIS - Tidsskrift for samfundsfagsdidaktik				2			2
Postdigital Science and Education				1	1		2
Postmodernism problems	1						1
Pædagogisk Psykologisk Tidsskrift	1						1
Quadrante				3			3
Qualitative Studies						1	1
Reading Research Quarterly				1	1		2
Recherches en Didactique des Mathematiques	1						1
REDIMAT - Journal of Research in Mathematics Education		1					1
Research in Learning Technology						1	1
Sakprosa	1						1
Sammenlignende Fagdidaktik				4		3	7

Journal	2018	2019	2020	2021	2022	2023	Total
Scandinavian Studies in Language				1			1
Skoletjenesten - videnscenter for eksterne læringsmiljøer					1		1
Social Identities				1			1
Sprogforum			1	1			2
Studies in Educational Evaluation		1		1		1	3
Teaching and Teacher Education	1			1		1	3
TechTrends			1				1
Turbulens.net : forum for samtidsrefleksion				1			1
Uddannelseshistorie	1						1
Unge Pædagoger			2	2	1		5
Viden om Literacy			2		1	1	4
Writing & pedagogy					4		4
ZDM				1	2		3
Zeitschrift für Erziehungswissenschaft			1				1
Zeitschrift für Interkulturellen Fremdsprachenunterricht						1	1
Total	36	34	53	53	69	30	275

BIBLIOMETRIC REPORT

Department of Educational Theory and Curriculum Studies, Danish School of Education

March 2024, Jeppe Dalsgaard Bæk, AU Library.

Requester: Lars Lodberg

The aim of the bibliometric report is to present **an overview of the collaboration with external (non-AU) partners** based on the scientific production of the Department of Educational Theory and Curriculum Studies, Danish School of Education from the year 2018 to 2023.

The data in this report reflect publications that are registered in Pure, published from 2018 to 2023. The report was compiled from Pure in March 2024 after the reporting deadline for 2023. Pure is a dynamic database and the quantities listed in this report should be regarded as a momentary representation. The numbers will constantly change due to new registrations, corrections etc.

An estimated 90% of the data in this report is validated at the time of report creation 4 March 2024)

Notes on Data Quality:

The estimated quality level of the data of this report is 85-90%. This means errors can occur in the categorisation, e.g. country associated with a specific organisation, the type of the research output etc. Data quality on external organisations affiliated on 2022-2023 publications is better than the 2018-2021 equivalents. This means that more organisations in the tables may be duplicates, sub-organisations or other unapproved organisations.

Report metadata

The report is based on the following variables:

Research Output filtered by: Submission year (= submission in Pure): 2018-2024, Publication year: 2018-2023, organisation: Department of Educational Theory and Curriculum Studies, Danish School of Education*. Category: Research, Communication, Commissioned (excluding transfer and education)

*= As some of the departments of DPU have been combined, the chosen organisations are the pre-rearrangement organisation + the corresponding subdepartments (Aarhus & Emdrup) of the new combined departments. This organisational rearrangement may

cause a few publications to be missing from the report, as some publications may be affiliated to the combined department instead of subdepartment.

Associated content: Number of external organisation (affiliated AND otherwise associated), Name of external organisation, Type of external organisation, Country of external organisation

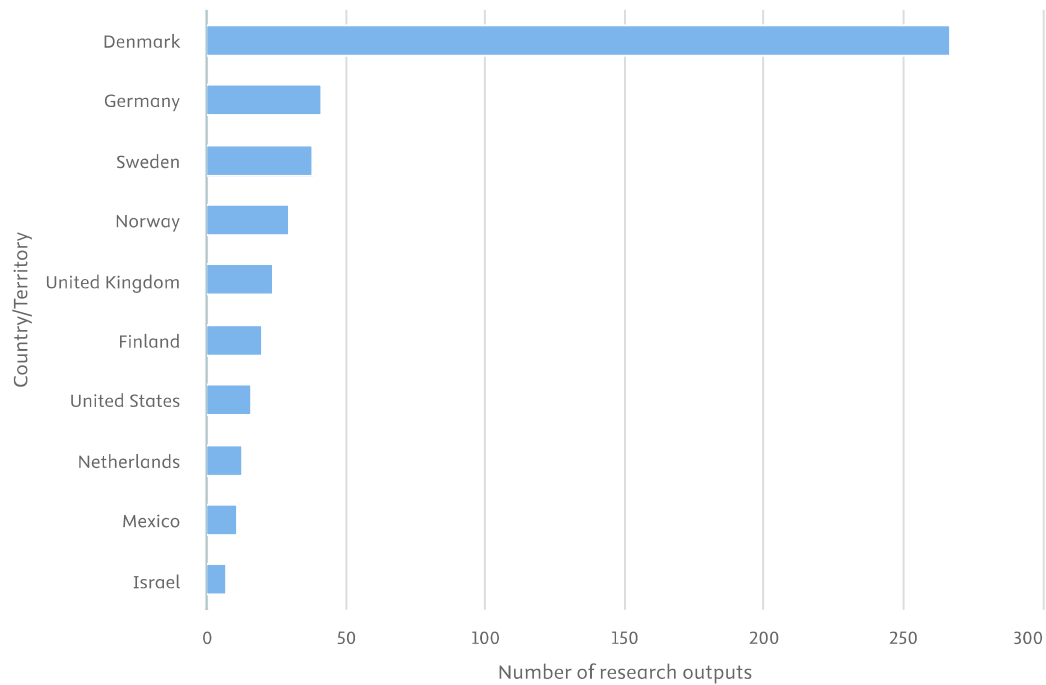
Report name: Publications with external collaboration 2018-2023 - DPU - dept of educational theory and curriculum studies

Report owner: Jeppe Dalsgaard Bæk, jdab@kb.dk // pure@au.dk

Overview, totals

947	175
Number of research outputs	Number of external organisational units

Top 10 external collaboration countries sorted by frequency (number expresses amount of publications that contain a collaboration with an external organisation from said country)



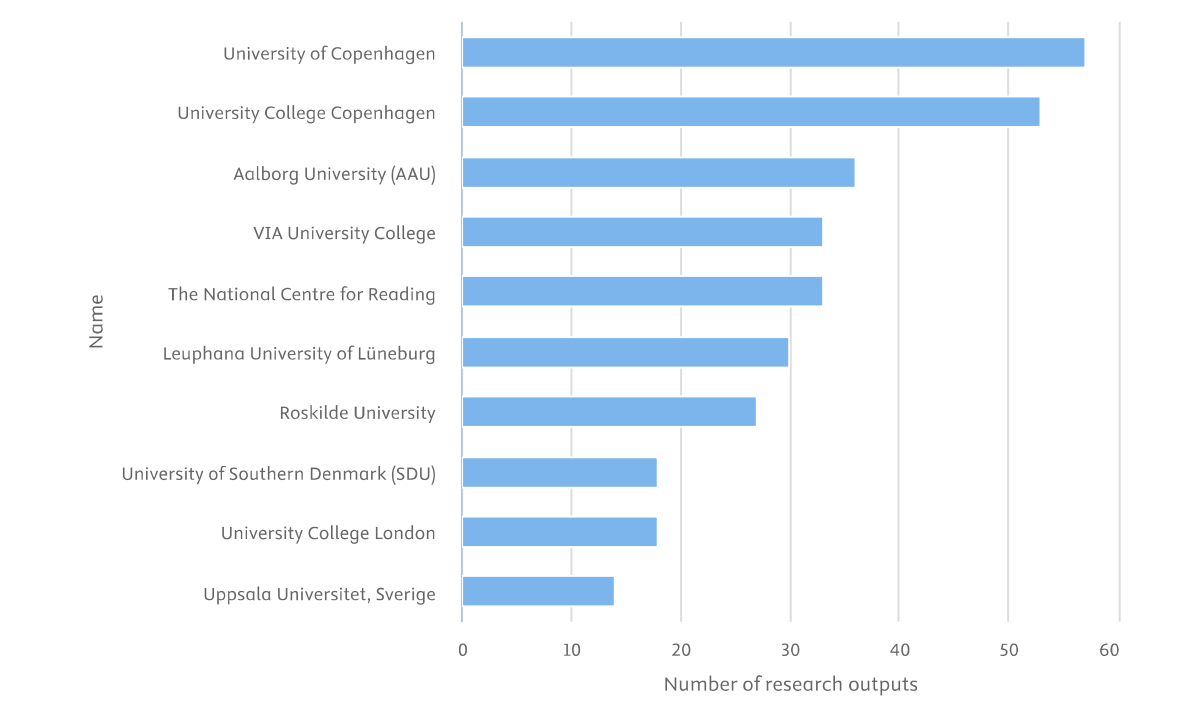
Exhaustive list of collaboration countries, sorted by frequency (number expresses amount of publications that contain a collaboration with an external organisation from

said country)

COUNTRY/TERRITORY	NUMBER OF RESEARCH OUTPUTS
Total count	947
Denmark	267
Germany	41
Sweden	38
Norway	30
United Kingdom	24
Finland	20
United States	16
Netherlands	13
Mexico	11
Israel	7
Andorra	7
New Zealand	5
Australia	5
Faroe Islands	3
Ireland	2
Spain	2
China	2
Canada	2
Austria	2
Turkey	1
Serbia	1
Portugal	1
Malaysia	1
Malta	1

Lithuania	1
Italy	1
Iceland	1
India	1
Croatia	1
Greece	1
France	1
Brazil	1

Top 10 external collaboration organisations (number expresses amount of publications that contain a collaboration with said external organisation)



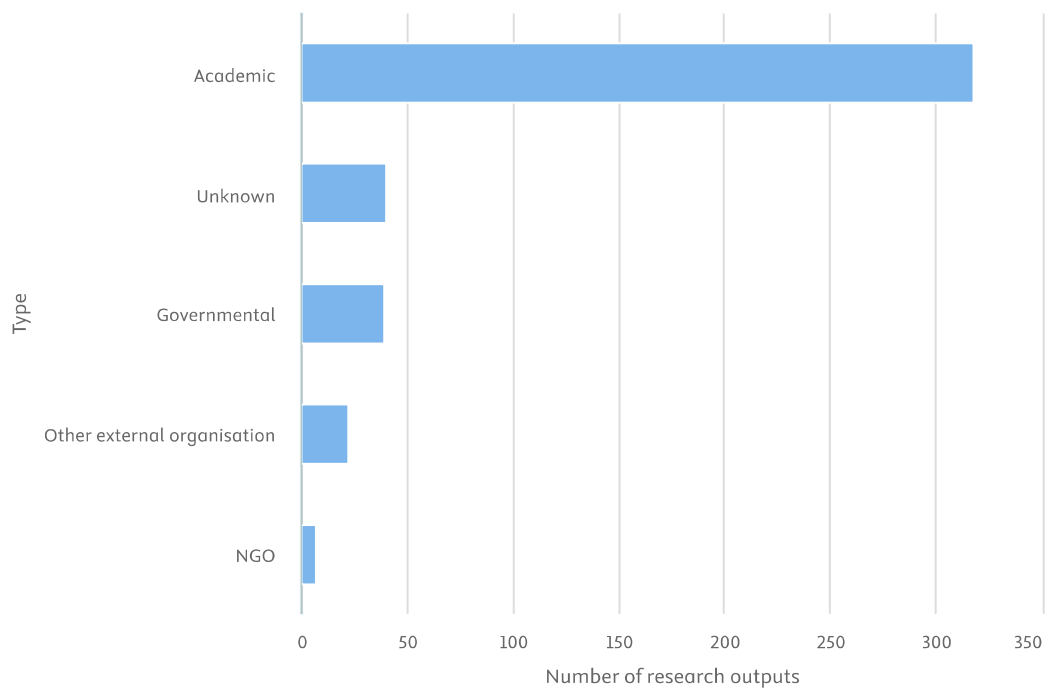
Exhaustive list of external collaboration organisations (number expresses amount of publications that contain a collaboration with said external organisation)

NAME	NUMBER OF RESEARCH OUTPUTS
------	----------------------------

Total count	947
University of Copenhagen	57
University College Copenhagen	53
Aalborg University (AAU)	36
VIA University College	33
The National Centre for Reading	33
Leuphana University of Lüneburg	30
Roskilde University	27
University of Southern Denmark (SDU)	18
University College London	18
Uppsala Universitet, Sverige	14
University College Absalon	12
UCL University College Lillebaelt	9
University of Stavanger	9
Åbo Akademi University	9
Stockholm University	8
Matematikcenter	7
University College South Denmark	7
Københavns Åbne Gymnasium	7
Norwegian University of Science and Technology	6
Eindhoven University of Technology	6
University of Gothenburg	6
Malmö University	6
Weizmann Institute of Science	6
Steno Diabetes Centre	6
University of Agder	5
National Polytechnic Institute	5

University College of Northern Denmark	4
Kiel University	4
Instituto Politecnico Nacional	4
University of Helsinki	4
Michigan State University	4
University of Wisconsin-Madison	4
Linköping University	4
Umeå University	4
UCC	4
Aarhus University (AU)	4
Læremiddel.dk	4
Institut for Naturfagenes Didaktik	4
Skoletjenesten - videnscenter for eksterne læringsmiljøer	3
Mårslet Skole	3
University of Würzburg	3
IT University of Copenhagen	3
University of the Faroe Islands	3
Utrecht University	3
Florida State University	3
University of Edinburgh	3
Leibniz Institute for Science and Mathematics Education	3
Undervisning Roskilde Tekniske Skole	3
Greve Museum	3
Upfind.dk	2

External collaboration organisation, based on type (academic = university)



BIBLIOMETRIC REPORT

Department of Educational Theory and Curriculum Studies, Danish School of Education

February 2024, Jeppe Dalsgaard Bæk, AU Library.

Requester: Lars Lodberg

The aim of the bibliometric report is to present **an overview of the collaboration with external (non-AU) partners** based on the scientific production of the Department of Educational Theory and Curriculum Studies, Danish School of Education during the year 2023.

The data in this report reflect publications that are registered in Pure, published during 2023. The report was compiled from Pure in February 2024 after the reporting deadline for 2023. Pure is a dynamic database and the quantities listed in this report should be regarded as a momentary representation. The numbers will constantly change due to new registrations, corrections etc.

An estimated 90-95% of the data in this report is validated at the time of report creation 12 February 2024)

Notes on Data Quality:

The estimated quality level of the data of this report is <95%. This means errors can occur in the categorisation, e.g. country associated with a specific organisation, the type of the research output etc., but they are assessed as minor.

Notes on Data Quantity

As this report reflects a small amount of data, a qualitative analysis is preferable to a quantitative one. The report is based on a reporting template developed to match the needs of the entire university.

Report metadata

The report is based on the following variables:

Research Output filtered by: Submission year (= submission in Pure): 2023-2024, Publication year: 2023, organisation: Department of Educational Theory and Curriculum Studies, Danish School of Education*. Category: Research, Communication, Commissioned (excluding transfer and education)

*= As some of the departments of DSE have been combined, the chosen organisations are the pre-rearrangement organisation + the corresponding subdepartments (Aarhus &

Emdrup) of the new combined departments. This organisational rearrangement may cause a few publications to be missing from the report, as some publications may be affiliated to the combined department instead of subdepartment.

Associated content: Number of external organisation (affiliated AND otherwise associated), Name of external organisation, Type of external organisation, Country of external organisation

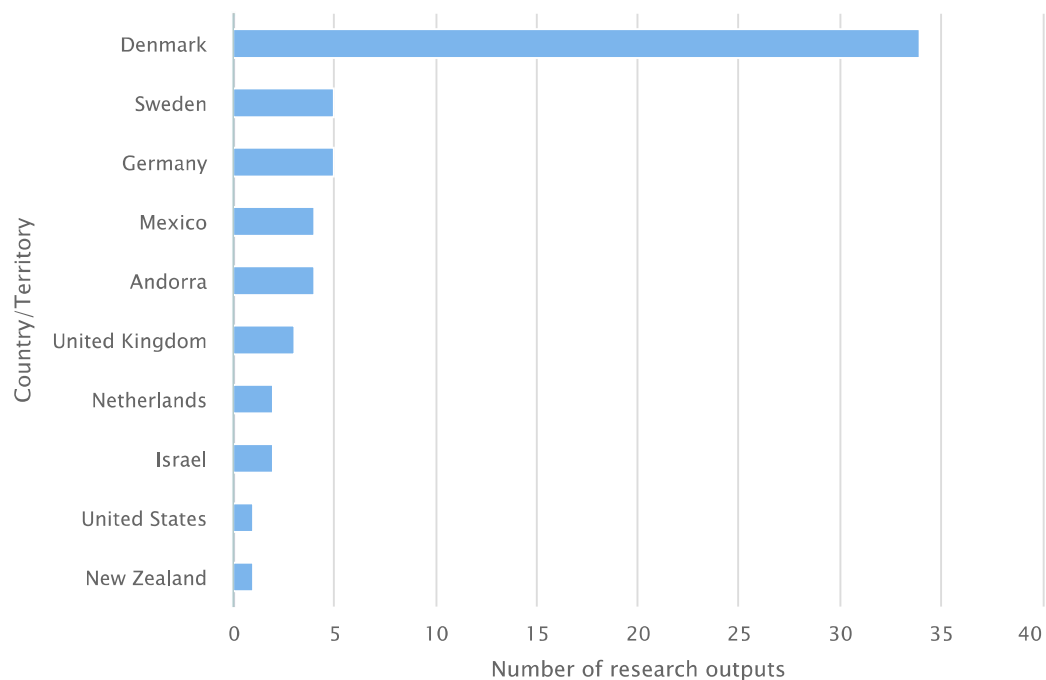
Report name: Publications with external collaboration 2023 - DSE - dept of educational theory and curriculum studies

Report owner: Jeppe Dalsgaard Bæk, jdab@kb.dk // pure@au.dk

Overview, totals

106	44
Number of research outputs	Number of external organisational units

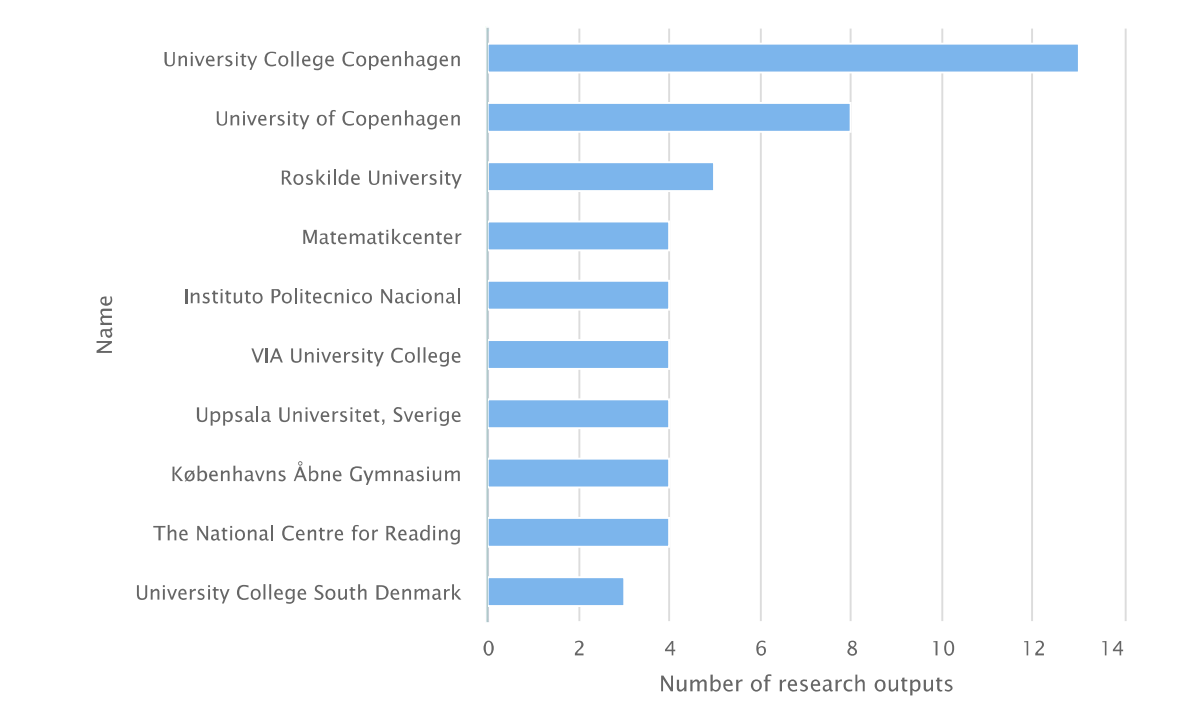
Top 10 external collaboration countries sorted by frequency (number expresses amount of publications that contain a collaboration with an external organisation from said country)



Exhaustive list of collaboration countries, sorted by frequency (number expresses amount of publications that contain a collaboration with an external organisation from said country)

COUNTRY/TERRITORY	NUMBER OF RESEARCH OUTPUTS
Total count	106
Denmark	34
Sweden	5
Germany	5
Mexico	4
Andorra	4
United Kingdom	3
Netherlands	2
Israel	2
United States	1
New Zealand	1
Faroe Islands	1
Canada	1
Australia	1
Austria	1

Top 10 external collaboration organisations (number expresses amount of publications that contain a collaboration with said external organisation)



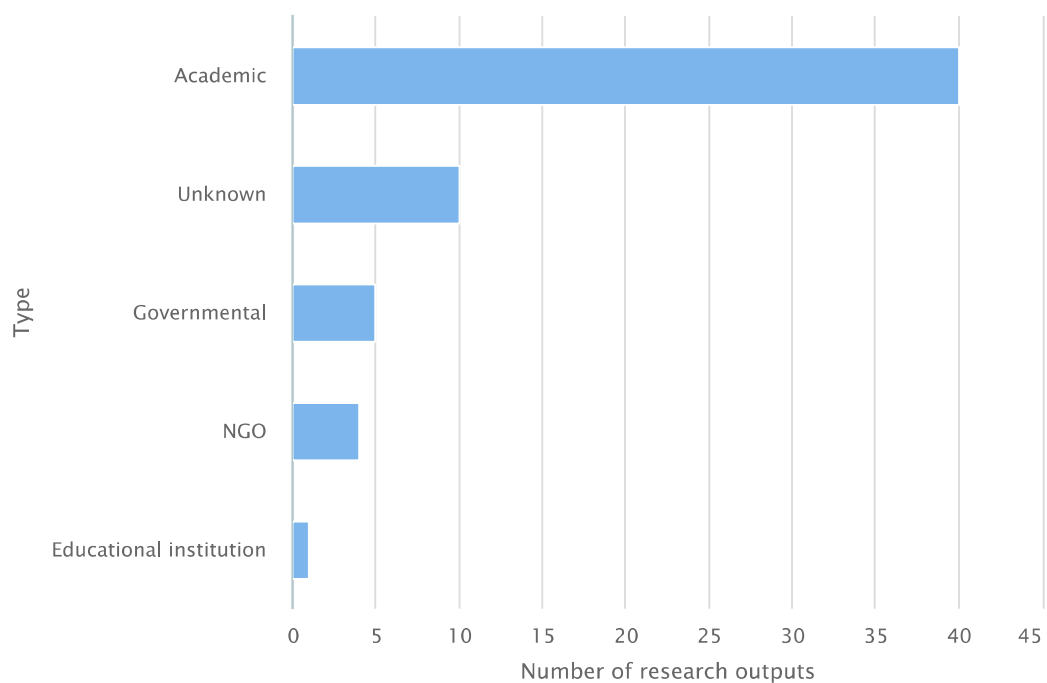
Exhaustive list of external collaboration organisations (number expresses amount of publications that contain a collaboration with said external organisation)

NAME	NUMBER OF RESEARCH OUTPUTS
Total count	106
University College Copenhagen	13
University of Copenhagen	8
Roskilde University	5
Matematikcenter	4
Instituto Politecnico Nacional	4
VIA University College	4
Uppsala Universitet, Sverige	4
Københavns Åbne Gymnasium	4

The National Centre for Reading	4
University College South Denmark	3
Aalborg University (AAU)	3
Professionshøjskolen VIA	3
University College Absalon	2
University of Southern Denmark	2
Leuphana University of Lüneburg	2
University of Gothenburg	2
Leibniz Institute for Science and Mathematics Education	2
Weizmann Institute of Science	2
Leibniz Institute for Science and Mathematics Education	1
Creative Business Network	1
Nationalt Videncenter for Læsning	1
Læreruddannelsen i Aarhus (LIA), VIA	1
Skoletjenesten - videnscenter for eksterne læringsmiljøer	1
Macquarie University	1
University of Münster	1
Technical University of Denmark (DTU)	1
University of the Faroe Islands	1
Utrecht University of Applied Sciences	1
University of Salzburg	1
Eindhoven University of Technology	1
Delft University of Technology	1
University of Washington	1
University of Sussex	1
University of Edinburgh	1

University College London	1
Simon Fraser University	1
University of Auckland	1
Malmö University	1
Umeå University	1
UC-København	1
Undervisning Roskilde Tekniske Skole	1
University of Southern Denmark	1
Institut for Psykologi og Uddannelsesforskning	1
ARoS	1

External collaboration organisation, based on type (academic = university)



Appendix 2: Application pattern and grants in the unit for Subject Didactics from 2018-2023

List of content

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Grants per foundation from 2018 – 2023. 2

Grants for research per year from 2018-2023 3

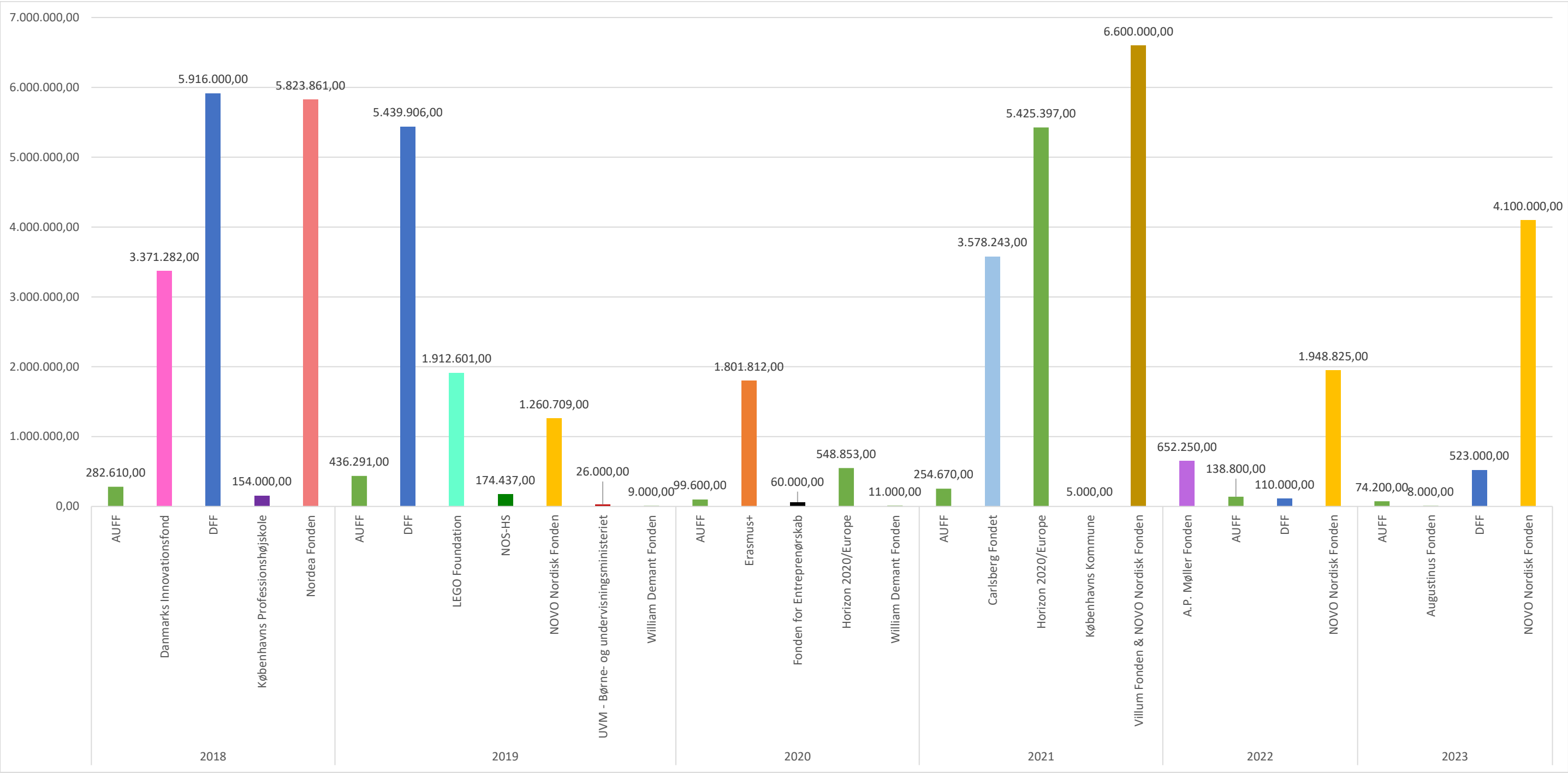
Grants for network and mobility per year from 2018-2023..... 4

Grants for publications per year from 2018-2023. 5

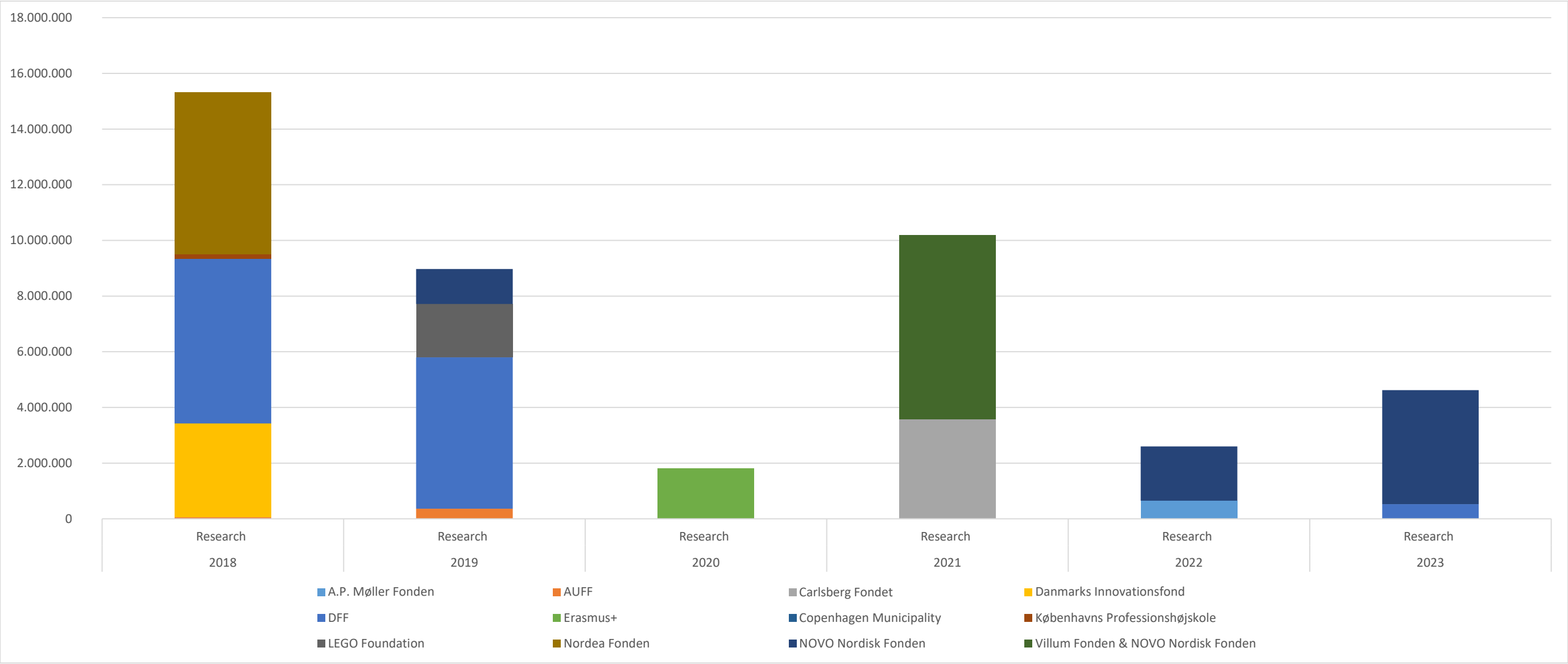
General overview of applications, grants and refusals from 2018 – 2023 6

Applications and grants in amount per year from 2018 – 2023. 12

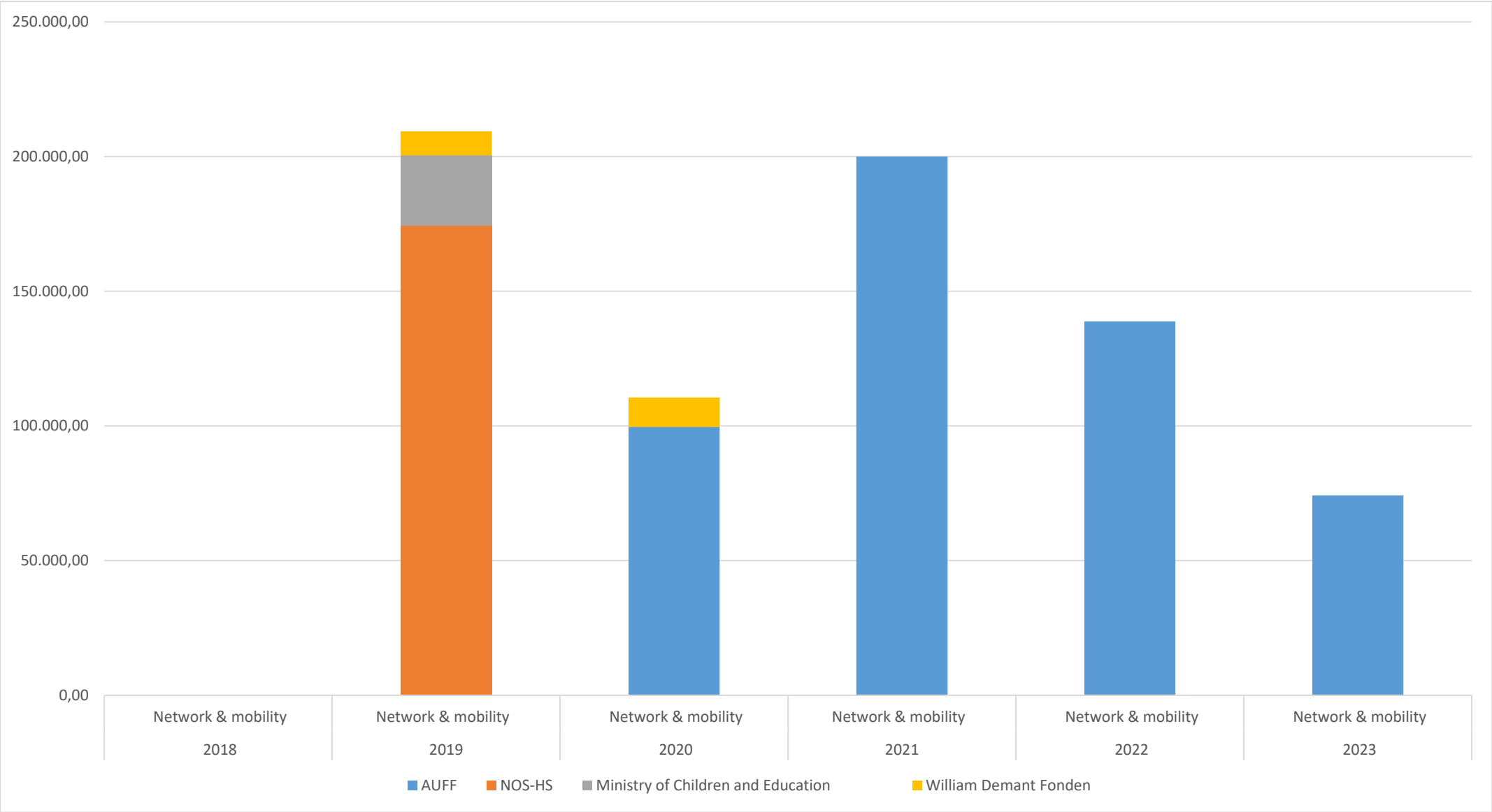
Grants per foundation from 2018 – 2023



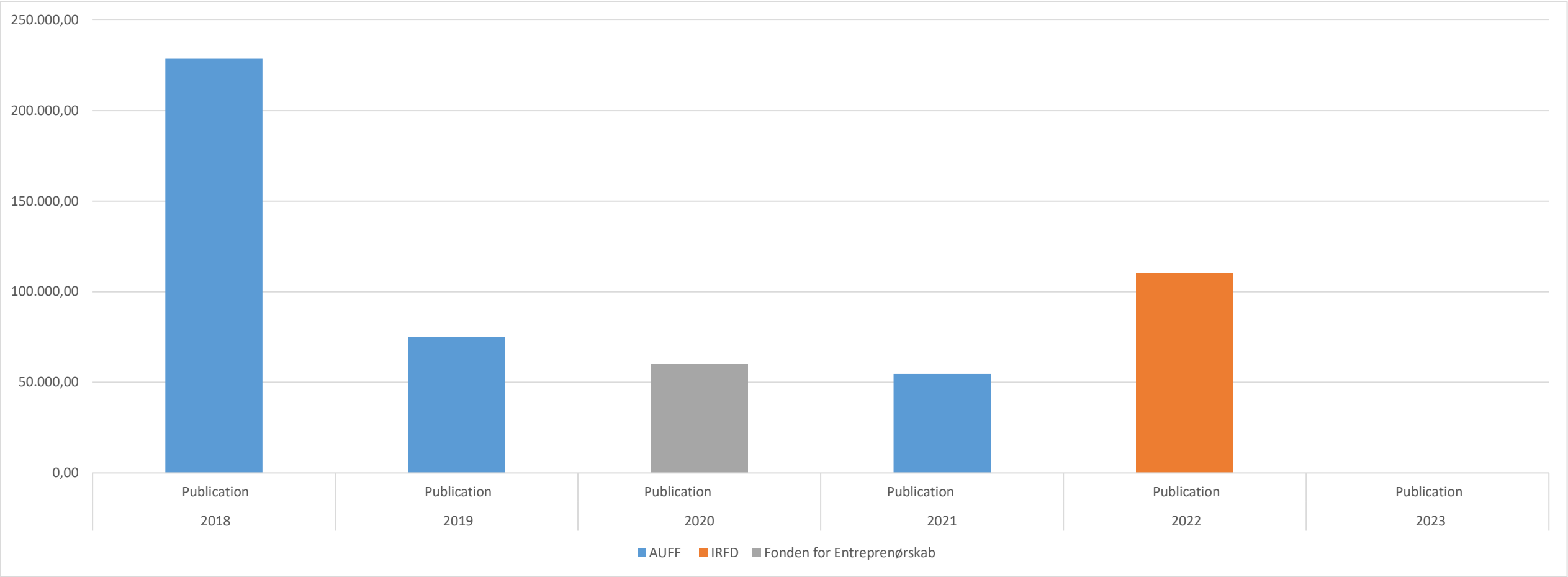
Grants for research per year from 2018-2023



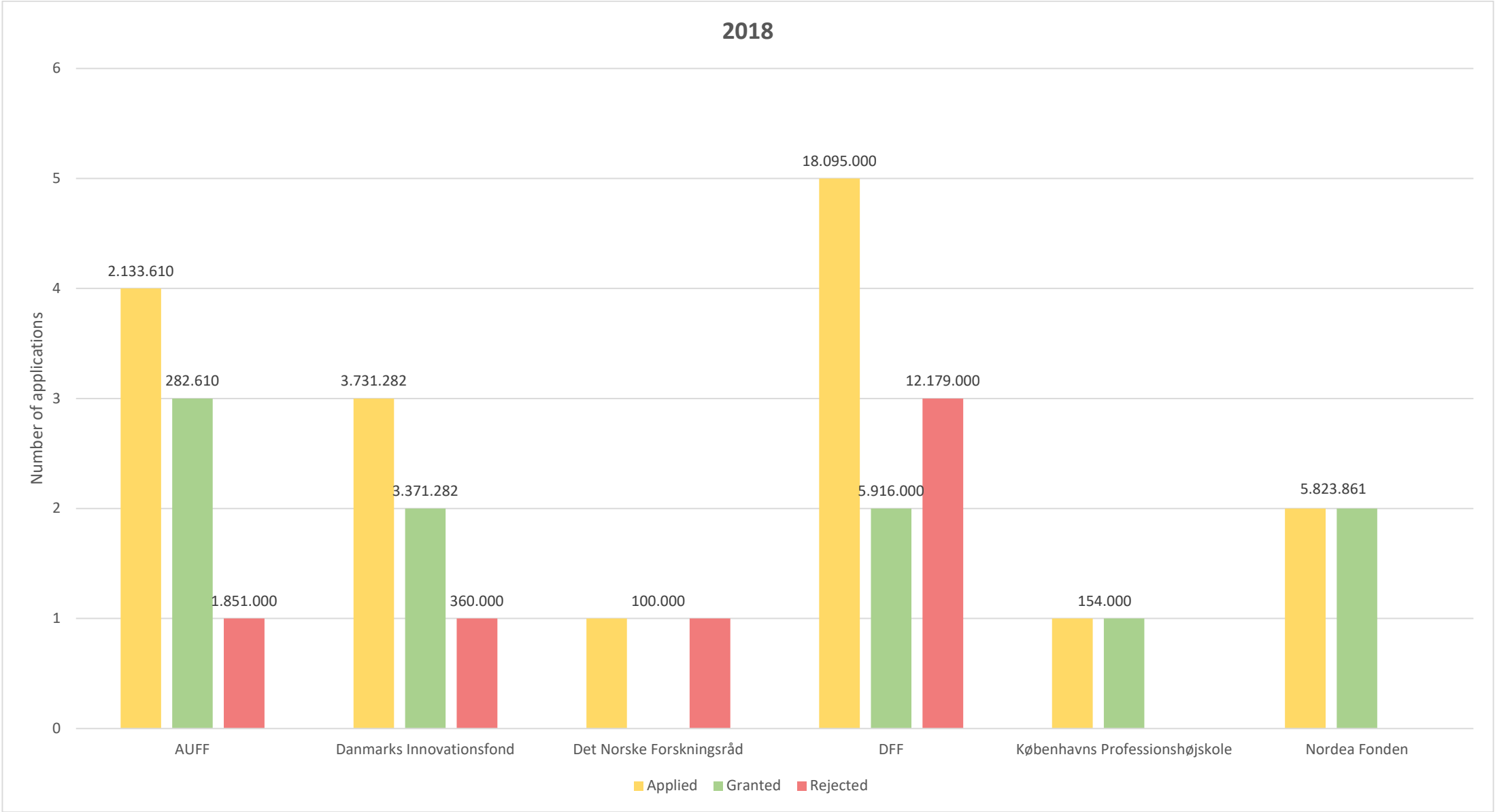
Grants for network and mobility per year from 2018-2023

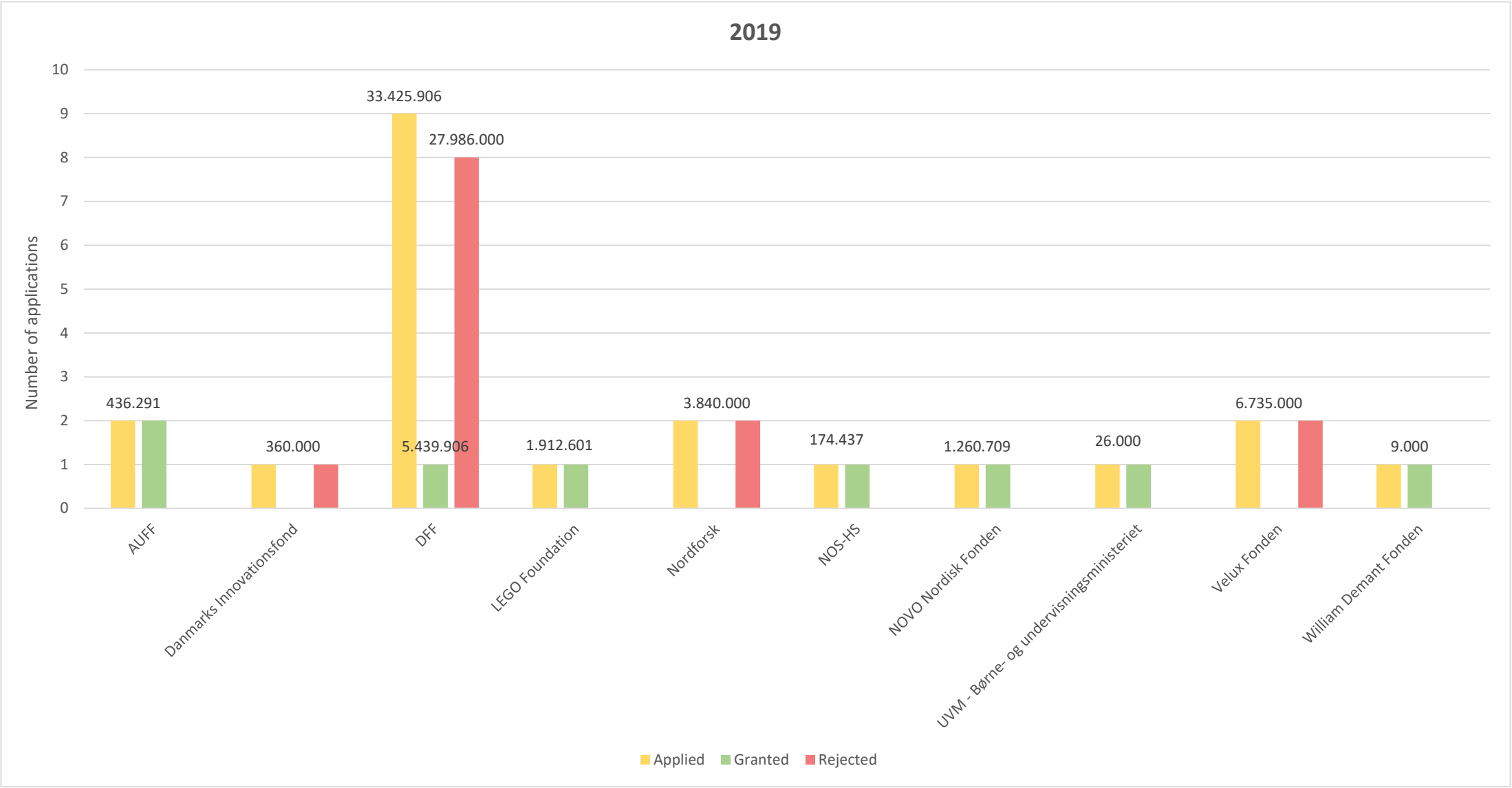


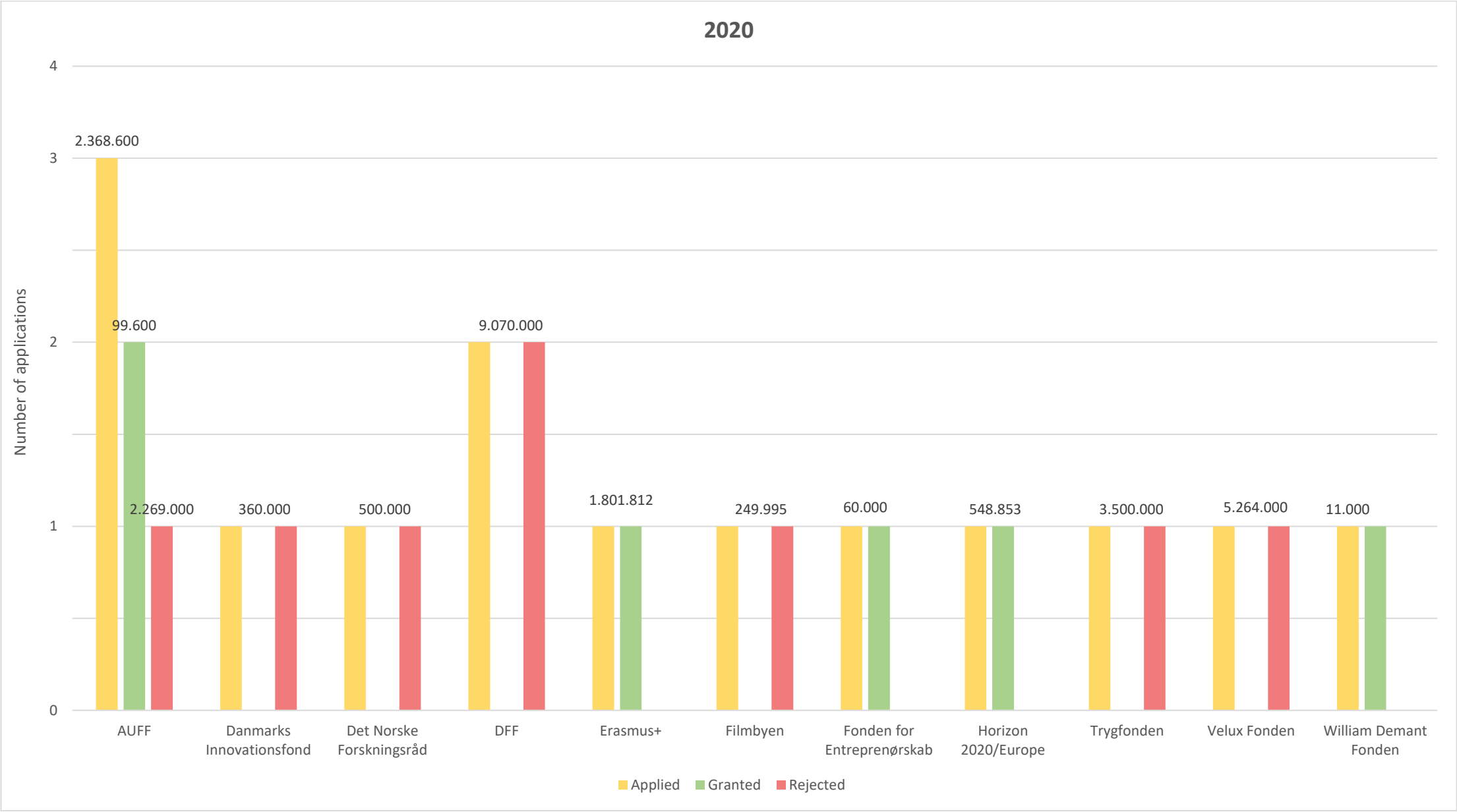
Grants for publications per year from 2018-2023

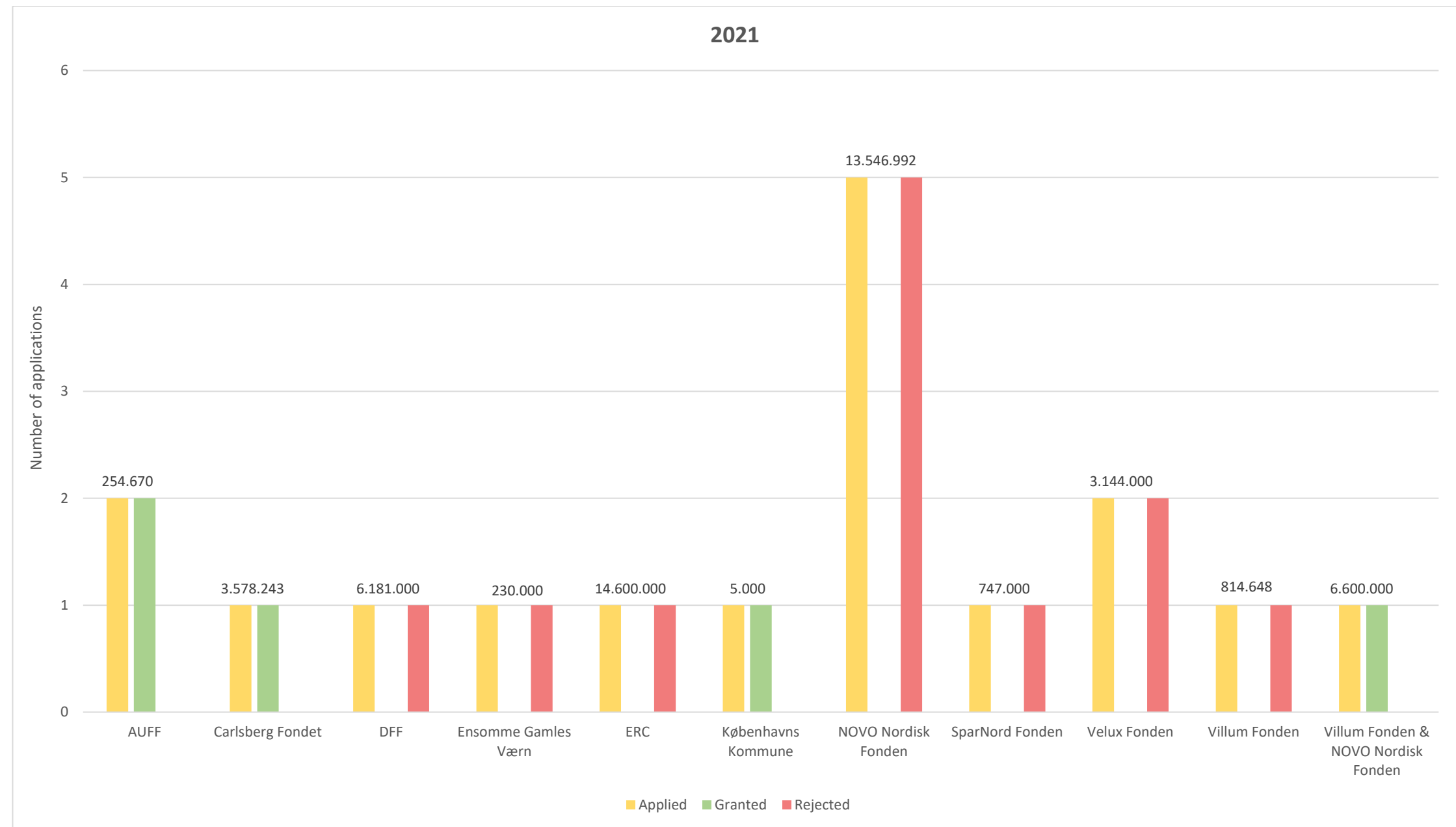


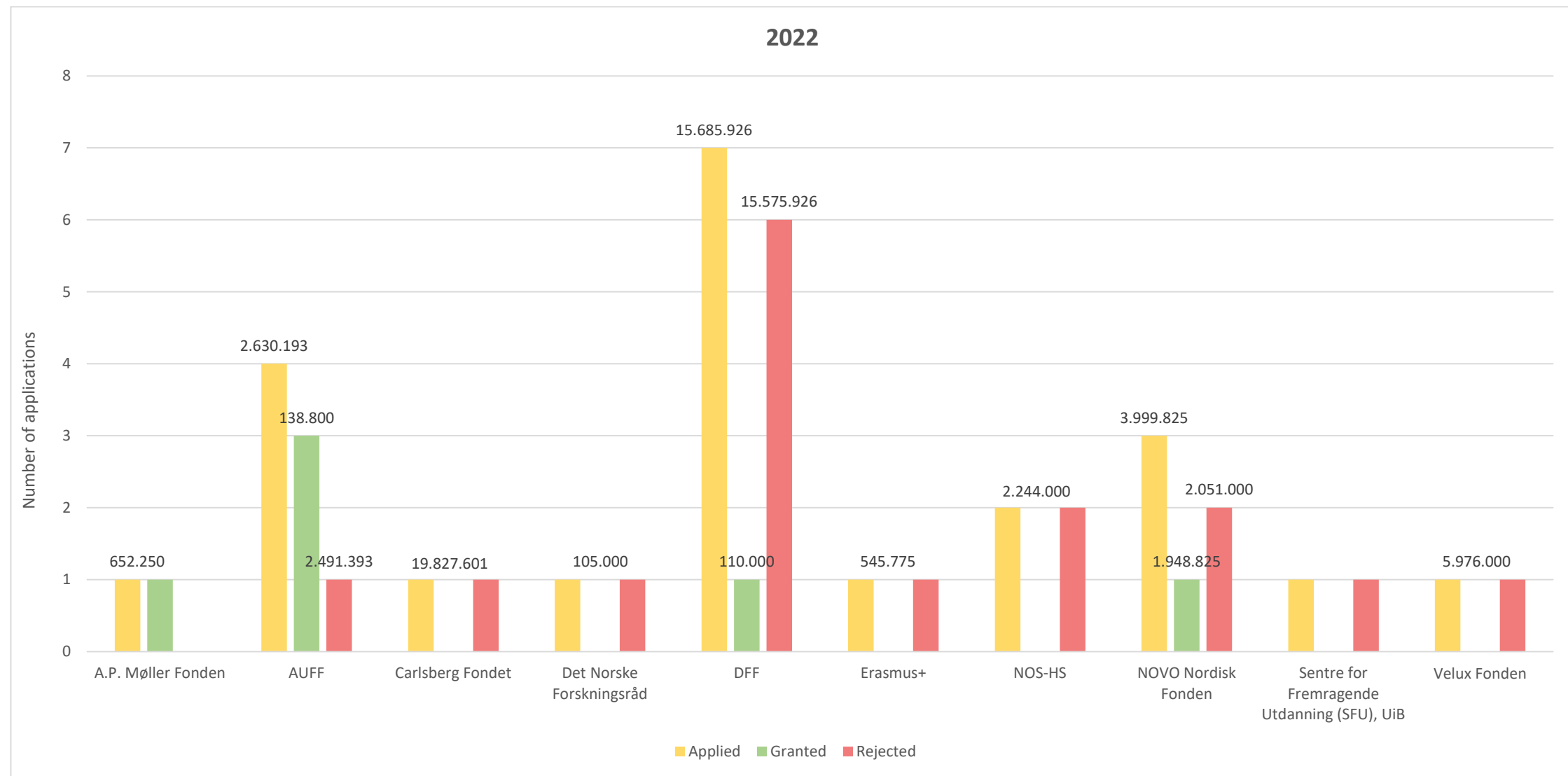
General overview of applications, grants and refusals from 2018 – 2023

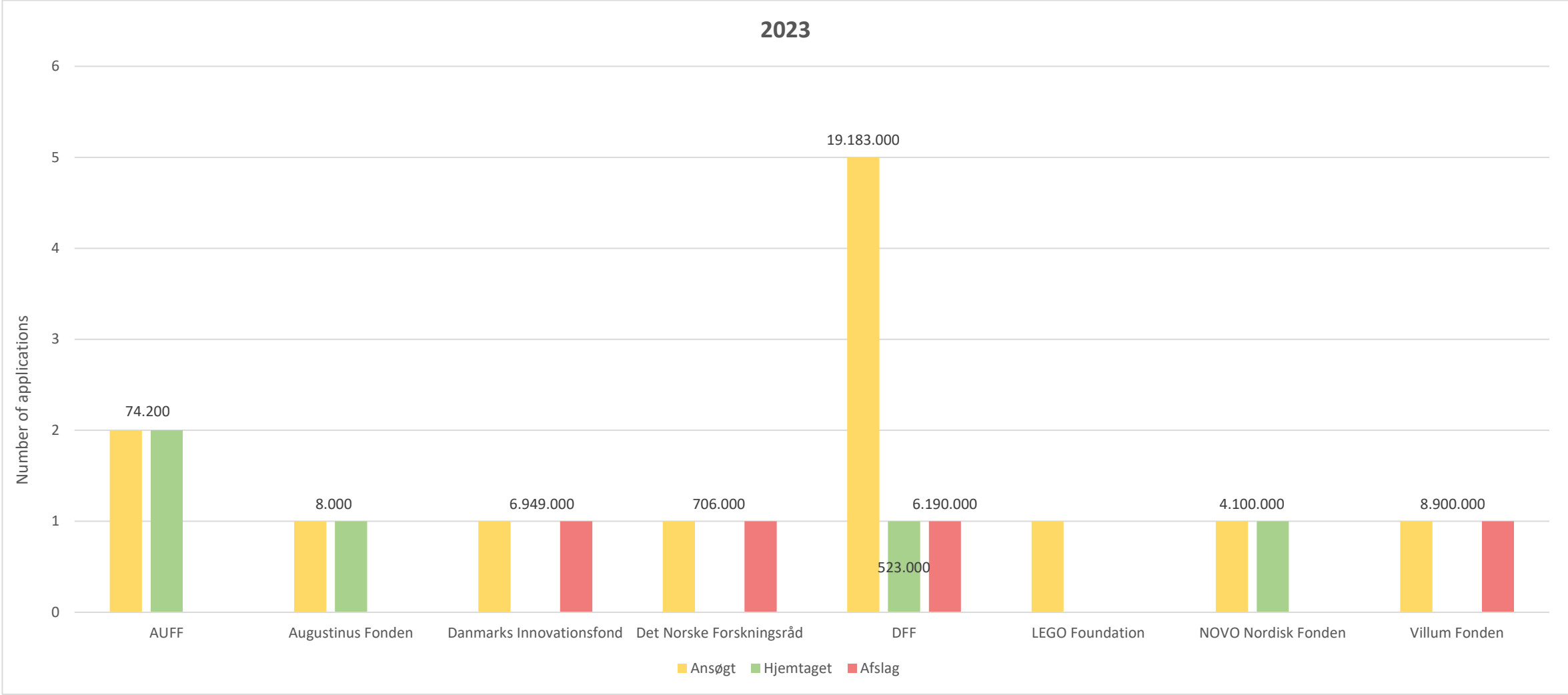












Applications and grants in amount per year from 2018 – 2023

ETCS	2018		2019		2020		2021		2022		2023	
	Applied	Granted	Applied	Granted	Applied	Granted	Applied	Granted	Applied	Granted	Applied	Granted
A.P. Møller Fonden	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	652.250,00	652.250,00	0,00	0,00
AUFF	2.133.610,00	282.610,00	436.291,00	436.291,00	2.368.600,00	99.600,00	254.670,00	254.670,00	2.630.193,00	138.800,00	74.200,00	74.200,00
Augustinus Fonden	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	8.000,00	8.000,00
Carlsberg Fondet	0,00	0,00	0,00	0,00	0,00	0,00	3.578.243,00	3.578.243,00	19.827.600,55	0,00	0,00	0,00
Danmarks Innovationsfond	3.731.282,00	3.371.282,00	360.000,00	0,00	360.000,00	0,00	0,00	0,00	0,00	0,00	6.949.000,00	0,00
Det Norske Forskningsråd	100.000,00	0,00	0,00	0,00	500.000,00	0,00	0,00	0,00	105.000,00	0,00	706.000,00	0,00
DFF	18.095.000,00	5.916.000,00	33.425.906,00	5.439.906,00	9.070.000,00	0,00	6.181.000,00	0,00	15.685.926,00	110.000,00	19.183.000,00	523.000,00
Ensomme Gamles Værn	0,00	0,00	0,00	0,00	0,00	0,00	230.000,00	0,00	0,00	0,00	0,00	0,00
Erasmus+	0,00	0,00	0,00	0,00	1.801.812,00	1.801.812,00	0,00	0,00	545.775,00	0,00	0,00	0,00
ERC	0,00	0,00	0,00	0,00	0,00	0,00	14.600.000,00	0,00	0,00	0,00	0,00	0,00
Filmbyen	0,00	0,00	0,00	0,00	249.995,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Fonden for Entreprenørskab	0,00	0,00	0,00	0,00	60.000,00	60.000,00	0,00	0,00	0,00	0,00	0,00	0,00
Horizon 2020/Europe	0,00	0,00	0,00	0,00	548.853,00	548.853,00	0,00	0,00	5.425.397,00	5.425.397,00	0,00	0,00
Københavns Kommune	0,00	0,00	0,00	0,00	0,00	0,00	5.000,00	5.000,00	0,00	0,00	0,00	0,00
Københavns Professionshøjskole	154.000,00	154.000,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
LEGO Foundation	0,00	0,00	1.912.601,00	1.912.601,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Nordea Fonden	5.823.861,00	5.823.861,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Nordforsk	0,00	0,00	3.840.000,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
NOS-HS	0,00	0,00	174.437,00	174.437,00	0,00	0,00	0,00	0,00	2.244.000,00	0,00	0,00	0,00
NOVO Nordisk Fonden	0,00	0,00	1.260.709,00	1.260.709,00	0,00	0,00	13.546.992,00	0,00	3.999.825,00	1.948.825,00	4.100.000,00	4.100.000,00
SparNord Fonden	0,00	0,00	0,00	0,00	0,00	0,00	747.000,00	0,00	0,00	0,00	0,00	0,00
Trygfonden	0,00	0,00	0,00	0,00	3.500.000,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
UVM - Børne- og undervisningsministeriet	0,00	0,00	26.000,00	26.000,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Velux Fonden	0,00	0,00	6.735.000,00	0,00	5.264.000,00	0,00	3.144.000,00	0,00	5.976.000,00	0,00	0,00	0,00
Villum Fonden	0,00	0,00	0,00	0,00	0,00	0,00	814.648,00	0,00	0,00	0,00	8.900.000,00	0,00
Villum Fonden & NOVO Nordisk Fonden	0,00	0,00	0,00	0,00	0,00	0,00	6.600.000,00	6.600.000,00	0,00	0,00	0,00	0,00
William Demant Fonden	0,00	0,00	9.000,00	9.000,00	11.000,00	11.000,00	0,00	0,00	0,00	0,00	0,00	0,00





Self-Assessment Report

Danish School of Education – Disciplinary Unit of Educational Anthropology

2018-2023

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1.0 Summary of the unit's self-assessment

1.1/ Self-assessment process

The department of educational anthropology was established at DPU in 2000. In the period in focus of this self-assessment (2018-2023), Educational Anthropology was still an independent department. In January 2024, due to cutbacks, it was merged with the department of Educational Psychology. In that 5-year period, the unit consisted of 16 permanent staff (13 associate professors, 3 professors) and an average of 8 PhD and postdocs. In this self-assessment we use 'the unit' to describe the disciplinary community of educational anthropology (not to be confused with a formalised research unit).

Whereas there are individual anthropologists who work on education at various universities around the world, the department of educational anthropology at DPU was the only of its kind and scholars across the world still look to us as the flagship for this subfield of anthropology. International recognition of this leadership position is evidenced through our profile in conference participation and collaborations on research projects, external research applications and the number of people who visit us. Our ambition is to maintain this position at the forefront of educational anthropology and to provide support and inspiration for scholars and emerging units of educational anthropology in Europe, the US and increasingly the Global South.

Educational anthropology is characterised by the use of ethnographic methods to explore how educational practices in particular locations both shape and are shaped by people's everyday interactions and wider/translocal systems of meaning. Through participant observation and involvement in people's everyday lives, we explore the often mundane and implicit ways that differently positioned actors negotiate divergent meanings of taken-for-granted educational concepts and institutional practices. Taking a broad view of education to mean the formation of persons in different settings, we draw critical inspiration from cross-cultural comparisons or analogies. In this way, ethnographic research opens up important and often surprising insights into how educational practices form and change through interactions between everyday dynamics and broader institutional and governing processes, as well as wider cultural or global trends.

The unit's research covers a range of fields, including formal education from preschool to higher education, as well as informal education, learning and socialisation in families, local communities, civic organisations and workplaces, in Denmark and beyond. The unit encompasses research clusters around children, youth and families; higher education studies; mobility and migration; education, diversity and ethnicity and technology, robotics and AI in education. Colleagues also have strong profiles in studies on institutionalisation, leadership and governance, and language use and acquisition.

The unit of educational anthropology used the self-assessment as an opportunity to discuss who we are, identify key areas and themes in our research, and consider what we are trying to achieve in the future. Ass. Prof. Gritt B. Nielsen and Prof. Susan Wright facilitated the process by first informing all staff about the purpose of the evaluation and inviting everyone to submit written points under the headings. Nielsen and Wright's draft was circulated and discussed at a unit meeting on 5 April and then revised for submission.

1.2/ Summary of the results of the self-assessment

- The unit's priority is to maintain its internationally recognised position as a flagship for the subdiscipline of educational anthropology. We want to maintain the high level of our publications and external funding. We therefore seek the status of a formalised 'research unit' and to maintain a formal and recognisable institutional status and an internationally visible presence on the university's website.
- One of the great strengths of anthropology is its comparative and international perspective. Many colleagues have research experience from different parts of the world, and this enables us to view Danish educational issues in a much wider international perspective and bring new insights into future developments. We aim to emphasise and develop this aspect even more.
- Due to our experience-near ethnographic approach, the unit contributes significant insights into the subtle everyday negotiations of educational values, norms and practices in particular locations and how they are contextualised within wider cultural or political processes. Much of our research is therefore of great relevance to people, practitioners and policy makers and offers context-sensitive understandings of current characteristics, challenges and inequalities in educational practices.
- We have very strong international networks and, whilst we host a lot of visitors, we want to attract more international staff with a wider range of cultural and educational backgrounds. This also requires more opportunities for international researchers to teach in English.
- Whenever possible, we seek to develop an international strand of our master's programme, as our very successful international MA programme from 2013 to 2019 acted as a magnet not only for international students but also researchers.

2.0 Publications

2.1 Output

Our research output

The unit's academic output reflects both the humanities' traditional publication pattern of a high production of anthologies and books (Faurbæk 2007) and the newer pattern of journal articles influenced by BFI. Between 2018 and 2023, a staff of 16 permanent members produced 24 books, i.e. an average of 1½ each. Forty-four percent of the 370 research and commissioned research publications were single-authored. True to the humanities tradition, colleagues also publish their research through a wide range of other formats, including encyclopaedia entries, podcasts, and ethnographic films.

The influence of the BFI is seen in, first, the extremely high production of journal articles (148) and book chapters (120). Second, in the period, the unit had nearly twice as many research publications in English as in Danish (239 and 124, respectively).

The unit publishes widely – in all the most prominent journals in Denmark concerning pedagogy, ethnography/anthropology and language (incl. *Tidskriftet Antropologi* and *Danmarks Pædagogiske Tidsskrift*, *Tidsskrift for professionsstudier*), and in a great number of renowned international journals where we bring perspectives on learning and education into dialogue with other subfields (incl. *Anthropology and Education Quarterly*, *Ethnos*, *Gender and Education*, *Journal of Organizational Ethnography*, *Learning and Teaching*, *International Journal of Early Years Education*).

Examples include analyses of:

- how the so-called international classroom is located in local pedagogical practices and national policies
- the everyday dynamics and broader processes of social inclusion and exclusion and ethnicity formation among minorities and majorities in Danish schools migrants' experiences of the overlapping practices and values of educational and labour policies
- children's language socialisation and use of Danish as a second language
- notions and selection processes of 'talented' youth in elite sport
- student activism for social justice in an international perspective (US, UK, SA and DK)

2.1/ Academic impact of the unit's publications

We're using four indicators to assess the quality and academic impact of the unit's publications:

- 1) *Peer reviewing*. An indicator of the quality and academic impact of the unit's research is reflected in the fact that nearly all of the research output has been reviewed by peers. Out of 370 research/commissioned research publications 85% were peer reviewed, 5% were PhD dissertations, and only 10% were not peer reviewed.
- 2) *Collaboration*. The interest of scholars in Denmark and internationally in collaborating is an indicator of the disciplinary impact of our research and publications. In 2023, as evidenced in the bibliometric report, almost 60% of the total number of publications involved external collaborators. At the top were institutions in the United Kingdom (8, UCL and Uni of Oxford), Denmark (8, primarily UCPH, RUC and University of Southern Denmark), Norway (6, University of Oslo) and Sweden (4, Stockholm University).

- 3) *Editorial responsibilities.* The unit has impact through managing and editing publications. In the period staff members have guest edited 4 special issues, including on Islamic Education in Scandinavia (of Scandinavian Journal of Islamic Studies) and Tehnomoral governance (of Social Anthropology). 4 members are editors in chief or on the editorial board of journals (incl. Learning and Teaching, Kritisk Etnografi) or co-edit book series for Danish, UK and USA publishers (incl. Antropologiske Studier, Aarhus Universitetsforlag; and Anthropology of Policy, Stanford University Press).
- 4) *Use by practitioners.* Because of the practice-oriented ethnographic approach, many of the unit's publications are widely read by practitioners and used in educational programmes for kindergarten and schoolteachers, social workers and nurses at Danish university colleges.

2.2/ Looking ahead

As a unit we wish to publish more in an open access format. However, many of the peer reviewed journals in our field use one of the open access models that require a financial contribution from the author or the institution. In other disciplines, these costs are often built into project funding, but many of our publications come from our free research time.

Anthropology in the US has joined with the public-knowledge organisation, Libraria, to pioneer the Subscribe to Open (S2O) system. This makes publishing in journals free for authors and enhances the public role of university libraries by making the journal open to the general public. One of the unit's journals is successfully included in this system.

Looking forward, we seek the support of the university to enable us to meet the costs of publishing in the green and gold systems, and to push for change in open publishing, e.g. through the S2O system.

As indicated below, we wish to strengthen our research output and publications in a number of areas to continue to engage with the major educational and societal challenges facing the world (see 3.3).

3.0 Research Ideas and Application Patterns

3.1/ Developing research ideas

Research ideas are developed in three main ways. First, through conversations in interdisciplinary research groups. Members belong to: Ethnographic Childhood, Youth and Family Research; Ethnicity, Diversity and Education; Future Technology, Culture and Learning; Mobility and Education; Centre for Higher Education Futures (CHEF), Centre for Migration and Integration Research (MIAU) and Danish Centre for Research in Early Childhood Education and Care (ECEC). Second, members use their extensive inter/national networks to develop ideas for applications, projects and publications. Third, and importantly, members of the unit come together in monthly Educational Anthropology brown bag seminars, which provide support within our own discipline for brain-storming ideas and discussing draft applications, research in progress and the achievements of completed projects.

3.2/ Applications and funding

The unit has been extremely successful in obtaining external funding. In the period 2018 to 2023, the unit gained 60 million kr. in external funding, out of which more than half (35 million) was from the Independent Research Fund Denmark. In addition, the unit has received grants from Aarhus University Research Foundation (1.5 million), and a successful EU horizon 2020 project (6 million). The unit has obtained substantial thematically earmarked funding especially for childhood research: the Centre for Research in ECEC (CeDif, 3.6 million) + Partnerskab for Børneforskning (9.5 million). Members have also participated in the EU-funded research project REGREEN which aims to promote 'urban liveability' and accelerate the transition towards equitable, green and healthy cities. All of this indicates the high quality of the unit's basic research.

Between 2018 and 2022 (the results from 2023 are not ready yet), the unit's total number of applications (for research projects, networks and to fund publications) was 107, out of which 47 received funding. This means that just over 40% of the unit's applications were successful.

3.3/ Looking ahead

As a unit we wish to strengthen our distinctive contribution to knowledge production around the way people in everyday life, families, communities, informal and formal institutions engage with the major educational and societal challenges facing the world, including:

- climate change, environmental education, education for sustainability and the green transition
- democracy, participatory governance and political engagement in/through education and the social role of educational institutions
- global and national population movements and the roles of educational institutions in relation to migration, integration and internationalisation
- new technologies, digitality and AI and their influences on learning, research, work practices and childhood, parenthood and socialisation processes in a range of formal and informal educational spaces
- questions of diversity and inequality related to among other gender, class, ethnicity and nationality

Staff face a dilemma: is it more beneficial to spend time on making applications for external research funding (given that, even with our excellent record, 60% fail) or is it better to use that time to publish the results of

existing research in more depth? This dilemma is profound because our unit has PhDs and Post docs but no assistant professor positions leading to permanent employment. Success in obtaining external funding and numbers of publications is used in assessments for recruitment and promotion, whereas a deeper exploration of existing material might yield the best contribution to knowledge.

Applications demand considerable time investment but the lack of allocated hours for this exacerbates the problem. Precarious staff are expected to use their own time, and staff on permanent contracts are to use their free research time, which is already crowded with publication and other demands. A DPU solution is needed, in parallel with lobbying nationally for a better balance between basic funding for research (basis bevilling) and external funding.

We request the formalisation of Educational Anthropology as a research unit (enhed). This would enable us to develop a fuller range of activities around (amongst others) the above research areas. This would include sparring new ideas, commenting on draft publications, and supporting staff development. As a formalised educational anthropology unit, we would also engage in a project to find possible ways to turn the work done on applications into publications and public dissemination.

4.0 Societal and Political Impact

4.1/ Research-based education

In the period 2018-2023, the unit offered two 2-year MA programmes: Educational Anthropology (taught in Danish, 115 students) and Anthropology of Education and Globalisation (AEG, 29 students). Until 2019, the latter was an international programme taught in English, thereafter it was taught half in Danish, half in English. All members of the unit are actively involved in teaching and the programmes are based on the unit's broad spectrum of research expertise. The majority of the students have educational backgrounds as teachers or as social educators/social workers ('pædagog'). A minority has a university BA. With the MA in educational anthropology, candidates have obtained various kinds of jobs, as educational consultants in municipalities, working in NGOs with integration and education, and teaching at the university colleges. As a recent report from the Danish Agency for HE and Science (April 2024) conveys, most of the MA candidates with a prof. BA in teacher training obtain job positions relevant to this profession afterwards.

Several staff members have also worked to profile and promote educational anthropology through engagement in the European Association of Social Anthropology's Teaching Anthropology Network and involvement in the Erasmus+ project entitled Translating Sociocultural Anthropology into Education (TRANSCA). Staff members have engaged in capacity building with universities in the Global South. Research on sustainable education for Circle U is also being translated into education programmes and disseminated across the Faculty in collaboration with Centre for Environmental Humanities.

4.2/ Collaborations with non-academic organisations

Due to our ethnographic methods, all anthropological research, including students' master's and PhD research, involves collaboration with external partners. Often this is informal and sometimes formalised in a contract. Our unit's collaborators include daycare and education institutions (e.g. SOSU-programmes), municipalities, hospitals, non-governmental organisations, private firms (e.g. Mærsk). Therefore, all colleagues have vast networks with non-academic collaborators. Some colleagues have explicitly worked on developing methods (incl. living labs) for using ethnography to involve citizens more actively in the development of products, services or solutions to specific environmental and educational challenges. Some have used action-research to develop new spaces for constructive dialogue between researchers and policy makers in Denmark and Europe. Likewise, members of the REGREEN project developed interactive walkable floor maps to facilitate dialogue across disciplines, communities, age groups and municipal silos (in Paris, Croatia and Aarhus).

4.3/ Public engagement

The unit engages in extensive research dissemination through the writing of op-eds and commentaries in newspapers and online platforms, podcasts, TV and radio and newspaper interviews and research coverage. Members who focus on educational and political developments and challenges in Denmark have contributed extensively, in both local and national media, e.g. on the relocation of state institutions, consequences of education and language policies in local settings, the effects of digitalisation on childhood and family life and the policies for relocating and de- (and then re-) internationalising higher education and reforming master's programmes.

Members regularly engage in public presentations and debates, invited talks at a range of organisations (e.g. Forsknings Døgn, Folkemødet Bornholm, Conferences for teachers or social workers) and at public panel debates (e.g. on capacity building in the Global South; the role of free speech at the university).

Members have done commissioned and applied research for, among others, Danida's Fellowship Centre and the Council of Europe. Colleagues have also been on ministerial councils and advisory boards, including the Ministry of Education's unit for Danish as second language, the Ministry of Immigration and Integration's unit on Danish education, and the National Council of Ethnic Minorities. Based on research on the local impact of the national redistribution of government workplaces, one member has also been invited by the Ministry of Immigration and Integration to talk about the potential of using qualitative studies as the basis for political decision-making.

4.4/ Looking ahead

Our ethnographic research involves extensive collaboration with various actors, organisations and institutions and there is always potential for considerable impact.

- There is potential to generate greater impact through cultivating collaboration and synergies between the research of staff members and MA students. Some staff members have actively involved MA students in their research projects and this practice could be developed more widely.
- Our students engage collaboratively with a very wide range of organisations during their three-months' ethnographic fieldwork. As a unit we could work to develop relations with the students' research hosts (e.g. by inviting them to the annual Educational Anthropology candidate celebrations and getting to know each other's research interests and how to collaborate with greatest impact).
- We held one very successful event where a journalist trained MA students in how to write an op ed about their Thesis research. This was greatly appreciated. Turning this into an annual activity for staff as well as students could maximise the public dissemination of their research.
- Staff members who prioritise disseminating their research to a wider public through Danish journals, the media or other public forums need value to be accorded to these activities when it comes to appointments and promotions.

5.0 Talent development and merit

5.1/ PhD recruitment, education and supervision

In the period from 2018 to 2023, the unit has had between 2 to 8 PhD students with an average of 5,6 per year. Two PhDs have been 'international' in the sense of being citizens of countries other than Denmark and having obtained their MA training in the USA and Norway/UK, respectively. We have also recruited two Industrial PhD Fellows [Erhvervs-PhD] involving formal collaboration between the university and private firms/organisations (incl. FOA and the Danish Institute of Fire and Security Technology).

Staff members have offered 12 PhD courses with colleagues from other universities in Denmark and abroad (incl. Uni of Cambridge, Dublin, Porto, Kassel). The topics included Radical Science in the Anthropocene; The Comparative Potential in Anthropology; Crafting Ethnography; Ethnographic approaches to the political; Analytical perspectives on children and childhood; and European universities in a shifting global context.

Several research projects, including one on European Universities – Critical Futures (involving 178 participants in 18 countries) and one on public education funding in the Global South, particularly Nepal, have had career development for PhDs and early-stage researchers as a central aim. This has involved international workshops/PhD schools, writing retreats, training in peer reviewing, and support in presenting at conferences and in international networking.

5.2/ Early Career Scholarship (Postdoc and Assistant Professors)

In the period, the unit has had between 2 to 5 Postdocs, with an average of 2,3 per year. Two of the Postdocs have been 'international' in the sense of being citizens of countries other than Denmark and having obtained their MA and PhD training in Cuba/Brazil and Australia/UK. One of these has an EU Marie Curie post doc fellowship. A further 3 post docs have been recruited in Denmark. Currently, staff members are working on post doc applications, including a further Marie Curie fellowship, with 4 scholars from abroad. Their topics include democratic governance in Iran; universities' role in global governance of the climate crisis; environmental education and youth participation in Denmark and Canada; and moral economies of education in Nepal.

5.3/ Career development and meriting – all career levels

There is a lack of a career path from the PhD onwards. No assistant professorships have been advertised in the unit during this period and the only career path available for completed PhDs is applying for one Post doc position after another. Postdocs are precarious and stuck. Towards the end of their first year, they need to start making applications for their next Post Doc position or apply to other institutions and plan to move on.

There is an equal lack of progression from associate professorship, also generating a sense of being stuck. Many staff members experience that the hand-picking of those associate professors who can be supported in a career path to professor closes down opportunities for others who are equally qualified but whose research areas are not recognised or prioritised by the current leadership. The focus seems to be on Danish welfare institutions and politically designated problem areas, whereas acknowledgement of a broader set of topics would be desirable. Ideally, professorships should be available to all who are qualified. The selection

also seems to narrowly prioritise the number of publications in top journals and external grants, and not value those who associate scholarship with a wider range of activities.

5.4/ Looking forward

We face a dilemma in that we are encouraged to apply for external funding to bring PhDs and Post docs to DPU, but then cannot offer them a career path, so they are either stuck in precarity or forced to move elsewhere.

Early-scholar career development needs to be prioritised to a greater extent and in the absence of assistant professorships, more effort should be put into developing post docs' careers and opportunities (e.g. writing retreats, courses/guidance on funding opportunities etc).

We seek acknowledgment of a diversity of researcher profiles, valuing those who develop collaborative research with commercial, public and civic organisations and make manifold contributions to Danish and international society, rather than narrowly focusing on external funding and journal publications. This would facilitate broader routes to career progression.

A career development process needs designing from the bottom up, learning from other good examples, e.g. Copenhagen University's talent development programme and its capacity-building focus that enables researchers to play an active role in shaping and developing their institution.

6.0 Interdisciplinarity

6.1/ Degree and quality of interdisciplinary research

The unit is per definition interdisciplinary. Members of the unit come from a variety of cognate academic backgrounds, including social anthropology, educational anthropology, human geography, cultural sociology, European ethnology and linguistics. They not only splice anthropology/ethnography with educational studies, but, as with most anthropology, they connect to research in other fields of science: including new technologies, linguistic anthropology, childhood, youth and families; migration studies; gender and ethnicity studies, organisations and workplaces; democracy and youth political participation, nature and environment.

Most unit members are involved in research units, research programmes or centres that are interdisciplinary, involving scholars from e.g. educational science, educational or social psychology, and educational sociology.

6.2/ Looking forward

Looking forward, the unit is worried that the distinctive profile of educational anthropology with its interdisciplinarity and international comparative perspectives will disappear with the recent merger of Educational Anthropology with the larger unit of Educational Psychology into one joint department. Many of us collaborate with colleagues in educational psychology but the new department potentially jeopardises the balance between interdisciplinarity and disciplinarity that anthropologists characteristically try to maintain.

We seek to ameliorate the situation by requesting the establishment of an educational anthropology unit (enhed) with website presence so that potential collaborators from other disciplines and other countries can continue to find us easily.

7.0 Diversity and internationalisation

7.1/ Diversity

We understand diversity in several ways:

- The unit has a diversity of research topics and approaches.
- We also have great diversity of researcher profiles, in terms of their contributions to the discipline and society. Some are extremely successful in their dissemination efforts or public engagement; others in obtaining external funding or in collaborating inter/nationally.
- It is important that this diversity is recognised and valued, so we are not expected to be and do the same as each other.
- With regard to gender, ethnicity, class-background and nationality the unit is relatively homogeneous, and many colleagues have indicated that it would be enriching to have a more diverse group of staff in the unit as well as at DPU. By this we mean not only more international colleagues: the diversity of the population in Denmark as a whole is not reflected at DPU with regard to students and staff.

7.2/ Internationalisation

- We are very international in terms of publications and co-authoring with colleagues outside of Denmark.
- As an internationally recognised flagship department of educational anthropology, we have attracted many international visitors to DPU and staff members receive numerous invitations to visit and collaborate with other institutions, not least with other educational anthropologists worldwide.
- However, the unit's staff and DPU as a whole are very 'Danish'. This raises questions about how to integrate new international colleagues and about English language politics.
- We no longer have an international education programme on which international colleagues could teach and which can attract international students and diversify the student population. We look to reinstating an international programme in educational anthropology at the first possible instance.
- International education is one of our fields of study. We have considerable expertise and experience in researching and developing international pedagogies (rather than just English-medium teaching). We are skilled at engaging Danish and international students in working together to develop international classrooms and learning experiences. The AEG programme has given the unit extensive research-based knowledge of pedagogies in international education that could be of value across the whole faculty.

8.0 Appendices

Appendix 1: Publication patterns in Educational Anthropology 2018 - 2023

The report presents data based on registrations of publications published during the years 2018-2023. The report was compiled from Pure in February 2024. Pure is a dynamic database and the quantities listed in this report should be regarded as a momentary representation. The numbers will constantly change due to new registrations, corrections etc.

Please note that not all publications from 2023 have been validated.

In Pure, journal names are not deduplicated. This means that a journal may occur more than once with a different variant of the journal title. Articles in proceedings may not have a journal title and are, hence, referred to as '(articles in proceedings)'.

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Publication patterns in Educational Anthropology 2018 - 2023	1
Number and types of publications per publication year.	2
Number and types of publications per publication year within research/commissioned research	3
Number and types of publications per publication year within communication/education	4
Number of peer-reviewed and not peer-reviewed publications within research/commissioned research	5
Languages for publications - within research/commissioned research	6
Languages for publications - within communication/education	6
Number of authors per publication – within research/commissioned research	7
Number of authors per publication – within communication/education	7
Number of scientific articles by journal – within research/commissioned research (Conference article, article in proceeding, journal article, letter, review)	8

Number and types of publications per publication year.

Count of UUID	Column Labels						
Row Labels	2018	2019	2020	2021	2022	2023	Grand Total
Anthology	2	3		2	1	3	11
Article in proceedings	3		1	1		1	6
Book	1	3	6	1		2	13
Book chapter	13	31	24	19	21	12	120
Comment/debate/letter to the editor	1	1	1		2	1	6
Conference abstract for conference	6	6	1	7	7	7	34
Contribution to newspaper - Comment/debate			2		2	1	5
Contribution to newspaper - Feature article	1	2	1	1	2		7
Contribution to newspaper - Newspaper article		1					1
Editorial	1						1
Encyclopedia entry		1	1				2
Journal article	15	32	28	24	24	25	148
Literature review		1					1
Net publication - Internet publication		1	3			2	6
Paper	1	7	1	4	1		14
Ph.D. thesis	3	2	3	1	2	4	15
Pictures, Video and sound recordings (digital)			2				2
Poster		1					1
Report		1	8		3	1	13
Report chapter				1			1
Working paper	2			6	1	2	11
Grand Total	49	93	82	67	66	61	418

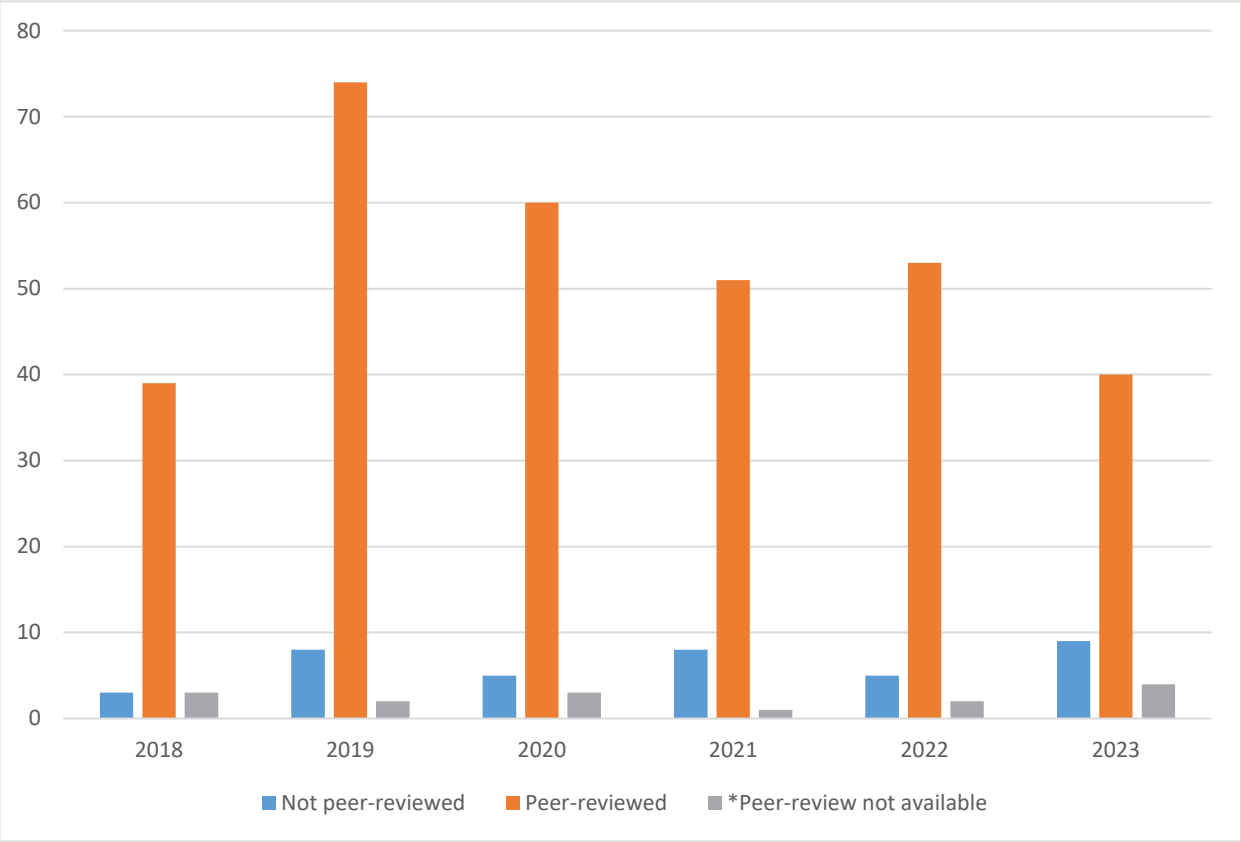
Number and types of publications per publication year **within research/commissioned research**

Publication category	(Multiple Items)							
Count of UUID	Column Labels							
Row Labels		2018	2019	2020	2021	2022	2023	Grand Total
Anthology		2	3		2	1	3	11
Article in proceedings		2		1	1		1	5
Book		1	3	6	1		2	13
Book chapter		13	31	23	16	21	11	115
Comment/debate/letter to the editor			1			1		2
Conference abstract for conference		6	5	1	6	7	7	32
Editorial		1						1
Encyclopedia entry			1	1				2
Journal article		14	31	24	23	24	22	138
Paper		1	6	1	3	1		12
Ph.D. thesis		3	2	3	1	2	4	15
Pictures, Video and sound recordings (digital)				1				1
Report			1	7		2	1	11
Report chapter					1			1
Working paper		2			6	1	2	11
Grand Total		45	84	68	60	60	53	370

Number and types of publications per publication year within communication/education

Count of UUID	Column Labels						
Row Labels	2018	2019	2020	2021	2022	2023	Grand Total
Article in proceedings	1						1
Book chapter			1	3		1	5
Comment/debate/letter to the editor	1		1		1	1	4
Conference abstract for conference		1		1			2
Contribution to newspaper - Comment/debate			2		2	1	5
Contribution to newspaper - Feature article	1	2	1	1	2		7
Contribution to newspaper - Newspaper article		1					1
Journal article	1	1	4	1		3	10
Literature review		1					1
Net publication - Internet publication		1	3			2	6
Paper		1		1			2
Pictures, Video and sound recordings (digital)			1				1
Poster		1					1
Report			1		1		2
Grand Total	4	9	14	7	6	8	48

Number of peer-reviewed and not peer-reviewed publications within research/commissioned research



*Certain publication types in Pure do not have peer review as an option (i.e. PhD Thesis).

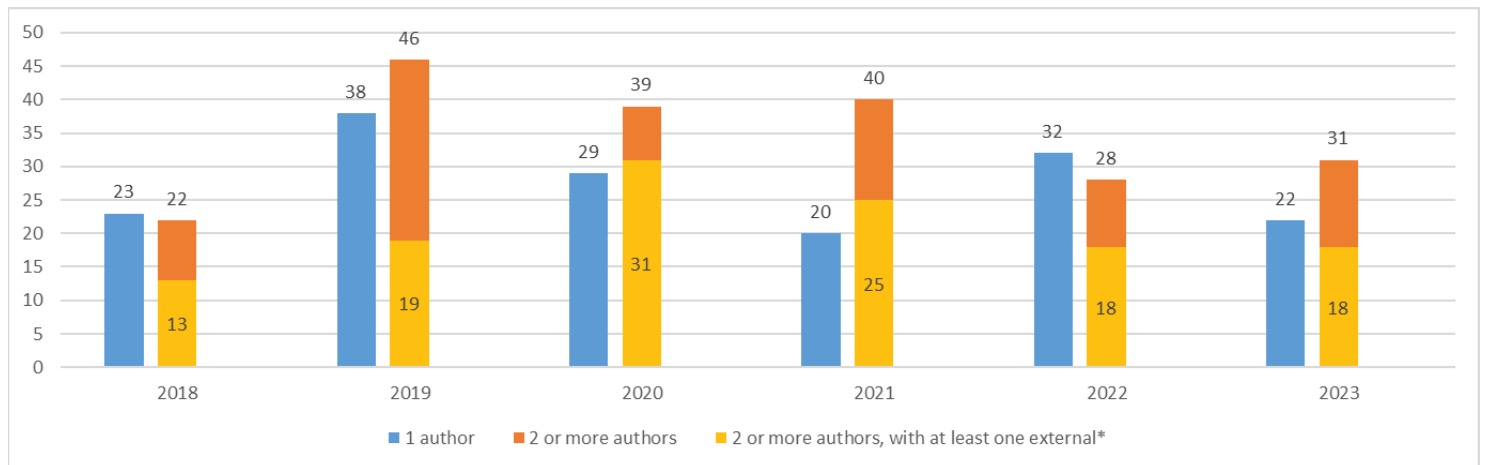
Languages for publications - within research/commissioned research

Count of UUID	Column Labels							
Row Labels		2018	2019	2020	2021	2022	2023	Grand Total
English		31	48	40	40	45	35	239
Danish		13	36	27	20	11	17	124
German						3		3
Norwegian		1					1	2
Undefined/Unknown				1				1
Spanish						1		1
Grand Total		45	84	68	60	60	53	370

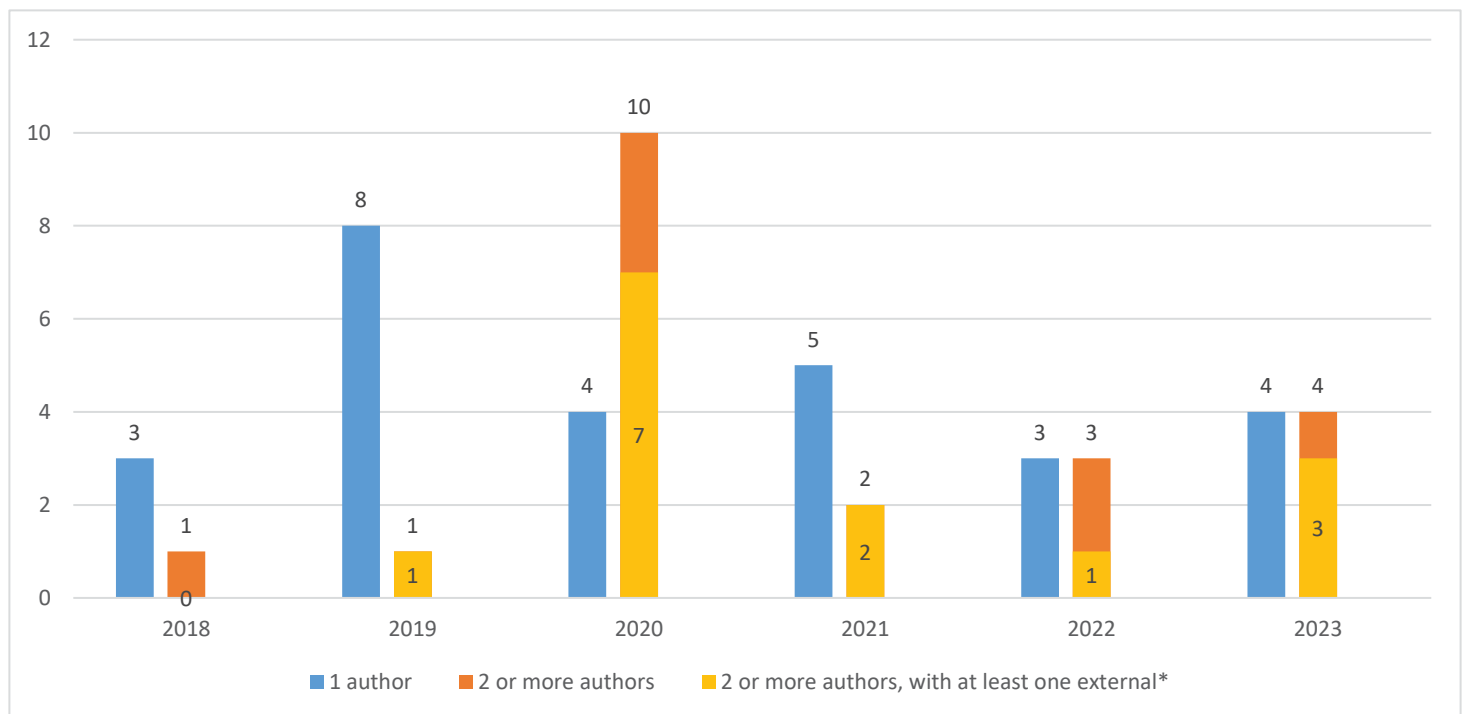
Languages for publications - within communication/education

Count of UUID	Column Labels							
Row Labels		2018	2019	2020	2021	2022	2023	Grand Total
Danish		3	8	11	5	6	4	37
English		1	1	3	2		2	9
Swedish							1	1
Spanish							1	1
Grand Total		4	9	14	7	6	8	48

Number of authors per publication – within research/commissioned research



Number of authors per publication – within communication/education



Number of scientific articles by journal – within research/commissioned research (Conference article, article in proceeding, journal article, letter, review)

Journal	2018	2019	2020	2021	2022	2023	Hovedtotal
(Articles in proceedings)	2		1	1		1	5
A I & Society		1		1			2
Annual Review of Critical Psychology (Online)		1					1
Anthropological Forum - A Journal of Social Anthropology and Comparative Sociology				1			1
Anthropology & Education Quarterly			1			1	2
Anthropology of Work Review					1		1
Anthropology Today			1				1
Barn	1						1
Barn – Forskning om barn og barndom i Norden						1	1
British Journal of Sociology of Education				1			1
Children & Society			1				1
Children's Geographies					1		1
Conjunctions : transdisciplinary journal of cultural participation	1				1		2
Critical African Studies				1			1
Critique of Anthropology	1						1
Culture Unbound: Journal of Current Cultural Research			1				1
Dansk Pædagogisk Tidsskrift		4	1	3	1	1	10
Dansk Sociologi					1		1
Educación XX1				1			1
Ethnic and Racial Studies					1		1
Ethnography & Education				1			1
Ethnography and Education				1			1
Ethnologia Scandinavica						1	1
Ethnos. Journal of Anthropology			2				2
European Journal of Education					1		1
Folkeskolen		1					1
Forskning i Pædagogers Profession og Uddannelse	2						2
Forskning og Forandring		1					1
Forum for Idræt, historie og samfund		1					1
Frontiers in Psychology		1					1
Gender and Education		1	1				2
Gender, Work and Organization				1			1
Genealogy					2		2
Gerontologi		1					1
Globalisation, Societies and Education		1					1
Higher Education	1						1
Human Arenas - An interdisciplinary Journal of Psychology, Culture, and Meaning					1		1

International Journal About Parents in Education		1					1
International Journal of Early Years Education			2				2
International Review for the Sociology of Sport			1				1
International Review of Education	1						1
International Studies in Sociology of Education		1			1		2
Jordens Folk						1	1
Jordens Folk - Etnografisk Tidsskrift		1		2		1	4
Journal for Deradicalization					1		1
Journal of Business Anthropology		1					1
Journal of Education Policy				1			1
Journal of Family Studies						1	1
Journal of International Mobility						1	1
Journal of Linguistic Anthropology					1		1
Journal of Organizational Ethnography			2				2
Journal of Pedagogy			1				1
Journal of Professions and Organization						1	1
Journal of Religion in Europe		1					1
Journal of Robotic Surgery				1			1
Kognition og Pædagogik					1		1
Kulturstudier					1		1
Kvan - et tidsskrift for læreruddannelsen og folkeskolen		1					1
Kvinder, Køn & Forskning						1	1
Kvinder, Køn og Forskning						1	1
Land					1		1
Learning and Teaching	1						1
Learning and Teaching: The International Journal of Higher Education in the Social Sciences		1					1
Learning, Culture and Social Interaction			1				1
Linguistics and Education					1		1
Multilingua - Journal of Cross-Cultural and Interlanguage Communication	1						1
Nature-Based Solutions					1		1
Nordic Journal of Comparative and International Education						1	1
Nordic Journal of Migration Research		1					1
Nordic Journal of Science and Technology Studies	1						1
Nordisk Tidsskrift for Ungdomsforskning					1		1
Nordiske Udkast				1		1	2
NyS						2	2
Outlines	1						1
Paladyn		2					2
Paladyn: Journal of Behavioral Robotics		2					2
Population, Space and Place			1	1		1	3
Profesorado					1		1
Psyke & Logos			1				1
Pædagogisk Psykologisk Tidsskrift	1		1	1			3

Qualitative Studies						2	2
Recherches Sociologiques et Anthropologiques				1			1
Research in Education		1					1
Safety Science			1				1
Scholarship of Teaching and Learning in the South (SOTL)				1			1
Social Kritik:Tidsskrift for social analyse & debat		1					1
Social Policy and Society	1						1
South Asia: Journal of South Asian Studies		2					2
Sports Coaching Review					1		1
Sprogforum	1		1			1	3
STS Encounters - DASTS working paper series			1				1
Studies in Higher Education				1			1
Studies in Nepali History and Society			2				2
Technology and Language					1		1
Tidskriftet Antropologi						1	1
Tidsskrift for Islamforskning						1	1
Tidsskrift for professionsstudier		2		1			3
Tidsskriftet Antropologi					1		1
Time & Society						1	1
VejlederForum Magasinet				1			1
Viden om Literacy			1		1		2
Hovedtotal	16	31	25	24	24	23	143

BIBLIOMETRIC REPORT

Department of Educational Anthropology, Danish School of Education

February 2024, Jeppe Dalsgaard Bæk, AU Library.

Requester: Lars Lodberg

The aim of the bibliometric report is to present **an overview of the collaboration with external (non-AU) partners** based on the scientific production of the Department of Educational Anthropology, Danish School of Education during the year 2023.

The data in this report reflect publications that are registered in Pure, published during 2023. The report was compiled from Pure in February 2024 after the reporting deadline for 2023. Pure is a dynamic database and the quantities listed in this report should be regarded as a momentary representation. The numbers will constantly change due to new registrations, corrections etc.

An estimated 90-95% of the data in this report is validated at the time of report creation 12 February 2024)

Notes on Data Quality:

The estimated quality level of the data of this report is <95%. This means errors can occur in the categorisation, e.g. country associated with a specific organisation, the type of the research output etc., but they are assessed as minor.

Notes on Data Quantity

As this report reflects a small amount of data, a qualitative analysis is **much** preferable to a quantitative one. The differences in quantity may be so small, that a large difference may only cover a difference of 1 or 2 research outputs or collaborations. The report is based on a reporting template developed to match the needs of the entire university.

Report metadata

The report is based on the following variables:

Research Output filtered by: Submission year (= submission in Pure): 2023-2024, Publication year: 2023, organisation: Department of Educational Anthropology, Danish School of Education*. Category: Research, Communication, Commissioned (excluding transfer and education)

*= As some of the departments of DSE have been combined, the chosen organisations are the pre-rearrangement organisation + the corresponding subdepartments (Aarhus &

Emdrup) of the new combined departments. This organisational rearrangement may cause a few publications to be missing from the report, as some publications may be affiliated to the combined department instead of subdepartment.

Associated content: Number of external organisation (affiliated AND otherwise associated), Name of external organisation, Type of external organisation, Country of external organisation

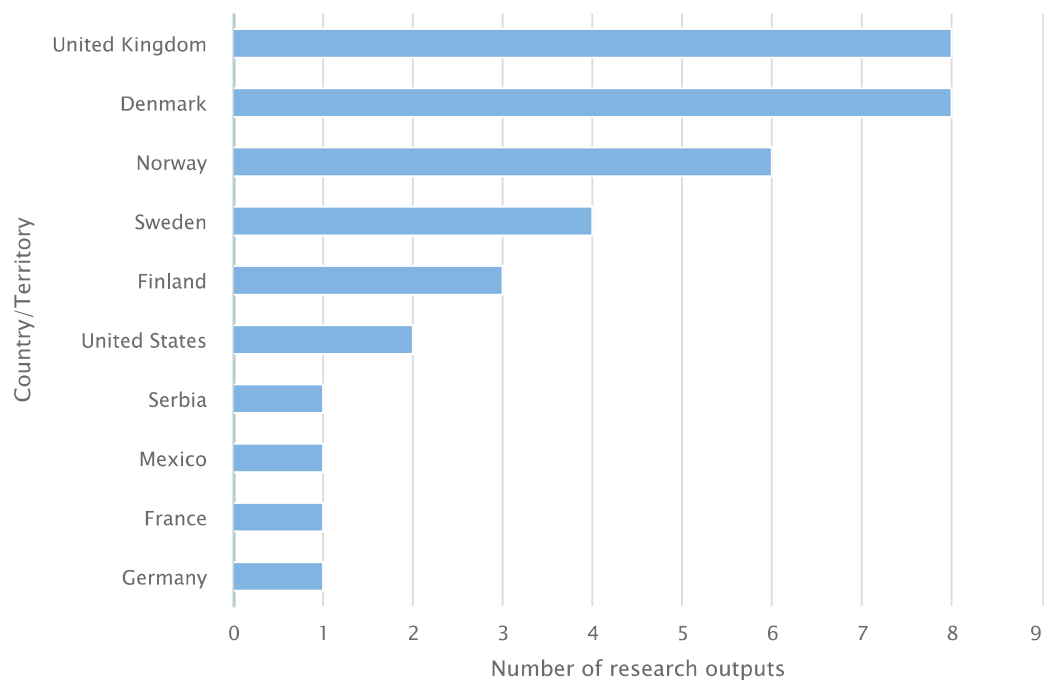
Report name: Publications with external collaboration 2023 - DSE - dept of educational anthropology

Report owner: Jeppe Dalsgaard Bæk, jdab@kb.dk // pure@au.dk

Overview, totals

61	32
Number of research outputs	Number of external organisational units

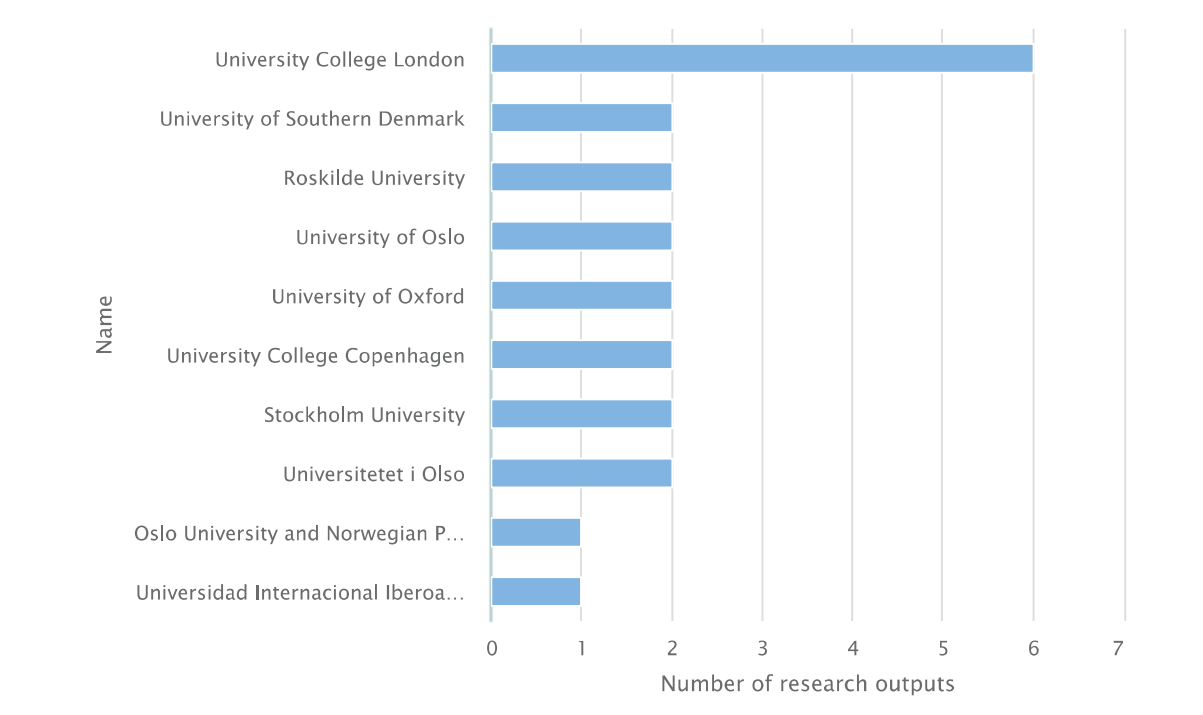
Top 10 external collaboration countries sorted by frequency (number expresses amount of publications that contain a collaboration with an external organisation from said country)



Exhaustive list of collaboration countries, sorted by frequency (number expresses amount of publications that contain a collaboration with an external organisation from said country)

COUNTRY/TERRITORY	NUMBER OF RESEARCH OUTPUTS
Total count	61
United Kingdom	8
Denmark	8
Norway	6
Sweden	4
Finland	3
United States	2
Serbia	1
Mexico	1
France	1
Germany	1
Belgium	1

Top 10 external collaboration organisations (number expresses amount of publications that contain a collaboration with said external organisation)

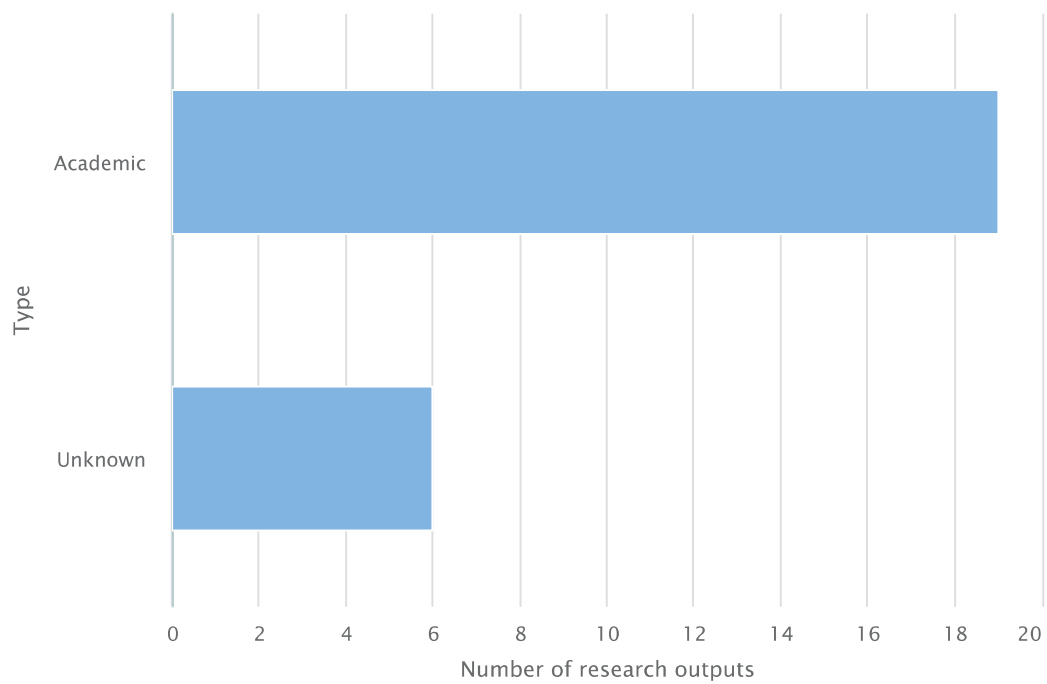


Exhaustive list of external collaboration organisations (number expresses amount of publications that contain a collaboration with said external organisation)

NAME	NUMBER OF RESEARCH OUTPUTS
Total count	61
University College London	6
University of Southern Denmark	2
Roskilde University	2
University of Oslo	2
University of Oxford	2
University College Copenhagen	2
Stockholm University	2
Universitetet i Oslo	2

Oslo University and Norwegian Police University College	1
Universidad Internacional Iberoamericana-UNINI	1
Wheaton College	1
Humboldt University of Berlin	1
University of Copenhagen	1
Aalborg University (AAU)	1
University of Agder	1
Oslo Metropolitan University	1
Universite Paris 5	1
University of Helsinki	1
University of Turku	1
University of Eastern Finland	1
University of Belgrade	1
University of Texas at El Paso	1
University of Surrey	1
Universite Catholique de Louvain	1
Chalmers University of Technology	1
University of Gothenburg	1
UCC	1
Aarhus University, Department of Education	1
Aarhus University (AU)	1
UiO	1
Institut for Psykologi og Uddannelsesforskning	1
Kings College	1

External collaboration organisation, based on type (academic = university)



BIBLIOMETRIC REPORT

Department of Educational Anthropology, Danish School of Education

March 2024, Jeppe Dalsgaard Bæk, AU Library.

Requester: Lars Lodberg

The aim of the bibliometric report is to present **an overview of the collaboration with external (non-AU) partners** based on the scientific production of the Department of Educational Anthropology, Danish School of Education the year 2018 to 2023.

The data in this report reflect publications that are registered in Pure, published from 2018 to 2023. The report was compiled from Pure in March 2024 after the reporting deadline for 2023. Pure is a dynamic database and the quantities listed in this report should be regarded as a momentary representation. The numbers will constantly change due to new registrations, corrections etc.

An estimated 90% of the data in this report is validated at the time of report creation 4 March 2024)

Notes on Data Quality:

The estimated quality level of the data of this report is 85-90%. This means errors can occur in the categorisation, e.g. country associated with a specific organisation, the type of the research output etc. Data quality on external organisations affiliated on 2022-2023 publications is better than the 2018-2021 equivalents. This means that more organisations in the tables may be duplicates, sub-organisations or other unapproved organisations.

Report metadata

The report is based on the following variables:

Research Output filtered by: Submission year (= submission in Pure): 2018-2024, Publication year: 2018-2023, organisation: Department of Educational Anthropology, Danish School of Education*. Category: Research, Communication, Commissioned (excluding transfer and education)

*= As some of the departments of DPU have been combined, the chosen organisations are the pre-rearrangement organisation + the corresponding subdepartments (Aarhus & Emdrup) of the new combined departments. This organisational rearrangement may cause a few publications to be missing from the report, as some publications may be affiliated to the combined department instead of subdepartment.

Associated content: Number of external organisation (affiliated AND otherwise associated), Name of external organisation, Type of external organisation, Country of external organisation

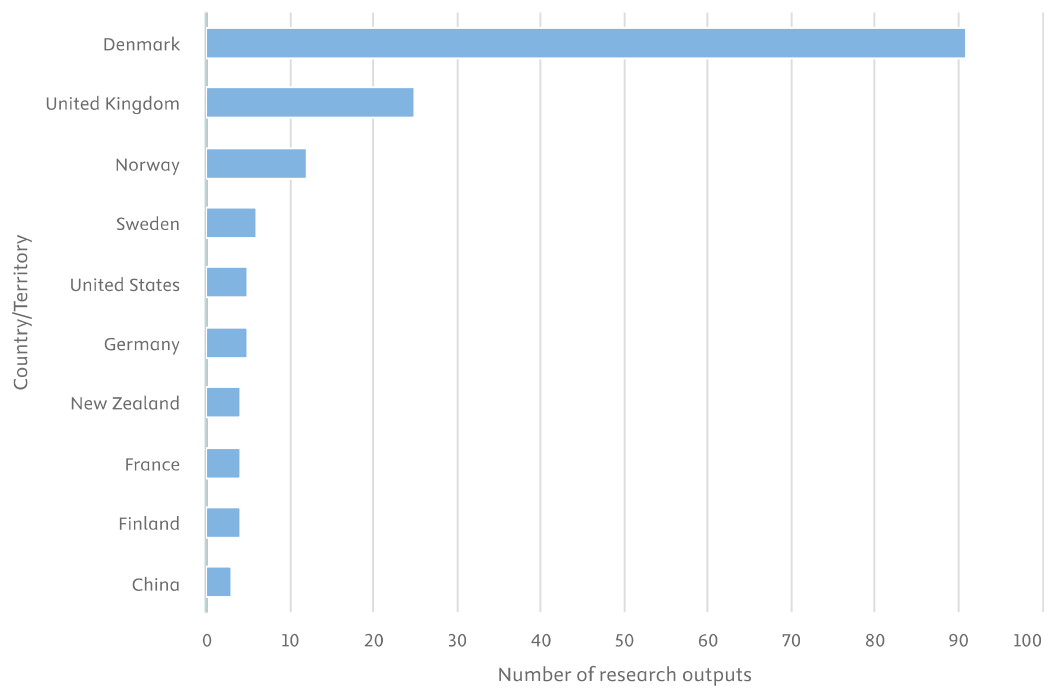
Report name: Publications with external collaboration 2018-2023 - DPU - dept of educational anthropology

Report owner: Jeppe Dalsgaard Bæk, jdab@kb.dk // pure@au.dk

Overview, totals

416	78
Number of research outputs	Number of external organisational units

Top 10 external collaboration countries sorted by frequency (number expresses amount of publications that contain a collaboration with an external organisation from said country)

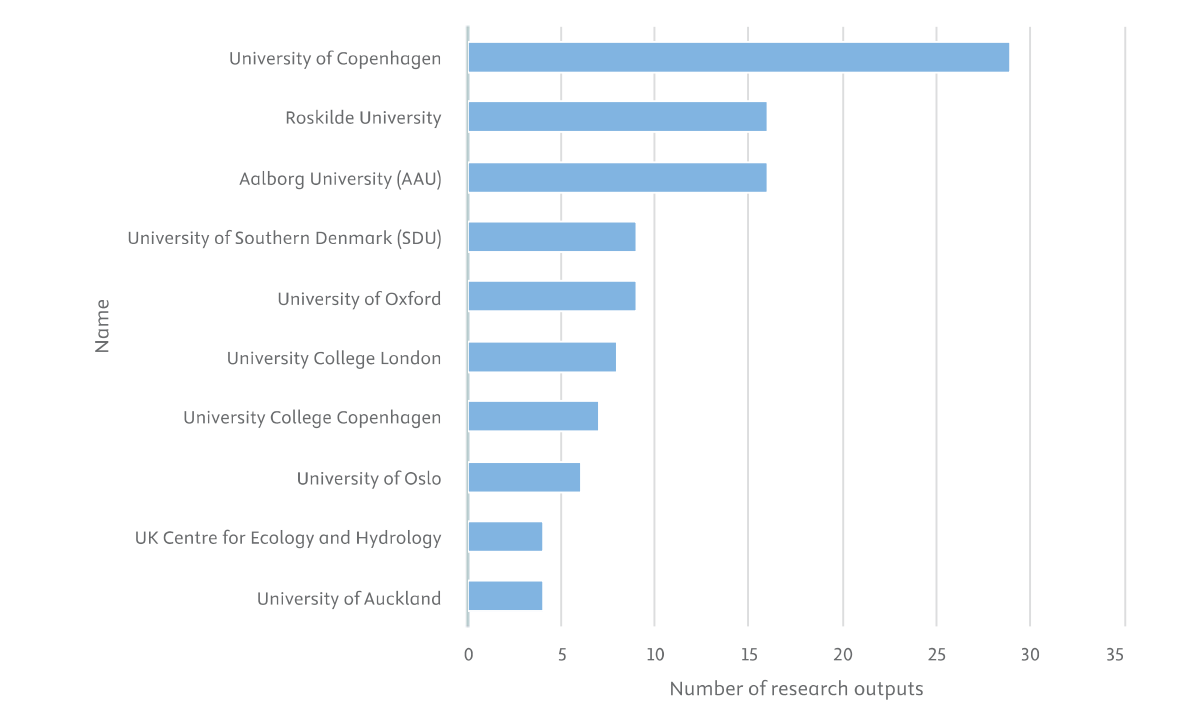


Exhaustive list of collaboration countries, sorted by frequency (number expresses amount of publications that contain a collaboration with an external organisation from said country)

COUNTRY/TERRITORY	NUMBER OF RESEARCH OUTPUTS
-------------------	----------------------------

Total count	416
Denmark	91
United Kingdom	25
Norway	12
Sweden	6
United States	5
Germany	5
New Zealand	4
France	4
Finland	4
China	3
Australia	3
Israel	2
Serbia	1
Mexico	1
Lithuania	1
Spain	1
Belgium	1
Austria	1

Top 10 external collaboration organisations (number expresses amount of publications that contain a collaboration with said external organisation)



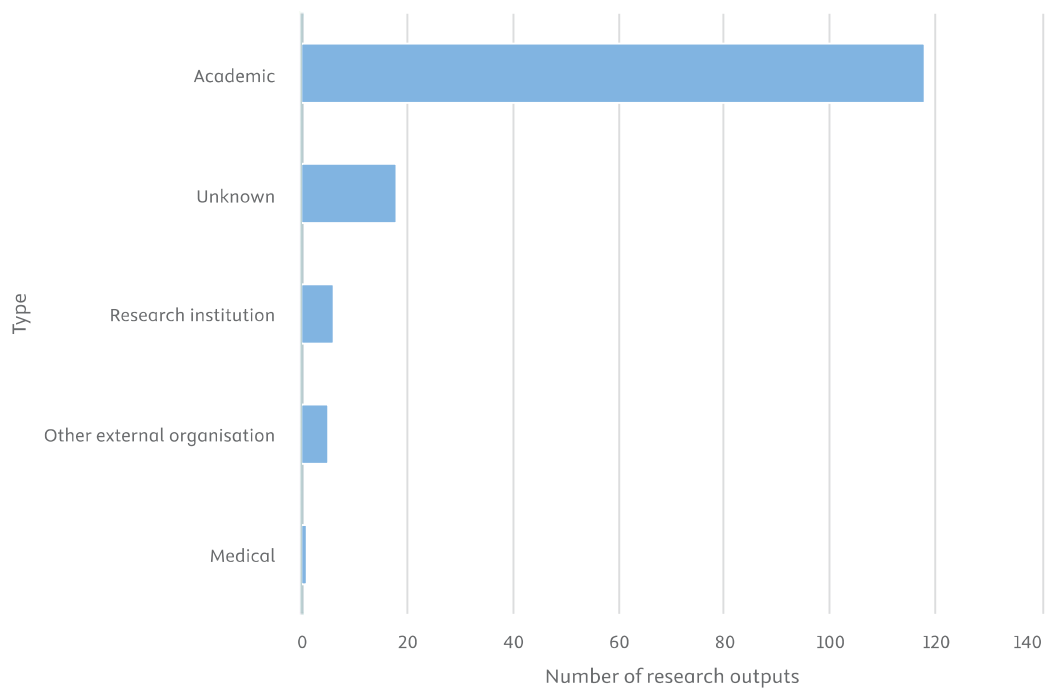
Exhaustive list of external collaboration organisations (number expresses amount of publications that contain a collaboration with said external organisation)

NAME	NUMBER OF RESEARCH OUTPUTS
Total count	416
University of Copenhagen	29
Roskilde University	16
Aalborg University (AAU)	16
University of Southern Denmark (SDU)	9
University of Oxford	9
University College London	8
University College Copenhagen	7
University of Oslo	6
UK Centre for Ecology and Hydrology	4

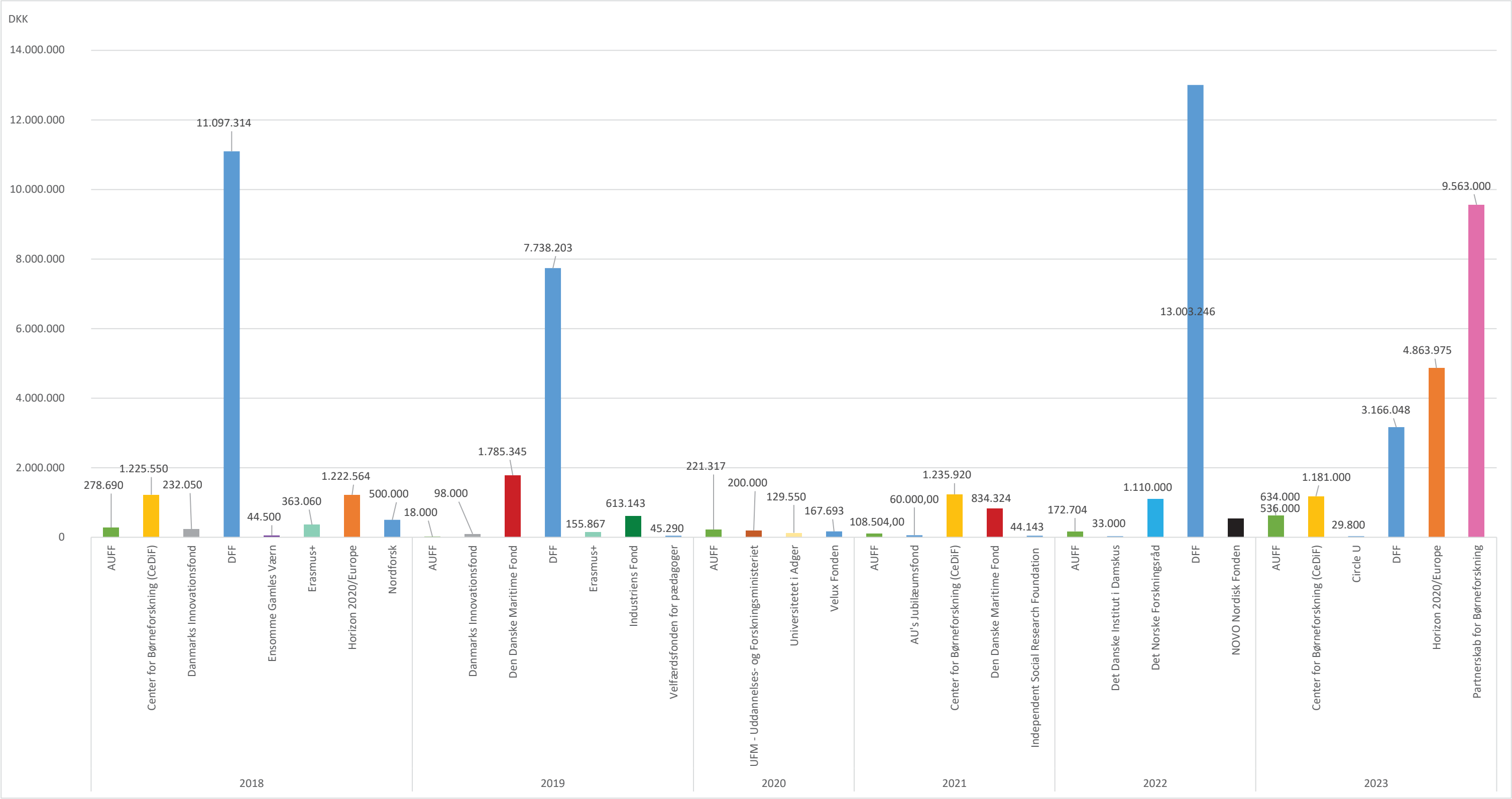
University of Auckland	4
VIA University College	4
Helmholtz Association of German Research Centres	4
Tsinghua University	3
University of Exeter	3
Bryn Mawr College	3
Ensomme Gamles Værn	3
CeDiF Center for DaginstitutionsForskning	3
Paris Region Biodiversity Agency	2
Fudan University	2
Queensland University of Technology	2
Copenhagen Business School	2
IT University of Copenhagen	2
University of Agder	2
University of Turku	2
University of Gothenburg	2
Stockholm University	2
Hebrew University of Jerusalem	2
Universitetet i Oslo	2
Aarhus University (AU)	2
Institut for Naturfagenes Didaktik	2
Center for Research on Extremism, University of Oslo	1
The Norwegian Police University College,	1
Oslo University and Norwegian Police University College	1
Universidad Internacional Iberoamericana-UNINI	1
University College Absalon	1
Architecture Design and Media Technology	1

DBI - The Danish Institute of Fire and Security Technology	1
Wheaton College	1
Deakin University	1
Humboldt University of Berlin	1
Vilnius University	1
Liverpool Hope University	1
Danish Technological Institute	1
Oslo Metropolitan University	1
Universite Paris 5	1
Joanneum Research	1
University of Helsinki	1
University of Eastern Finland	1
Universidad Rey Juan Carlos	1
University of Belgrade	1

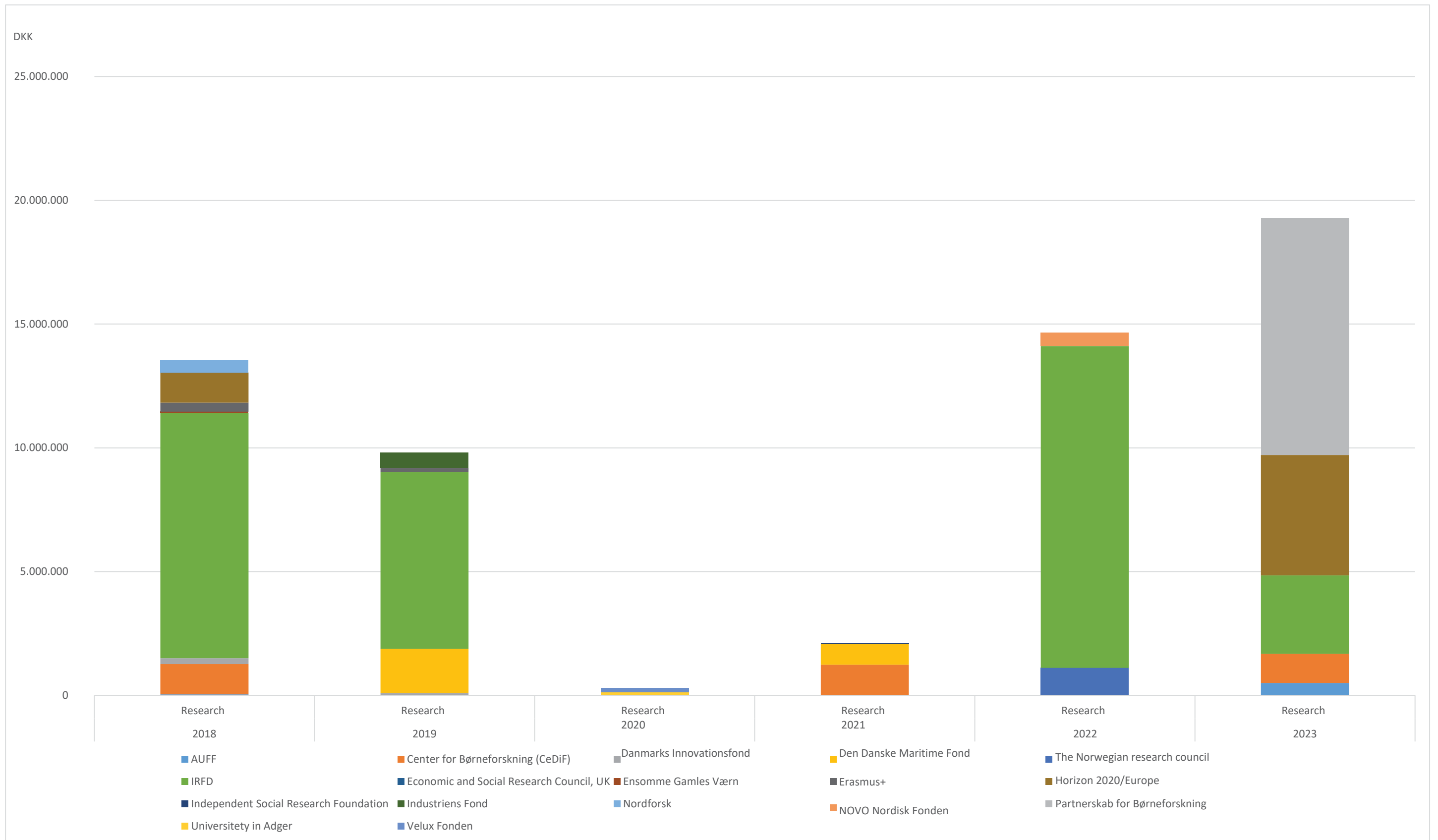
External collaboration organisation, based on type (academic = university)



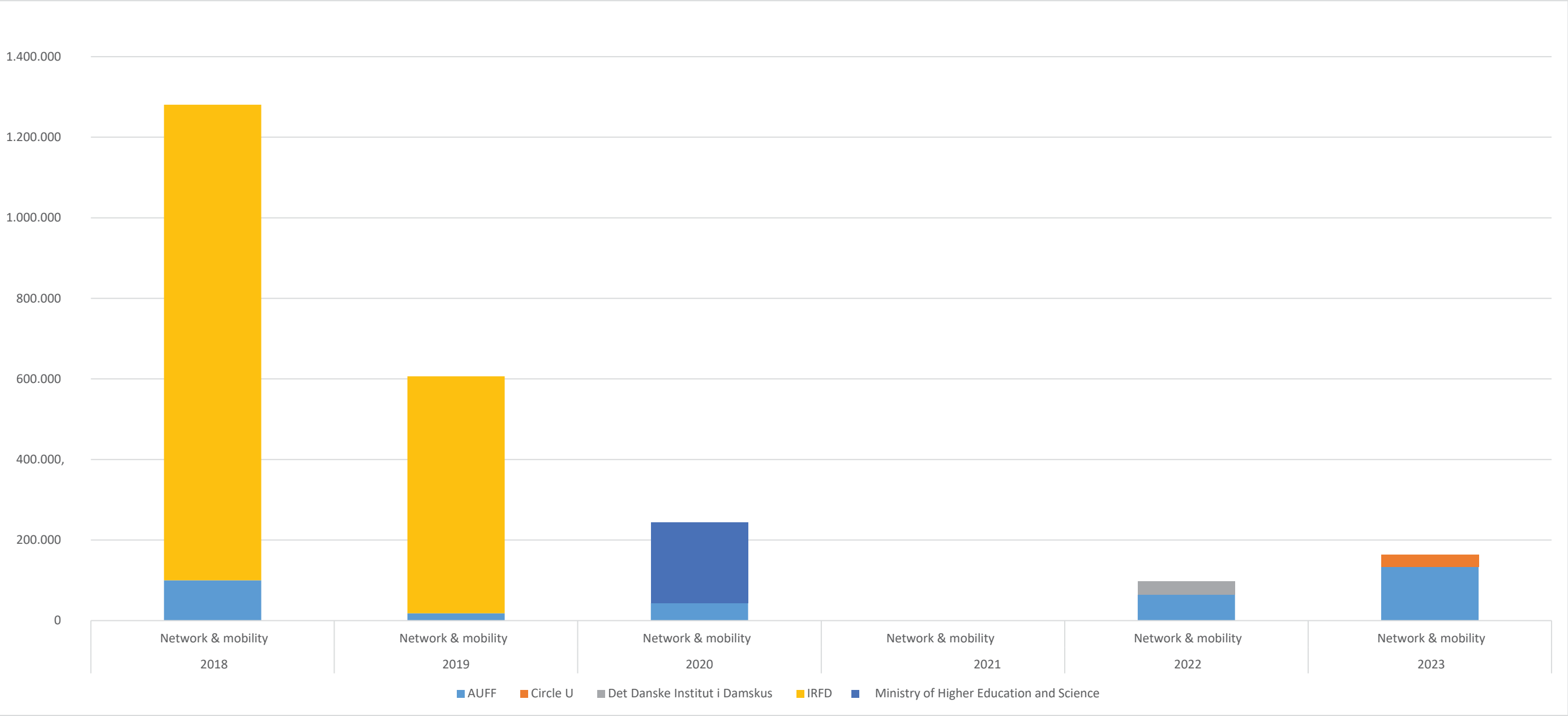
Grants per foundation by Educational Anthropology from 2018 – 2023



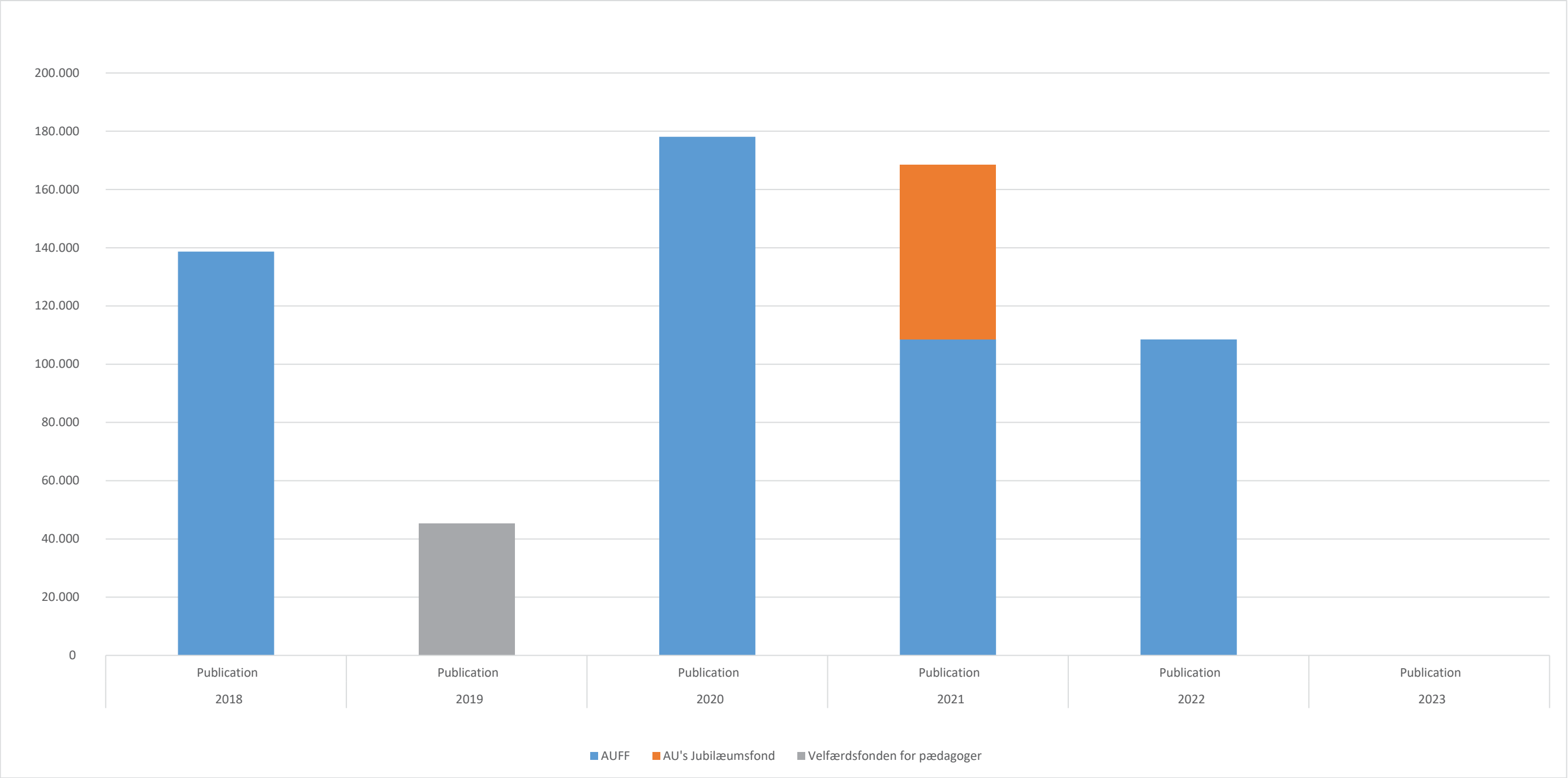
Grant for research per year by Educational Anthropology 2018 - 2023



Grants for network and mobility per year by Educational Anthropology 2018 - 2023



Grants for publications per year by Educational Anthropology 2018 - 2023

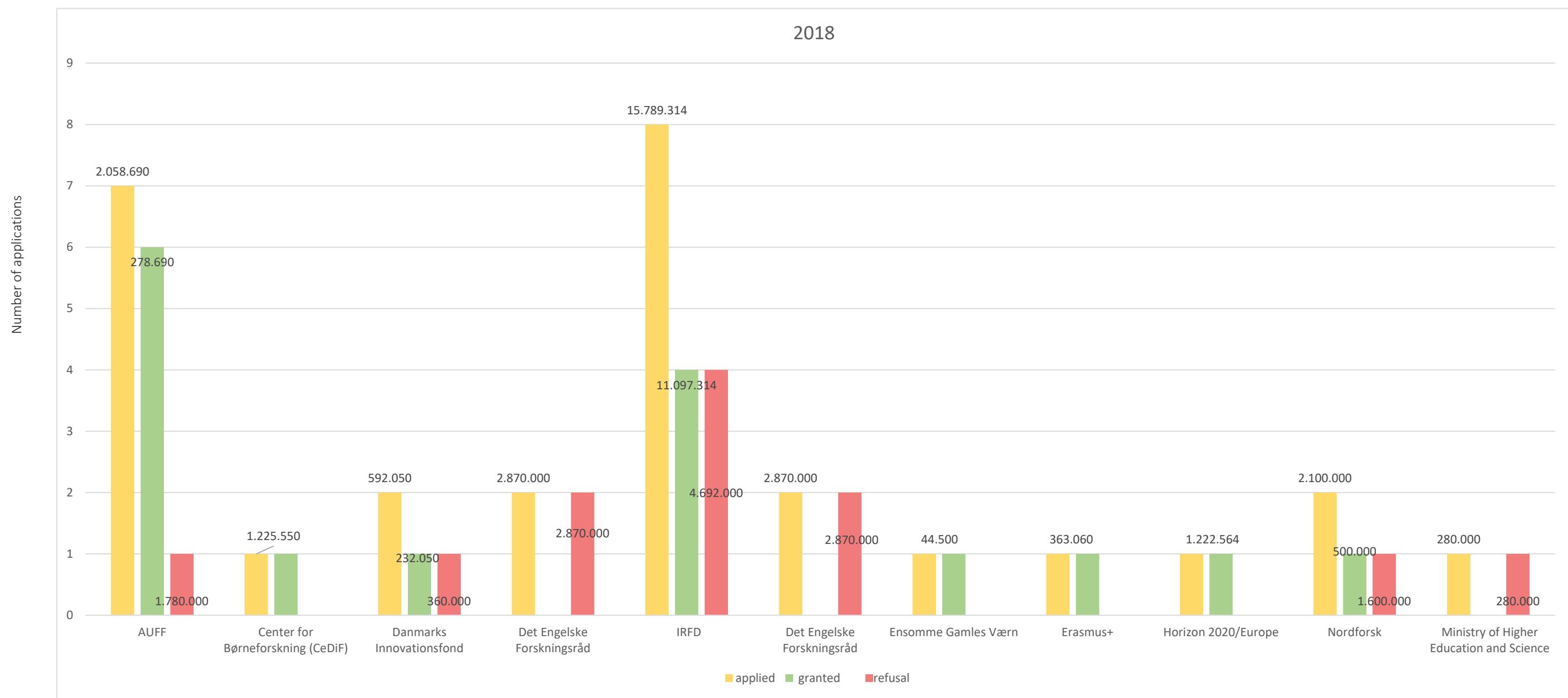


General overview of applied and granted funds by Educational Anthropology 2018 - 2023

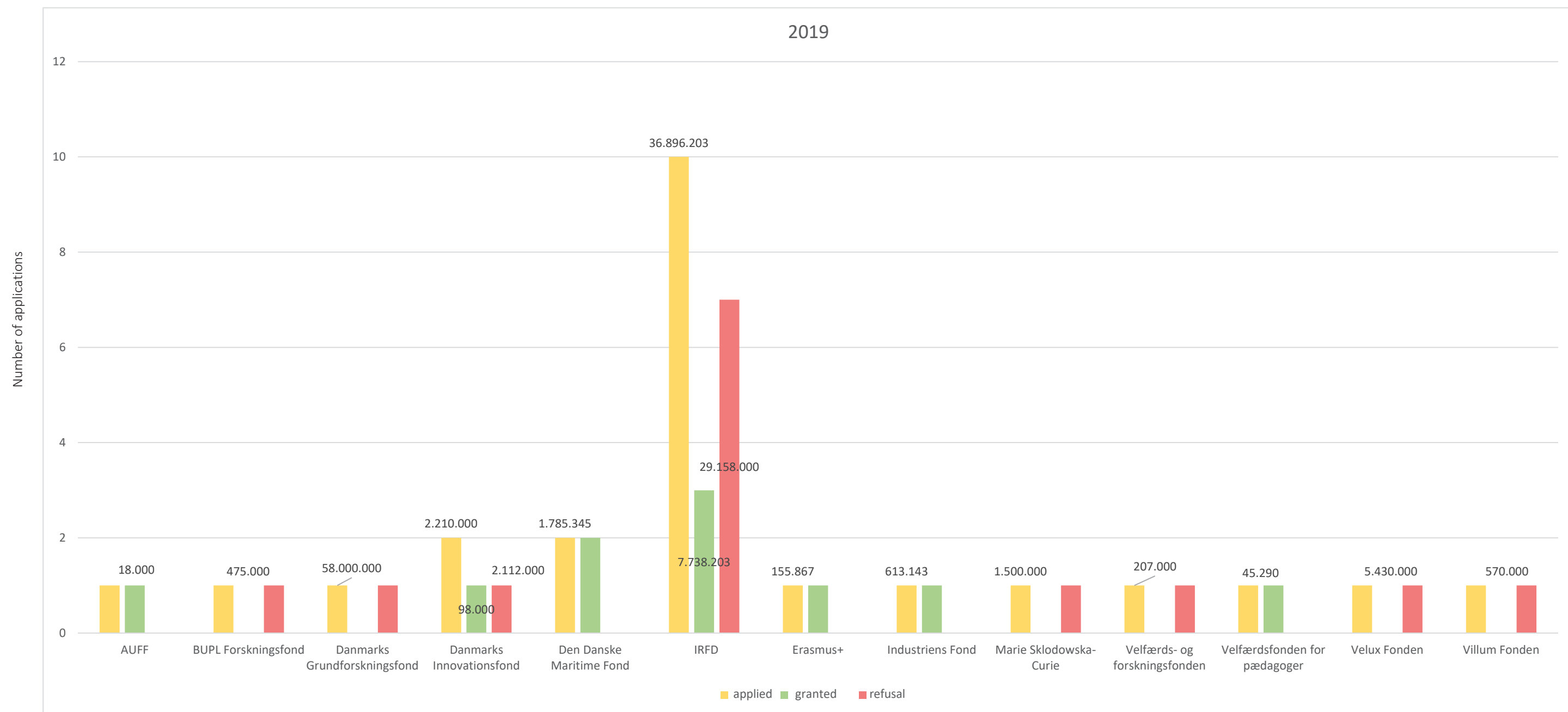
Pæd.Antro	2018		2019		2020		2021		2022		2023	
	Ansøgt	Hjemtaget	Ansøgt	Hjemtaget	Ansøgt	Hjemtaget	Ansøgt	Hjemtaget	Ansøgt	Hjemtaget	Ansøgt	Hjemtaget
A.P. Møller Fonden	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	1.868.236,00	0,00	0,00	0,00
AUFF	2.058.690,00	278.690,00	18.000,00	18.000,00	221.317,00	221.317,00	108.504,00	108.504,00	172.704,00	172.704,00	4.284.000,00	634.000,00
AU's Jubilæumsfond	0,00	0,00	0,00	0,00	0,00	0,00	60.000,00	60.000,00	0,00	0,00	0,00	0,00
BUPL Forskningsfond	0,00	0,00	475.000,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Carlsberg Fondet	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	19.989.449,00	0,00	0,00	0,00
Center for Børneforskning (CeDiF)	1.225.550,00	1.225.550,00	0,00	0,00	0,00	0,00	1.235.920,00	1.235.920,00	0,00	0,00	1.181.000,00	1.181.000,00
Circle U	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	29.800,00	29.800,00
Danmarks Grundforskningsfond	0,00	0,00	58.000.000,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Danmarks Innovationsfond	592.050,00	232.050,00	2.210.000,00	98.000,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Den danske Maritime fond	0,00	0,00	1.785.345,00	1.785.345,00	1.674.000,00	0,00	834.324,00	834.324,00	0,00	0,00	0,00	0,00
Det Danske Institut i Damskus	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	33.000,00	33.000,00	0,00	0,00
Det Engelske Forskningsråd	2.870.000,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	1.204.412,91	0,00	385.000,00	0,00
Det Norske Forskningsråd	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	1.110.000,00	1.110.000,00	0,00	0,00
IRFD	15.789.314,00	11.097.314,00	36.896.203,00	7.738.203,00	12.854.594,00	0,00	12.358.000,00	0,00	33.873.622,00	13.003.246,00	15.430.879,00	3.166.048,00
Det Engelske Forskningsråd	2.870.000,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	1.204.412,91	0,00	385.000,00	0,00
Ensomme Gamles Værn	44.500,00	44.500,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Erasmus+	363.060,00	363.060,00	155.867,00	155.867,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
ERC	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	40.935.388,00	0,00	0,00	0,00
FORTE - Forskningsrådet for h�l�se, arbejdsliv och v�lf�rd	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	1.440.000,00	0,00
Horizon 2020/Europe	1.222.564,00	1.222.564,00	0,00	0,00	10.884.000,00	0,00	3.175.000,00	0,00	0,00	0,00	4.863.975,00	4.863.975,00
Independent Social Research Foundation	0,00	0,00	0,00	0,00	0,00	0,00	44.143,00	44.143,00	0,00	0,00	0,00	0,00
Industriens Fond	0,00	0,00	613.143,00	613.143,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Landdistriktspuljen	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	474.295,94	0,00	0,00	0,00
Marie Sklodowska-Curie	0,00	0,00	1.500.000,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
MARLOG	0,00	0,00	0,00	0,00	0,00	0,00	400.320,00	0,00	0,00	0,00	0,00	0,00
Nordforsk	2.100.000,00	500.000,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
NOS-HS	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	146.000,00	0,00	0,00	0,00
NOVO Nordisk Fonden	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	3.715.752,00	536.000,00	63.000,00	0,00
Partnerskab for B�rneforskning	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	14.563.000,00	9.563.000,00
	0,00	0,00	0,00	0,00	0,00	0,00	1.545.000,00	0,00	3.527.000,00	0,00	0,00	0,00
Ministry of Higher Education and Science	280.000,00	0,00	0,00	0,00	200.000,00	200.000,00	0,00	0,00	0,00	0,00	0,00	0,00
Universitetet i Adger	0,00	0,00	0,00	0,00	129.550,00	129.550,00	0,00	0,00	0,00	0,00	0,00	0,00
Velf�rds- og forskningsfonden	0,00	0,00	207.000,00	0,00	536.000,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Velf�rdsfonden for p�dagoger	0,00	0,00	45.290,00	45.290,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Velux Fonden	0,00	0,00	5.430.000,00	0,00	11.988.693,00	167.693,00	0,00	0,00	0,00	0,00	0,00	0,00
Vetenskapsr�det, Sverige	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	1.195.000,00	0,00
	0,00	0,00	570.000,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00

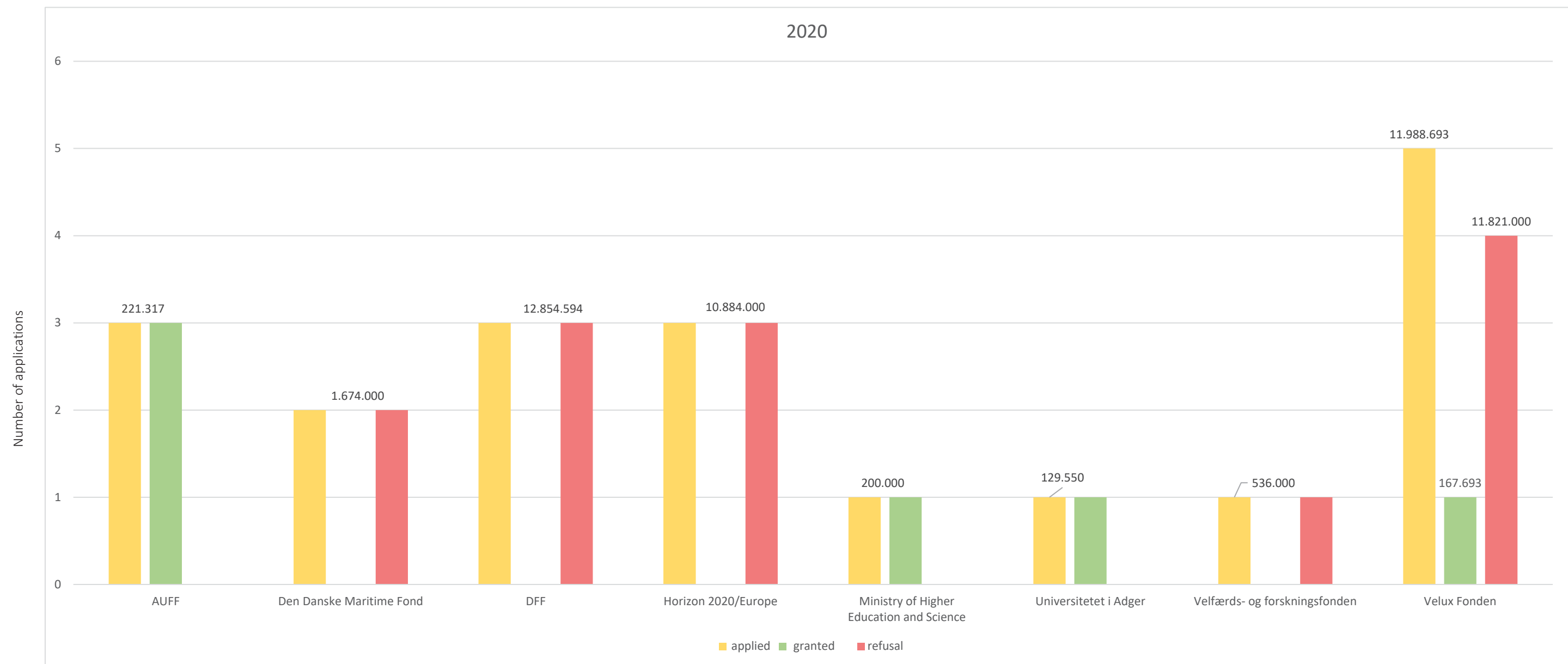
Please note, the figures represent the full application amount and not only the amount of money applied for and granted to Educational Anthroplgy

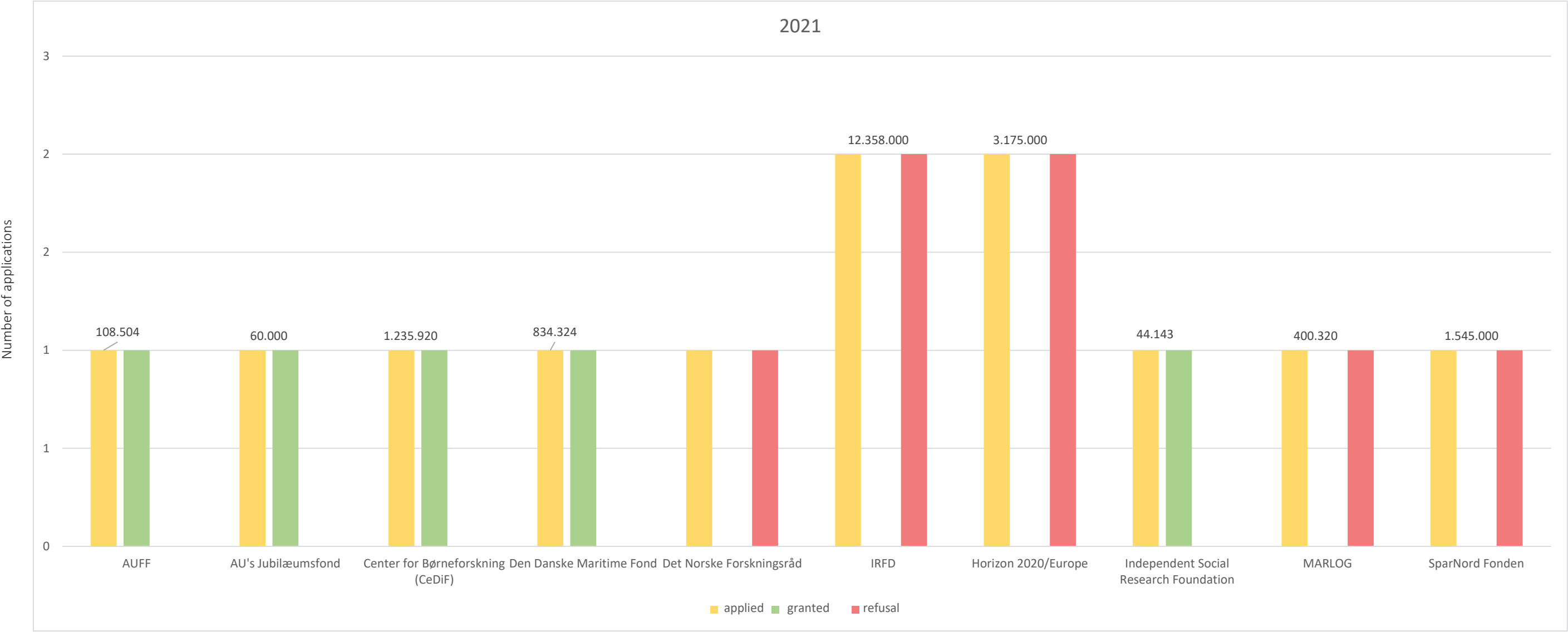
General overview of applications, grants and refusals for Educational Anthropology 2018 – 2023

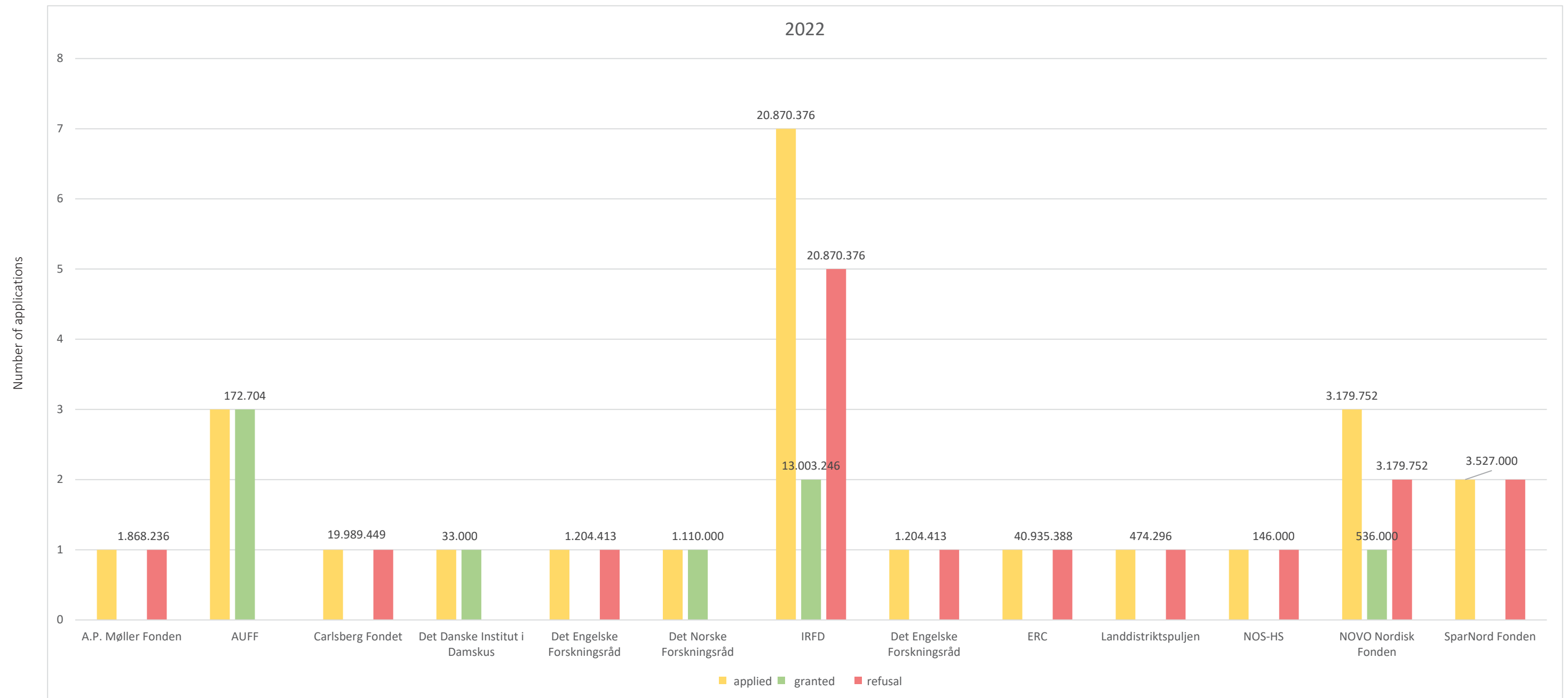


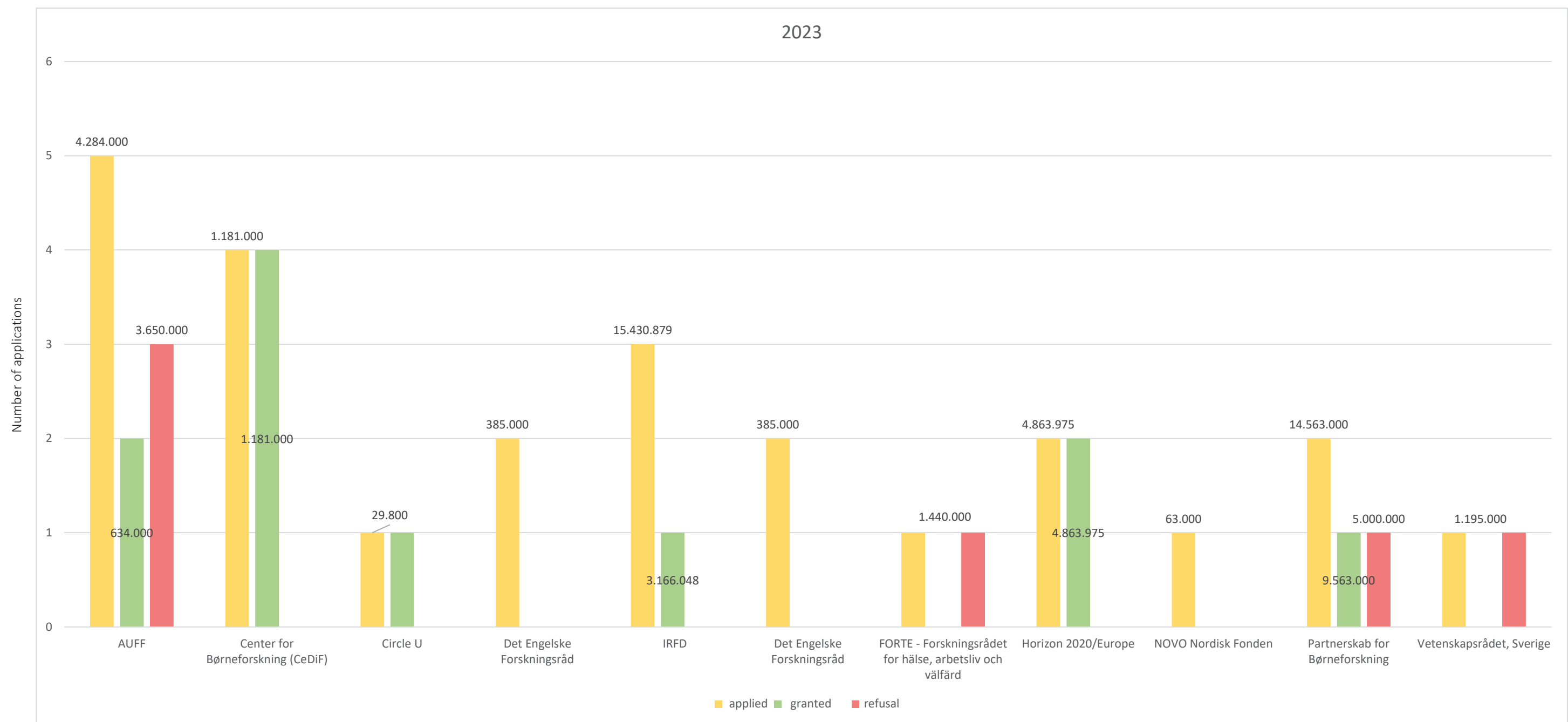
The number over each column indicates DKK, based on full application budgets











The numbers for 2023 are not exact, as several applications still awaited decision when this data sheet was produced





Self-Assessment Report

Danish School of Education – unit for Philosophy of Education

2018-2023

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1.0 Summary of the unit's self-assessment

1.1/ Self-assessment process

The very process of assessment was divided between a collective workshop, conducted on April 12 with clarification and discussions of the task, and follow-up submissions of individual, written contributions. The self-assessment report was compiled and finally written by Jørgen Huggler & Oliver Kauffmann

1.2/ Summary of the results of the self-assessment

The unit for philosophy of education currently consists of 6 associate professors and 3 PhD students. In the past, the group has been more numerous. The unit has brought new perspectives of cultural and scientific importance to Danish educational and philosophical research. It has published within the entire field of philosophy of education. The unit is well-connected with international scholars abroad, not only the Nordic countries, but worldwide. It has formulated new ideas about citizenship and cosmopolitanism, and new perspectives on educational values, formation ('Bildung') and the connections between embodiment, cognition, culture and learning. The group has also been very active in establishing and editing scientific journals, series and anthologies. Based on the research, a recognized master's degree in philosophy of education has been established. Over time, the group has provided large contributions to administrative positions at DPU. To a lesser extent, it has been able to attract external funding. This must be seen in the context of the fact that the group's main strengths lie within basic research, i.e. not applied research. The age composition of the group also plays a hindering role.

2.0 Publications

2.1/ Output

Publication is mainly done through peer-reviewed international journals and books, but also through national and international peer-reviewed publications in the form of monographs, textbooks, anthologies, contributions to congresses and public lectures.

In the period 2018-2023, 7 monographs (of which 4 scientific) and 7 research anthologies have been published. 32 book chapters (of which 19 peer reviewed research), 41 scientific articles (of which 33 research, 27 peer reviewed), as well as 1 scientific report, 2 literature reviews, 8 prefaces or postscripts have been published. In addition, other, smaller things.

The ratio of peer review to non-peer reviewed, and non-descriptors were 2018-2023 as far as data are obtainable: 55/18/7.

A schema which shows the publication outlets of journal format used by the unit's researchers:

Number of scientific articles by journal – within research/commissioned research (Conference article, article in proceeding, journal article, letter, review):

Journal	2018	2019	2020	2021	2022	2023	Total per journal
Studier i Pædagogisk Filosofi	3	1	2				6
Danish Yearbook of Philosophy	1	2	1				4
(Articles in proceedings)	2		1			1	4
Lamella – Tidsskrift for teoretisk psykoanalyse	1		1	1			3
Filozofija i društvo				2			2
Nordicum – Mediterraneum			2				2
Dansk Pædagogisk Tidsskrift	1		1				2
Grundtvigsk Tidende				1			1
EIKASIA REVISTA DE FILOSOFÍA		1					1
Tidsskrift for professionsstudier					1		1
International Journal of Inclusive Education			1				1
Zeitschrift für kritische Theorie					1		1
Filosofilærerforeningens Blad					1		1
Journal of the International Society for Teacher Education			1				1
Kierkegaard Studies Yearbook	1						1
Aigis: nordisk tidsskrift for klassiske studier				1			1
Eco-ethica		1					1
Philosophy and Theory in Higher Education		1					1
Paradoks: Tidsskrift for Filosofi og Teori				1			1
Romantik : Journal for the Study of Romanticisms			1				1
Philosophy and Social Criticism					1		1
Eğitim Felsefesi ve Sosyolojisi Dergisi				1			1
Grand Total	9	6	11	7	4	1	38

2.2/ Academic impact of the unit's publications

Monographies

Taken from the total set of the unit-members' singular book-publications, some monographies are here listed to indicate the width of the addressed subjects. We take the liberty to include some monographies published before 2018 to demonstrate a certain coherence as well:

- *Platons Symposion. Et hermeneutisk essay* (2002), Museum Tusculanums Forlag.
- *Verdensborgeren som pædagogisk ideal* (2005), Hans Reitzels Forlag. Svensk udgave (2005), engelsk udgave, *Citizen of the World. The Cosmopolitan Ideal for the Twenty-First Century* (2010), Prometheus Books.
- *Pædagogisk filosofi som reflekteret omgang med pædagogiske antinomier Perspektivering af K. Grue-Sørensens filosofiske pædagogik* (2006), Klim.
- *Eksistensens galskab* (2012), Multivers.
- *Kampen om folket – Et dannelsesperspektiv på dansk historie gennem 500 år* (2012), Gyldendal.
- *Om videnskabelig viden – gier, ikke og ismer* (2010), Samfundslitteratur.
- *Den moralske virkelighed* (2012), Aarhus Universitetsforlag/NSU Press.
- *Naturviden: En naturfilosofisk undersøgelse og kritik af vidensbegreber i naturvidenskab* (2014), *Studier i Pædagogisk Filosofi*, Monografiserie.
- *Pædagogiske umuligheder* (2016), Aarhus Universitetsforlag.
- *Pædagogikkens idehistorie* (2017), Aarhus Universitetsforlag.
- *At forandre Verden. En læsning af Platons politiske filosofi i Staten* (2017), Aarhus Universitetsforlag.
- *Videnskabsteori: en grundbog til de pædagogiske fag* (2021), Samfundslitteratur.
- *Negativ pædagogik* (2022), Samfunds Litteratur.
- *Skolens formål - dannelse, splittelse og uniformisering* (2022), Klim.
- *Teoretisk pædagogik. Et laboratorium for forventninger og håb: Om værdifylde i pædagogikken* (2022), Gyldendal.
- *Capitalism, Alienation and Critique: Studies in Economy and Dialectics* (2022), Brill.
- *Erfaring, subjektivitet, metafysik – Marion* (2024), Eksistensen Akademisk.
- *Alienation. Recuperating the Classical Discussion of Marx et al.* (2024), Brill.

A particular attention should be given to the Danish translations of Paul Ricoeur: *Paul Ricoeur. Danske værker* (2017), Tiderne Skifter

Anthologies

Considered as a collective, the unit's members have marked itself through a number of anthologies on philosophy of education and educational values, e.g. *Pædagogikkens filosofi – tanker om menneskets frembringelse*, Samfundslitteratur, 2004; *Pædagogiske værdier & politik*, Danmarks pædagogiske Universitetsforlag, 2007; *Pædagogiske værdier & religion*, Danmarks pædagogiske Universitetsforlag, 2008; *Pædagogiske værdier & etik*, Aarhus Universitetsforlag, 2011.

Other multiple contributions to anthologies comprise: *Tankens Magt* (2006), *Dialectics, Self-consciousness, and Recognition* (2009), *Udfordringer. Dialoger med Peter Kemp* (Tiderne Skifter, 2009), and *Videnskabsteori – Om Viden og forskning i praksis* (2017).

Editorship of journals and proceedings

From 2011-2022 the group obtained fundings, edited and published 17 issues (plus 2 monography volumes) of the Nordic, peer reviewed, open access journal *Studier i Pædagogisk Filosofi*, <https://tidsskrift.dk/spf/issue/archive>.

This journal continues to be published under the new name: *Speki. Nordic Philosophy and Education Review* 2024– The editor-in-chief function, though, has been transferred to the University of Oslo in 2022. However, a member of the Unit is still co-editor.

Since 2004 members of the group have participated in the editorial board of *Danish Yearbook of Philosophy*, Brill, including in the position of managing since 2018, editor and, now as editor-in-chief.

Among other:

Philosophy of Education, LIT-Verlag 2009-2015.

Eco-Ethica, LIT Verlag 2011-2017.

Lamella – Tidsskrift for teoretisk psykoanalyse 2022, OJS.

Brill Research Perspectives in Philosophy of Education, Brill, 2023–

Besides, the group (i.e. more than 1 member) also contributes to various international anthologies, such as *Pedagogikkens mange ansikter: Pedagogikkens idéhistorie fra antikken til det postmoderne* (Universitetsforlaget, Oslo 2004)

Danningens filosofihistorie (Gyldendal Akademisk, 2013)

Rethinking Ethical-Political Education (Springer, 2020).

Assessed from the perspectives of continuity and transformation, the thematic anthologies with individual contributions dominated as outlets in the beginning, but gradually the unit's members collectively edited journals, as exemplified by the 17 issues of *Studier i Pædagogisk Filosofi*. This also implied clear inclusions of several researchers from the unit taking initiative, editing, writing and publishing in collaboration with international (in particular Nordic) scholars.

2.3/ Looking ahead

There is a clear tendency indicating that the members of the unit increasingly choose to publish in international journals, foremost written in English. Also, whereas a 'stubborn' insistence on dealing with classical problems of philosophy of education can be traced, the scholars of the unit at the same time also address current, and controversial issues of a direct societal and educational-political interest and relevance.

3.0 Research Ideas and Application Patterns

3.1/ Developing research ideas

The members of the unit together cover the philosophy of education discipline very broadly. Individually, they cover topics within their own professional specialization correspondingly broadly. This means that the unit's members are skilled at developing basic research ideas in many areas. The age profile of the members also makes this attractive. Thus, the various employees are broadly interested in topics such as 1) history of educational ideas and history of philosophy, 2) epistemological and metaphysical problems connected with thinking, teaching, and learning, 3) character development and educational values, 4) connections between political philosophy and education, 5) alienation, 6) psychoanalysis and didactics, 7) phenomenology and educational appeals and paradoxes, 8) Embodied cognition and learning, 9) Gender issues.

Traditionally, the group's interests have more collectively dealt with subjects such as citizen education; Allgemeine Pädagogik; aesthetics, culture, and education; ethics; philosophy of religion; as well as philosophy of science.

3.2/ Applications and funding

The unit's members have been successful in applying for funds for journals, publications and research stays abroad. The group has been and is involved in various Nordic research networks with grants. The current staffing situation and age composition make it difficult to mobilize the necessary synergy and critical mass to formulate joint applications. A recent success, however, is the grant from the Independent Research Council for one of the employees' project, "Pleasure and embarrassment. Resistance to Sexuality Education", which also finances a PhD scholarship. A second PhD scholar is funded by AU, and yet another one is externally funded ('Erhvervs-PhD'). On a smaller scale, other employees are currently participants in Nordforsk - the project "The Future of Nordic Education". An employee participates in 3 Spanish-funded projects.

3.3/ Looking ahead

Members from the Unit participate in three different research units, all of which originate in this research environment, namely 1) The Research Unit for Philosophy of Education, whose main task is to secure research for the master's degree in educational philosophy; 2) The research unit in Theoretical Pedagogy, which is a wider network with threads to the university colleges, and 3) The research unit EMBED, which is an international research network. EMBED is host for the 1st international conference on embodied education in 2024. The members of the unit also participate in various educational networks, including NERA, INPE and ECER, and hosted the INPE conference in 2022. A close Nordic collaboration takes place in the Nordic Society for Philosophy of Education. There is also collaboration in the alumni association "Pædagogisk Filosofisk Forening" and in the Danish Philosophical Society (Dansk Filosofisk Selskab), where members from the Unit have held the chairmanship from March 2011-March 2024. The latter organization has links to the world philosophical organization FISP, for whose World Congress in Seoul in 2008 a member from the environment was president. There are thus good critical collegial sparring opportunities for project applications, and still potential for developing ideas and applications. But it is often difficult to get enough time in relation to ongoing tasks and projects, such that these opportunities are realized in the form of substantial autochthonous applications. The unit welcomes invitations to collaborate on grant applications from without.

4.0 Societal and Political Impact

4.1/ Research-based education

The course portfolio does match the research profile very well. The researchers teach and supervise at the master in Philosophy of Education ('cand. pæd. i Pædagogisk Filosofi'). Some of them also carry out teaching at other programs within DPU's portfolio, primarily at the Master in General Education ('cand. pæd. i Generel Pædagogik'). Others teach at the Bachelor in Education Studies ('Bachelor i Uddannelsesvidenskab'). Earlier members of the unit taught at the halftime-master in citizen education ('Master i medborgerskab'). In relation to DPU's portfolio, research-based competencies for teaching learning theory, philosophy of science, ethics, and the history of educational ideas exist in the unit.

The level of collaboration in terms of student theses, guest lecturers, PhD collaboration etc. is high, although limited in scope due to the gradually diminished and now very limited staff, and the restrictive economy.

4.2/ Collaborations with non-academic organisations

Members of the unit collaborate with staff at university colleges, people's high schools ('Folkehøjskoler'), and People's University ('Folkeuniversitetet'). One of PhD projects harboured in the unit runs in collaboration with a municipality library. There has also been some collaboration with The Danish Union of Teachers, newspapers, and various publishers. As usual, the University is unilaterally providing the research needed for these collaborations. The unit's network outside academia is currently a bit restricted, however, by the small number of staff members.

4.3/ Public engagement

The unit has been pivotal for the understanding in Denmark of Citizenship Education and publication of textbooks for citizenship education. The anthologies published by members of the unit, and the open access-journal *Studier i pædagogisk Filosofi* have reached a numerous public.

Research-based advisory services for the Ministry of Children and Education is presently carried out, and earlier projects concerning citizen education for foreign religious leaders have been conducted in cooperation with The International Organisation for Migration (IOM Finland in Helsinki) (EU funded), and The Ministry of Immigration and Integration as well.

Members of the unit presents quite a lot of popular lectures at people's high schools (folkehøjskoler), People's University (Folkeuniversitetet), and other academic and non-academic fora. Some former members have been extraordinary active in contributing to newspapers and electronic medias and in book-length contributions to the public debate.

4.4/ Looking ahead

Members of the unit have since the beginning in year 2000, to a notably large extent, contributed to Danish culture and intellectual and political debate. This aspect is often overlooked in the strategic planning of the Danish universities.

5.0 Talent development and merit

5.1/ PhD recruitment, education and supervision

The Unit has for several years demonstrated a constructive effort to search for and support talented students' and candidates' applications for PhD scholarships, and a number of concrete initiatives have seen their light for this high priority purpose. The focused attention on this subject matter has had a somewhat gloomy background: the success rate for our PhD applicants (i.e. obtaining a scholarship) proved low for some years and called for special initiatives.

Within the last two-three years, however, the situation has improved with three new PhD scholars in the unit. On the background of a requested report ('Rapport over PhD uddannelsen' (2022)) exploring the background for the meagre results regarding candidates in Philosophy of Education and General Education obtaining a PhD scholarship, the concrete, PhD supporting initiatives have afterwards comprised writing-workshops, individual supervision and focused, information meetings with talented students/candidates, with the specific goal in mind to write up coherent and consistent applications within the areas of philosophy of education.

Our PhD scholars naturally play a significant, exemplary (and enticing) role in these activities.

The unit not only contributes to but regularly offers doctoral courses on e.g. phenomenology, theory of science, psychoanalysis and other topics at the highest academic level with the contribution of topflight international scholars.

5.2/ Early Career Scholarship (Postdoc and Assistant Professors)

A number of factors (including economic cutdowns), have led to a state of recession with respect to early career scholarships in our unit: We haven't had any assistant professors or postdocs for more than 4 years. During this period, however, we have supported a number of applications (for instance under the Marie Curie programme) from international postdocs who wished to carry out their research with us (e.g. in the EMBED research unit).

A regular interest from young, international scholars (PhD level → postdoc level) supported by e.g. Erasmus+ to visit our unit and carry out teaching and/or research, testify the unit's ability to attract scholars from abroad, even if their stay is short-lived.

5.3/ Career development and meriting – all career levels

The career development and meriting possibilities look meagre for several staff members for the moment. The main part of the staff are associate professors in their fifties or sixties, and we haven't had any vacant position as full professor for some years. The last vacant position as an associate professor dates back to 2014. This is partly due to the Danish universities' current career policy, which prioritize young talents. Hence, possibilities for career development in terms of advancement appear to require extraordinary circumstances. Still, some members of the unit show capabilities for taking on leadership roles in research.

Ceteris paribus, the career development options for the PhD scholars looks better, though. And with this in mind, the elder colleagues are aware of the importance of specific inclusive actions: the PhD scholars are enticed to develop their skills and competencies through teaching options, by being offered the possibility of collaboration in organizing conferences and other scientific meetings, and by being offered co-writing and -publishing options with senior staff colleagues in the unit.

5.4/ Looking ahead

Although the general situation for talent- and career-development in our unit doesn't look promising on the gloomy background factors sketched above, the unit appears very much alive, not the least due to its youngest talents, and to the very academic history and viability of 'the institution' philosophy of education at DPU.

6.0 Interdisciplinarity

6.1/ Degree and quality of interdisciplinary research

Interdisciplinary research must be carried out on a solid background of disciplinary research. The unit harbours disciplinary as well as more interdisciplinary research initiatives/networks. Whereas all staff members each has at least one strong leg in the academic tradition of philosophy of education, some initiatives have threads to disciplines outside, e.g. the DFF-funded research project 'Pleasure and embarrassment. Resistance to Sexuality Education' and the EMBED research group, with threads to learning theory and cognitive science.

6.2/ Looking ahead

The clear anchoring of the interdisciplinary research offshoots in a disciplinary collective is considered to be a win-win for both perspectives. Taking into consideration that the three PhD scholars in different ways all work from interdisciplinary outlooks, this might be indicative for future projects in the unit.

7.0 Diversity and internationalisation

7.1/ Diversity

There is a certain overweight with respect to staff members in the fifties and sixties, all of which are associate professors. The lack of early-career scholars is unfortunate and adds to this imbalance. On the other hand, our PhD scholars (28-32 years old) gives some rebalancing. The female/male ratio for the seniors is 2/4, for the PhD scholars 2/1. As mentioned above (3.1), the interest in gender-balance is also reflected in some of the research carried out in the unit: Volume 6(1) (2017) of *Studier i Pædagogisk Filosofi* ('*Studies in Philosophy of Education*') was for instance dedicated to gender issued in philosophy of education.

7.2/ Internationalisation

There is a growing tendency among the staff members to publish in international journals (in English). All members have strong contacts with international scholars on all continents. We also have regular visits of international scholars (at all career levels) in our unit, e.g. from Taiwan, Finland, France, Italy, Norway, England, Belgium, and China. Possibilities clearly exist for future grant applications involving international partners.

8.0 Appendices

Appendix 1: Publication patterns in Educational Philosophy 2018 - 2023

The report presents data based on registrations of publications published during the years 2018-2023. The report was compiled from Pure in February 2024. Pure is a dynamic database and the quantities listed in this report should be regarded as a momentary representation. The numbers will constantly change due to new registrations, corrections etc.

Please note that not all publications from 2023 have been validated.

In Pure, journal names are not deduplicated. This means that a journal may occur more than once with a different variant of the journal title. Articles in proceedings may not have a journal title and are, hence, referred to as '(articles in proceedings)'.

List of content

Publication patterns in Educational Philosophy 2018 - 2023	1
Number and types of publications per publication year.	2
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Number and types of publications per publication year - within communication/education	4
Number of peer-reviewed and not peer-reviewed publications - within research/commissioned research (all types of publications)	4
Number of peer-reviewed and not peer-reviewed publications for scientific articles (Research/Commissioned research: article in proceedings, conference article, journal article, letter, review)	5
Languages for publications - within research/commissioned research	5
Languages for publications - within communication/education	6
Number of authors per publication – within research/commissioned research	6
Number of authors per publication – within communication/education	6
Number of scientific articles by journal – within research/commissioned research (Conference article, article in proceeding, journal article, letter, review)	7

Number and types of publications per publication year.

Type of publication	2018	2019	2020	2021	2022	2023	Grand Total
Anthology	4	2	1				7
Article in proceedings	2		1			1	4
Book	1	1	1	1	2	1	7
Book chapter	4	6	13	2	6	1	32
Comment/debate/letter to the editor						1	1
Conference abstract for conference		1					1
Conference article			1				1
Contribution to newspaper - Comment/debate	1						1
Contribution to newspaper - Newspaper article			1				1
Journal article	7	10	10	7	5	2	41
Literature review		1	1				2
Net publication - Internet publication				1			1
Paper			1				1
Preface/postscript	1	1	1	1	3	1	8
Report	1						1
Grand Total	21	22	31	12	16	7	109

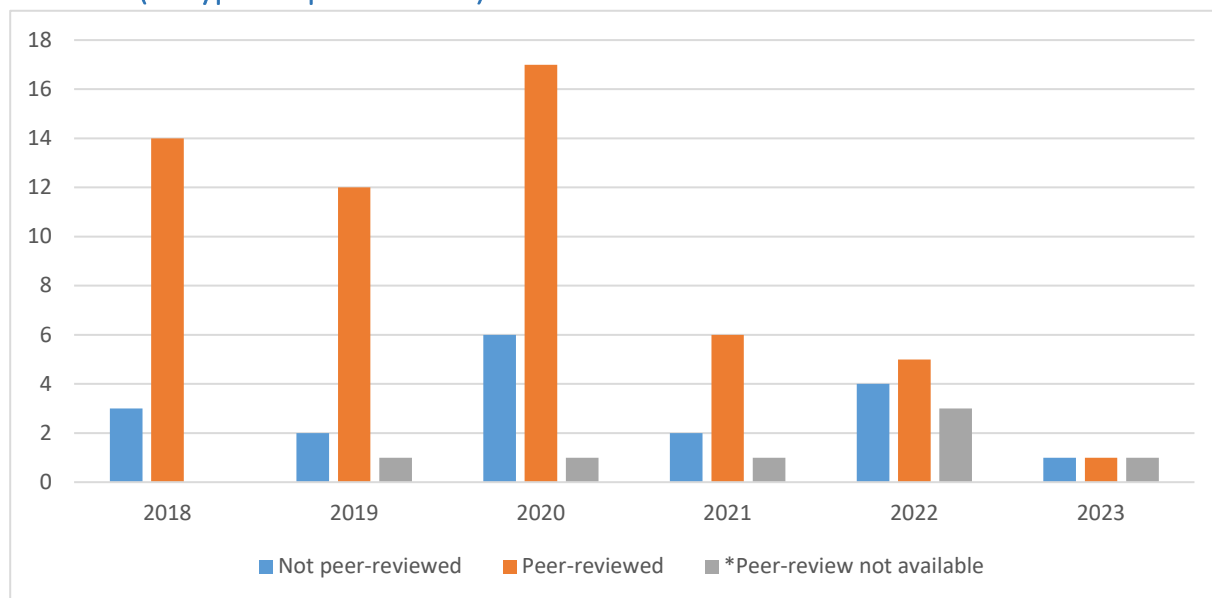
Number and types of publications per publication year- within research/commissioned research

Type of publication	2018	2019	2020	2021	2022	2023	Grand Total
Anthology	4	2	1				7
Article in proceedings	2		1			1	4
Book		1	1		2		4
Book chapter	3	4	8	1	3		19
Comment/debate/letter to the editor						1	1
Conference abstract for conference		1					1
Conference article			1				1
Journal article	7	6	9	7	4		33
Literature review			1				1
Paper			1				1
Preface/postscript		1	1	1	3	1	7
Report	1						1
Grand Total	17	15	24	9	12	3	80

Number and types of publications per publication year- within communication/education

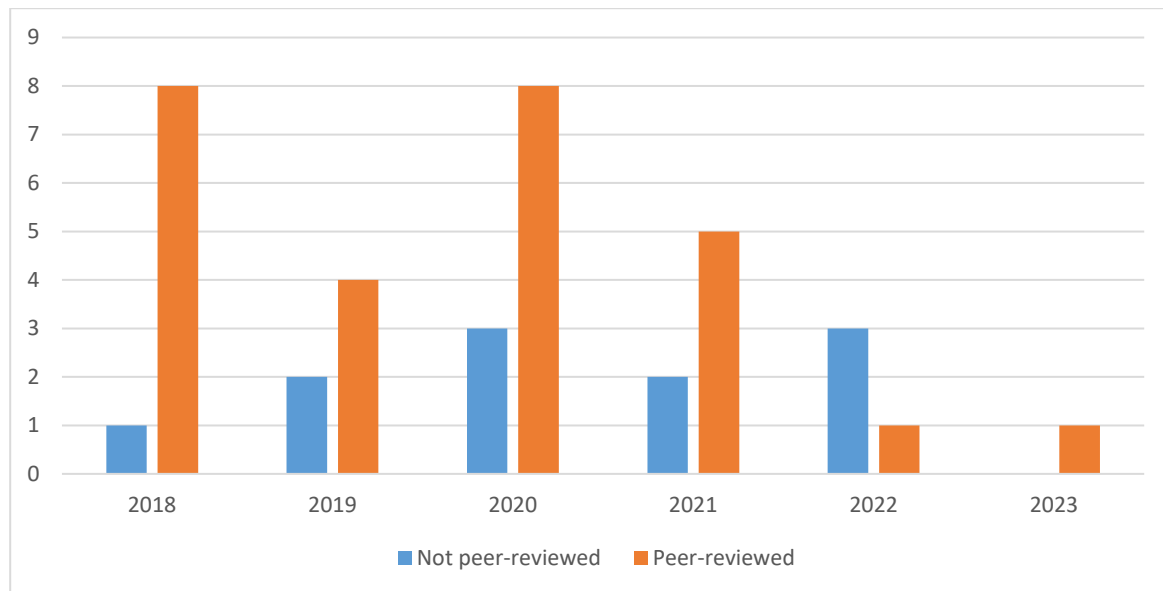
Type of publication	2018	2019	2020	2021	2022	2023	Grand Total
Book	1			1		1	3
Book chapter	1	2	5	1	3	1	13
Contribution to newspaper - Comment/debate	1						1
Contribution to newspaper - Newspaper article			1				1
Journal article		4	1		1	2	8
Literature review		1					1
Net publication - Internet publication				1			1
Preface/postscript	1						1
Grand Total	4	7	7	3	4	4	29

Number of peer-reviewed and not peer-reviewed publications- within research/commissioned research (all types of publications)



*Certain publication types in Pure do not have peer review as an option (i.e. PhD Thesis).

Number of peer-reviewed and not peer-reviewed publications for **scientific articles**
 (Research/Commissioned research: article in proceedings, conference article, journal article, letter, review)



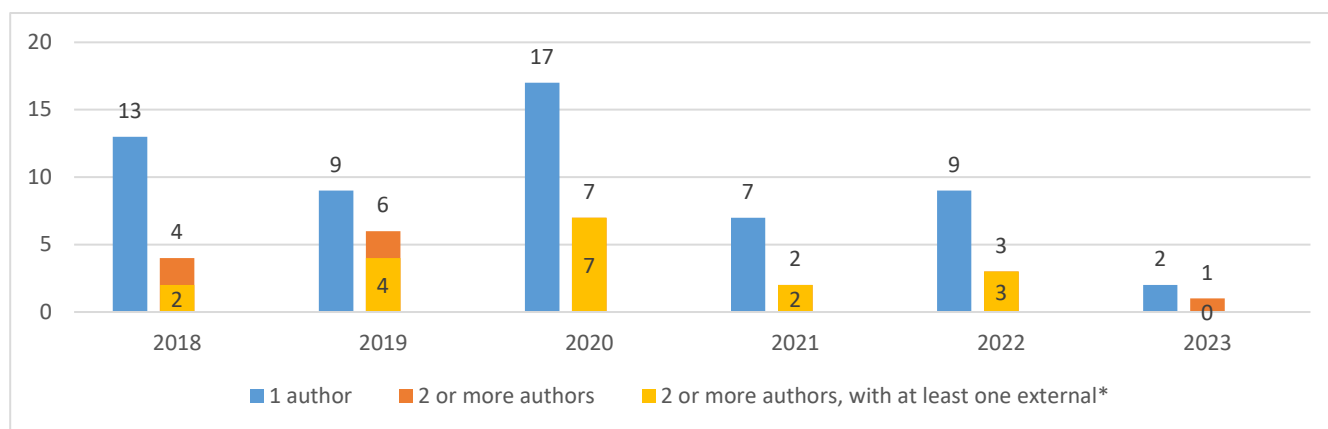
Languages for publications - **within research/commissioned research**

Language	2018	2019	2020	2021	2022	2023	Grand Total
English	2	8	15	5	3	3	36
Danish	9	6	8	4	6		33
Multiple languages	3	1					4
French	2		1				3
Spanish	1				1		2
German					2		2
Grand Total	17	15	24	9	12	3	80

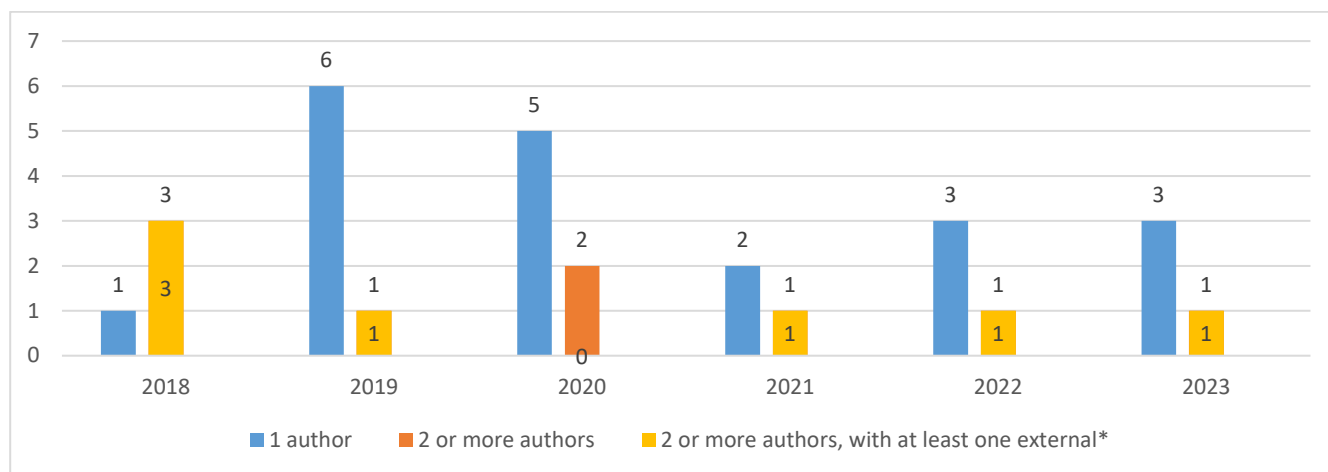
Languages for publications - within communication/education

Language	2018	2019	2020	2021	2022	2023	Grand Total
Danish	4	7	7	3	3	4	28
Undefined/Unknown					1		1
Grand Total	4	7	7	3	4	4	29

Number of authors per publication – within research/commissioned research



Number of authors per publication – within communication/education



Number of scientific articles by journal – within research/commissioned research (Conference article, article in proceeding, journal article, letter, review)

Journal	2018	2019	2020	2021	2022	2023	Grand Total
Studier i Pædagogisk Filosofi	3	1	2				6
Danish Yearbook of Philosophy	1	2	1				4
(Articles in proceedings)	2		1			1	4
Lamella – Tidsskrift for teoretisk psykoanalyse	1		1	1			3
Filozofija i društvo				2			2
Nordicum - Mediterraneum			2				2
Dansk Pædagogisk Tidsskrift	1		1				2
Grundtvigsk Tidende				1			1
EIKASIA REVISTA DE FILOSOFÍA		1					1
Tidsskrift for professionsstudier					1		1
International Journal of Inclusive Education			1				1
Zeitschrift für kritische Theorie					1		1
Filosofilærerforeningens Blad					1		1
Journal of the International Society for Teacher Education			1				1
Kierkegaard Studies Yearbook	1						1
Aigis: nordisk tidsskrift for klassiske studier				1			1
Eco-ethica		1					1
Philosophy and Theory in Higher Education		1					1
Paradoks: Tidsskrift for Filosofi og Teori				1			1
Romantik : Journal for the Study of Romanticisms			1				1
Philosophy and Social Criticism					1		1
Eğitim Felsefesi ve Sosyolojisi Dergisi				1			1
Grand Total	9	6	11	7	4	1	38

BIBLIOMETRIC REPORT

Department of Educational Philosophy, Danish School of Education

March 2024, Jeppe Dalsgaard Bæk, AU Library.

Requester: Lars Lodberg

The aim of the bibliometric report is to present **an overview of the collaboration with external (non-AU) partners** based on the scientific production of the Department of Educational Philosophy, Danish School of Education from the year 2018 to 2023.

The data in this report reflect publications that are registered in Pure, published from 2018 to 2023. The report was compiled from Pure in March 2024 after the reporting deadline for 2023. Pure is a dynamic database and the quantities listed in this report should be regarded as a momentary representation. The numbers will constantly change due to new registrations, corrections etc.

An estimated 90% of the data in this report is validated at the time of report creation 4 March 2024)

Notes on Data Quality:

The estimated quality level of the data of this report is 85-90%. This means errors can occur in the categorisation, e.g. country associated with a specific organisation, the type of the research output etc. Data quality on external organisations affiliated on 2022-2023 publications is better than the 2018-2021 equivalents. This means that more organisations in the tables may be duplicates, sub-organisations or other unapproved organisations.

Notes on Data Quantity

As this report reflects a small amount of data, a qualitative analysis is preferable to a quantitative one. The report is based on a reporting template developed to match the needs of the entire university.

Report metadata

The report is based on the following variables:

Research Output filtered by: Submission year (= submission in Pure): 2018-2024, Publication year: 2018-2023, Person: List of persons affiliated with Educational Philosophy, provided by Stine Trentemøller, Research consultant. Category: Research, Communication, Commissioned (excluding transfer and education). Externally published: With internal affiliation (This filters out publications without internal affiliation)

Associated content: Number of external organisation (affiliated AND otherwise associated), Name of external organisation, Type of external organisation, Country of external organisation

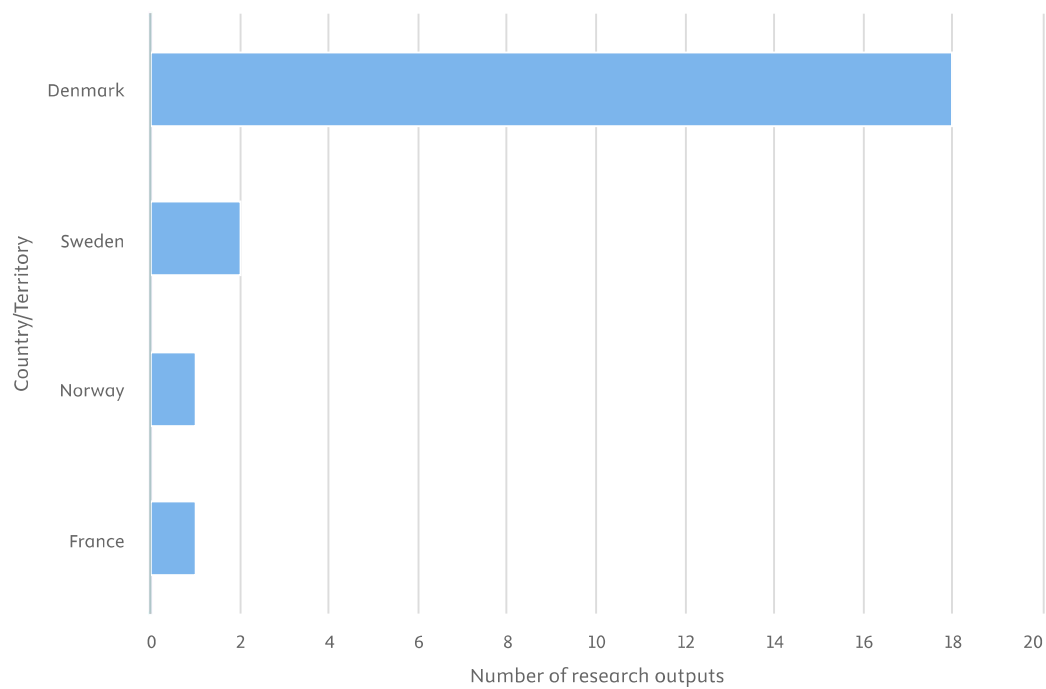
Report name: Publications with external collaboration 2018-2023 - DPU - dept of educational philosophy

Report owner: Jeppe Dalsgaard Bæk, jdab@kb.dk // pure@au.dk

Overview, totals

109	16
Number of research outputs	Number of external organisational units

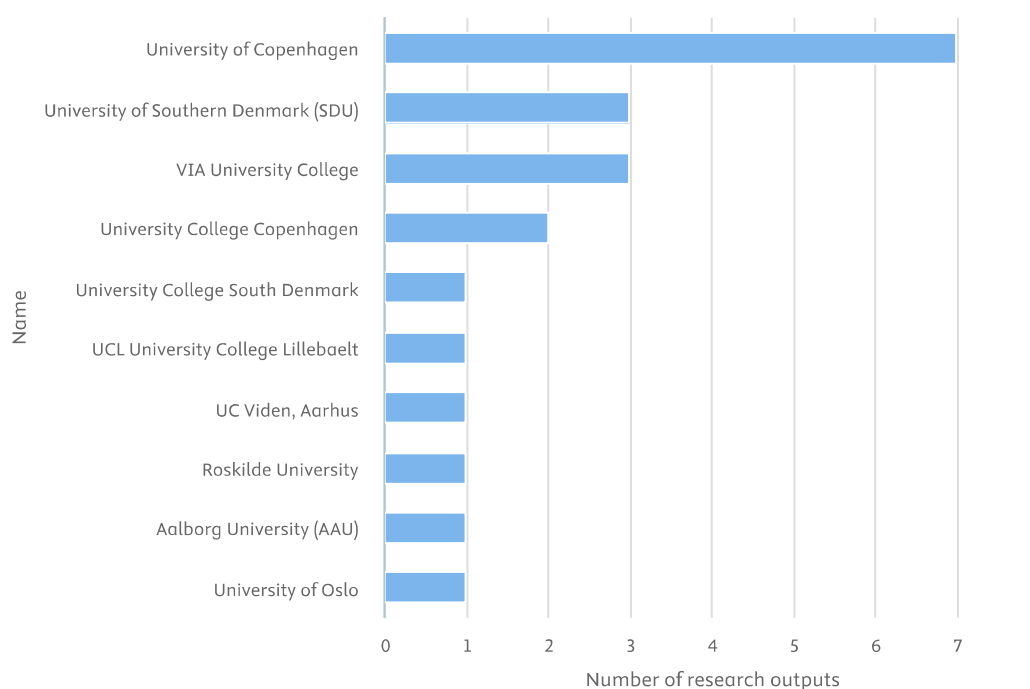
Top 10 external collaboration countries sorted by frequency (number expresses amount of publications that contain a collaboration with an external organisation from said country)



Exhaustive list of collaboration countries, sorted by frequency (number expresses amount of publications that contain a collaboration with an external organisation from said country)

COUNTRY/TERRITORY	NUMBER OF RESEARCH OUTPUTS
Total count	109
Denmark	18
Sweden	2
Norway	1
France	1

Top 10 external collaboration organisations (number expresses amount of publications that contain a collaboration with said external organisation)

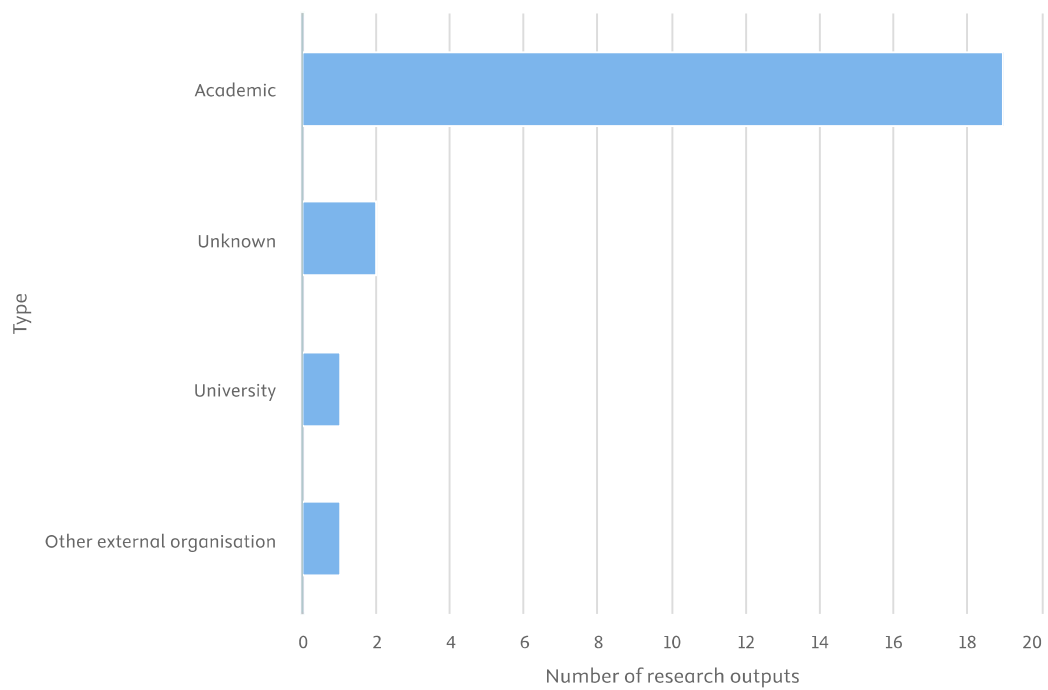


Exhaustive list of external collaboration organisations (number expresses amount of publications that contain a collaboration with said external organisation)

NAME	NUMBER OF RESEARCH OUTPUTS
Total count	109
University of Copenhagen	7

University of Southern Denmark (SDU)	3
VIA University College	3
University College Copenhagen	2
University College South Denmark	1
UCL University College Lillebaelt	1
UC Viden, Aarhus	1
Roskilde University	1
Aalborg University (AAU)	1
University of Oslo	1
Sorbonne Université	1
Malmö University	1
Stockholm University	1
Aarhus Universitetsforlag	1
Nordisk Sommer Universitet	1
Institut for Læring og Filosofi	1

External collaboration organisation, based on type (academic = university)



BIBLIOMETRIC REPORT

Department of Educational Philosophy, Danish School of Education

February 2024, Jeppe Dalsgaard Bæk, AU Library.

Requester: Lars Lodberg

The aim of the bibliometric report is to present **an overview of the collaboration with external (non-AU) partners** based on the scientific production of the Department of Educational Philosophy, Danish School of Education during the year 2023.

The data in this report reflect publications that are registered in Pure, published during 2023. The report was compiled from Pure in February 2024 after the reporting deadline for 2023. Pure is a dynamic database and the quantities listed in this report should be regarded as a momentary representation. The numbers will constantly change due to new registrations, corrections etc.

An estimated 90-95% of the data in this report is validated at the time of report creation 12 February 2024)

Notes on Data Quality:

The estimated quality level of the data of this report is <95%. This means errors can occur in the categorisation, e.g. country associated with a specific organisation, the type of the research output etc., but they are assessed as minor.

Notes on Data Quantity

As this report reflects a small amount of data, a qualitative analysis is **much** preferable to a quantitative one. The differences in quantity may be so small, that a large difference may only cover a difference of 1 or 2 research outputs or collaborations. The report is based on a reporting template developed to match the needs of the entire university.

Report metadata

The report is based on the following variables:

Research Output filtered by: Submission year (= submission in Pure): 2023-2024, Publication year: 2023, Person: List of persons affiliated with Educational Philosophy, provided by Stine Trentemøller, Research consultant. Category: Research, Communication, Commissioned (excluding transfer and education). Externally published: With internal affiliation (This filters out publications without internal affiliation)

Associated content: Number of external organisation (affiliated AND otherwise associated), Name of external organiation, Type of external organiation, Country of external organisation

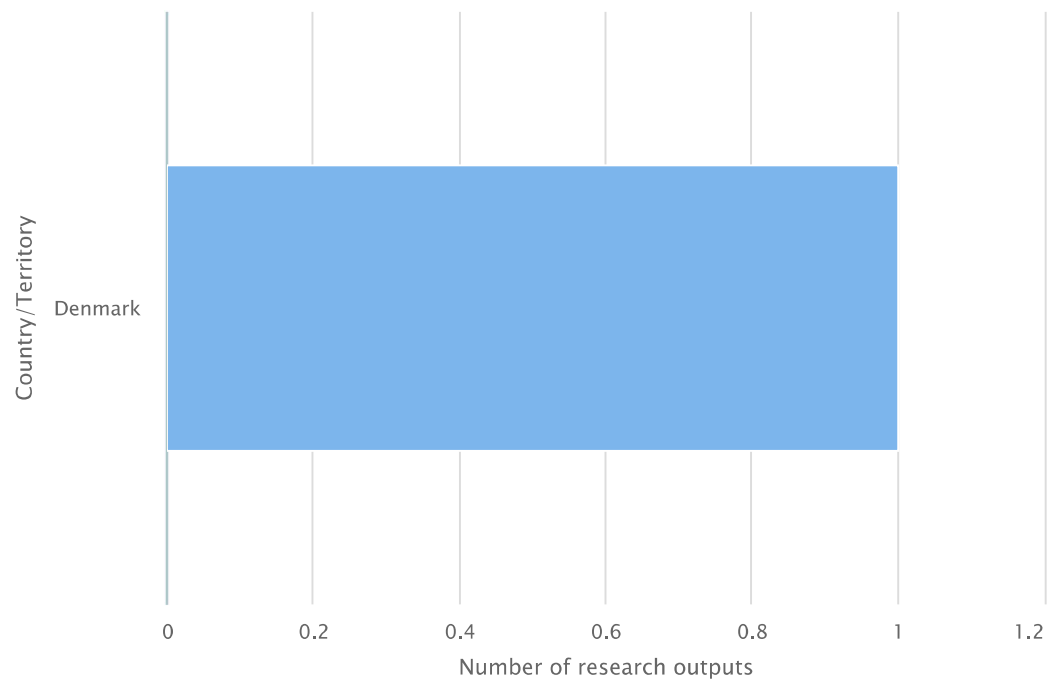
Report name: Publications with external collaboration 2023 - DSE- dept of educational philosophy

Report owner: Jeppe Dalsgaard Bæk, jdab@kb.dk // pure@au.dk

Overview, totals

7	1
Number of research outputs	Number of external organisational units

Top 10 external collaboration countries sorted by frequency (number expresses amount of publications that contain a collaboration with an external organisation from said country)

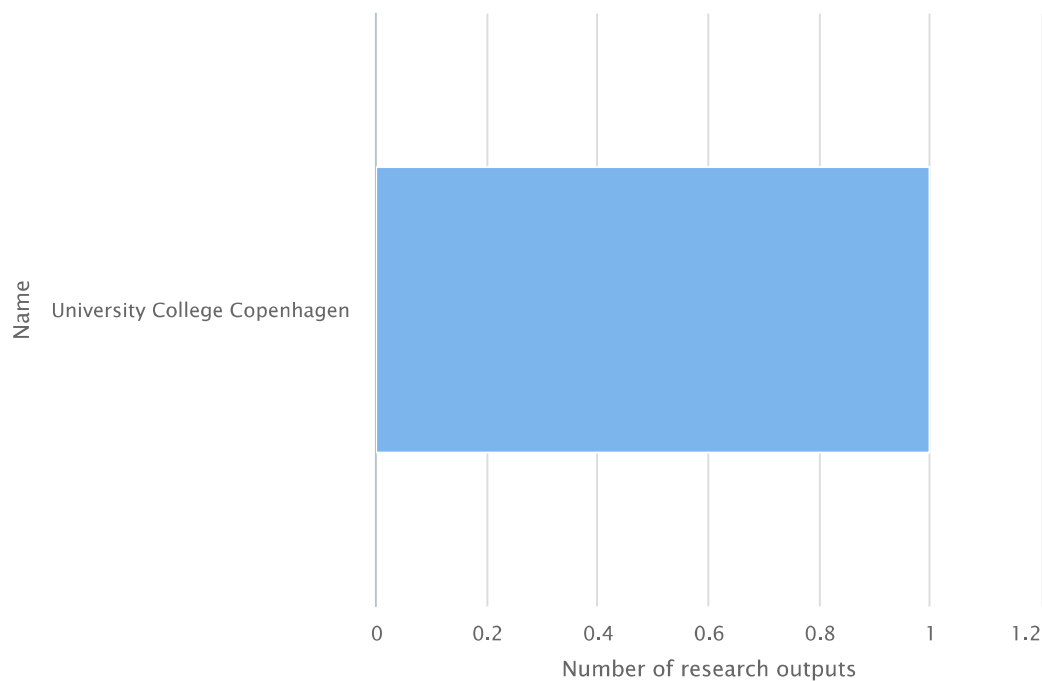


Exhaustive list of collaboration countries, sorted by frequency (number expresses amount of publications that contain a collaboration with an external organisation from said country)

COUNTRY/TERRITORY	NUMBER OF RESEARCH OUTPUTS
-------------------	----------------------------

Total count	7
Denmark	1

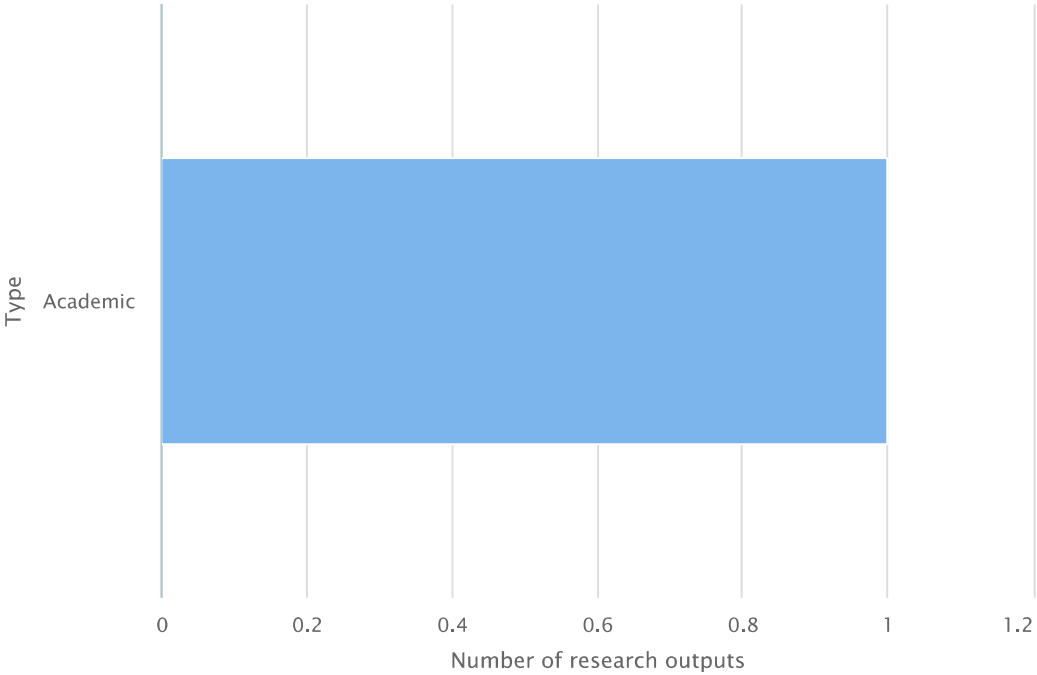
Top 10 external collaboration organisations (number expresses amount of publications that contain a collaboration with said external organisation)



Exhaustive list of external collaboration organisations (number expresses amount of publications that contain a collaboration with said external organisation)

NAME	NUMBER OF RESEARCH OUTPUTS
Total count	7
University College Copenhagen	1

External collaboration organisation, based on type (academic = university)



Appendix 2: Application patterns and grants for Educational Philosophy from 2018-2023

List of content

This report provides an overview of the application pattern, grants and refusals for Educational Philosophy from 2018-2023

Grants per foundation for Educational Philosophy 2018 – 2023.

Grants for research per year in Educational Philosophy from 2018-2023

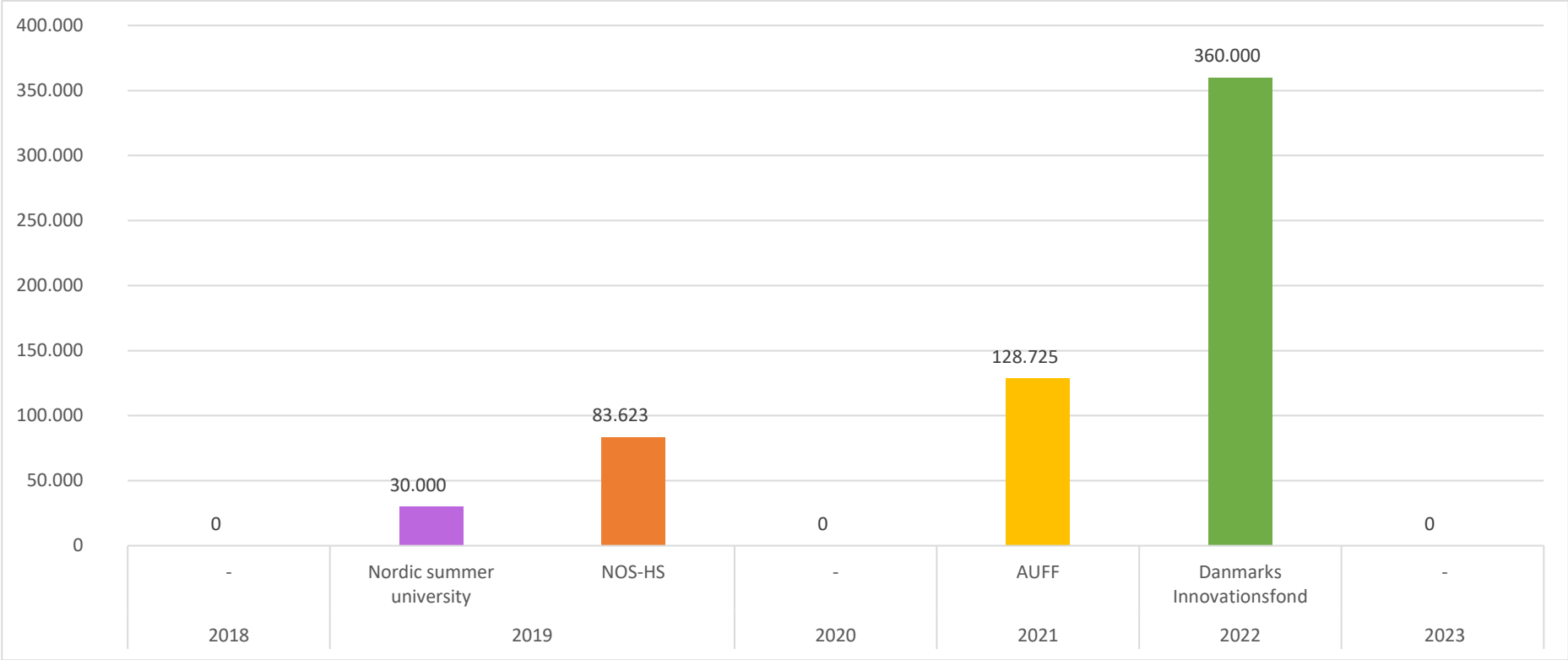
Grants for network and mobility per year in Educational Philosophy from 2018-2023

Grants for publications per year in Educational Philosophy from 2018-2023

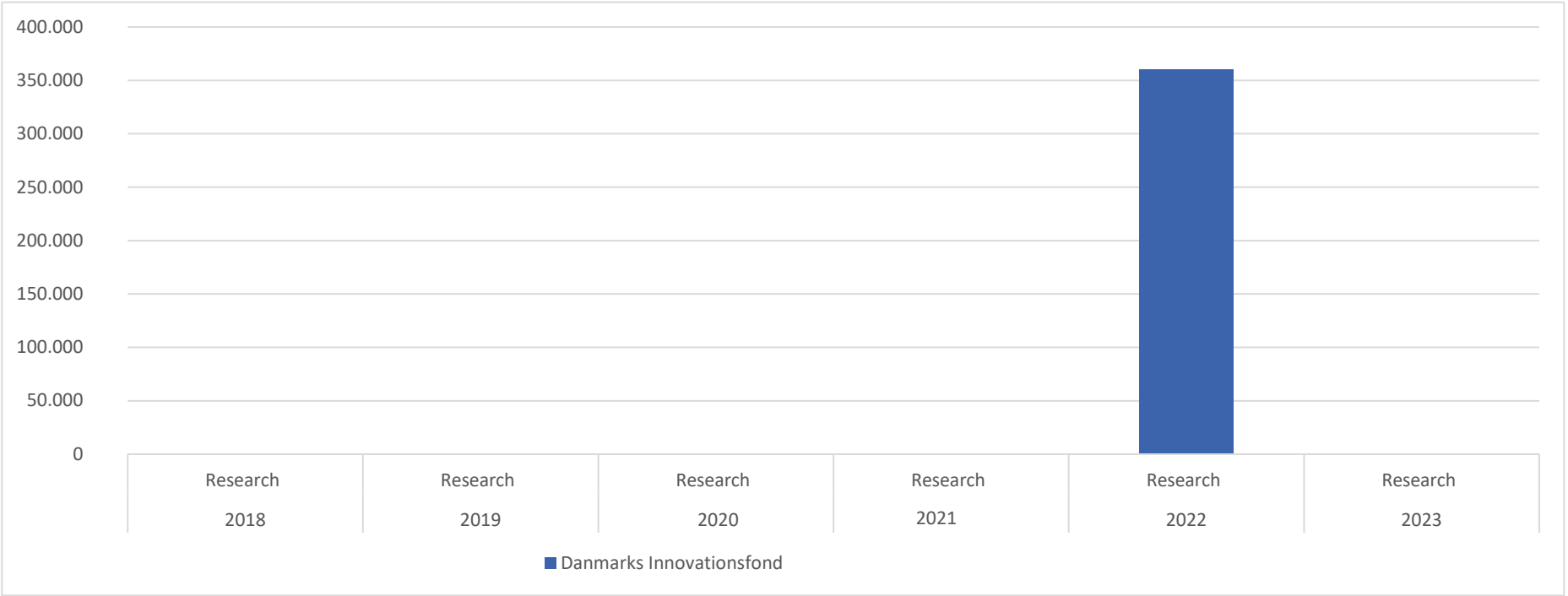
General overview of applications, grants and refusals for Educational Philosophy from 2018 – 2023

Applications and grants in amount per year for Educational Philosophy from 2018 – 2023

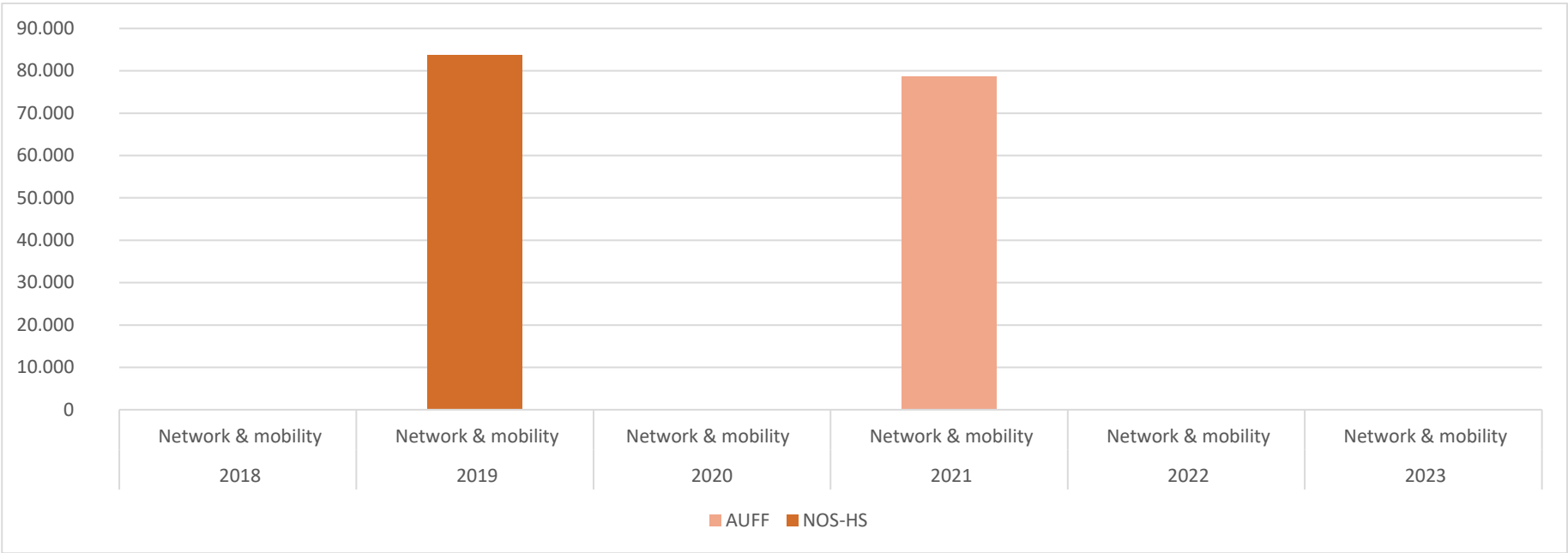
Grants per foundation for Educational Philosophy 2018 – 2023



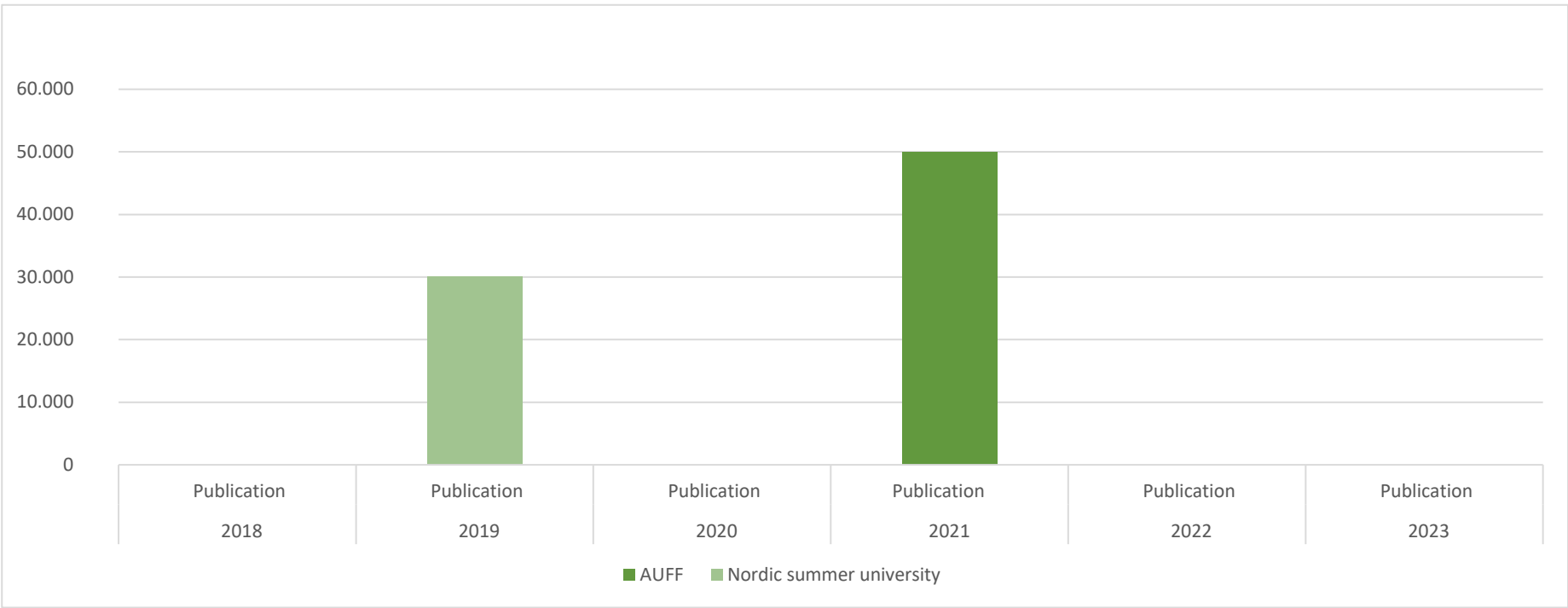
Grants for research per year in Educational Philosophy from 2018-2023



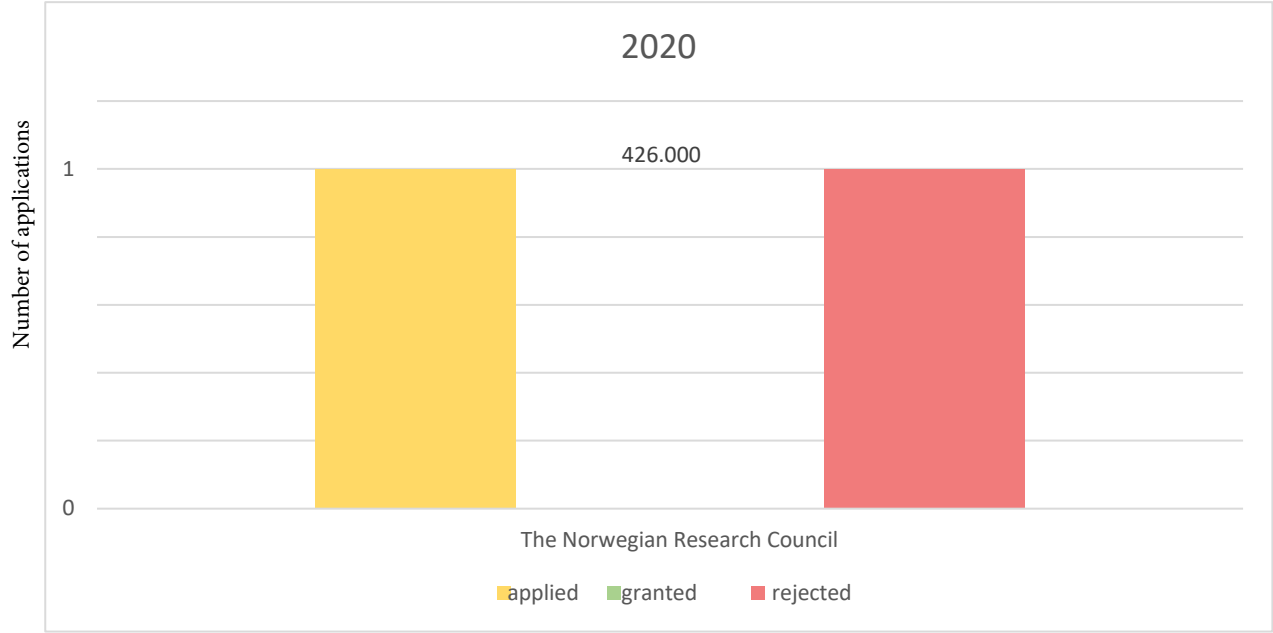
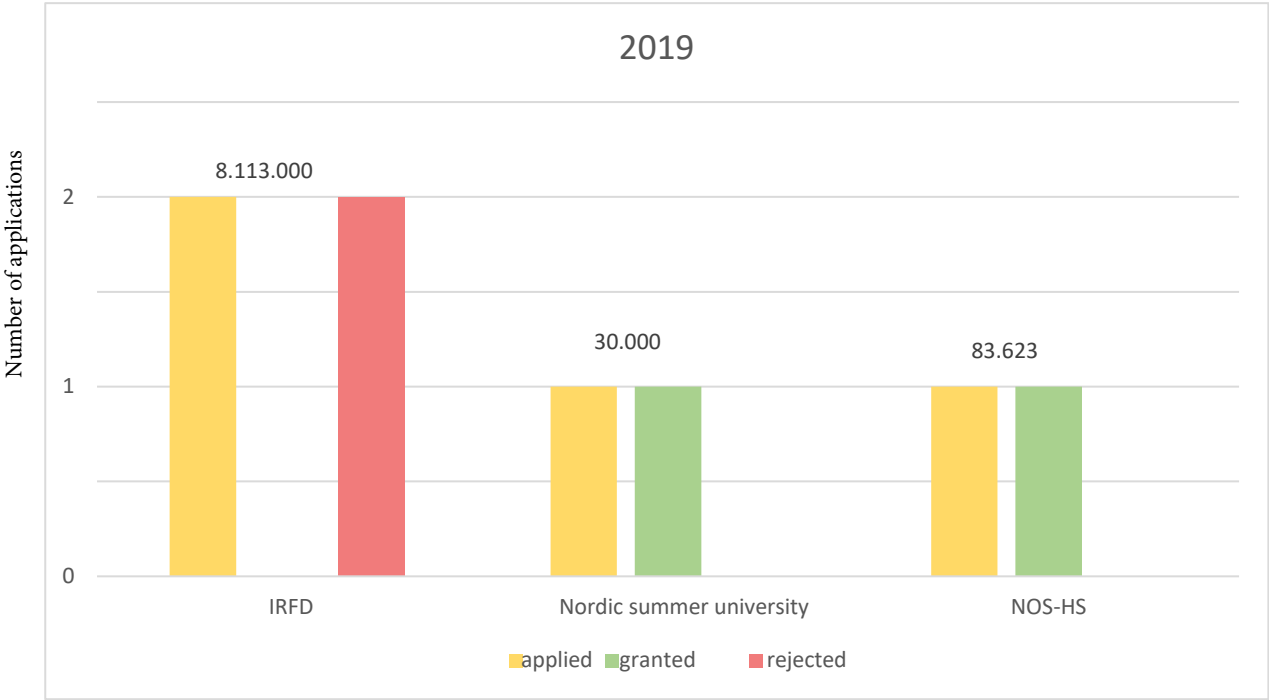
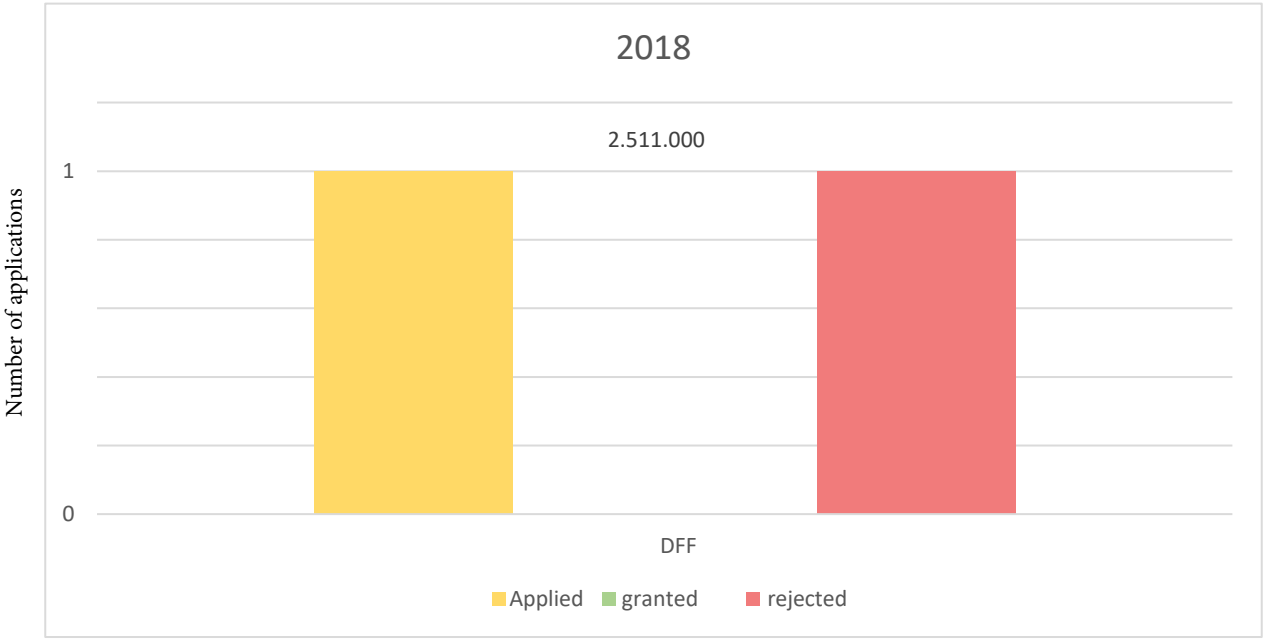
Grants for network and mobility per year in Educational Philosophy from 2018-2023

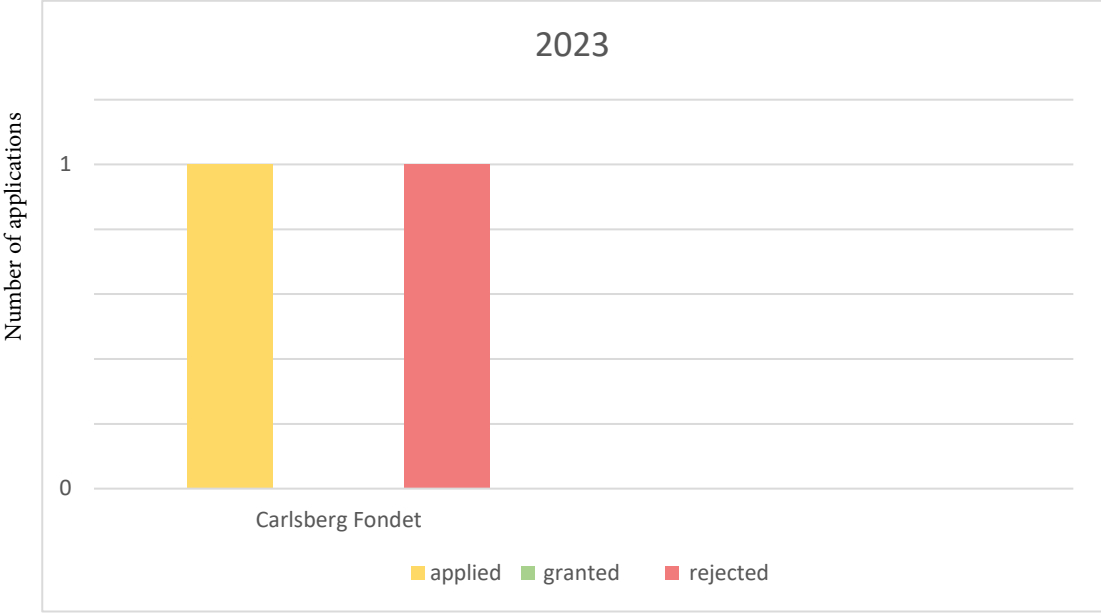
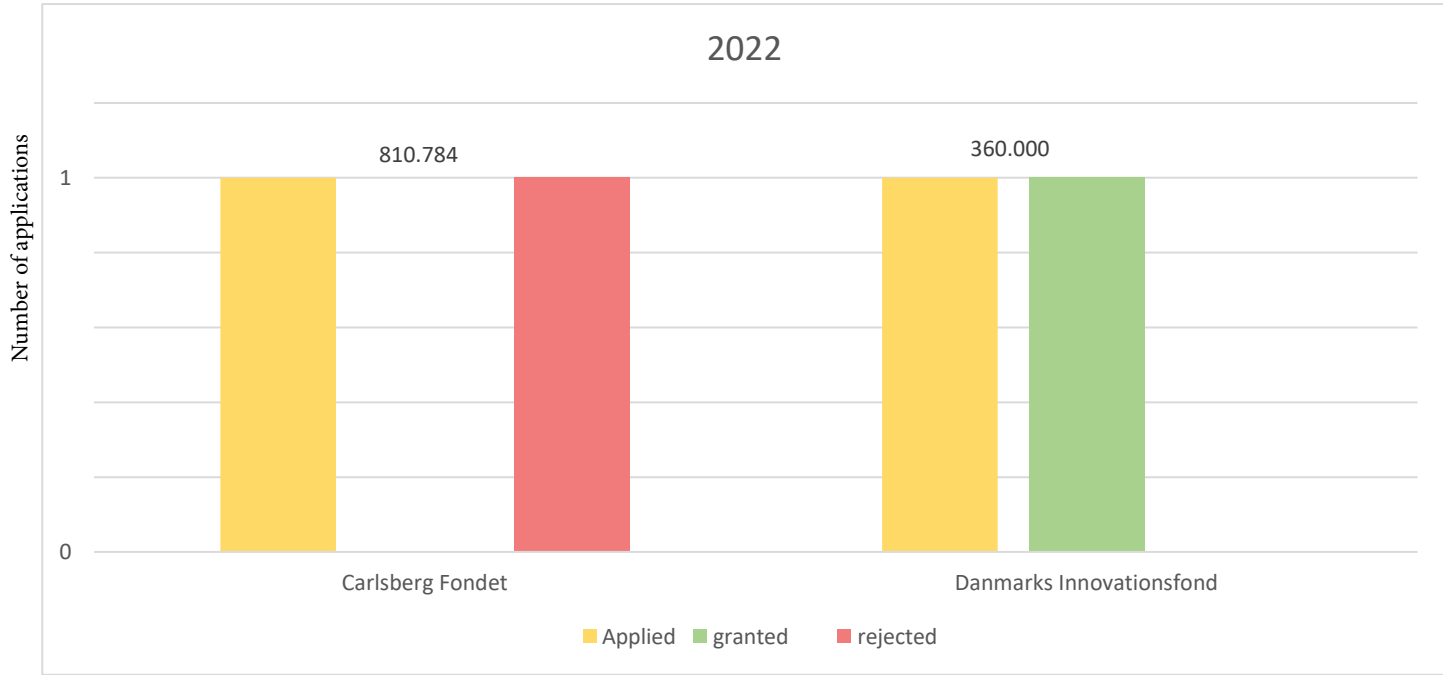
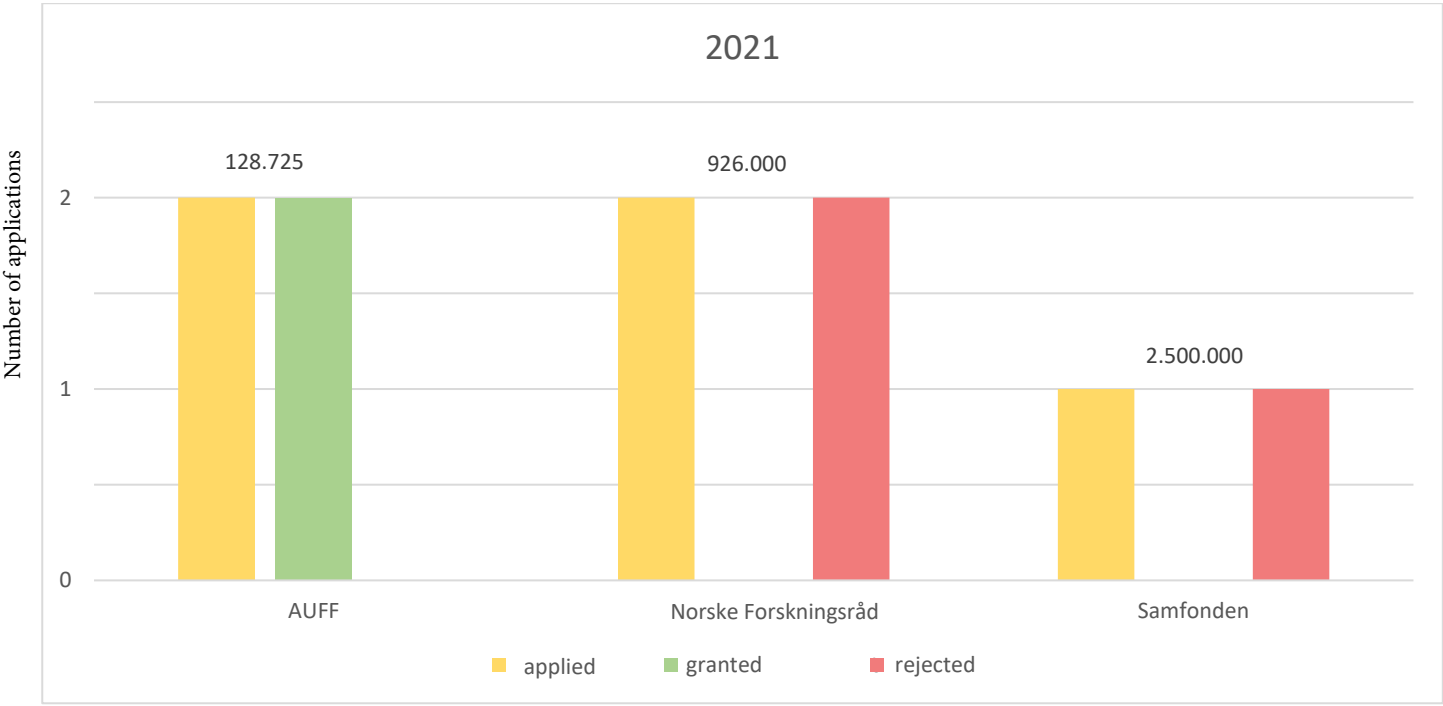


Grants for publications per year in Educational Philosophy from 2018-2023



General overview of applications, grants and refusals for Educational Philosophy from 2018 – 2023





Applications and grants in amount per year for Educational Philosophy from 2018 – 2023

Educational Philosophy	2018		2019		2020		2021		2022		2023	
	Ansøgt	Hjemtaget	Ansøgt	Hjemtaget	Ansøgt	Hjemtaget	Ansøgt	Hjemtaget	Ansøgt	Hjemtaget	Ansøgt	Hjemtaget
AUFF	0,00	0,00	0,00	0,00	0,00	0,00	128.725,00	128.725,00	0,00	0,00	0,00	0,00
Carlsberg Fondet	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	810.783,68	0,00	850.000,00	0,00
Danmarks Innovationsfond	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	360.000,00	360.000,00	0,00	0,00
Det Norske Forskningsråd	0,00	0,00	0,00	0,00	426.000,00	0,00	926.000,00	0,00	0,00	0,00	0,00	0,00
DFF	2.511.000,00	0,00	8.113.000,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Ensomme Gamles Værn	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Nordisk sommeruniversitet	0,00	0,00	30.000,00	30.000,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
NOS-HS	0,00	0,00	83.623,00	83.623,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Samfonden	0,00	0,00	0,00	0,00	0,00	0,00	2.500.000,00	0,00	0,00	0,00	0,00	0,00





Self-Assessment Report

Danish School of Education – unit of Education Studies

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1.0 Summary of the unit's self-assessment

1.1/ Self-assessment process

The material used for this self-assessment was drawn from three sources: Quantitative data and bibliometrics on publications, overviews of funding and collaborations, and AU/DPU online resources. These data were supplemented and elaborated with oral and written insights and information provided by departmental faculty members. Professor Dorthe Staunæs and Professor WSR Rie Thomsen were appointed by the head of department to facilitate the self-assessment process and write this report. To ground the written text in inclusive conversations at the departmental level, the process was as follows:

In March 2024, members of the unit were informed about the process during meetings and via email.

12 March: Unit meeting with a facilitated process, including the collection of information from academic staff using padlets and subsequent plenary discussion.

13 March: An email sent to unit members inviting them to participate in a survey and share information and case examples.

18 April: First full draft of the self-assessment, including the oral and written information and insights from members, was circulated to unit members via email, including an invitation to comment, either via email or during a unit meeting held to discuss the report.

22 April: Unit meeting with a focus on this self-assessment report. Minutes from discussions and feedback, as well as follow-up information via emails, were integrated in the report.

29 April: The self-assessment report was submitted for language revision and sent to Deputy Head of School for Research at DPU Karen Valentin.

In this self-assessment we use 'the unit' to describe the disciplinary community of Education Studies.

Academic staff at the Unit of Education Studies

The unit currently has 39 members. 2/3 of whom identify as female, 1/3 as male. Most are aged between 40 and 60. It is not possible for the evaluators to conduct an intersectional analysis due to limitations of the available material. However, this material seems to indicate that the unit's early career scholars are a more diverse and international group than their senior colleagues. At the time of the self-assessment, the unit housed four professors: three serving as full professors (one of whom plans to retire in June) and one holding a temporary position (professor WSR). A fifth professor retired at the end of 2023. Most professors lead one or more externally funded research projects in the role as PI. Traditionally, no internal resources or seed money from AU/DPU are allocated to professorships. At DPU, as is the case with associate professors, a professorship does not grant any special allocation of manpower or financial support other than the highly valued time for independent research.

The number of associate professors is currently 18. During the period 2018-2023, several of the unit's associate professors have successfully applied for external funding for research projects, taken part in various other externally funded projects and/or spent their independent research time cultivating new and emerging research fields, either individually or in collaboration with others. Two associate professors are following DPU's promotion track; both lead externally funded projects, while one also chairs the DPU-based research programme Policy Futures and an EU COST Action (Horizon Europe). A third associate professor runs an NOS-HS-network.

During the same period, the unit has hosted many successfully completed PhD and postdoc projects. At the time of the data package, there were four postdocs and seven PhD fellows at the unit, all externally funded. External funding has become the norm for funding of early career scholars at the unit. Only very few PhD fellows have received funding from AU (4+4 or 5+3). During the assessment period, the unit has housed clusters of individual PhD scholarships as part of the collaboration *Playful Learning* (funded by LEGO®), five scholarships in the consortium *Læringsløft* (funded by the PhD Council for Educational Research), and three linked to projects funded by Independent Research Fund Denmark. In the next few years, a cluster of PhD scholarships will be part of the

ADD (Algorithms, Data & Democracy) project (funded by the Villum/Velux Foundations). These clusters have been managed and supervised by professors and associate professors within the unit, often in collaboration with local and international co-supervisors. The unit includes a small group of student assistants and research assistants connected to specific externally funded projects, as well as 12 part-time lecturers and seven research assistants with specific tasks concerning research or teaching and supervision of students. Finally, the unit is home to five associate professors emeriti, two professors emeriti and three honorary professors. Their publications are not counted in the total sum of publications in this report. However, they do assist in, for instance, writing proposals, organising seminars etc., and the knowledge they produce circulates in the unit and its educational programmes.

Internally, the unit's members are mainly organised around the BA and MA programmes in educational science. Many of the unit's members are part of one of the two interdepartmental research programmes *Policy Futures* and *Technology, Culture and Learning*. Several members participate in the research units: *Educating for Viable Futures*, *The Past and Present Future of Pedagogy (PAFF)*; *Ethnicity, Diversity & Education*, *Professional Guidance*; *Voksen-uddannelsespolitik*; *Uddannelses- og institutionshistorie*; *Samtidsdiagnostik*; and *Legeforskning*.

1.2/ Summary of the results of the self-assessment

The self-assessment shows a unit that makes significant contributions to the field of education studies. It is a unit in which a range of research interests, scientific backgrounds, methodological approaches, and theoretical foundations thrive, with strong links to various research fields and empirical contexts through conceptual experiments, interventions, and dissemination activities. At the same time, the unit has succeeded in nurturing interdisciplinary collaboration among the unit's members, as well as with other universities nationally and internationally. The unit conducts international research at an excellent level, while also engaging in myriad conversations with policymakers and practitioners spanning the educational field in Denmark, including daycare, primary and secondary education, vocational training, higher education, adult education, and workplace learning. The unit thus plays a significant role in educational research in Denmark and beyond proportionate to its capacity and conditions.

Looking ahead, the unit intends to maintain the broad scope of education studies described in this report on activities in the period 2018–2023. There will continue to be particular focus on methodological, conceptual, and historicising work. However, in line with broader AU and DPU strategies, the unit will also prioritize themes such as sustainability, diversity, and digital and AI technologies when it comes to funding applications and publications. Research on these themes as educational matters will be disseminated in courses taught as part of the degree programmes offered by the unit. On a larger scale, we aim to contribute to a more liveable, just, and sustainable society through our research on the organisation, administration, and management of education and educational matters.

The unit has the potential to further strengthen research collaboration across unit members and to develop a more international research environment that can diversify the unit's research, to attract talented early career scholars from across the globe, and to provide resources necessary for professors to form excellent research groups in their areas. Discussions about DEI issues and how to address and benefit from diversity in education studies seem to be pivotal for the unit's future development and for the recruitment and retention of scholars. Finally, the unit deals with pressing political and societal issues. As emphasized in the report, the unit's signature is 'useful' and applied research that deals with such issues based on a foundation of pure research and a range of methodological and conceptual approaches. Looking ahead, there is a need for discussions concerning care and ethics when conducting this kind of easily politicised work – discussions that also concern care for the researchers involved.

2.0 Publications

2.1/ Output

During the assessment period, 2018–2023, the number of publications in the bibliometric analysis is estimated to 1084 comprising: 14 PhD theses, 19 anthologies, 49 books, 287 journal articles and 221 book chapters. This points to a primary focus on publishing journal articles and book chapters. It is difficult to determine whether the covid situation impacted the pattern of publications.

Of the 287 journal articles, 54 were published in national journals, BFI 1+2, with seven journals especially frequent outlets. However, the majority of the unit's journal articles were published in a wide range of international and Nordic journals, many in high-ranking English-language journals. There were also several articles published in other languages, such as German and French. The publication pattern is boosted by highly prestigious journals including *European Educational Research Journal*; *Paedagogica Historica*; *Organization*; *Body & Society*; *International Journal of Qualitative Studies in Education*; *Gender, Work & Organization*; *Management Learning*; *Discourse: Studies in the Cultural Politics of Education*; *Journal of Educational Policy*; *NORA: Nordic Journal of Feminist and Gender Research*; *British Journal of Guidance and Counselling*; *New Media & Society*; and *Nordic Studies in Education*. Another booster is publications in up-and-coming cutting-edge journals such as *Matter*, *Capacious*, *Ephemera*, and *Big Data & Society*, or in newer scientific journals whose establishment has been supported by DPU, such as *Nordic Journal of Transitions*, *Careers and Guidance* and *Danish Journal of Education Studies*, is the latter edited by members of the unit. These are just a few of the more than 100 different journals in which the unit's members have published during the assessment period. Furthermore, members have published several monographs with esteemed publishing houses such as Routledge, Springer, and Brill.

The unit's aim of disseminating research results to wider society is reflected in a relatively high number of commentaries, as well as an emerging business of websites, podcasts, videos, and pamphlets, e.g. based on knowledge produced in joint and individual research projects. This indicates an interest in joining and qualifying the public debate.

2.2/ Academic impact of the unit's publications

This variety of journals, the pattern of publishing a high number of journal articles, book chapters, and books, and the broad and purposeful dissemination practices reflect the unit's aim of making an impact on a wide range of people, institutions, and practices, nationally and internationally. The varied list of journal titles also indicates the unit's strengths and engagement in different strands and topics of education, entangled with classical disciplines such as philosophy as well as 'the studies' like organization & management studies, leadership & administration studies, culture & media studies, policy & governance studies, and feminist studies. This publication pattern furthermore reflects the broad array of research ideas described above. It displays an ability to compete and make an impact in well-established leading journals as well as emerging and cutting-edge journals – and, additionally, a willingness to serve the public through other forms of dissemination, such as theatre and podcasts.

2.3/ Looking ahead

While some unit members are primarily focused on studying the national school system in Denmark, due to their research field (e.g., comparative education), others have an inherently international perspective and therefore occasionally 'translate' their findings from English journals to Danish commentaries and articles. This topological difference and ability to conduct research and critique that takes into account and reaches multiple levels (from the local kindergarten to international higher education policy and learning contexts), as well as addressing multiple ethical and critical dimensions is among the strengths of the unit's current and future research.

This strength is illustrated by the pattern of publications, spanning both classical and alternative/non-mainstream education journals, as well as a number of high-ranking journals from other disciplines in which we have successfully integrated educational issues and topics. Looking ahead, we aim to strengthen this nuanced and transdisciplinary pattern of publications as a way of informing and adding new perspectives to education studies.

The high number of PhD theses, books, book chapters, and anthologies, as well as several edited special issues of international journals, point to the aim of examining and advancing new and emerging fields of study. This work to develop new insights is done individually and/or together with colleagues and/or external partners. Finally, for some members, anthologies and special issues written for a national audience seem to be a well-suited and productive outlet. These chapters/papers are then further developed into international journal articles. In the future, these different joint ventures will be prioritized with the aim of setting an agenda for education studies.

3.0 Research ideas and application patterns

3.1/ Developing research ideas

Education studies is an interdisciplinary field of research and education that deals with the social, cultural, ideological, political, economic and personal-existential meaning and genesis of formal and informal education. The field of educational studies encompasses the space between the political level, where education is thought about, formulated, and managed, and the practical and pedagogical level, where people learn and are taught and educated. Education takes place in formal societal institutions that socialize, form, and qualify people as a foundation for social cohesion and development. However, education also occurs in informal practices where people and organizations learn, develop, create meaning, and reshape their conditions. Education and pedagogy are thematized as a field where it is not just a matter of facilitating learning or forming subjects, but also a historical and contemporary field that aims to challenge social arrangements, hierarchies, and inequalities linked to social, economic, and cultural markers of intersectional differences.

Education studies addresses education as a process and an organisational framing by conducting research on educational issues within contemporary debates at the national level (such as vocational training, diversity, social media use, cyberbullying, datafication and digitalization of education, AI in education, digital sexual assault, data management/sense, sustainability; career development, nationalism, geopolitical shifts & academic freedom, research integrity and ethics), and exploring them in light of international trends in education and global problems and solutions.

The research in this unit is highly inter/intradisciplinary and includes perspectives from sociology, psychology, history of ideas, philosophy, science and technology studies, social sciences, minority studies, anthropology, and history. The field covers all levels of formal education, from nursery, kindergarten, primary and secondary schools, high schools, and vocational training to higher education, as well educational settings and programmes in the workplace. The ambitions regarding methodological knowledge ambitions span from basic research's conceptualization and rearticulation of educational problems (*Edutopias. Reforms of everyday school practices. Denmark 1945 – 1975; Asserting the Nation; Diversity Work as Mood Work; Affective Investments in Diversity Work in STEM, Affects, Interfaces, Events; Green Transition in Lower-Secondary Education*) over counting, measuring, and documenting, to more applied forms of research where research critically contributes to practice development and invents new approaches, independently and/or with a range of partners, nationally and internationally (*CoReD collaborative redesign with schools 2023; The COST Action: Rising nationalisms, shifting geopolitics and the future of European higher education and research openness (OPEN); Læringsløft 2020; Playful Learning; Sexism in Academia; Data Sense; Data Visions: Teaching in the age of digital data visualizations; Algorithm, Data & Democracy, Spatialising Career Interventions for Inclusivity and Sustainability: SpaCIIIS*).

The unit's research is founded on two different methodological commitments, each representing a strand of education studies. While these two strands stand out clearly in the unit's teaching and publications, and some individual researchers' work is aligned with one or the other, many of the unit's members switch between and mix these commitments.

The first strand experiments with *re-articulations and conceptual work*, as well as postfoundational inquiry using experimental and experiential *research and intervention* designs such as learning laboratories, research circles, art-based methods and cartographies, and participatory action research. Concepts of time (past, present, future) seem pivotal for work in this strand, as are broader headings such as (post)Anthropocene, post/colonial, and shifting geopolitical conditions. Concepts of space, topology, and location are likewise central. The spatial and topological dimension involves comparative studies in Europe and beyond. It includes understudied contexts like Central and Eastern Europe, East Asia, the Arctic and the North Atlantic, as well as the inclusion of spatial

structures like educational architecture and issues like location and positionality. In this strand, classical educational terms like *well-being*, *bullying*, *learning*, *'bildung'*, *guidance*, *leading/managing*, and *teaching*, as well as the tensions between these phenomena, are theorized and critiqued. Educational aspects of affect, motivation and self-determination, careers, and play and playful learning are theorized, scrutinized and rearticulated. There is a shared and highly innovative ambition to develop theory embracing *performative approaches* to discourse, matter, affects and human/nonhuman bodies related to a variety of educational issues: AI, digitalization, the use of data in education, assault, technology, cyberbullying, shifting geopolitics and new nationalisms. Emerging conceptualizations focus on *ethics as care* and different (post)foundational *modes of critique* (speculative, affirmative, hopeful critique, problematization etc.), as well as different modes of analysis (discourse analysis, historicizing/genealogy, systemic analysis, STS, ANT, digital ethnography, cartographies, new and classic materialisms, affect studies, feminist theories, critical pedagogies) that are explored and conceptualized.

The second strand is rooted in the *social sciences and qualitative/quantitative methods*. Analyses are performed on everything from educational policy documents to professions and everyday life in diverse, at times corporate educational settings and formal institutions. In this strand, a fruitful revitalisation of topics like career and talent development, lifelong learning, evaluation, competence development, organisational development and organisational learning takes place. Methodologically, these issues are explored through statistics, evaluation, and qualitative methods as well as through the explorative methods mentioned under the heading of complex research and intervention designs. Space, and location are also crucial aspects of education that are examined, for instance, through evaluation research in different Eastern European education systems. A shared interest in educational policies and economies and their (subject-producing) effects ties together the two strands of education studies. This enormous body of work contributes with timely educational perspectives, historical angles, and the history of ideas in relation to matters including the politics of knowledge, social justice, green transitions, diversity work, educational ideologies, civic society and co-creation, educational quality, educational leadership/management, AI technologies, edu-capitalism and private funding. Crucial concepts include governance, governmentality, subjectification, and human becoming.

3.2/ Applications and funding

With a total of approximately 65 million DKK., peaking in 2020, the Unit of Education Studies is relatively successful in attracting large grants from the major foundations such as Independent Research Fund Denmark (DFF), the Velux/Villum Foundations, the Nordea Foundation, the Tryg Foundation, AUFF/Aarhus University Research Foundation, the Swedish Innovation Foundation, NOS-HS, the Joint Committee for Nordic research councils in the Humanities and Social Sciences and Grundfos (see table Funding grants 2018–2023). Unit members have increasingly contributed to boosting DPU's finances by securing particularly prestigious grants including Sapere Aude, Inge Lehmann and Horizon Europe (EU COST Action and MSCA Postdoctoral Fellowships). The members have received substantial funding for work commissioned by various Danish ministries, smaller foundations, and public authorities. Furthermore, several members are involved in large-scale projects funded by major stakeholders but chaired by other AU departments or other national and international research institutions/universities. The unit houses two NOS-HS-funded networks, *The Future of Career Education in the Nordic Countries* and *Governing Educational Pasts, Presents, and Futures with Data*, both of which are examples of projects where universities in all Nordic countries participate. Outputs include special issues of the Nordic Journal of Transitions, Careers and Guidance and collaborative research applications involving international partners, as well as DFF explorative network applications.

The funding has been awarded within the unit's core research fields (see above). While all projects have a clear empirical focus, the majority of the projects that have received funding also have clear theoretical aspirations and fall into the category of basic research. However, there are also a number of smaller but important projects that are applied and commissioned research. The unit has also been successful in securing dissemination grants used for books, pamphlets, podcasts, videos etc. that facilitate knowledge exchange between the university,

society, various professions, and educational stakeholders. members of the unit serve on the boards of several research funds including ERC and the Finish Research Council.

3.3/ Looking ahead

Looking ahead, the unit intends to maintain the broad scope of education studies described in this report for the period 2018–2023. There will continue to be particular focus on methodological, conceptual, and historicising work. However, the unit will also – in line with current AU and DPU strategies – prioritize themes like sustainability, diversity, and digital & AI technologies by intensifying funding and publication efforts in these areas. Research on these themes as educational matters will be disseminated through teaching in the various study programmes offered by the unit. On a broader scale, we aim to contribute to a more liveable, just, and sustainable society through our research on the organisation, administration and management of education and educational matters.

4.0 Societal and political impact

4.1/ Research-based education.

Members of the unit contribute to research-based education as part of the BA and MA programmes in Education Science, and the professional master's degree programmes in Professional Guidance, Adult Education and Education Management and Leadership, as well as research-based supervision of PhD students connected to the PhD school programme in Learning & Education and teaching the faculty-based mandatory PhD course on research integrity & ethics and recurring open PhD courses in philosophy of science.

The bachelor and master's degree programmes in *Education Science* integrate current research findings as well as longstanding discussions within the research field as part of everyday teaching activities. The unit's three professional master's degree programmes are mainly based in existing research units, with programme profiles aimed at professionals wanting to gain a degree while continuing to work. This makes these programmes an arena for societal impact as the students are professionals – teachers, nurses, guidance counsellors, school principals, civil servants, union employees, or educators at university colleges.

4.2/ Collaboration with non-academic organisations

The unit's researchers serve an advisory role for ministries, private foundations, municipalities, European and Nordic research institutions, and companies. Faculty members have collaborated with an extensive list of non-academic organisations including both governmental bodies (for instance, the Ministry of Children and Education, the Ministry of Science and Higher Education, and Study and Career Guidance Denmark) and non-governmental organisations (for instance, KVINFO, national museums, the Danish Union of Teachers, and the national association for children's welfare *Børns Vilkår*). The number of collaborations is estimated to be much higher than this list for two reasons: 1) until 2021, DPU did not register collaborative agreements centrally to the same extent as today, and 2) this list only comprises formal collaboration agreements managed by AU's central legal office and not agreements administered locally at DPU or collaborations that lead to research outputs despite not being formalized through agreements.

4.3/ Public engagement

Public engagement at the unit is comprehensive and diverse. Many researchers serve as experts and members of governmental programmes or committees under a range of topics such as: research ethics, the national programme for young people's transition to upper secondary education, the reform commission working groups, the diversity programme, the ministerial committee on gender, and the Nils Klim Prize/Holberg Committee. Staff at the unit are on the boards of a range of organisations – such as ISCHE: the International Standing Conference for the History of Education and the History of Educational Ecologies International Research Group – as well as assuming leading positions such as the presidency of NERA, the largest educational research association and conference for Nordic educational researchers, and as the Nordic appointee to the council of the European Educational Research Association.

Public engagement is also evident from the very broad variety of dissemination activities, including participation and contributions in public debates (columns, panels), panels at the *Folkemøde*, conferences for practitioners and policymakers at DPU; substantial dissemination webpages (e.g., Sustainable Culture for Change; Cost Action on new nationalisms and academic freedom), as well as new dissemination formats like podcasts and animated films.

Two examples of public engagement that bridge dissemination and research activities are the anthologies *"Play in Pedagogy and Education,"* and *"At skulle ville"*, which make a significant contribution to current Danish debates on play, motivation, and pedagogy. Another example is the ADD project, which seeks to influence the debate on digitalization and foster a more nuanced public discourse on artificial intelligence and algorithms by

developing terms and concepts for discussing and working with algorithms/artificial intelligence in practice. A third example is the research and intervention project *Data Sense* in collaboration with University College Copenhagen and funded by the A.P. Møller Foundation, which has sparked discussions on the ethical issues of using data in school governance. A fourth example is the literature review and pamphlets on *gender-smart pedagogies* (*Kønsklog skole*) have qualified the funding structure for STEM education and impacted gender pedagogies in STEM and beyond. A fifth and final example is the project *Insights and Outlooks – career learning in compulsory school*, which has impacted policy from the Danish teacher's organisation and 'Local Government Denmark' as well as underpinned the national programme for young people's transition to upper secondary education. The aforementioned organisations have commissioned a textbook for a newly established elective course within the teacher education programme based on the project, which has resulted in a new research and development project financed by Fremfærd called SamVej.

Insights from research on bullying and digital sexual assault (from the project *Affects, Interfaces, Events*) have been adopted by NGOs such as Børns Vilkår. Meanwhile research on sexism and antiracism as well as research on educational management, parents, vocational training and career development has been used by private actors and the entire chain of educational institutions, especially the university colleges.

4.4/ Looking ahead

The unit conducts research on pressing political and societal issues in areas such as education and research policy, addressing topics including geopolitical change, nationalism, academic freedom, and diversity agendas. Our interdisciplinary approach situates educational issues within their complex relationships across multiple fields of knowledge and practice. Thus, we contribute knowledge that can be used by educational actors and stakeholders, integrated in administrative and political contexts, and elevate public discourse and enlightenment through the media and other channels. For example, work on predictive algorithms in educational administration (usable by both governmental and educational actors), work on intersectional diversity, antiracism and gender-aware schooling (usable by educational actors, higher education, and public administration), work on sexism (usable in universities, workplaces, and in strategic leadership and administration), work on adult and vocational education (usable in other countries seeking to develop their systems) and work on the notion of career and career guidance (usable by the general populations as well as educational institutions, unions and workplaces).

As emphasized, 'useful' and applied research that deals with pressing political and societal issues and is based on pure and conceptual research is what characterises our unit. Looking ahead, there is a need for greater discussion of matters relating to ethics of care when doing such work – including care for the researchers themselves.

5.0 Talent development and merit

5.1/ PhD recruitment, education, and supervision

Currently, the unit employs five PhD fellows and four postdocs, as well as PhDs financed by the PhD Council for Educational Research. The industrial PhD funding or other types of funds involves supervision and talent development by the university even though the candidates are employed elsewhere. The unit's ability to attract talented early career researchers is evident from the ratio of research applications that include named PhD and postdoc candidates, some of whom are former students from the master's programme in Education Science. Due to the financial situation at DPU in recent years, talent development has relied solely on senior researchers' ability to attract funding for junior positions. In 2023, a pilot project named *DPU has many talents* was launched by members of the unit, with the aim of tackling inequalities associated with access to PhD education, broadening the view on talent, and increasing the success rate when applying for PhD fellowships. This programme continues in 2024.

Members of the unit chair the Faculty of Arts PhD course *Research integrity and ethics* and the annual PhD course *Critique beyond criticism* that has always included a majority of international PhD students. In addition, faculty members conduct a PhD course based on the emerging themes *Living with algorithms: People, power, and practices in a datafied world*. The unit's talent development has international scope in terms of bringing research talent across Europe together and bringing international senior scholars to DPU through the scientific coordination of the following doctoral schools: European Doctoral School of Career Guidance and Counselling (ECADOC) and the international History of Education Doctoral Summer School (HEDSS). Another approach is academic apprenticeship, inviting students and inviting researchers of varying seniority to take part in research projects. An example is the SCfC project involving undergraduate, graduate, and PhD students, plus two senior researchers.

5.2/ Early career scholarship (postdoc and assistant professors)

Since 2022 the unit has facilitated a talent development programme for early career scholars that brings together PhD fellows and postdocs for professional development meetings facilitated by senior staff. This will continue in 2024 and 2025.

5.3/ Career development and merit – all career levels

Currently the unit has one professor WSR and two associate professors are in DPU's promotion track, while the unit has initiated a dialogue concerning careers in academia. Focus is not on linear upward career trajectories – while such ambitions are of course supported, the unit finds it equally important to support and acknowledge a more diverse range of career ambitions. This work has just started and will continue over the next few years with a focus on meaningful career development and everyday working life at the Unit of Education Studies:

“That it's far from just prestigious research work that shapes one's research talent. A talented researcher is also shaped by collegial care, learning to read and listen without personal gain, organizing meetings, workshops, and seminars, taking notes and writing minutes, engaging in organizational administrative processes, teaching and communicating to non-researchers, and reading, commenting, and editing with others. In other words, many of the invisible and sometimes devalued (feminized) tasks that bind an organization together can greatly stimulate research talent; as they teach one to listen to various considerations and voices, to sense how the operation of a large organization depends on people and systems, to be part of something larger than oneself, to see how a dialogue and debate can evolve and be raised in multiple forums – not just research contexts, etc.”
Quote from response to survey.

5.4/ Looking ahead

The unit will continue to explore diversity in academic citizenship and careers with a focus on meaningful career development and everyday working life at the unit of Education Studies. The aim is to further internationalize the unit through global recruitment of PhD students and postdocs. The ongoing talent development programme and PhD courses will be a central element in the unit's future activities, providing an outlet for and chance to engage with the research conducted by the unit's members. Initiatives will be taken to support the exchange of good practices at international summer schools and doctoral programmes.

6.0 Interdisciplinarity

6.1/ Degree and quality of interdisciplinary research

Interdisciplinary research in the unit takes a range of forms and has been covered in all previous sections of this self-assessment report. In summary, this research involves research projects that draw on theories developed in different disciplines such as the CliFVac project: Towards climate friendly vacation practices. Here, researchers from the unit collaborate with researchers from Aarhus University's *Interdisciplinary Centre for Climate Change*, Department of Environmental Sciences, and the *Technical University of Denmark (DTU)*, with expertise in investigating the perspectives of young adults. Researchers also collaborate with colleagues in other units at DPU, ensuring lasting and high-quality collaborations through joint research applications. Finally, researchers collaborate with researchers from other disciplines and at other universities internationally. Many projects and networks that have received funding involve several universities and/or university colleges. For instance, the ADD project spans across six Danish universities, with researchers in fields ranging from communication, public administration, and education to data science. It encompasses theoretical synergies, spanning cross-sectoral case studies, with data from the finance, health and education sectors. Meanwhile, the COST Action involves more than 30 universities from 30 countries, and the Sapere Aude and Inge Lehman grant includes four universities located in different countries.

6.2/ Looking ahead

The Unit of Education Studies will continue its ambitious approach to interdisciplinary research, aiming to establish further collaboration across disciplines.

7.0 Diversity and internationalisation

7.1/ Diversity

The unit is somewhat homogeneous, with a significant majority of staff being Danish citizens and having Danish as their mother tongue. While unit meetings and some research meetings are held in English or both Danish and English, more informal encounters tend to be in Danish - which is not conducive to attracting scholars with a more international background and/or more international mindset. Gender imbalances seem to be at play in relation to academic household.

Looking at the unit, it is clear that diversity in the field of education studies encompasses not only social categories but also publication channels and formats, societal engagement, writing styles and staff's insistence on engaging in a wide range of conversations based on their research.

Discussions about DEI issues and how to address and benefit from diversity in education studies seem to be pivotal for the future recruitment and retention of scholars with an international mindset, as well as in attracting visiting scholars.

7.2/ Internationalisation

Looking across the five themes outlined above reveals a topological interest, exploring the connections between local issues and wider European and global issues. In this sense, the unit has a highly international scope. In addition, patterns of publications and conference attendance, as well as several projects involving research teams from other countries, indicate international exchange and networking. Finally, the academic citizenship of the unit's members clearly and consistently expands across the Nordic region, Eastern Europe and the planet as a whole. While the majority of the unit's academic staff attend the annual NERA, ECER and AERA conferences, many also collaborate and contribute in other disciplines, like 4S, ISTP, EGOS, NORA, Feminist New Materialism and more with perspectives regarding education.

8.0 Appendices

Publication patterns in Education Studies 2018- 2023

The report presents data based on registrations of publications published during the years 2018-2023. The report was compiled from Pure in February 2024. Pure is a dynamic database and the quantities listed in this report should be regarded as a momentary representation. The numbers will constantly change due to new registrations, corrections etc.

Please note that not all publications from 2023 have been validated.

In Pure, journal names are not deduplicated. This means that a journal may occur more than once with a different variant of the journal title. Articles in proceedings may not have a journal title and are, hence, referred to as '(articles in proceedings)'.

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Number and types of publications per publication year.

Type of publication	2018	2019	2020	2021	2022	2023	Grand Total
Anthology	4	3	2	4	2	4	19
Article in proceedings	1	3	1		2	3	10
Book	7	10	9	5	15	3	49
Book chapter	33	47	41	29	30	41	221
Comment			1				1
Comment/debate/letter to the editor	2	6	10	2	2	3	25
Conference abstract for conference	8	8	8	11	8	8	51
Conference abstract in proceedings	2						2
Conference article					1		1
Contribution to newspaper - Comment/debate	3	5	8	2	3	1	22
Contribution to newspaper - Feature article	7	1	5	7	3		23
Contribution to newspaper - Newspaper article	2	5	4	2	3		16
Contribution to newspaper - Review	16	21	23	9	15	8	92
Editorial	2	2	3	1	2	6	16
Encyclopedia entry		1				1	2
Interactive production					1		1
Journal article	52	35	53	44	63	40	287
Literature review	5	12	3	7	8	7	42
Memorandum		1					1
Net publication - Internet publication	2	3	10	4	7	1	27
Other contribution	1	1			1	1	4
Paper	9	16	3	8	6	12	54
Ph.D. thesis	1	3	1	3	1	5	14
Pictures, Video and sound recordings (digital)	6	4	9	7	9	6	41
Poster			1	1			2
Preface/postscript	3		1	1	1	1	7
Report	1	9	17	5	9	5	46
Report chapter				1			1
Review					1	1	2
Working paper	5						5
Grand Total	172	196	213	153	193	157	1084

Number and types of publications per publication year within research/commissioned research

Type of publication	2018	2019	2020	2021	2022	2023	Grand Total
Anthology	3	3	2	4	1	3	16
Article in proceedings	1	3	1		2	2	9
Book	2	8	9	2	9	1	31
Book chapter	21	43	40	28	27	35	194
Comment/debate/letter to the editor		1	1				2
Conference abstract for conference	8	8	8	11	7	8	50
Conference abstract in proceedings	2						2
Conference article					1		1
Editorial	2	2	3	1	2	6	16
Encyclopedia entry						1	1
Interactive production					1		1
Journal article	44	29	47	36	56	36	248
Literature review	2	3	3	1			9
Memorandum		1					1
Net publication - Internet publication			1	1	2		4
Other contribution		1			1		2
Paper	9	16	3	8	6	12	54
Ph.D. thesis	1	3	1	3	1	5	14
Pictures, Video and sound recordings (digital)		1	3	1	2	2	9
Poster			1	1			2
Preface/postscript	3		1	1	1	1	7
Report		9	15	3	8	5	40
Report chapter				1			1
Review					1	1	2
Working paper	5						5
Grand Total	103	131	139	102	128	118	721

Number and types of publications per publication year within communication/education

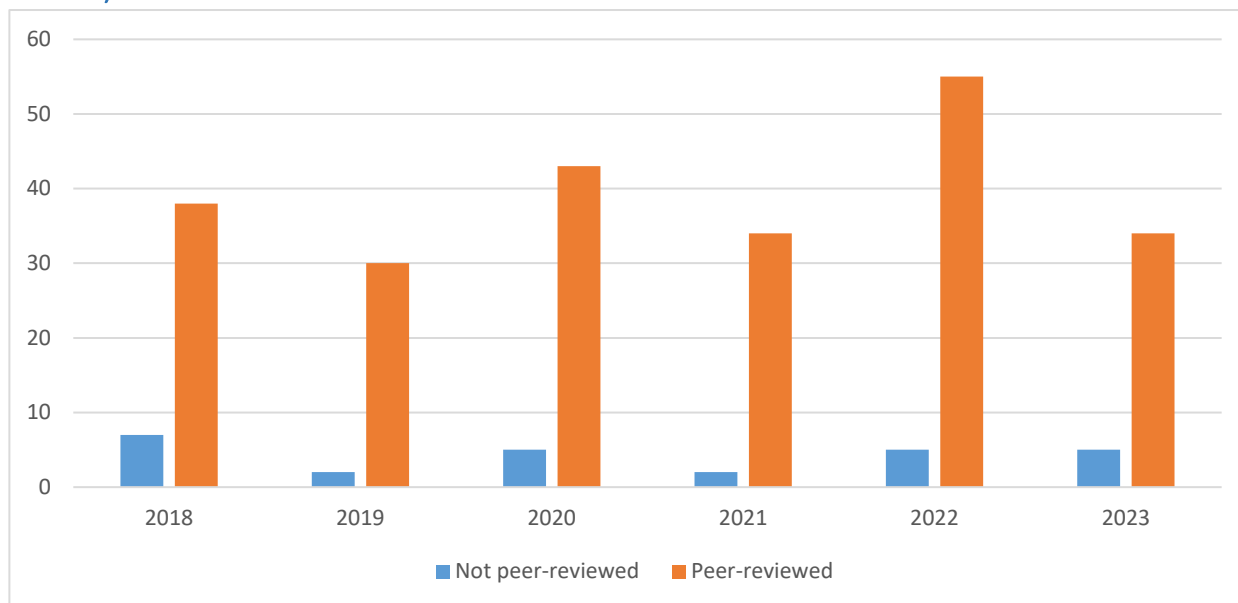
Type of publication	2018	2019	2020	2021	2022	2023	Grand Total
Anthology	1				1	1	3
Article in proceedings						1	1
Book	5	2		3	6	2	18
Book chapter	12	4	1	1	3	6	27
Comment			1				1
Comment/debate/letter to the editor	2	5	9	2	2	3	23
Conference abstract for conference					1		1
Contribution to newspaper - Comment/debate	3	5	8	2	3	1	22
Contribution to newspaper - Feature article	7	1	5	7	3		23
Contribution to newspaper - Newspaper article	2	5	4	2	3		16
Contribution to newspaper - Review	16	21	23	9	15	8	92
Encyclopedia entry		1					1
Journal article	8	6	6	8	7	4	39
Literature review	3	9		6	8	7	33
Net publication - Internet publication	2	3	9	3	5	1	23
Other contribution	1					1	2
Pictures, Video and sound recordings (digital)	6	3	6	6	7	4	32
Report	1		2	2	1		6
Grand Total	69	65	74	51	65	39	363

Number of peer-reviewed and not peer-reviewed publications within research/commissioned research



*Certain publication types in Pure do not have peer review as an option (i.e. PhD Thesis).

Number of peer-reviewed and not peer-reviewed publications for scientific articles (Research/Commissioned: article in proceedings, conference article, journal article, letter, review)



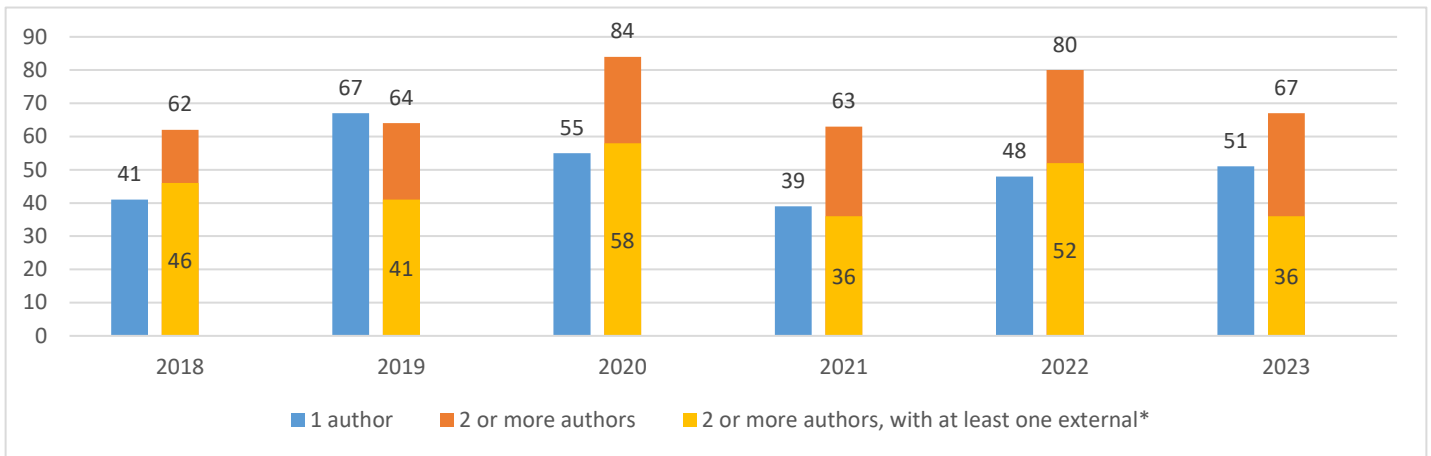
Languages for publications - within research/commissioned research

Language	2018	2019	2020	2021	2022	2023	Grand Total
Danish	36	54	56	39	59	57	301
English	66	76	82	61	66	61	412
German	1			2			3
Norwegian		1	1		2		4
French					1		1
Grand Total	103	131	139	102	128	118	721

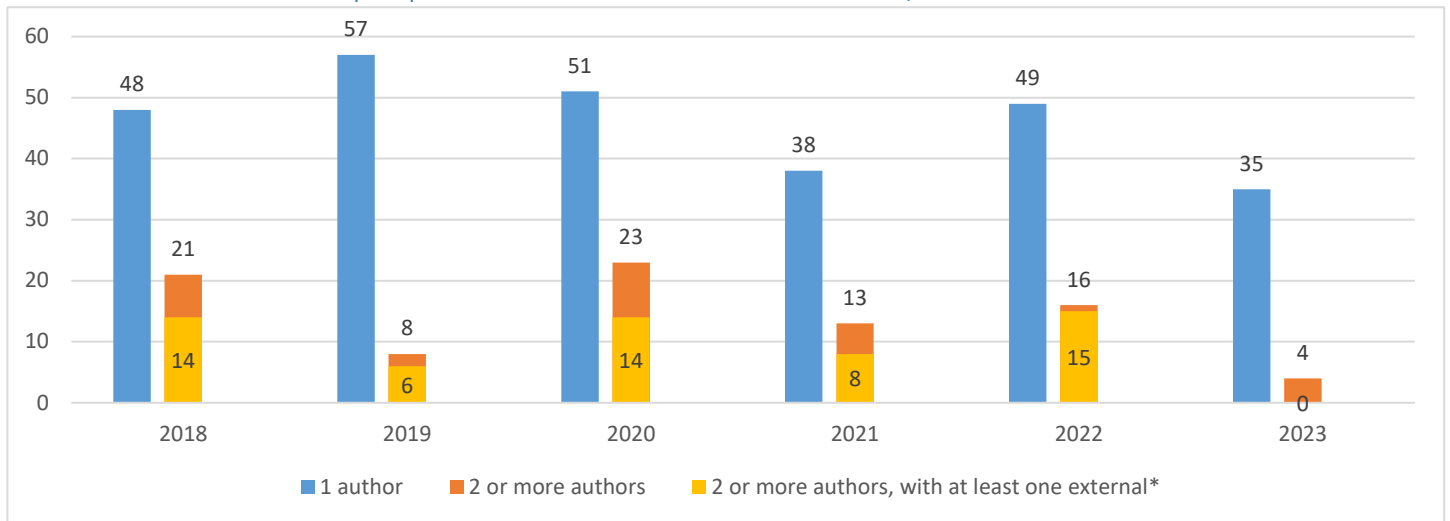
Languages for publications - within communication/education

Language	2018	2019	2020	2021	2022	2023	Grand Total
Danish	61	62	65	50	60	37	335
English	7	3	4	1	3	2	20
German			1				1
Italian			1				1
Norwegian	1				2		3
Spanish			1				1
French			1				1
Portuguese			1				1
Grand Total	69	65	74	51	65	39	363

Number of authors per publication – within research/commissioned research



Number of authors per publication – within communication/education



Number of scientific articles by journal – within research/commissioned research (Conference article, article in proceeding, journal article, letter, review)

Journal	2018	2019	2020	2021	2022	2023	Grand Total
(Articles in proceedings)	1	3	1		2	2	9
Dansk Pædagogisk Tidsskrift	3	1		1	2	1	8
Unge Pædagoger	1	1	2	1	1	2	8
Tidsskrift for professionsstudier		1	2	1	2	1	7
Tidsskrift for Arbejdsliv		1		1	4		6
Kognition & Pædagogik			2	1	1	2	6
Dansk Universitetspædagogisk Tidsskrift	2		1		2		5
Kvan - et tidsskrift for læreruddannelsen og folkeskolen		1		1	3		5
European Educational Research Journal		1		2	2		5
Nordic Journal of Transition, Career and Guidance				1	2	2	5
Tidsskrift for Uddannelsesvidenskab					2	2	4
BUKS - Tidsskrift for Børne- og Ungdomskultur				1	1	2	4
Nordic Studies in Education			1		1	2	4
International Journal of Qualitative Studies in Education	4						4
British Journal of Guidance and Counselling			1		3		4
Nordiske Udkast	1		2				3
EMU: Danmarks læringsportal		3					3
Environmental Education Research			1			2	3
Paideia			2			1	3
Discourse: Studies in the Cultural Politics of Education		1		1		1	3
Globalisation, Societies and Education			1			2	3
Journal of Education Policy				2	1		3
Gender, Work and Organization			1		2		3
International Journal for Educational and Vocational Guidance		1		1	1		3
International Journal of Lifelong Education	1	1			1		3
Pædagogisk Psykologisk Tidsskrift	1		2				3
NORA - Nordic Journal of Feminist and Gender Research			2				2
European Early Childhood Education Research Journal	1			1			2
Southern African journal of environmental education	2						2
Læring og medier (LOM)				1		1	2
Ephemera: Theory & politics in organization	1				1		2
BMC Veterinary Research	2						2
Parole compendiums			2				2
Paradoks: Tidsskrift for Filosofi og Teori					1	1	2
Lederliv	2						2
Danish Journal of Education Studies						2	2
Journal of Play in Adulthood					1	1	2
Forskerforum			1	1			2
Journal of Workplace Learning			1	1			2

Journal	2018	2019	2020	2021	2022	2023	Grand Total
Management Learning					2		2
Journal of Vocational Education and Training			2				2
Arkitekten					1	1	2
Big Data & Society		1				1	2
Qualitative Research in Organizations and Management: An International Journal			1			1	2
Nordic Journal of Vocational Education and Training	1	1					2
Organization Studies			1		1		2
European Journal of Education	2						2
The Learning Organization			1		1		2
Erhvervspsykologi: tidsskrift om udvikling, dialog, ledelse organisation	1					1	2
International Journal of Learning and Change	1						1
Caderno de administracao			1				1
Feminist Theory			1				1
Journal of Further and Higher Education					1		1
Danish Yearbook of Philosophy		1					1
ECNU Review of Education				1			1
Forum Qualitative Sozialforschung		1					1
Oxford Review of Education				1			1
Studia Paedagogica			1				1
Vocations and Learning					1		1
British Journal of Sociology of Education				1			1
Learning, Media and Technology						1	1
Scandinavian Journal of Management		1					1
DialogWeb				1			1
Journal of Education for Sustainable Development					1		1
Erhvervspsykologi					1		1
Education Sciences		1					1
Fag og Forskning				1			1
National Institute for Career Education and Counselling. Journal				1			1
Uddannelsesbladet	1						1
Learning and Teaching			1				1
Kulturo. Tidsskrift for moderne kultur	1						1
Sustainability					1		1
Tanken	1						1
Matter: Journal of New Materialist Research			1				1
Industry and Higher Education				1			1
Scandinavian Journal of Public Administration						1	1
Capacious: Journal for Emerging Affect Inquiry						1	1
International Journal for Academic Development		1					1
International Journal of Play					1		1
New Media & Society		1					1

Journal	2018	2019	2020	2021	2022	2023	Grand Total
Kognition & Paedagogik				1			1
Cepra-Striben					1		1
Nordic Journal of Social Research					1		1
Technology, Knowledge and Learning	1						1
Dansk				1			1
Teoria e Prática em Administração	1						1
Sex Education: Sexuality, Society and Learning					1		1
Studier i Pædagogisk Filosofi	1						1
Real-World Economics Review				1			1
European Educational Research Journal - EERJ					1		1
Health Education	1						1
Global Perspectives					1		1
Technology in Society		1					1
Scandinavian Journal of Educational Research			1				1
Futures The journal of policy, planning and futures studies		1					1
Educational Technology Research and Development			1				1
Journal of Philosophy of Education		1					1
Administration et Éducation					1		1
New Ideas in Psychology					1		1
ECNU Review of Education (ROE)				1			1
Social udvikling			1				1
Body and Society						1	1
Journal of Academic Writing					1		1
Paedagogica Historica: International Journal of the History of Education		1					1
Education Inquiry				1			1
Forum for Social Economics					1		1
Teaching in Higher Education				1			1
Educational Action Research				1			1
Pædagogisk Psykologisk Tidsskrift	1						1
DRAMA : Nordisk dramapedagogisk tidsskrift					1		1
Body & Society	1						1
Knowledge and Process Management		1					1
Organization		1					1
Nordic Journal of Studies in Educational Policy				1			1
International Journal for Research in Vocational Education and Training	1						1
Ledelse i Dag	1						1
Postdigital Science and Education						1	1
Annual Review of Critical Psychology		1					1
Paradoks			1				1
Das Argument	1						1
Teachers and Teaching: Theory and Practice					1		1
Kvinder, Køn & Forskning		1					1

Journal	2018	2019	2020	2021	2022	2023	Grand Total
Research in Educational Administration & Leadership			1				1
Journal of Educational Administration and History			1				1
Samfundsliderskab i Skandinavien				1			1
Industrial and Commercial Training	1						1
Nature-Based Solutions					1		1
Journal of Psycho-Social Studies	1						1
Strategies					1		1
American Journal of Play						1	1
Conjunctions: Transdisciplinary Journal of Cultural Participation						1	1
Thinking Skills and Creativity				1			1
Learning, Media & Technology (Print Edition)		1					1
Recherches Sociologiques et Anthropologiques				1			1
Science, Technology & Human Values			1				1
Journal of Psychosocial Studies			1				1
Historisk Tidsskrift	1						1
Conjunctions : transdisciplinary journal of cultural participation			1				1
Outlines			1				1
Subjectivity: international journal of critical psychology	1						1
Learning Tech – Tidsskrift for læremidler, didaktik og teknologi			1				1
Qualitative Social Work	1						1
Forskning og Forandring			1				1
Læring og Medier			1				1
Philosophy of Management	1						1
Journal of Accounting & Organizational Change						1	1
Grand Total	45	32	48	36	60	39	260

BIBLIOMETRIC REPORT

Department of Education Studies, Danish School of Education

March 2024, Jeppe Dalsgaard Bæk, AU Library.

Requester: Lars Lodberg

The aim of the bibliometric report is to present **an overview of the collaboration with external (non-AU) partners** based on the scientific production of the Department of Education Studies, Danish School of Education from the year 2018 to 2023.

The data in this report reflect publications that are registered in Pure, published from 2018 to 2023. The report was compiled from Pure in March 2024 after the reporting deadline for 2023. Pure is a dynamic database and the quantities listed in this report should be regarded as a momentary representation. The numbers will constantly change due to new registrations, corrections etc.

An estimated 90% of the data in this report is validated at the time of report creation 4 March 2024)

Notes on Data Quality:

The estimated quality level of the data of this report is 85-90%. This means errors can occur in the categorisation, e.g. country associated with a specific organisation, the type of the research output etc. Data quality on external organisations affiliated on 2022-2023 publications is better than the 2018-2021 equivalents. This means that more organisations in the tables may be duplicates, sub-organisations or other unapproved organisations.

Report metadata

The report is based on the following variables:

Research Output filtered by: Submission year (= submission in Pure): 2018-2024, Publication year: 2018-2023, organisation: Department of Education Studies, Danish School of Education. Category: Research, Communication, Commissioned (excluding transfer and education)

Associated content: Number of external organisation (affiliated AND otherwise associated), Name of external organisation, Type of external organisation, Country of external organisation

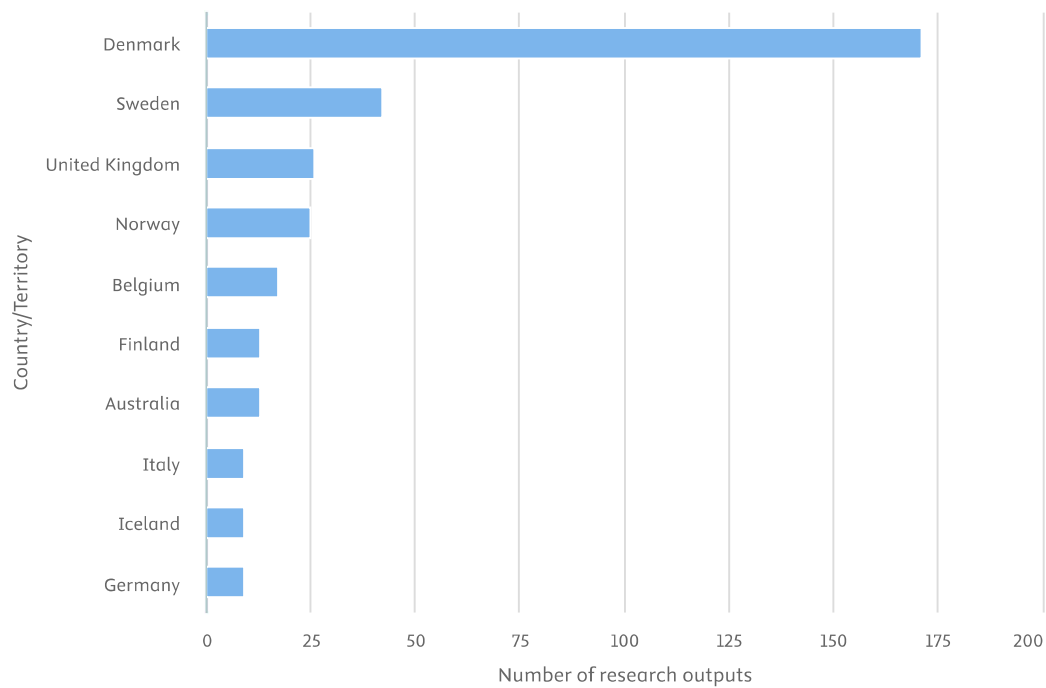
Report name: Publications with external collaboration 2018-2023 - DPU - dept of education studies

Report owner: Jeppe Dalsgaard Bæk, jdab@kb.dk // pure@au.dk

Overview, totals

1081	197
Number of research outputs	Number of external organisational units

Top 10 external collaboration countries sorted by frequency (number expresses amount of publications that contain a collaboration with an external organisation from said country)



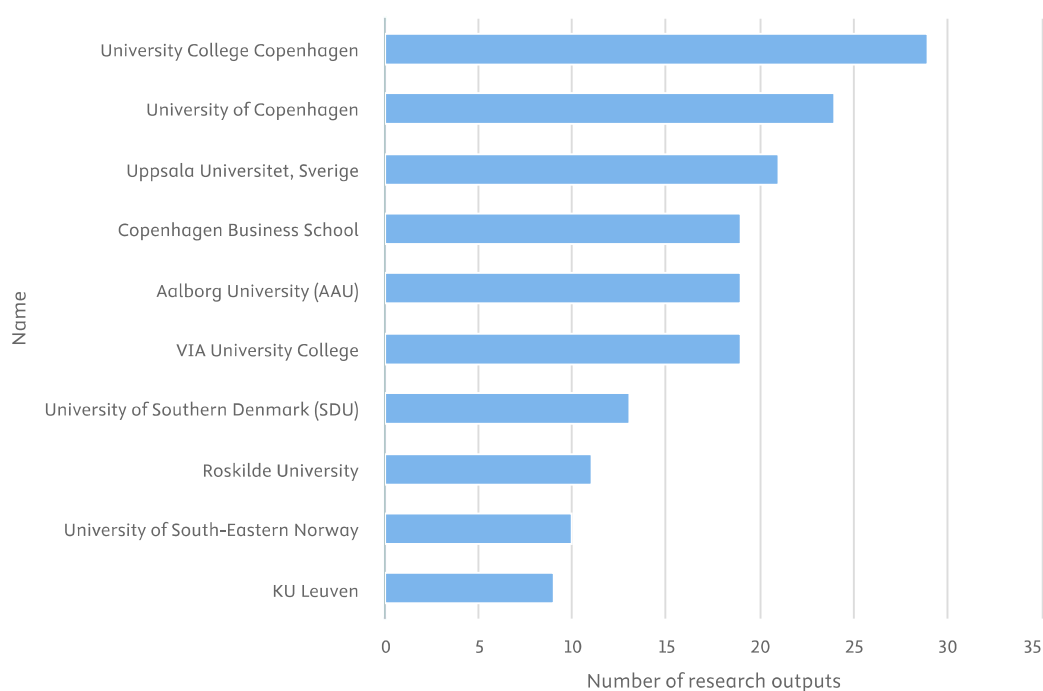
Exhaustive list of collaboration countries, sorted by frequency (number expresses amount of publications that contain a collaboration with an external organisation from said country)

COUNTRY/TERRITORY	NUMBER OF RESEARCH OUTPUTS
Total count	1081
Denmark	171
Sweden	42

United Kingdom	26
Norway	25
Belgium	17
Finland	13
Australia	13
Italy	9
Iceland	9
Germany	9
France	8
United States	7
Portugal	6
Malta	6
China	6
Switzerland	6
Spain	5
Estonia	5
Canada	4
Austria	4
Poland	3
Brazil	3
South Africa	2
Slovakia	2
Slovenia	2
New Zealand	2
Luxembourg	2
Bulgaria	2
Netherlands	1

Hong Kong	1
Greenland	1
Faroe Islands	1
Czech Republic	1

Top 10 external collaboration organisations (number expresses amount of publications that contain a collaboration with said external organisation)



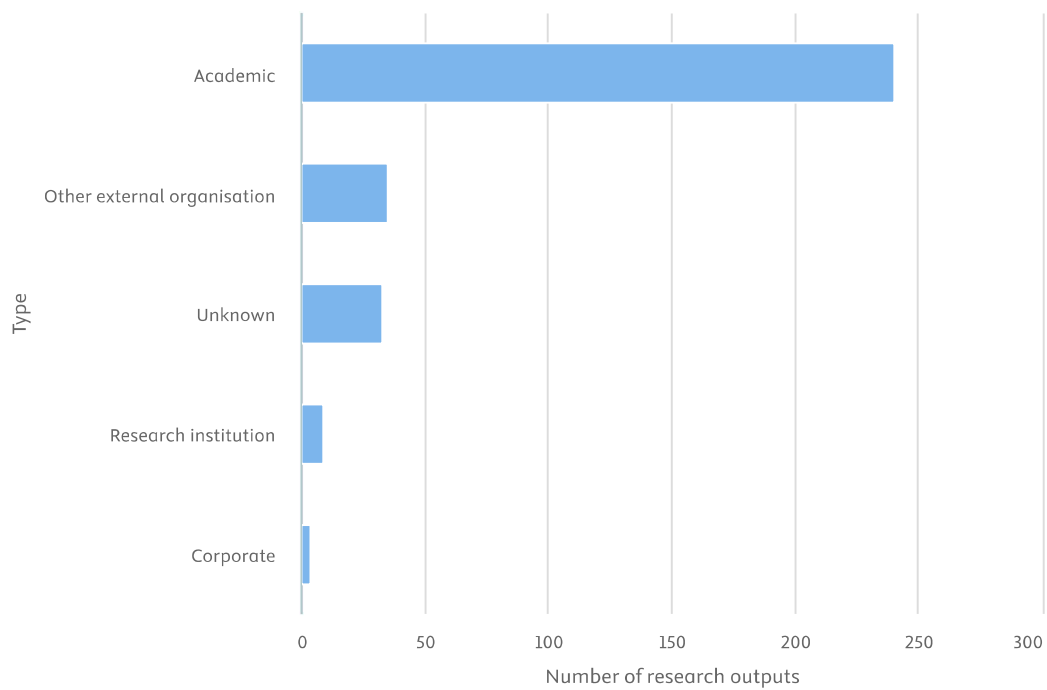
Exhaustive list of external collaboration organisations (number expresses amount of publications that contain a collaboration with said external organisation)

NAME	NUMBER OF RESEARCH OUTPUTS
Total count	1081
University College Copenhagen	29
University of Copenhagen	24
Uppsala Universitet, Sverige	21
Copenhagen Business School	19

Aalborg University (AAU)	19
VIA University College	19
University of Southern Denmark (SDU)	13
Roskilde University	11
University of South-Eastern Norway	10
KU Leuven	9
University of Iceland	9
University College Absalon	7
Stockholm University	7
Inland Norway University of Applied Sciences	7
University College South Denmark	6
University of Oslo	6
University of Derby	6
University of Eastern Finland	6
University of Malta	6
Tallinn University	5
Griffith University Queensland	5
IT University of Copenhagen	5
Université de Strasbourg	5
University of Verona	5
Aarhus University (AU)	5
University College Capital	5
Gode Penge	4
VBJK - Centre for Innovation in the Early Years	4
Aga Kahn Foundation	4
University of Melbourne	4
Centre for Innovation in the Early Years	3

Beijing Normal University	3
Monash University	3
Augsburg University	3
Oslo Metropolitan University	3
University of Helsinki	3
University of Applied Sciences Northwestern Switzerland	3
University of Manchester	3
University of Nottingham	3
University of Cambridge	3
Chalmers University of Technology	3
University of Gothenburg	3
Policy Futures	3
Università della Svizzera italiana	3
VIAUC	3
Royal Danish Academy – Architecture, Design, Conservation	2
FLOK	2
CSPS SAS	2
3S - Austria	2
ISSK-BAS	2

External collaboration organisation, based on type (academic = university)



BIBLIOMETRIC REPORT

Department of Education Studies, Danish School of Education

February 2024, Jeppe Dalsgaard Bæk, AU Library.

Requester: Lars Lodberg

The aim of the bibliometric report is to present **an overview of the collaboration with external (non-AU) partners** based on the scientific production of the Department of Education Studies, Danish School of Education during the year 2023.

The data in this report reflect publications that are registered in Pure, published during 2023. The report was compiled from Pure in February 2024 after the reporting deadline for 2023. Pure is a dynamic database and the quantities listed in this report should be regarded as a momentary representation. The numbers will constantly change due to new registrations, corrections etc.

An estimated 90-95% of the data in this report is validated at the time of report creation 12 February 2024)

Notes on Data Quality:

The estimated quality level of the data of this report is <95%. This means errors can occur in the categorisation, e.g. country associated with a specific organisation, the type of the research output etc., but they are assessed as minor.

Notes on Data Quantity

As this report reflects a small amount of data, a qualitative analysis is preferable to a quantitative one. The report is based on a reporting template developed to match the needs of the entire university.

Report metadata

The report is based on the following variables:

Research Output filtered by: Submission year (= submission in Pure): 2023-2024, Publication year: 2023, organisation: Department of Education Studies, Danish School of Education. Category: Research, Communication, Commissioned (excluding transfer and education)

Associated content: Number of external organisation (affiliated AND otherwise associated), Name of external organisation, Type of external organisation, Country of external organisation

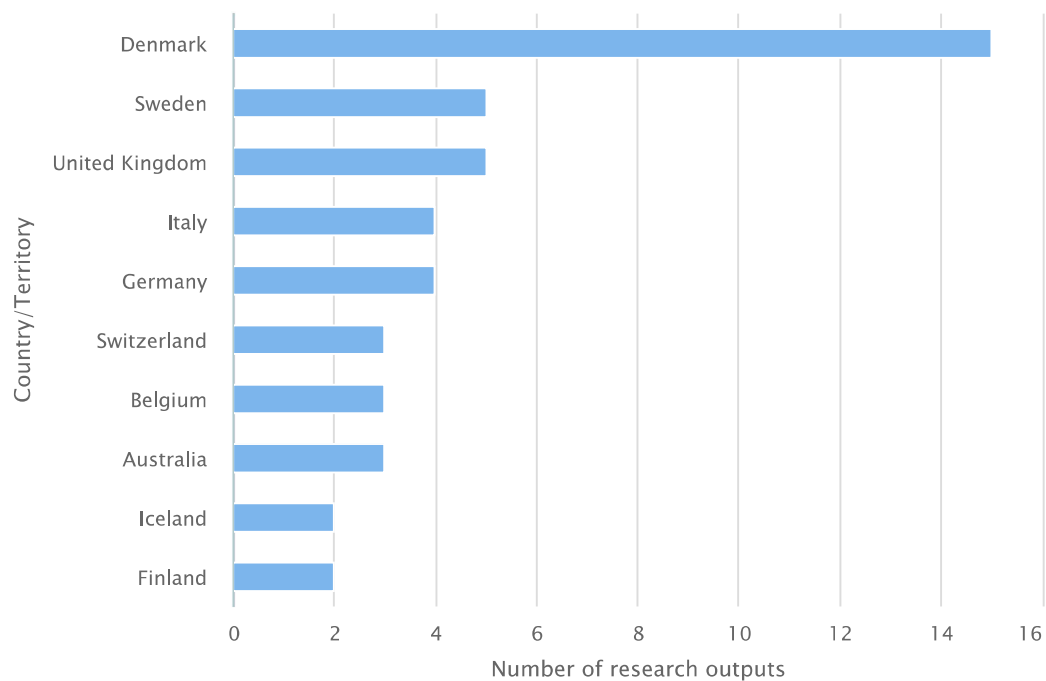
Report name: Publications with external collaboration 2023 - DSE - dept of education studies

Report owner: Jeppe Dalsgaard Bæk, jdab@kb.dk // pure@au.dk

Overview, totals

156	40
Number of research outputs	Number of external organisational units

Top 10 external collaboration countries sorted by frequency (number expresses amount of publications that contain a collaboration with an external organisation from said country)

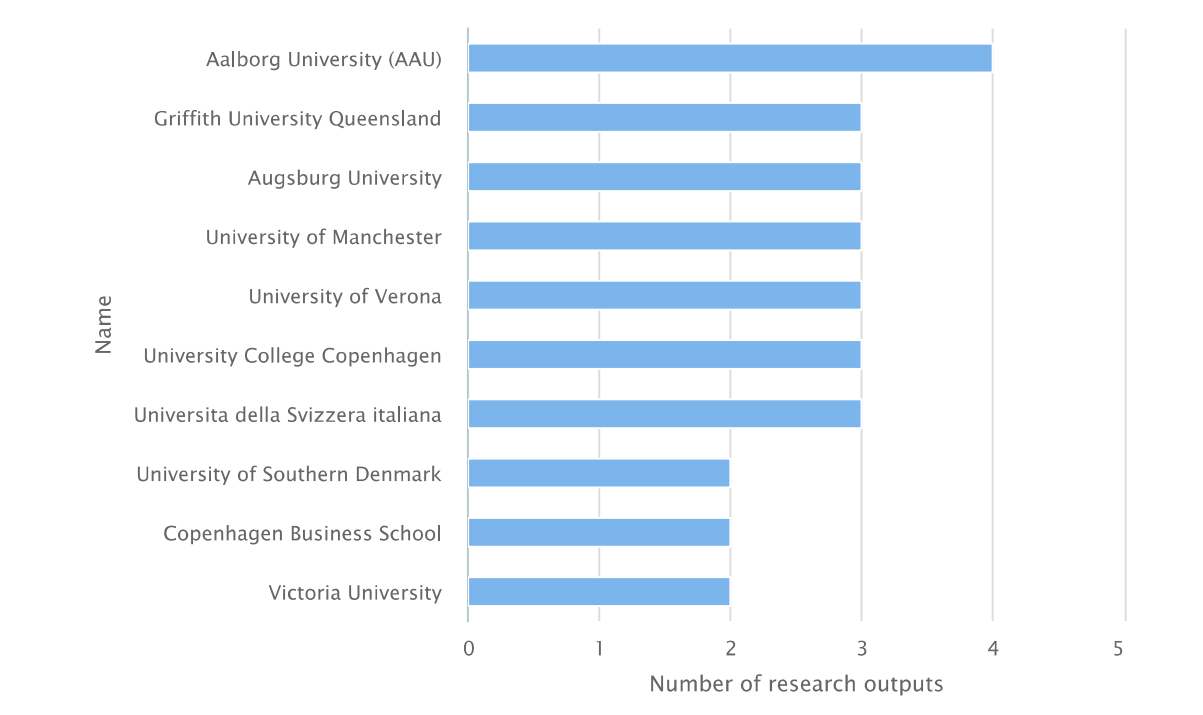


Exhaustive list of collaboration countries, sorted by frequency (number expresses amount of publications that contain a collaboration with an external organisation from said country)

COUNTRY/TERRITORY	NUMBER OF RESEARCH OUTPUTS
Total count	156
Denmark	15

Sweden	5
United Kingdom	5
Italy	4
Germany	4
Switzerland	3
Belgium	3
Australia	3
Iceland	2
Finland	2
Canada	2
United States	1
Norway	1
Greenland	1
Faroe Islands	1

Top 10 external collaboration organisations (number expresses amount of publications that contain a collaboration with said external organisation)



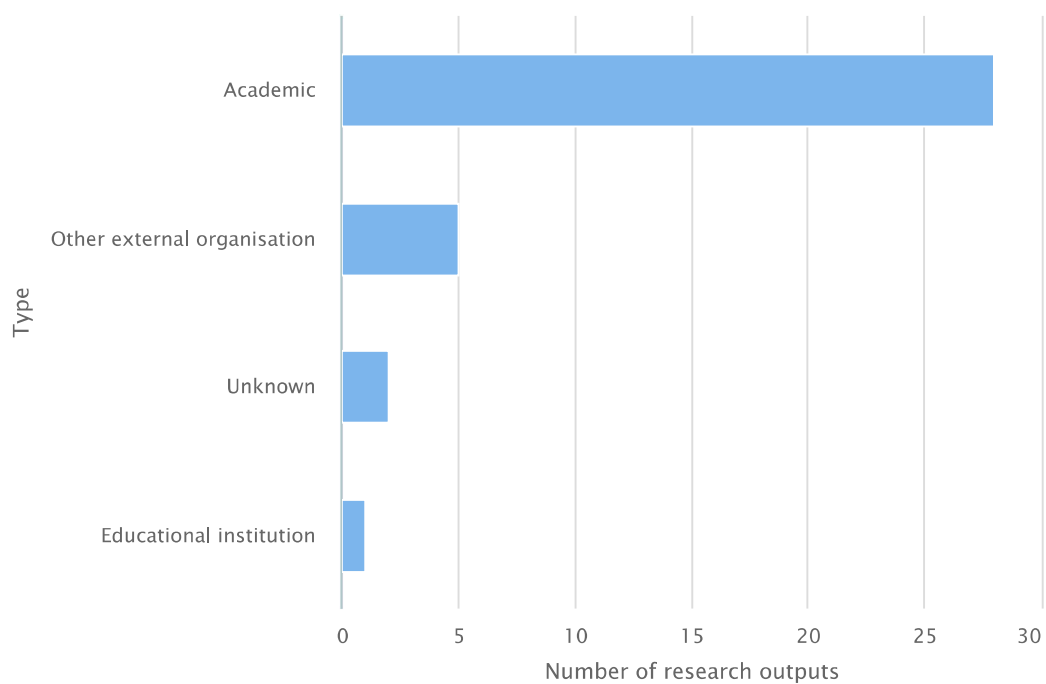
Exhaustive list of external collaboration organisations (number expresses amount of publications that contain a collaboration with said external organisation)

NAME	NUMBER OF RESEARCH OUTPUTS
Total count	156
Aalborg University (AAU)	4
Griffith University Queensland	3
Augsburg University	3
University of Manchester	3
University of Verona	3
University College Copenhagen	3
Università della Svizzera italiana	3
University of Southern Denmark	2

Copenhagen Business School	2
Victoria University	2
KU Leuven	2
University of Cambridge	2
VIA University College	2
University of Iceland	2
University of Gothenburg	2
Uppsala Universitet, Sverige	2
Centre for Guidance, Greenland	1
Innovation and Guidance Centre, Faroe Islands	1
Creative Business Network	1
Italian National Research Council, Rome	1
University College Absalon	1
UNESCO	1
Det Kongelige Akademi. Arkitektur. Design. Konservering	1
Helmut-Schmidt-University	1
Technical University of Denmark (DTU)	1
IT University of Copenhagen	1
University of Naples Federico II	1
Tampere University	1
Columbia University	1
University of Warwick	1
University of Edinburgh	1
Université du Québec à Montréal	1
University of Alberta	1
Stockholm University	1

University of South-Eastern Norway	1
Wolfson College	1
VIA Århus	1
University of Jyväskylä	1
ARoS	1
Designskolen Kolding	1

External collaboration organisation, based on type (academic = university)



This report provides an overview of the application pattern, grants and refusals for Education Science from 2018-2023

List of content

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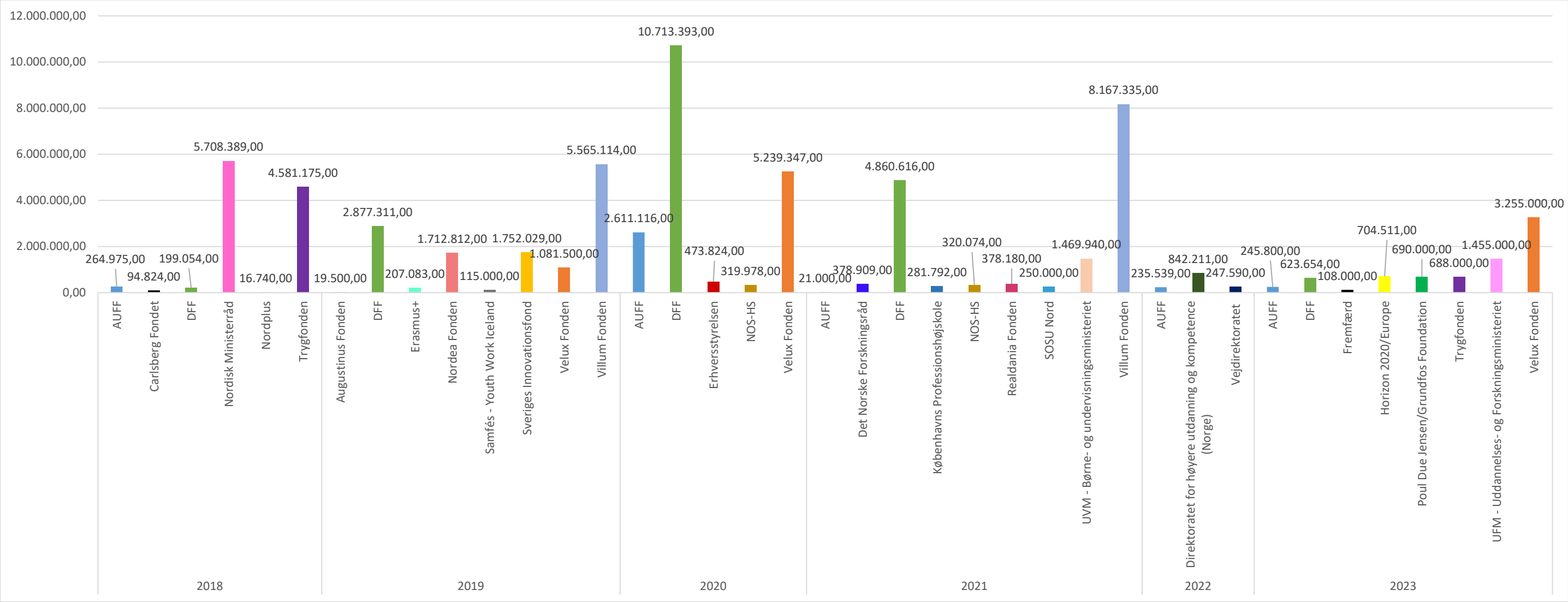
Grants for network and mobility per year in Education Science from 2018-2023 4

Grants for publications per year in Education Science from 2018-2023 5

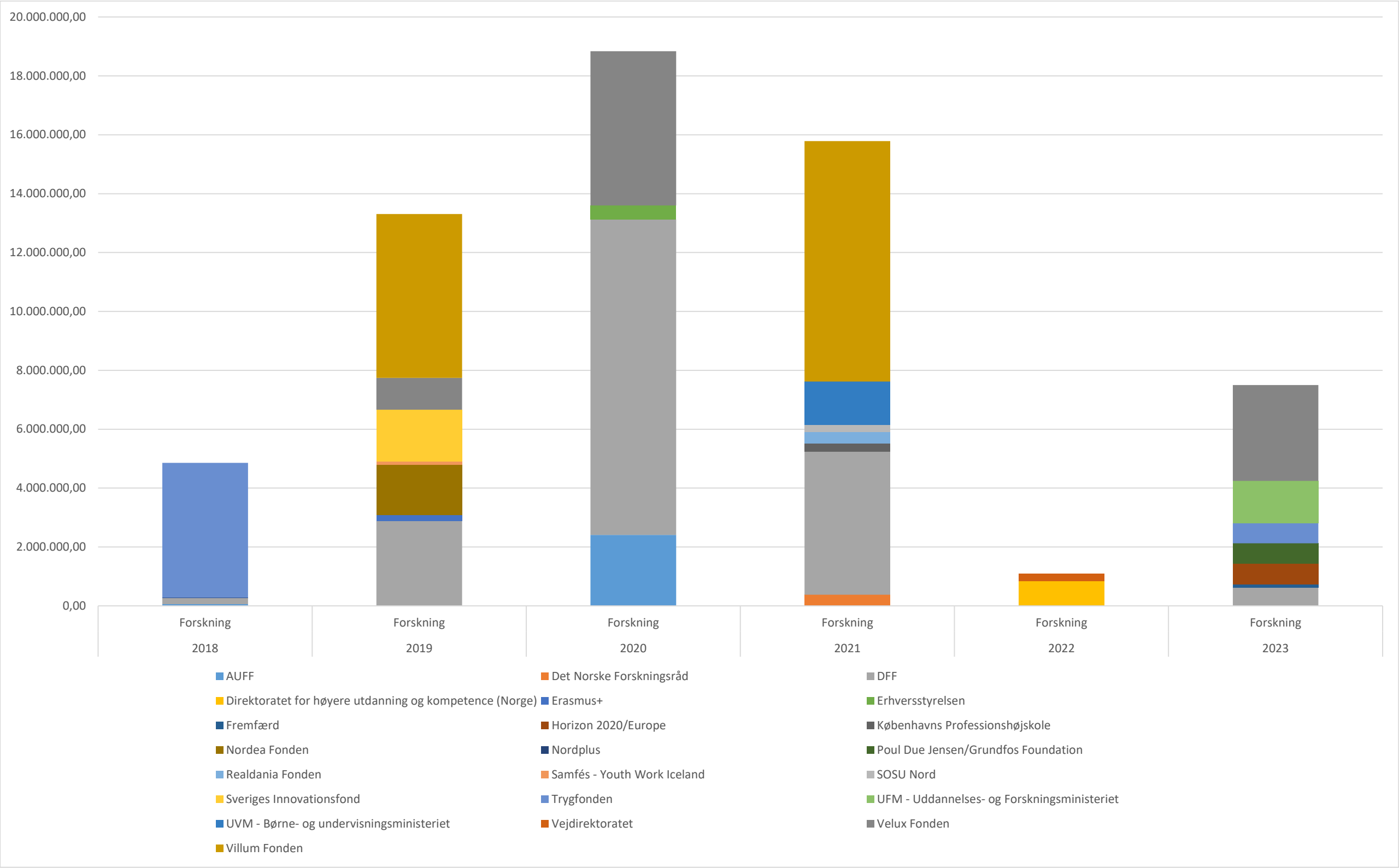
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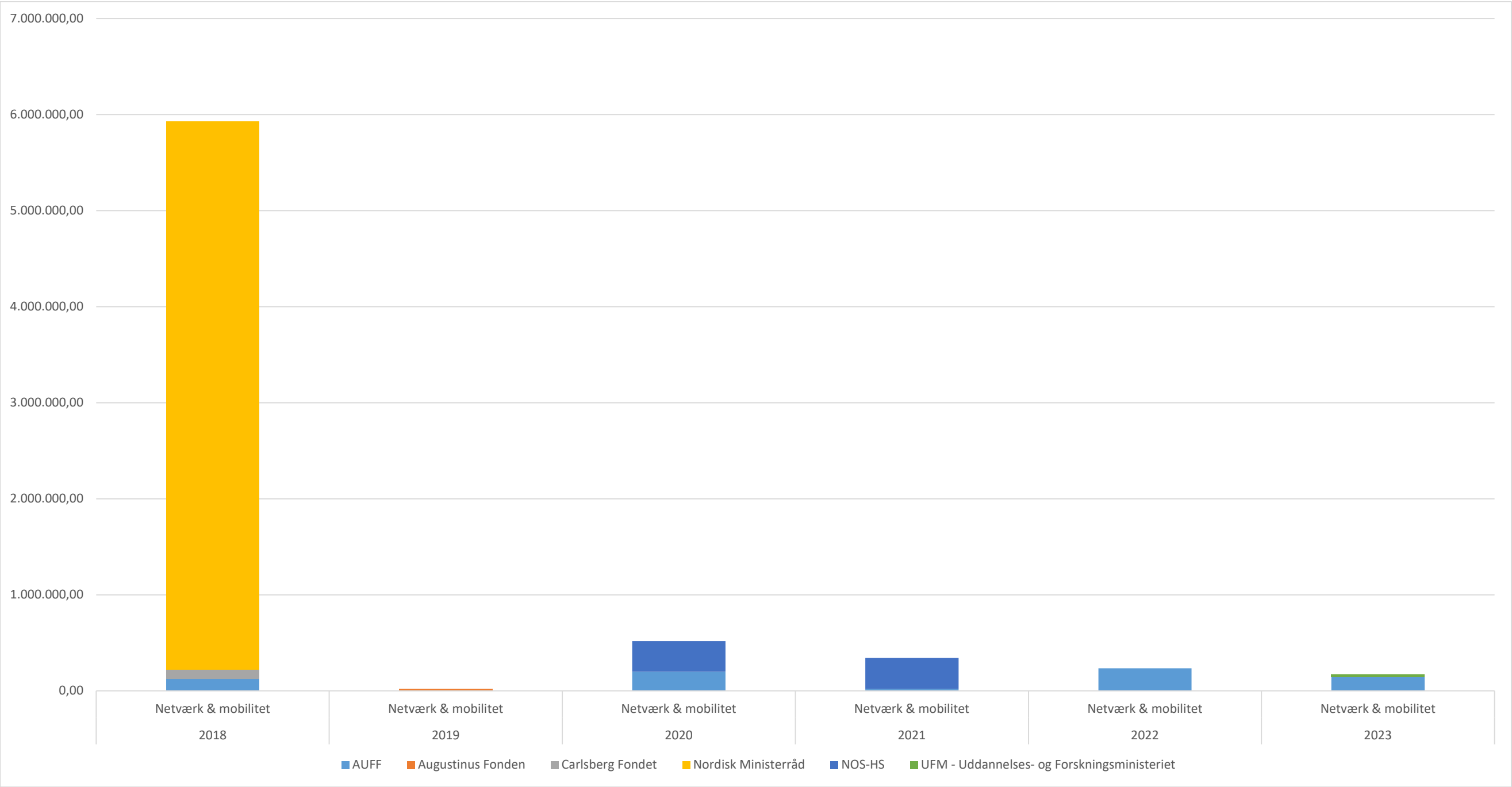
Grants per foundation for Education Science from 2018 – 2023



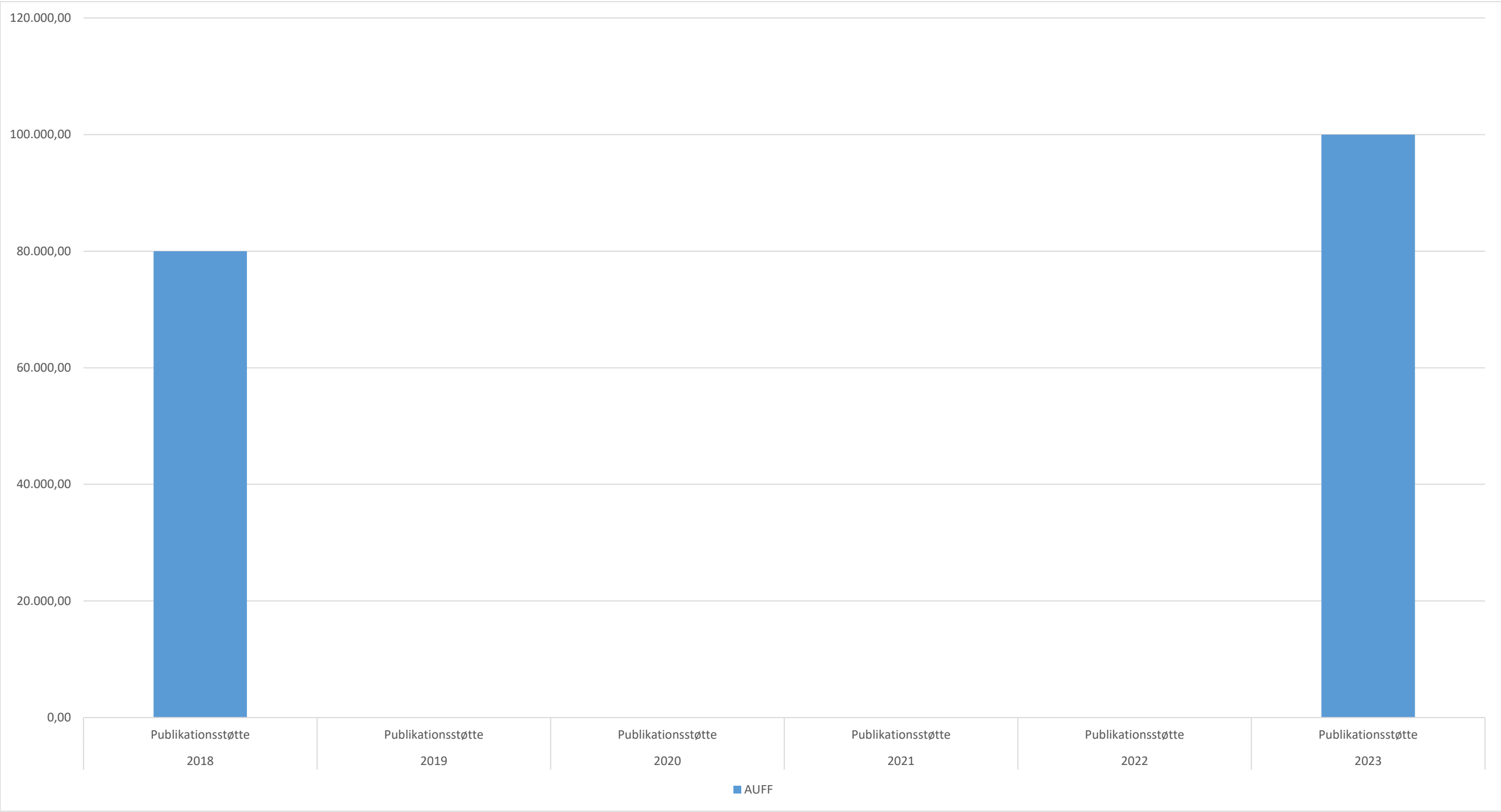
Grants for research per year in Education Science from 2018-2023



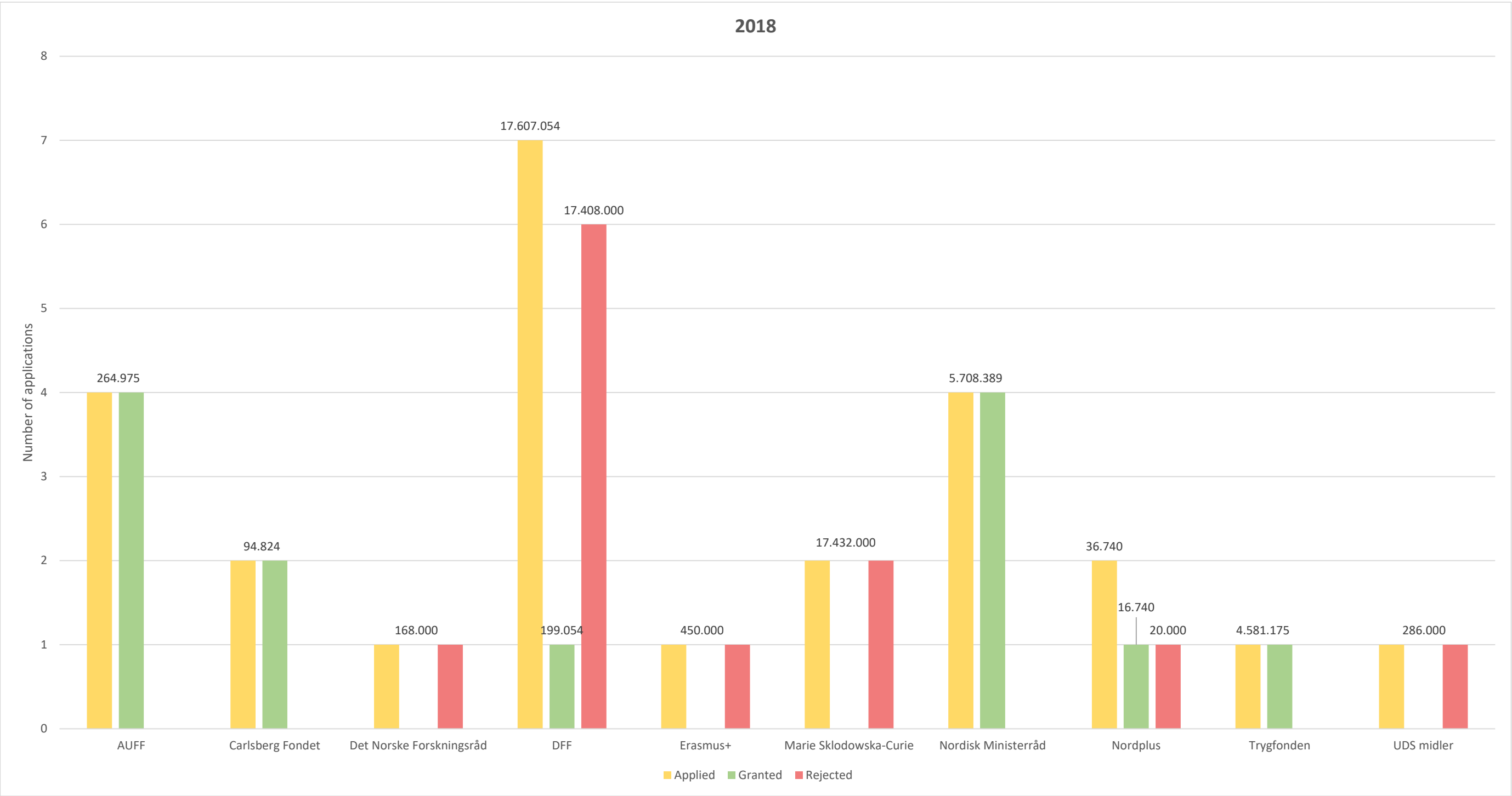
Grants for network and mobility per year in Education Science from 2018-2023



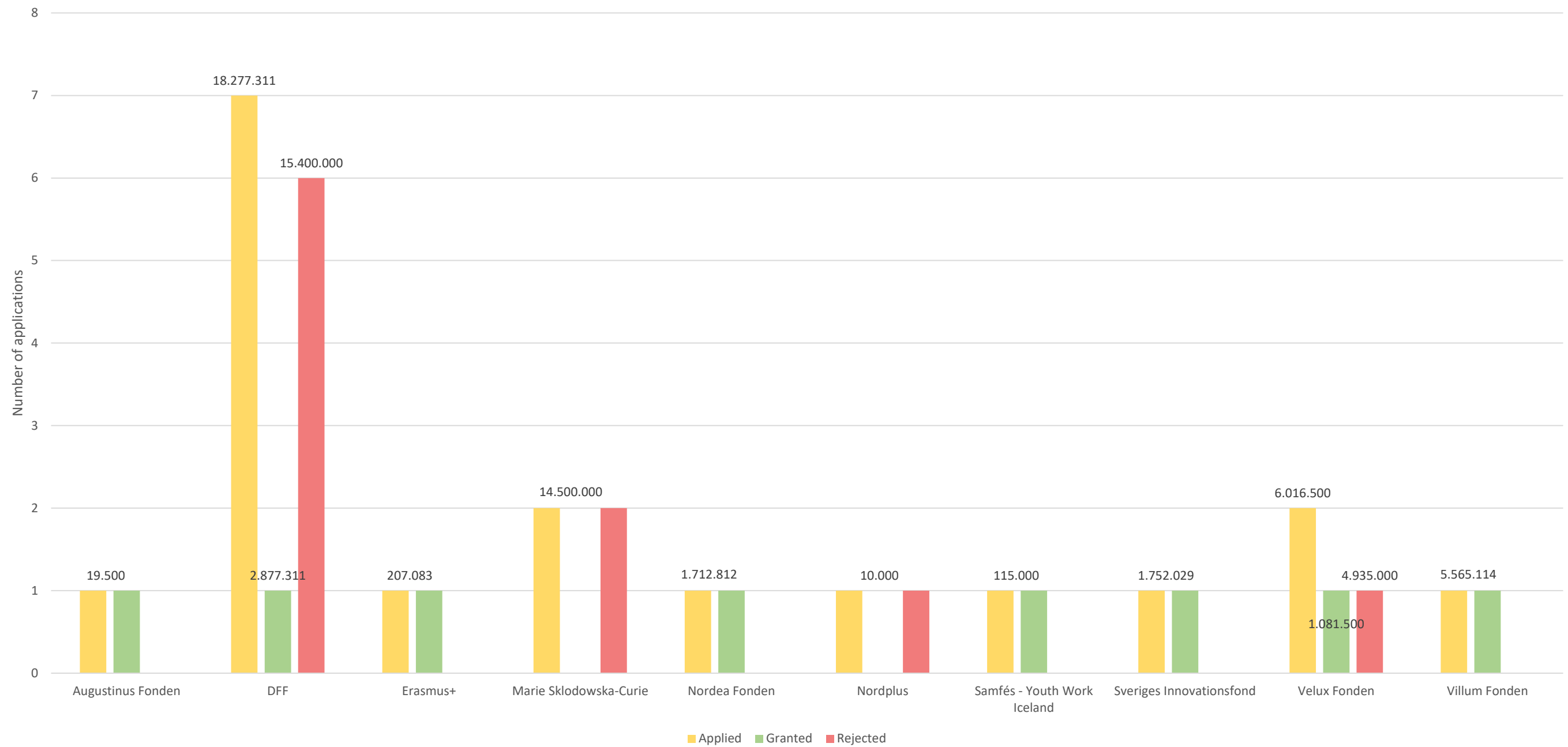
Grants for publications per year in Education Science from 2018-2023



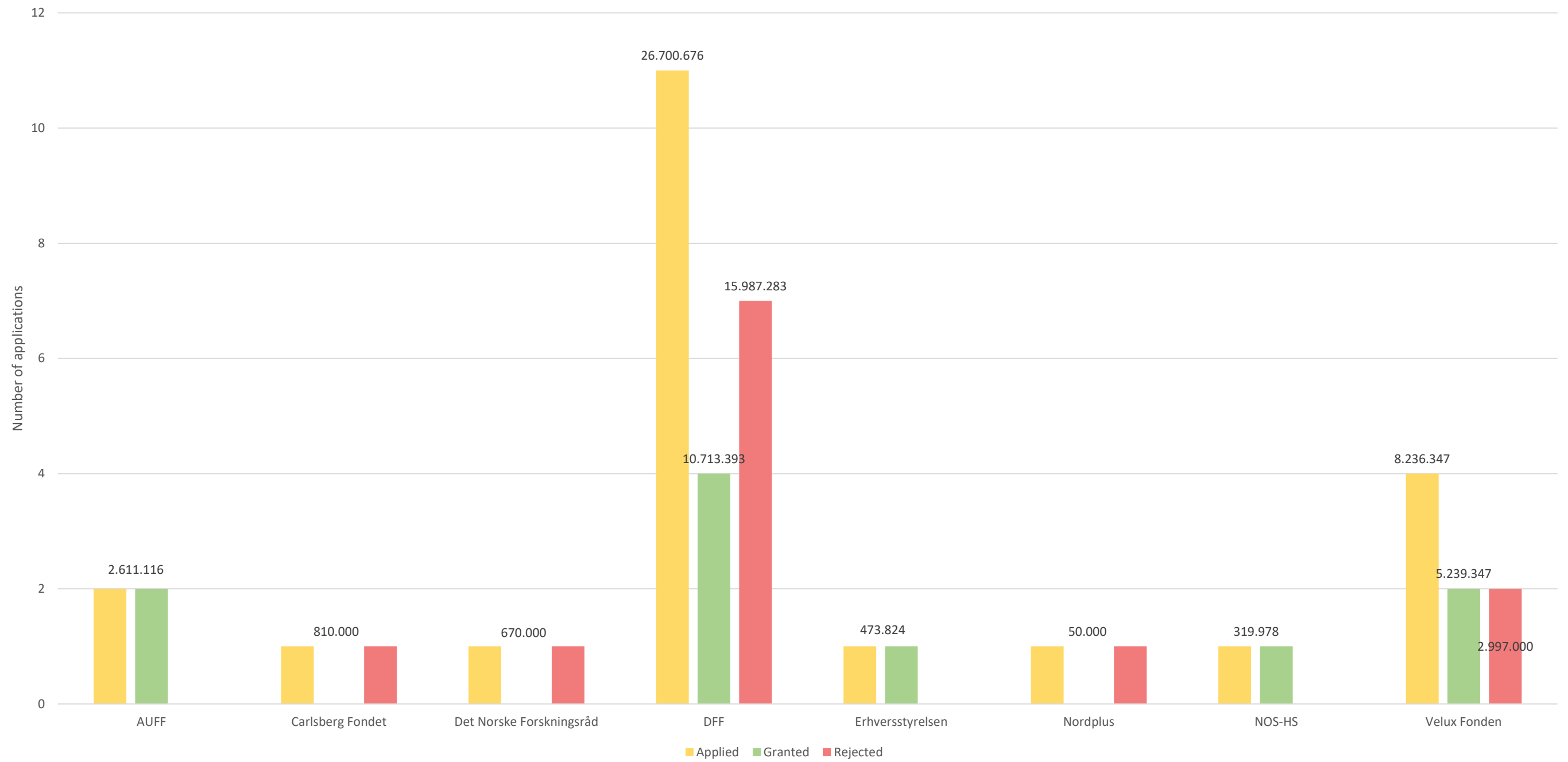
General overview of applications, grants and refusals for Education Science from 2018 – 2023

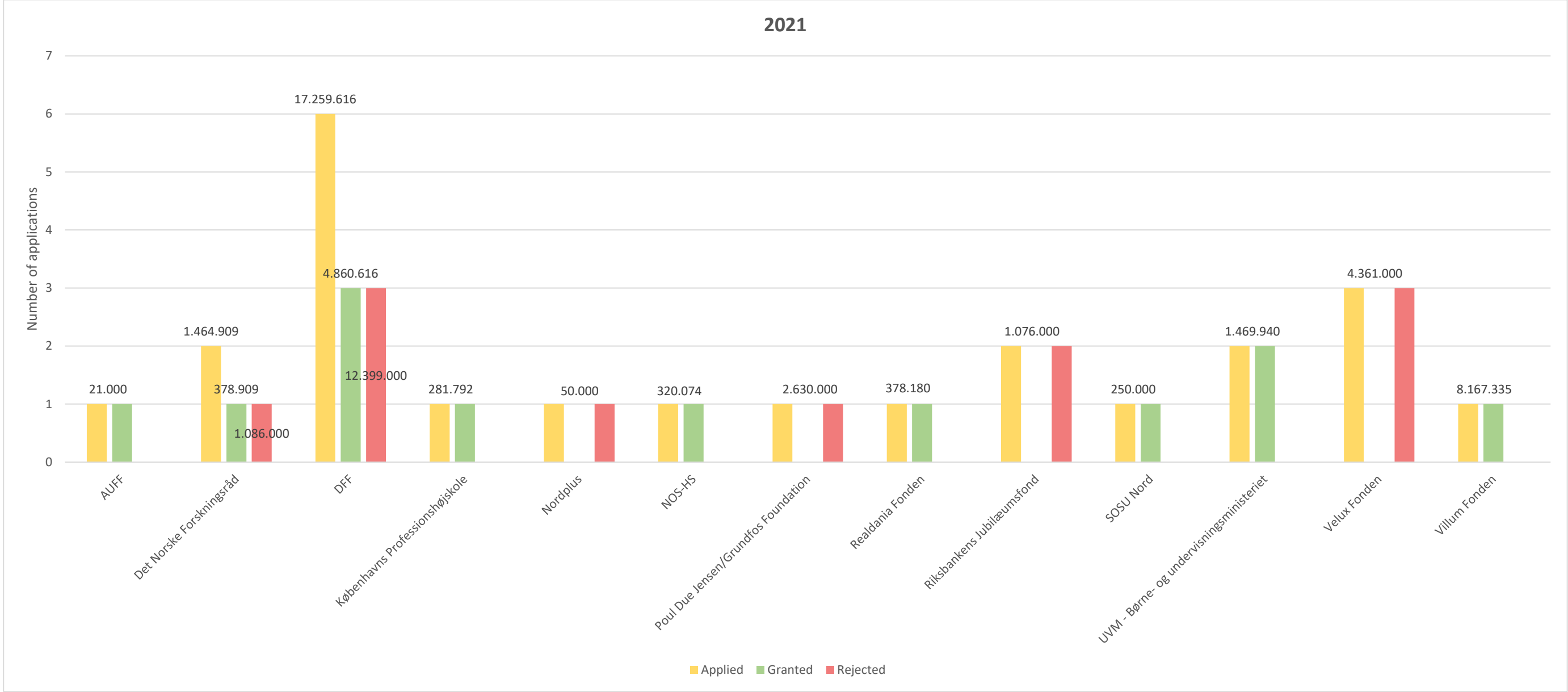


2019



2020

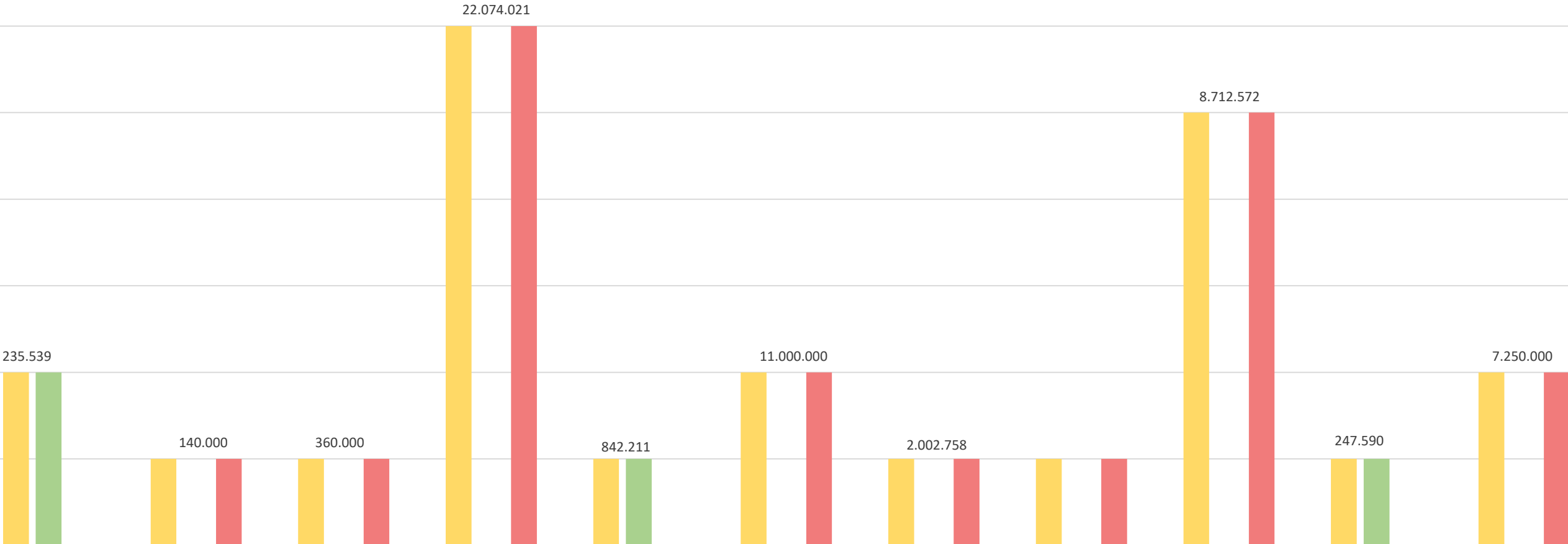




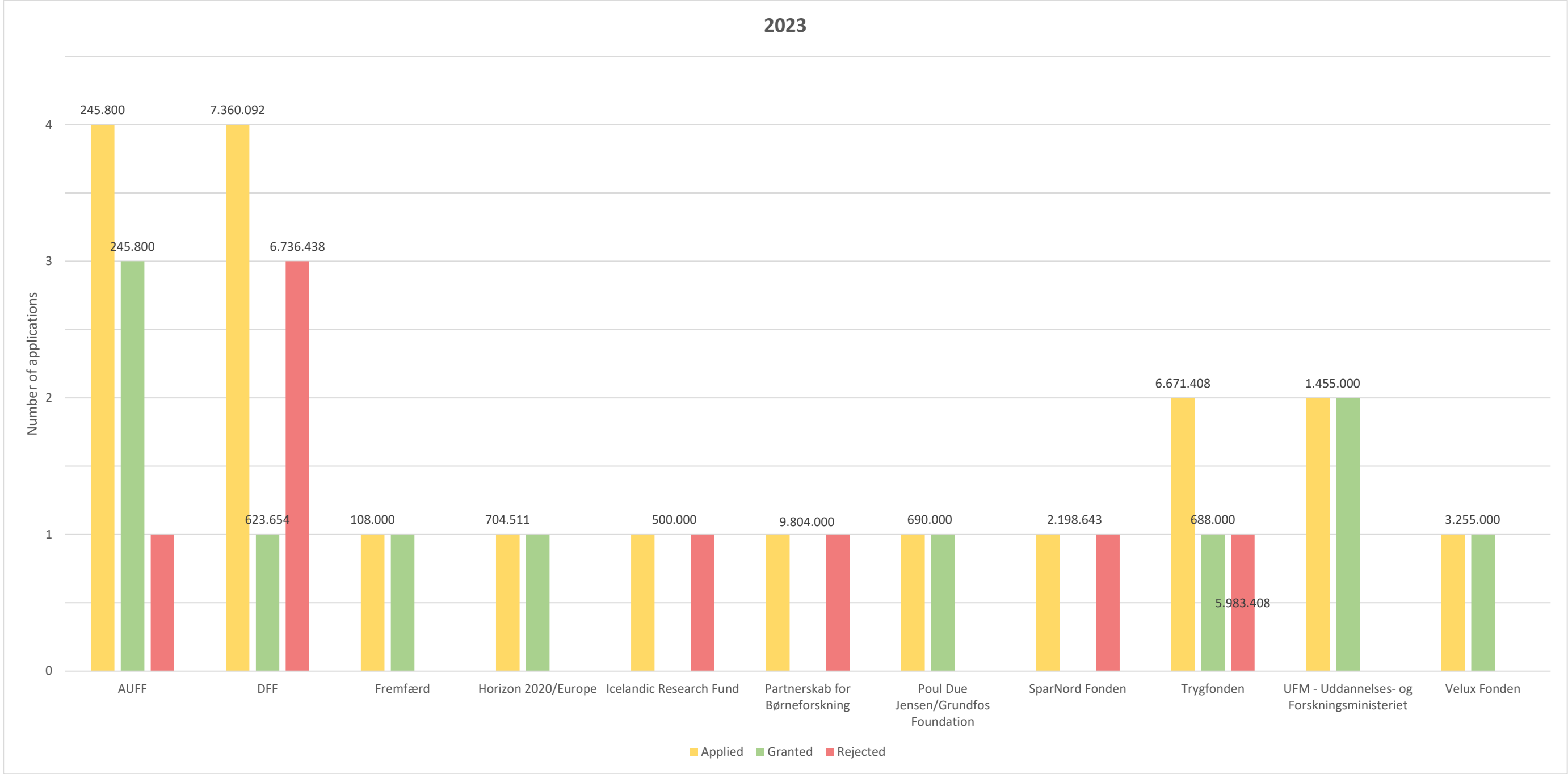
2022

Number of applications

7
6
5
4
3
2
1
0



Applied Granted Rejected



Applications and grants in amount per year for Education Science from 2018 – 2023

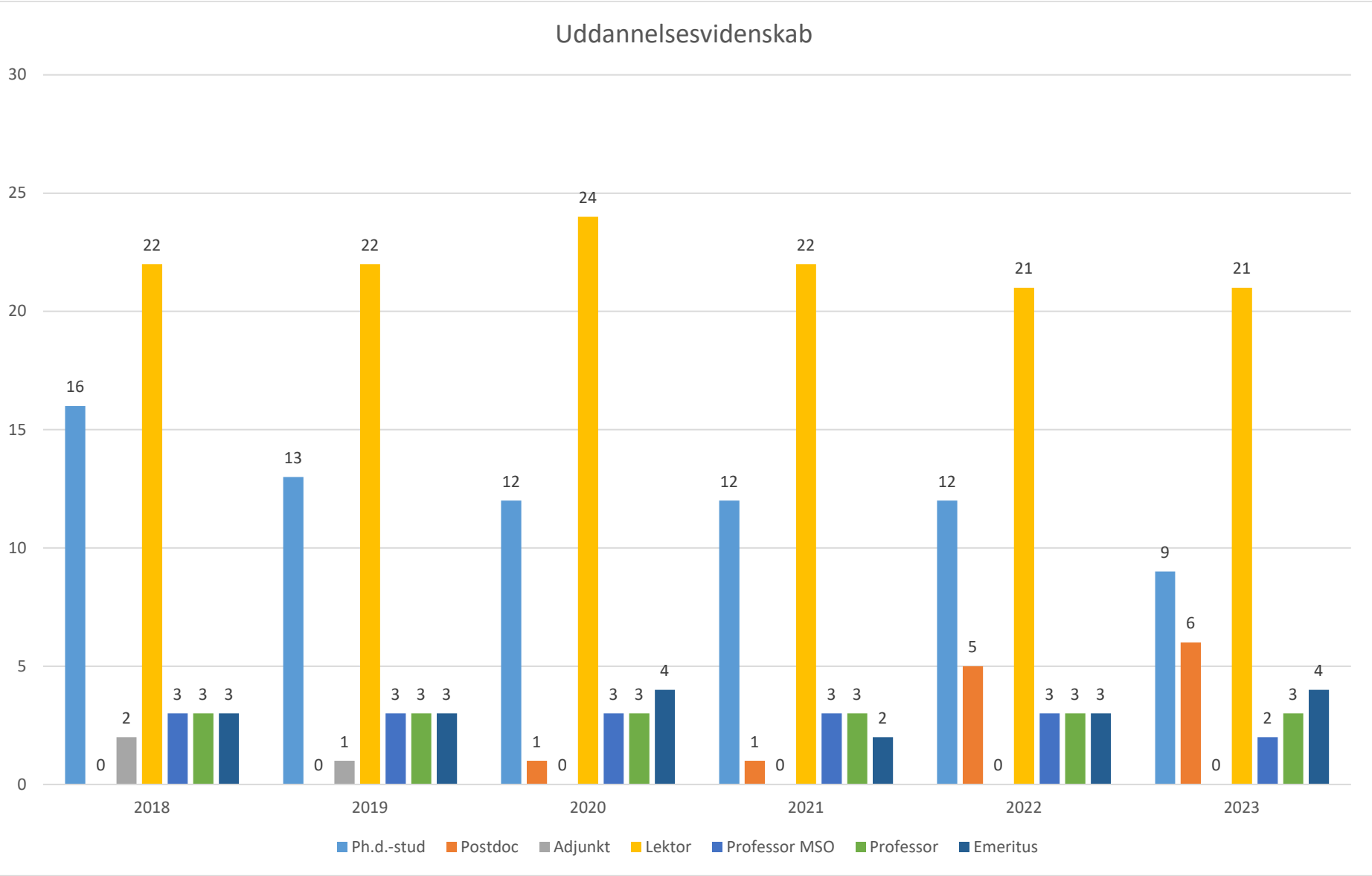
Uddannelsesvidenskab	2018		2019		2020		2021		2022		2023	
	Ansøgt	Hjemtaget	Ansøgt	Hjemtaget	Ansøgt	Hjemtaget	Ansøgt	Hjemtaget	Ansøgt	Hjemtaget	Ansøgt	Hjemtaget
AUFF	264.975,00	264.975,00	0,00	0,00	2.611.116,00	2.611.116,00	21.000,00	21.000,00	235.539,00	235.539,00	245.800,00	245.800,00
Augustinus Fonden	0,00	0,00	19.500,00	19.500,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Carlsberg Fondet	94.824,00	94.824,00	0,00	0,00	810.000,00	0,00	0,00	0,00	140.000,00	0,00	0,00	0,00
Danmarks Innovationsfond	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	360.000,00	0,00	0,00	0,00
Det Norske Forskningsråd	168.000,00	0,00	0,00	0,00	670.000,00	0,00	1.464.909,00	378.909,00	0,00	0,00	0,00	0,00
DFF	17.607.054,00	199.054,00	18.277.311,00	2.877.311,00	26.700.676,00	10.713.393,00	17.259.616,00	4.860.616,00	22.074.020,76	0,00	7.360.092,00	623.654,00
Direktoratet for høyere utdanning og kompetence (Norge)	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	842.211,00	842.211,00	0,00	0,00
Erasmus+	450.000,00	0,00	207.083,00	207.083,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
ERC	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	11.000.000,00	0,00	0,00	0,00
Erhvervsstyrelsen	0,00	0,00	0,00	0,00	473.824,00	473.824,00	0,00	0,00	0,00	0,00	0,00	0,00
Fremfærd	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	108.000,00	108.000,00
Horizon 2020/Europe	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	704.511,00	704.511,00
Icelandic Research Fund	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	500.000,00	0,00
Københavns Professionshøjskole	0,00	0,00	0,00	0,00	0,00	0,00	281.792,00	281.792,00	0,00	0,00	0,00	0,00
Marie Skłodowska-Curie	17.432.000,00	0,00	14.500.000,00	0,00	0,00	0,00	0,00	0,00	2.002.758,32	0,00	0,00	0,00
Nordea Fonden	0,00	0,00	1.712.812,00	1.712.812,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Nordisk Ministerråd	5.708.389,00	5.708.389,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Nordplus	36.740,00	16.740,00	10.000,00	0,00	50.000,00	0,00	50.000,00	0,00	0,00	0,00	0,00	0,00
NOS-HS	0,00	0,00	0,00	0,00	319.978,00	319.978,00	320.074,00	320.074,00	8.712.572,00	0,00	0,00	0,00
Partnerskab for Børneforskning	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	9.804.000,00	0,00
Poul Due Jensen/Grundfos Foundation	0,00	0,00	0,00	0,00	0,00	0,00	2.630.000,00	0,00	0,00	0,00	690.000,00	690.000,00
Realdania Fonden	0,00	0,00	0,00	0,00	0,00	0,00	378.180,00	378.180,00	0,00	0,00	0,00	0,00
Riksbankens Jubilæumsfond	0,00	0,00	0,00	0,00	0,00	0,00	1.076.000,00	0,00	0,00	0,00	0,00	0,00
Samfés - Youth Work Iceland	0,00	0,00	115.000,00	115.000,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
SOSU Nord	0,00	0,00	0,00	0,00	0,00	0,00	250.000,00	250.000,00	0,00	0,00	0,00	0,00
SparNord Fonden	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	2.198.643,00	0,00
Sveriges Innovationsfond	0,00	0,00	1.752.029,00	1.752.029,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Trygfonden	4.581.175,00	4.581.175,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	6.671.408,00	688.000,00
UDS midler	286.000,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
UFM - Uddannelses- og Forskningsministeriet	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	1.455.000,00	1.455.000,00
UVM - Børne- og undervisningsministeriet	0,00	0,00	0,00	0,00	0,00	0,00	1.469.940,00	1.469.940,00	0,00	0,00	0,00	0,00
Vejdirektoratet	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	247.590,00	247.590,00	0,00	0,00
Velux Fonden	0,00	0,00	6.016.500,00	1.081.500,00	8.236.347,00	5.239.347,00	4.361.000,00	0,00	7.250.000,00	0,00	3.255.000,00	3.255.000,00
Villum Fonden	0,00	0,00	5.565.114,00	5.565.114,00	0,00	0,00	8.167.335,00	8.167.335,00	0,00	0,00	0,00	0,00

Formal collaboration agreements og data agreements handled by TTO (AU's legal office) for Education Studies in 2018 – 2023

Agreement Type	Parties	Afdeling
Collaboration Agreement	Center for Pædagogik og Udvikling, Aarhus Universitet - AU	Udd.videnskab
Collaboration Agreement	Kimberly Meunier Company, Aarhus Universitet - AU	Udd.videnskab
Collaboration Agreement	Partisia ApS, Aarhus Universitet - AU	Udd.videnskab
Collaboration Agreement	VIVE - Det Nationale Forsknings- og analysecenter for Velfærd, Aarhus Universitet - AU	Udd.videnskab
Collaboration Agreement	TrygFonden smba, Aarhus Universitet - AU	Udd.videnskab
Collaboration Agreement	Fonden Naturkraft, Aarhus Universitet - AU	Udd.videnskab
Collaboration Agreement	Aix-Marseille Université, Aarhus Universitet - AU	Udd.videnskab
Collaboration Agreement	Copenhagen Business School - CBS, Københavns Universitet - KU, Roskilde Universitet - RUC, Syddansk Universitet - SDU, Aalborg Universitet - AAU, Aarhus Universitet - AU	Udd.videnskab
Collaboration Agreement	Villum Fonden, Aarhus Universitet - AU	Udd.videnskab
Collaboration Agreement	Københavns Kommune, Aarhus Universitet - AU	Udd.videnskab
Collaboration Agreement	Københavns Professionshøjskole, Aarhus Universitet - AU	Udd.videnskab
Collaboration Agreement	Københavns Professionshøjskole, Aarhus Universitet - AU	Udd.videnskab
Collaboration Agreement	Aalborg Universitet - AAU, Aarhus Universitet - AU	Udd.videnskab
Collaboration Agreement	Københavns Professionshøjskole, Syddansk Universitet - SDU, UCL Erhvervsakademi og Professionshøjskole, University College Syddanmark, Aarhus Universitet - AU	Udd.videnskab
Collaboration Agreement	Samfés, Youth Work Iceland, Aarhus Universitet - AU	Udd.videnskab
Collaboration Agreement	Aix-Marseille Université, Aarhus Universitet - AU	Udd.videnskab
Collaboration Agreement	Kulturprinsen, Aarhus Universitet - AU	Udd.videnskab
Collaboration Agreement	Kulturprinsen, Aarhus Universitet - AU	Udd.videnskab
Collaboration Agreement	Københavns Professionshøjskole, Aarhus Universitet - AU	Udd.videnskab
Collaboration Agreement	Professionshøjskolen University College Nordjylland (UCN), Aarhus Universitet - AU	Udd.videnskab
Collaboration Agreement	Professionshøjskolen University College Nordjylland (UCN), Aarhus Universitet - AU	Udd.videnskab
Collaboration Agreement	Haskoli Islands/University of Iceland (UI), Universidade de Coimbra Portugai, University of Newcastle, Aarhus Universitet - AU	Udd.videnskab
Collaboration Agreement	Dansk Røde Kors, Aarhus Universitet - AU	Udd.videnskab
Collaboration Agreement	Copenhagen Business School - CBS, Aarhus Universitet - AU	Udd.videnskab
Collaboration Agreement	Copenhagen Business School - CBS, Aarhus Universitet - AU	Udd.videnskab
Collaboration Agreement	Børne- og Undervisningsministeriet, Styrelsen for Undervisning og Kvalitet, Aarhus Universitet - AU	Udd.videnskab
Collaboration Agreement	Styrelsen for Undervisning og Kvalitet, Aarhus Universitet - AU	Udd.videnskab
Collaboration Agreement	Uddannelses- og Forskningsstyrelsen, Aarhus Universitet - AU	Udd.videnskab
Collaboration Agreement	Easyfood A/S, Husqvarna, IBA Erhvervsakademi Kolding, Lunds Universitet, PLU Partners AB, VIA University College, Aarhus N, Aarhus Universitet - AU	Udd.videnskab
Collaboration Agreement	Københavns Professionshøjskole, Aarhus Universitet - AU	Udd.videnskab
Collaboration Agreement	SOSU Nord, Aarhus Universitet - AU	Udd.videnskab
Collaboration Agreement	Aarhus Universitet - AU, Aate VR	Udd.videnskab
Collaboration Agreement	Aarhus Universitet - AU, Aate VR	Udd.videnskab
Collaboration Agreement	Skoletjenesten, Aarhus Universitet - AU	Udd.videnskab
Collaboration Agreement	Københavns Museum (under Københavns Kommune), Aarhus Universitet - AU	Udd.videnskab
Collaboration Agreement	Nationalmuseet, Aarhus Universitet - AU	Udd.videnskab
Collaboration Agreement	Arbejdermuseet med Arbejderbevægelsens Bibliotek og Arkiv, Aarhus Universitet - AU	Udd.videnskab
Collaboration Agreement	Kongernes Samling, Aarhus Universitet - AU	Udd.videnskab
Collaboration Agreement	Det Kongelige Akademi - Arkitektur, Design og Konservering, Aarhus Kommune, Aarhus Universitet - AU	Udd.videnskab
Consent form	Fredericia Kommune, Aarhus Universitet - AU	Udd.videnskab
Consent form	Hedensted Kommune, Aarhus Universitet - AU	Udd.videnskab
Consent form	Hvidovre Kommune, Aarhus Universitet - AU	Udd.videnskab
Consent form	Ikast-Brande Kommune, Aarhus Universitet - AU	Udd.videnskab
Consent form	Mariagerfjord Kommune, Aarhus Universitet - AU	Udd.videnskab
Consent form	Odsherred Kommune, Aarhus Universitet - AU	Udd.videnskab

Data Processing Agreement	NNTV Nordisk Net Tv ApS, Aarhus Universitet - AU	Udd.videnskab
Data Processing Agreement	Partisia ApS, Aarhus Universitet - AU	Udd.videnskab
Data Processing Agreement	VIVE - Det Nationale Forsknings- og analysecenter for Velfærd, Aarhus Universitet - AU	Udd.videnskab
Data Processing Agreement	KVINFO, Aarhus Universitet - AU	Udd.videnskab
Data Processing Agreement	Villum Fonden, Aarhus Universitet - AU	Udd.videnskab
Data Processing Agreement	Rambøll Management Consulting A/S, Aarhus Universitet - AU	Udd.videnskab
Data Processing Agreement	Aalborg Universitet - AAU, Aarhus Universitet - AU	Udd.videnskab
Data Processing Agreement	Esbjerg Kommune, Aarhus Universitet - AU	Udd.videnskab
Data Processing Agreement	Syddjurs Kommune, Aarhus Universitet - AU	Udd.videnskab
Data Processing Agreement	Gribskov Kommune, Aarhus Universitet - AU	Udd.videnskab
Data Transfer Agreement	VIVE - Det Nationale Forsknings- og analysecenter for Velfærd, Aarhus Universitet - AU	Udd.videnskab
Data Transfer Agreement	Københavns Professionshøjskole, Aarhus Universitet - AU	Udd.videnskab
Data Transfer Agreement	Det Kongelige Akademi - Arkitektur, Design og Konservering, Aarhus Kommune, Aarhus Universitet - AU	Udd.videnskab
Joint Data Controller Agreement	Københavns Professionshøjskole, Aarhus Universitet - AU	Udd.videnskab
Joint Data Controller Agreement	Dansk Center for Undervisningsmiljø (DCUM), Det Kongelige Akademi - Arkitektur, Design og Konservering, Aarhus Kommune, Børn og Unge, Aarhus Universitet - AU	Udd.videnskab
Joint Data Controller Agreement	Københavns Universitet - KU, Aarhus Universitet - AU	Udd.videnskab
Joint Data Controller Agreement	Københavns Professionshøjskole, Aarhus Universitet - AU	Udd.videnskab
Joint Data Controller Agreement	Det Kongelige Akademi - Arkitektur, Design og Konservering, Aarhus Universitet - AU	Udd.videnskab
Non-Disclosure Agreement	Kamstrup A/S, M. Thomassen, Aarhus Universitet - AU	Udd.videnskab
Other Agr type (define in Title)	Kimberly Meunier, Joseph Sparling, Aarhus Universitet - AU	Udd.videnskab
Other Agr type (define in Title)	NNTV Nordisk Net Tv ApS, Aarhus Universitet - AU	Udd.videnskab
Other Agr type (define in Title)	NNTV Nordisk Net Tv ApS, Aarhus Universitet - AU	Udd.videnskab
Other Agr type (define in Title)	NNTV Nordisk Net Tv ApS, Aarhus Universitet - AU	Udd.videnskab
Other Agr type (define in Title)	NNTV Nordisk Net Tv ApS, Aarhus Universitet - AU	Udd.videnskab
Other Agr type (define in Title)	NNTV Nordisk Net Tv ApS, Aarhus Universitet - AU	Udd.videnskab
Other Agr type (define in Title)	Aarhus Universitet - AU	Udd.videnskab
Sponsored Research Agreement (IV)	KVINFO, Aarhus Universitet - AU	Udd.videnskab
Sponsored Research Agreement (IV)	Villum Fonden, Aarhus Universitet - AU	Udd.videnskab
Sponsored Research Agreement (IV)	Villum Fonden, Aarhus Universitet - AU	Udd.videnskab
Sponsored Research Agreement (IV)	Rambøll Management Consulting A/S, Aarhus Universitet - AU	Udd.videnskab
Sponsored Research Agreement (IV)	Tietgenskolen, Aarhus Universitet - AU	Udd.videnskab
Student Project	S. Larsen, LEGO House A/S, Christine Fisker Schultz, Aarhus Universitet - AU	Udd.videnskab
Student Project	N. Andersson, C. Lindhard, MHI Vestas Offshore Wind A/S, Aarhus Universitet - AU	Udd.videnskab

Medarbejdersammensætning pr. stillingskategori i Uddannelsesvidenskab 2018-2023



Uddannelsesvidenskab	2018	2019	2020	2021	2022	2023
Ph.d.-stud	16	13	12	12	12	9
Postdoc	0	0	1	1	5	6
Adjunkt	2	1	0	0	0	0
Lektor	22	22	24	22	21	21
Professor MSO	3	3	3	3	3	2
Professor	3	3	3	3	3	3
Emeritus	3	3	4	2	3	4



Self-Assessment Report

Danish School of Education – unit of Educational Sociology

2018-2023

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1.0 Summary of the unit's self-assessment

1.1/ Self-assessment process

The two staff representatives, Ning de Coninck-Smith and Felix Weiss, held in total four meetings with colleagues in order to discuss the situation of the disciplinary unit's research. Two two-hour meetings in person for permanent staff at each campus (Emdrup and Aarhus), one additional online one-hour meeting for staff that could not partake in the initial meeting and one separate one-hour meeting for 'junior staff', i.e. postdoctoral researchers and PhD students. We have also been open to email comments and have received a few. Only one permanent staff member did not have the opportunity to join, while only four out of the 15 junior staff members contributed to the evaluation. The meetings were used to discuss the viewpoints of the different colleagues regarding the different topics that are subject to this research evaluation, against their respective disciplinary backgrounds, career stages and research aims. During the process, many colleagues of the unit exchanged thoughts about their research situation and aims in a very open and direct manner, and they often addressed, besides their successes, also the challenges that they meet in a rapidly changing research environment. The atmosphere was perceived as positive by us as staff representatives. The impression was confirmed at our last meeting with the unit, where we presented and discussed our first draft and received many positive reactions and comments on how the evaluation process has been handled, as well as to our findings.

The following reflects our understanding of the main lines of discussion at these meetings. We received very helpful input from several colleagues, both in written form and during a unit meeting on April 15, which we are grateful for. All remaining errors and shortcomings are of course our own.

1.2/ Summary of the results of the self-assessment

Overall, it is our impression that it would be fair to say that we and our colleagues have benefited from the evaluation process. We have learned new things about each other's research and academic interests, and we have identified a number of possible fields of collaboration. At the same time, it has also become clear that there are challenges that many colleagues meet in the development of their research. The high workload and the feeling of a lack of recognition can sometimes stand in the way of more collaboration and discussion, and thus limits the academic engagement. We have identified several ideas on how this could be changed in the course of this evaluation, and we hope that suggestions included in this evaluation will inspire the future development of the research environment in our unit, and at DPU more generally. We look forward to future discussions with each other, with the external evaluators and with the management of DPU and the faculty of ARTS.

2.0 Publications

2.1/ Output

The publication profile of the unit from 2018 to 2023 includes a total of 563 research publications and covers a wide range of channels for scientific publication outlets. The main channels are books, anthologies and chapters in anthologies, journal articles in Danish and international scientific journals and practice-oriented reports and internet publications. Over time, the number of publications has been falling, which is to a large degree attributable to the significantly falling number of employees.

The interdisciplinary composition of the staff makes a comparison of the different publications difficult if not impossible. The most frequent publication channel used are journal articles. Towards the public and practitioners as well as applied researchers in Denmark, the unit produced a comparatively large number of articles in Danish language. Roughly half of all research publications were published in Danish, the other half mostly in English with only few other exceptions in other languages. The motivation of many researchers is to create direct impact and inform the profession, for which Danish language publications are a more promising publication channel.

There are, on the other side, also articles in highly competitive international journals, such as *Social Forces*, *European Sociological Review* or *Research in Social Stratification and Mobility*. The thematic profile broadly covers both Sociology and Education Studies. The scope of research publications is so broad that only a few English language journals have published several articles from members of the unit ('*Social Work and Society*' is the exception with 9 articles, reflecting the unit's strong stand in the area of social pedagogy).

Besides research publications, the unit has contributed to communication- and education purposes, with a total of 205 publications in this area. Many colleagues expressed in the qualitative discussion of this evaluation that such publications are important for them and that they often create impact that can be directly felt by the researcher – but on the other hand also that they feel a lack of recognition of such publications in the research community and the university. It should also be noted that it has become increasingly difficult to get articles published, as the expectations and pressure for publication are also high at international universities.

2.2/ Academic impact of the unit's publications

The academic impact of the publications varies from rather applied academic contributions that can inform practitioners in the sector or the public all the way to contributions towards the development of the disciplines theoretical framework. Within the international academic publications, empirical contributions prevail over the relatively fewer theoretical or methodological contributions.

2.3/ Looking ahead

The unit will continue to produce publications in the best possible quality in the different research areas. There was a desire to connect activities in the unit better, which will hopefully lead to more collaborations leading also to more joint publications.

3.0 Research Ideas and Application Patterns

3.1/ Developing research ideas

All members of the unit are actively conducting research on sociological-pedagogical questions. The joint development of research ideas is stimulated within the framework of DPU as many members of the unit are part of a research group or a research program, but also in the room that the unit creates for discussion and exchange among colleagues. Five different research environments, or 'working groups', were identified a couple of years ago and started working on the integration of colleagues in very different forms. These were 'Inequality, mobility and education', 'Social problems production and administration', 'Socialization, age and everyday life', 'State, the political sphere and democracy' and 'Professions and the sociology of knowledge'. During our evaluation, several joint research interests and themes across the existing research groups were identified with significant overlap between the research interests of multiple members. These were for example 'social pedagogy and disability studies', 'teachers and teacher education', socialization – especially its gender specificity', 'social inequality in education', and 'democracy and citizenship'. There has also been a broad demand for a better integration of the different backgrounds that have a strong tradition in the unit, including the qualitative and quantitative research traditions as well joining the sociological, educational, and historical theories and methodologies. Especially on the campus in Emdrup, a series of "lunch-talks" is one of the forums that is being used for exchange of research ideas and results both internally with in the unit and with external guests.

3.2/ Applications and funding

During the last years, the unit has had a strong record in the acquisition of external research funding, which build the basis for many of research projects within our different areas of interest. The structure of the funding is heterogeneous – both in terms of the size of projects, but also with regard to the source of funding. The largest project that many colleagues in the unit are working on is the IEA studies. Other funding sources for large projects were Independent Research Fund Denmark, Horizon Europe and the Carlsberg Foundation, which all have funded several projects for basic research within the unit's areas of interest. In addition, many smaller grants have been acquired, some of them from very specialized foundations. There were also several larger projects, including international projects, of which the unit had a smaller share, funded e.g. by NORDFORSK. The funding structure reflects the wide range of the research conducted in the unit. Projects range from basic research to application-oriented projects, often directly involving affected individuals. Hence, they also contribute to dissemination on different levels: with publications in academic forums – books or international scientific journals – on the one hand and with applied, practically directed publications on the other hand. The employees of the unit cover a broad range of areas, which do not all attract funding in the same way. Especially private foundations often distribute funding thematically, e.g. to promote research into STEM teaching or to causes related to their donors' commercial interests. Cases of more challenging funding environments, which are still highly relevant for a pedagogical sociological research agenda, are e.g. adult education, democracy and citizenship, historical explorations of the development of the education system and its changes and challenges, or practice research on older citizens or other disadvantaged groups and disability studies.

3.3/ Looking ahead

Overcoming coincidences

When listening to our colleagues, we perceived an honest engagement to strengthen the unit of educational sociology and a strong desire to visualize the importance of our research.

One colleagues emphasized the randomness in a researchers 'everyday life', in the projects you 'end up' with, in the funding you receive and in the collaborative relationships you get, or don't get. Our ambition is to overcome that. As a first step, we would like to work on becoming more visible to each other within the unit, but also at DPU and at ARTS/AU as a whole. Several ideas as to how this could be done have emerged during our conversations. They range from one day a week where no teaching activities can be booked and hence can be fully devoted to research, increased participation in meetings across Emdrup and Aarhus, e.g. via zoom, a self-selected academic friendship scheme where two and two of us follow each other over a couple of years and, finally, inviting more foreign guest researchers to hold joint seminars.

We suggest establishing and maintaining (or re-activating) a pool for funding small projects in the free research time. The aim is to strengthen research that does not attract or even need large-scale funding but is not possible without support, e.g. student assistant hours or access to administrative register data. We believe that such small-scale funding can contribute to a more productive use of the free research time.

Academic citizenship

A recurring theme in our conversations has been the difficult work-life balance. For many, teaching is an enormous pressure, which limits the time for research considerably. Similarly, there is a lack of recognition for several of the activities that employees perform in the interest of research and the university, such as editorial work, peer reviews - or participation in the organization of international conferences and networks. To mitigate stress and anxiety, the unit has in recent years built a work culture where there is room for showing awareness to each other and for recognition. This doesn't solve all challenges, far from it, but it helps to create an atmosphere of unity and visibility of the individual employee's skills and results, which is often lacking in large organizations like DPU or AU.

4.0 Societal and Political Impact

4.1/ Research-based education

This is indeed a frequently overlooked part of our societal impact. Not only are we teaching to students who often become practitioners and multipliers of new ideas in the pedagogical sector. Our research is also often anchored in our experiences with from teaching Master students who are experienced practitioners from the sector. A transfer into practice involves didactical work to make our research present, relevant and recognized by the students. Our students often have practical experiences that, if we recognize it properly, allows them to engage with us in teaching situations as a dialogue between research and practice.

4.2/ Collaborations with non-academic organisations and public engagement

In our conversations with colleagues and junior researchers, we agreed that bibliometric parameters are far from sufficient to measure the societal impact of our research. We discussed the ways in which our research makes a difference and whether - or if it is possible - to set targets for this. Our research has a complex public impact: it can be directly political in relation to debates and legislation for schools, such as the IEA studies, including TIMSS and ICCS which are predominantly conducted in our unit, and associated reports; it can be through advise and consultancy to ministries, political parties or government, or it can be through publication in highly regarded international journals where researchers engage in a debate with other researchers; it can be in the form of disruptions in the field of professionals or the public when we critically contribute to discussions about norms, values and the obvious in social pedagogy or enter into collaborations with university colleges, ministries and sectoral research; it can be via making a concrete difference in the everyday lives of vulnerable citizens - especially children and youth or older citizens. Several employees are part of journal editorial boards, all contribute to peer reviews, and many have shares in international conferences and networks.

In addition, there is a wide-ranging service to journalists from many different, primarily domestic, media.

An inherent dilemma - perhaps specifically related to pedagogy and schools - is the question of which form of dissemination 'serves' society best and secures a lasting contribution of our research. As can be seen from the quantitative account, cf. above, the unit's employees publish in both Danish pedagogical journals and international journals. This is based on a consideration of who may have a specific interest in the national context.

4.3/ Looking ahead

Public dissemination work can sometimes go along with a certain degree of frustration, as it often takes a long time to assist journalists in their work. We are, however, motivated and happy to do it - and we are aware of our obligation to contribute to this domain according to the university law. The strong public interest into schools and children and young people's conditions calls out to us, especially in areas that have a strong moral salience and raise attention or even emotions, such as bullying and well-being, and young people and democratic education.

5.0 Talent development and merit

5.1/ PhD recruitment, education and supervision

The unit engages in talent development on several levels, starting with the ambition of research-based teaching at the master level. PhD students and postdocs are often included in externally funded research projects. This has led to excellent PhD theses (in total, from 2018 to 2023 there were 14 PhD theses published within the unit) that contributed to the development of research in their respective fields. PhD graduates from the unit often work in academic jobs in the university- and UC sector and research institutes.

Exchange between PhD students and their collaboration as a group of PhD students in the unit is challenged by the diversity of this group. The funding sources are very different, leading to different scientific orientations and ambition. Generally, funding for PhD students is scarce, and a large share of PhD students work on projects. Integration of PhD students between Aarhus and Emdrup is difficult, since this group rarely travels between campuses. Another challenge is the involvement into teaching, which is very different between campuses. PhD students, and postdocs, in Aarhus are asked to support teaching and other tasks much more than in Emdrup. PhD recruitment has often been successful in the past years but is not at all without challenges. Especially recruitment of PhD students into projects often requires significant recruitment effort and long timeframes. As an example of an area where recruitment is often challenging are candidates with competences in quantitative data analyses.

5.2/ Early Career Scholarship (Postdoc and Assistant Professors)

A pressing issue for all younger researchers without tenure, especially for Postdocs and Professors, are the unclear employment prospects in academia. In the meeting with the non-tenured colleagues, they expressed the desire to have more and clearer career-oriented information, on the expectations for an academic career (including at DPU) and outside academia. In this regard, not only the direct supervisor – who is often also principal investigator of externally funded projects – but also others from the unit could be involved more. The yearly staff development talks with the head of department would be a possibility to improve the connection to the unit and to overcome the risk of isolation of PhD-students within their projects.

5.3/ Career development and meriting – all career levels

This topic has not been raised particularly much at the meetings for the evaluation since the focus of the discussion was about the situation of the non-tenured employees. Now, two unit members participate in the promotion-to-professorship program. After several retirements, the largest number of scientific staff are now employed as Associate Professor.

6.0 Interdisciplinarity

6.1/ Degree and quality of interdisciplinary research

Pedagogy is inherently interdisciplinary, ranging from sociology, political science and history to the history of ideas, psychology and practical knowledge. Pedagogy is thus a broad societal and cultural discipline. Through our conversations with employees, we discovered how diverse our professional backgrounds are and that the disciplinary unit of Educational Sociology can be described as truly interdisciplinary. Some employees have followed the classic path into academia via a university degree in sociology and/or pedagogy, others come from a teacher training programme, and still others had worked outside the university before taking a degree and joining the unit. All have at least a PhD degree from a Danish or foreign university, and several have had shorter and longer study periods at foreign universities, primarily in Germany, France, and the USA. We thus cover a broad spectrum of disciplines, which is also reflected in our teaching and teamwork.

In addition to the disciplinary background, the unit also gathers researchers with a broad range of methodological approaches and competences. Different approaches to qualitative research are widely applied, but also historic methods as well as quantitative methods of data collection and analysis, and of secondary data analysis using administrative register data.

6.2/ Looking ahead

There have been several efforts over the last years in order to bring the different research traditions that are gathered in the unit closer together. These will continue, especially with the inclusion of new employees. The suggestions listed above under the headline overcoming coincidences – creating stronger internal platforms for exchange about research and inviting more international guest researchers – are also meant to strengthen the interdisciplinary profile and integration of the unit.

7.0 Diversity and internationalisation

7.1/ Diversity

As a unit with many research activities into questions of diversity in society – regarding gender, social origins, handicap, age, nationality and ethnicity – the unit has a strong focus on questions of diversity also internally. With a strong focus on inequalities in society and the education system in their research, the members of the unit are continuously aware of the need for diversity in the research process. During our discussion with colleagues, a lack of integration of diverse individuals has not been raised as a major issue, but this might be due to the fact that these questions are often seen as falling less into the research domain and are therefore raised in other contexts, e.g. to employee representatives.

At the same time, all of us find ourselves more and more frequently in situations where we assist individuals with different physical or mental challenges in their learning process – be it master students or other supervision contexts. In this situation, colleagues raised the need for professional support to offer these students the best possible help without neglecting focus on academic excellence.

7.2/ Internationalisation

The unit has continuously had staff members with international PhD degrees as well as international guest researchers and outgoing guests to other international research environments. In addition, many unit members are part of internationally collaborative projects, such as the collaboration around large scale assessments, EU or Nordforsk funded research programs and contributions to research projects lead by researchers in other countries.

Regarding the internationalization of research see “Dissemination”.

International staff members can sometimes meet challenges when communication is distributed only in Danish or discussions, even about fundamental questions such as dismissals, are held in Danish. This is less seen as a discussion for the unit than for the broader situation at DPU, as unit members are often a great help in the integration of non-Danish speaking employees. Generally, international employees are integrated into the different processes of the unit on equal level. The team for this evaluation is e.g. composed of a Danish citizen and an international researcher.

7.3/ Looking ahead

The unit will continue to embrace opportunities towards internationalization in the form of collaboration and international employees. As suggest above, more international guest researchers would be highly welcomed. In addition, there seems also good potential for more collaboration in the Horizon Europe funding scheme.

8.0 Appendices

Appendix 1: Publication patterns in Educational Sociology 2018 - 2023

The report presents data based on registrations of publications published during the years 2018-2023. The report was compiled from Pure in February 2024. Pure is a dynamic database and the quantities listed in this report should be regarded as a momentary representation. The numbers will constantly change due to new registrations, corrections etc.

Please note that not all publications from 2023 have been validated.

In Pure, journal names are not deduplicated. This means that a journal may occur more than once with a different variant of the journal title. Articles in proceedings may not have a journal title and are, hence, referred to as '(articles in proceedings)'.

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Number and types of publications per publication year.	2
Number and types of publications per publication year within research/commissioned research	3
Number and types of publications per publication year within communication/education	4
Number of peer-reviewed and not peer-reviewed publications within research/commissioned research	5
Languages for publications - within research/commissioned research	6
Languages for publications - within communication/education	6
Number of authors per publication – within research/commissioned research	7
Number of authors per publication – within communication/education	7
Number of scientific articles by journal – within research/commissioned research (Conference article, article in proceeding, journal article, letter, review)	8

Number and types of publications per publication year.

Type of publication	2018	2019	2020	2021	2022	2023	Grand Total
Anthology	1	5	1	5	4	4	20
Article in proceedings				1		1	2
Book	6	5	7	7	5	2	32
Book chapter	21	32	16	30	29	23	151
Comment/debate/letter to the editor	1	3	5	1	3	3	16
Compendium/lecture notes chapter						1	1
Conference abstract for conference	8	8	7	12	7	6	48
Contribution to newspaper - Comment/debate	1	2	2	6	6	4	21
Contribution to newspaper - Feature article	7	5	3	6	5	9	35
Contribution to newspaper - Newspaper article	3	1	7				11
Editorial	1	1	1	1			4
Encyclopedia entry			2				2
Journal article	44	40	49	48	38	21	240
Literature review	8	7	7	5	9	8	44
Memorandum		1	1				2
Memorandum contribution				1			1
Net publication - Internet publication		3	6	5	1		15
Other contribution	1	2	2				5
Paper		9	3	3	5	2	22
Ph.D. thesis	2	2	3	4	2	1	14
Pictures, Video and sound recordings (digital)			1	1	5		7
Poster			1			1	2
Preface/postscript		2			1		3
Preprint					3		3
Report	12	8	7	15	2	6	50
Report chapter		2	1	2			5
Review	1	1	1	3			6
Working paper		2	1	2		1	6
Grand Total	117	141	134	158	125	93	768

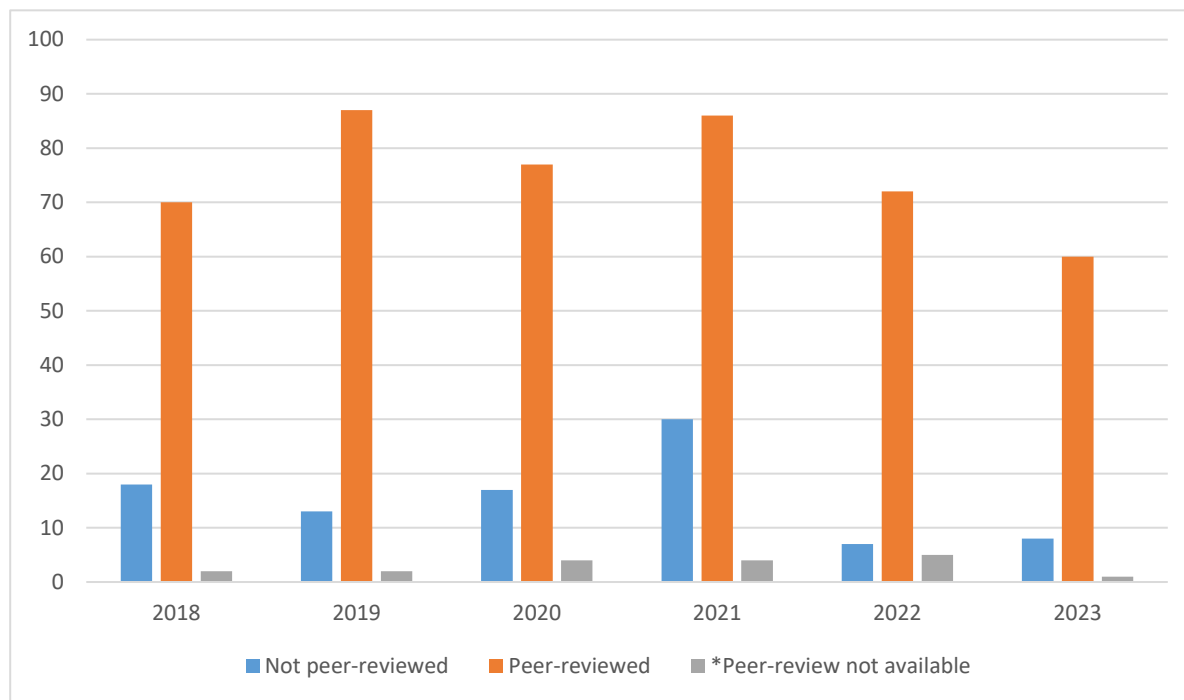
Number and types of publications per publication year within research/commissioned research

Type of publication	2018	2019	2020	2021	2022	2023	Grand Total
Anthology	1	4	1	5	2	4	17
Article in proceedings				1		1	2
Book	5	5	6	4	5	2	27
Book chapter	20	25	12	28	20	22	127
Comment/debate/letter to the editor	1	2	1	1		2	7
Conference abstract for conference	8	7	7	12	7	6	47
Editorial	1	1	1	1			4
Encyclopedia entry			2				2
Journal article	38	34	40	36	37	20	205
Literature review	2	1	6	1		2	12
Memorandum		1	1				2
Memorandum contribution				1			1
Net publication - Internet publication			4	2			6
Other contribution			1				1
Paper		8	3	3	5	2	21
Ph.D. thesis	2	2	3	4	2	1	14
Pictures, Video and sound recordings (digital)					1		1
Poster						1	1
Preface/postscript		1					1
Preprint					3		3
Report	11	7	7	14	2	5	46
Report chapter		2	1	2			5
Review	1	1	1	3			6
Working paper		1	1	2		1	5
Grand Total	90	102	98	120	84	69	563

Number and types of publications per publication year within communication/education

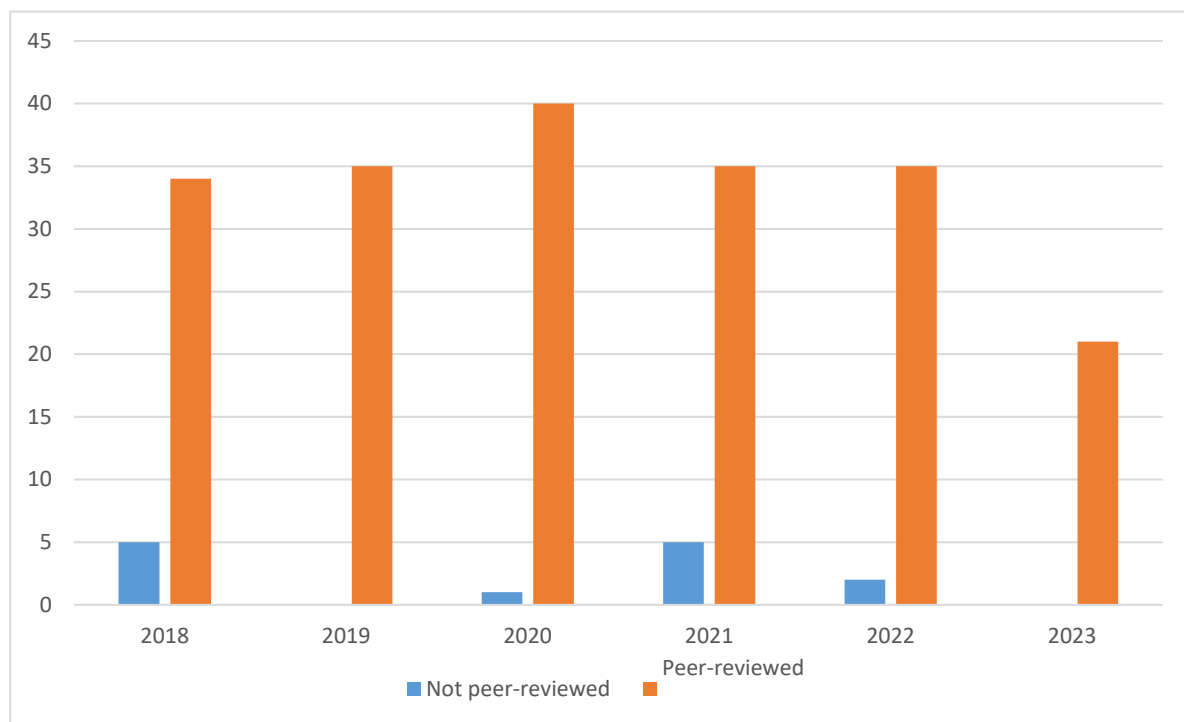
Type of publication	2018	2019	2020	2021	2022	2023	Grand Total
Anthology		1			2		3
Book	1		1	3			5
Book chapter	1	7	4	2	9	1	24
Comment/debate/letter to the editor		1	4		3	1	9
Compendium/lecture notes chapter						1	1
Conference abstract for conference		1					1
Contribution to newspaper - Comment/debate	1	2	2	6	6	4	21
Contribution to newspaper - Feature article	7	5	3	6	5	9	35
Contribution to newspaper - Newspaper article	3	1	7				11
Journal article	6	6	9	12	1	1	35
Literature review	6	6	1	4	9	6	32
Net publication - Internet publication		3	2	3	1		9
Other contribution	1	2	1				4
Paper		1					1
Pictures, Video and sound recordings (digital)			1	1	4		6
Poster			1				1
Preface/postscript		1			1		2
Report	1	1		1		1	4
Working paper		1					1
Grand Total	27	39	36	38	41	24	205

Number of peer-reviewed and not peer-reviewed publications within research/commissioned research



*Certain publication types in Pure do not have peer review as an option (i.e. PhD Thesis).

Number of peer-reviewed and not peer-reviewed publications - within communication/education



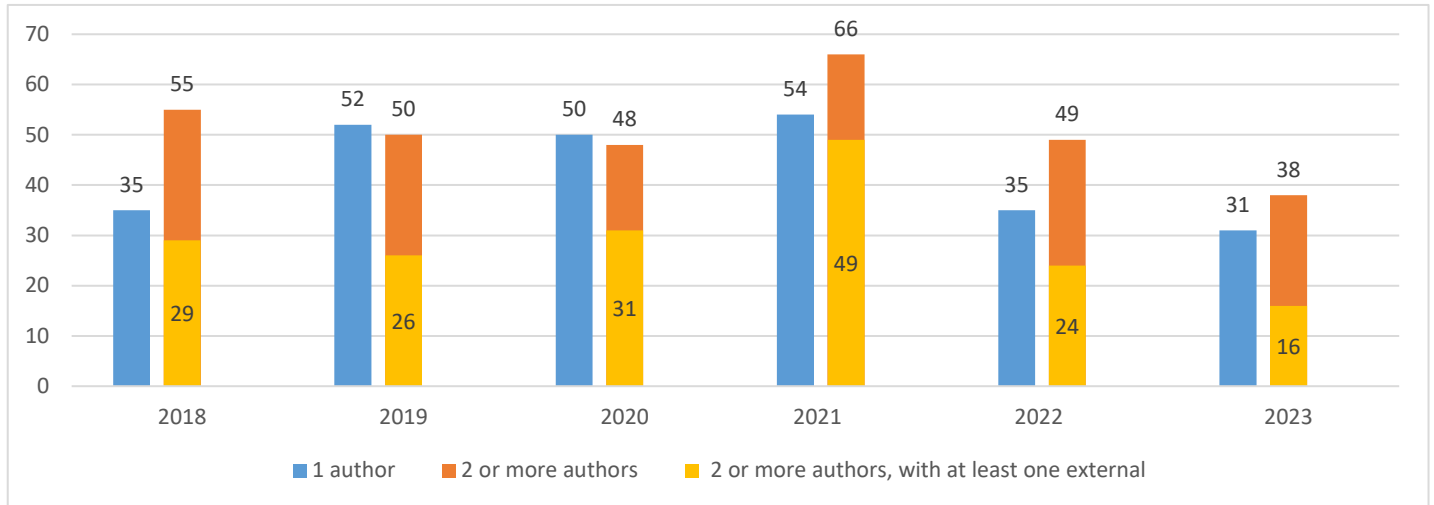
Languages for publications - within research/commissioned research

Language	2018	2019	2020	2021	2022	2023	Grand Total
Danish	45	44	49	66	39	36	279
English	40	57	47	51	42	32	269
German	1	1	1	2	1		6
Norwegian	1				1	1	3
Undefined/Unknown			1		1		2
Italian	1						1
Turkish	1						1
Spanish	1						1
Russian				1			1
Grand Total	90	102	98	120	84	69	563

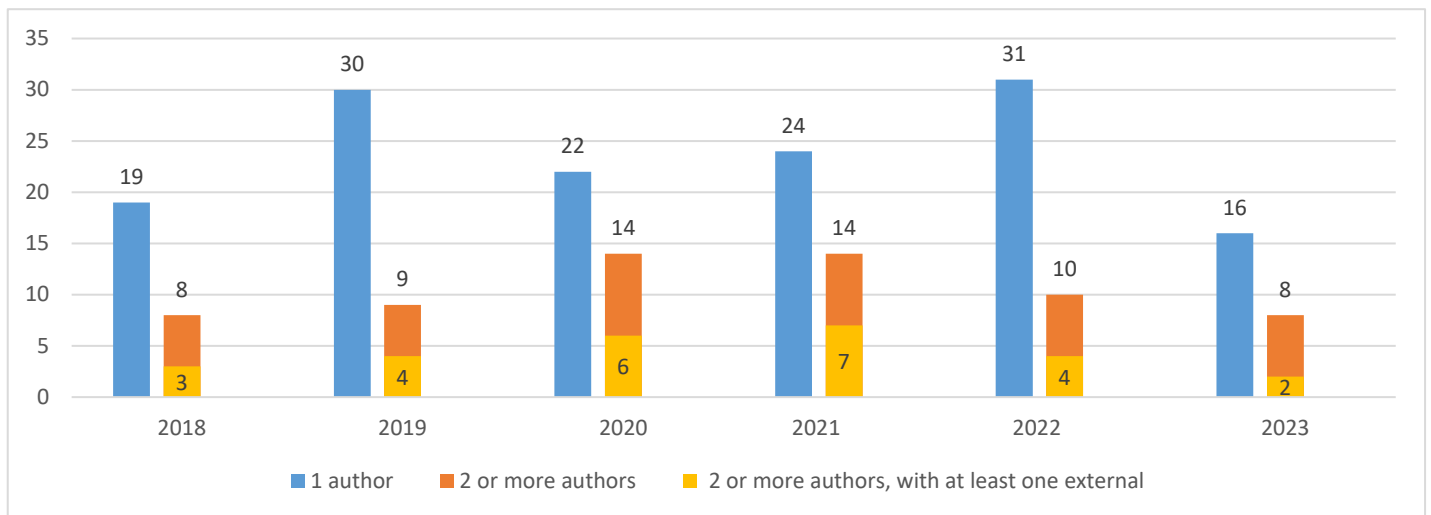
Languages for publications - within communication/education

Language	2018	2019	2020	2021	2022	2023	Grand Total
Danish	25	34	36	34	33	19	181
English	2	4		4	8	4	22
French		1					1
Multiple languages						1	1
Grand Total	27	39	36	38	41	24	205

Number of authors per publication – within research/commissioned research



Number of authors per publication – within communication/education



Number of scientific articles by journal – within research/commissioned research (Conference article, article in proceeding, journal article, letter, review)

Journal	2018	2019	2020	2021	2022	2023	Total
(Articles in proceedings)				1		1	2
Acta Psychiatrica Scandinavica					1		1
Adult Education Discourses		1					1
Advances in Life Course Research						1	1
Akademisk Kvarter	2						2
Anthropology of Food	1						1
Asian Journal of German and European Studies		1					1
B.E. Journal of Economic Analysis & Policy	1						1
Biography			1	1			2
British Educational Research Journal		1				1	2
British Journal of Sociology of Education		1				1	2
Canadian Journal of School Psychology	1						1
Clarté : tidsskrift for marxistisk analyse			1				1
Comparative and International Education Review					1		1
Comparative Civilizations Review				1			1
Comparative Sociology		1					1
Dansk Pædagogisk Tidsskrift	2	3	1	3	4	4	17
Dansk Universitetspædagogisk Tidsskrift	1		1				2
Education journal	1						1
Education Sciences		1					1
Educational Management, Administration & Leadership				2			2
Educational Philosophy and Theory						1	1
Educational Studies					1		1
Educational Theory						1	1
Environmental Education Research	1						1
EPJ Data Science				1			1
European Early Childhood Education Research Journal					1		1
European Education			1				1
European Educational Research Journal					3	1	4
European Journal of Cultural Studies		1					1
European Journal of Education			1				1
European Journal of Special Needs Education	1						1
European Societies				1			1
European Sociological Review					1		1
Food and Foodways	1						1
Food Quality and Preference				1			1
Food Studies: An Interdisciplinary Journal					2		2
Food, Culture and Society			1				1
Forskerforum			1	1			2

Journal	2018	2019	2020	2021	2022	2023	Total
Forskning i Pædagogers Profession og Uddannelse						2	2
Frontiers in Education					1		1
Gastronomica: The Journal of Critical Food Studies	1						1
Gender, Work and Organization				1			1
Gerontologi	2		2				4
Health Education Journal					1		1
Higher Education	1			1			2
Historisk Tidsskrift			1				1
History of Education	1						1
Informationsdienst Soziale Indikatoren	1						1
International Journal of Arts, Humanities & Social Science			1				1
International Journal of Educational Management			1				1
International Journal of Educational Research			1		1		2
International Journal of Entrepreneurship and Innovation Management	1						1
International Journal of Food Design			1		1		2
International Journal of Home Economics		1		1			2
International Journal of Inclusive Education	2						2
International Journal of Lifelong Education		1			2		3
International Journal of Multidisciplinary Perspectives in Higher Education			1				1
International Journal of Psychiatry Research				1			1
International Journal of Social Pedagogy			1				1
International Journal on New Trends in Education and Their Implications		1			1		2
International Studies in Sociology of Education		1					1
Journal for the Theory of Social Behaviour				1			1
Journal of Ageing and Longevity						1	1
Journal of Classical Sociology				1			1
Journal of Economic Geography					1		1
Journal of Education and Humanities	1						1
Journal of Education and Work	1						1
Journal of Educational Administration		1		1			2
Journal of Educational Administration and History				1			1
Journal of educational and social research	1						1
Journal of Outdoor and Environmental Education		1					1
Journal of Pedagogical Research						1	1
Journal of Studies in International Education			1				1
Kulturstudier		1				1	2
Kvan - et tidsskrift for læreruddannelsen og folkeskolen				1	1		2
Kvinder, Køn & Forskning				1			1
Kölner Zeitschrift für Soziologie und Sozialpsychologie			1				1

Journal	2018	2019	2020	2021	2022	2023	Total
Learning Tech – Tidsskrift for læremidler, didaktik og teknologi			2				2
Liv i skolen : tidsskriftet om lærernes hverdag og det gode arbejde i skolen	1						1
Longitudinal and Life Course Studies				1			1
Læring og Medier					1		1
Madkundskab				1			1
Mental Health & Prevention		1					1
Multicultural Education Review			2				2
Månedsmagasinet Skolen				1			1
neue praxis			1				1
Nordic Journal of Comparative and International Education	1						1
Nordic Studies in Education	1						1
Nordidactica - Journal of Humanities and Social Science Education			1				1
Nordisk Barnehageforskning	1						1
Nordisk tidsskrift for pedagogikk og kritikk					1		1
Nordisk Tidsskrift for Ungdomsforskning	1				1		2
Nordiske Udkast				4			4
Nutrients			1				1
Oxford Review of Education					1		1
Paedagogica Historica: International Journal of the History of Education				1			1
Paideia				1			1
Paideia: tidsskrift for professionel pædagogisk praksis		1	2				3
politica				1			1
Praktiske Grunde: Nordisk tidsskrift for kultur- og samfundsvidenskab		2					2
Praxeologi - Et kritisk refleksivt blikk på sosiale praktikker				1		1	2
Psychiatry Research			1				1
Qualitative Research Journal		1					1
Qualitative Studies						2	2
Research in Comparative and International Education					1		1
Research in Educational Administration and Leadership (REAL)			1				1
Research in Social Stratification and Mobility		1		1			2
Respublica - Philosophy and Politics			1				1
Revista Española de Educación Comparada		1					1
Samfundsøkonomen			1				1
Scandinavian Economic History Review					1		1
Scandinavian Journal of History			1				1
School Effectiveness and School Improvement	1	1		2			4
Scientometrics			1				1

Journal	2018	2019	2020	2021	2022	2023	Total
Scuola democratica		1					1
Social Forces			1				1
Social Psychology of Education	1						1
Social Work & Society		4			1	1	6
Social Work and Society		1			1	1	3
Socius					1		1
Specialpaedagogik	1		1				2
SSM - Population Health				1			1
Studier i Læreruddannelse og Profession			1		1		2
Studier i læreruddannelse og -profession		1					1
Studier i Pædagogisk Filosofi	1						1
Systems Research and Behavioral Science					1		1
Teaching and Teacher Education				1			1
The Journal of Child Nutrition & Management	1						1
The Scandinavian Journal of Economics				1			1
Theory and Research in Education		1					1
Tidsskrift for Dansk Sundhedsvæsen (Online)				1			1
Tidsskrift for professionsstudier	1						1
Tidsskrift for Socialpædagogik			3		2		5
Ugeskrift for Læger	1						1
Ugeskrift for Læger		1					1
Unge Pædagoger	1						1
Women's History Review			1				1
Zeitschrift für Erziehungswissenschaft	1						1
Zeitschrift für Soziologie	1						1
Zeitschrift für Soziologie der Erziehung und Sozialisation					1		1
Österreichisches Jahrbuch für Soziale Arbeit		1					1
Total	39	35	41	40	37	21	213

BIBLIOMETRIC REPORT

Department of Educational Sociology, Danish School of Education

March 2024, Jeppe Dalsgaard Bæk, AU Library.

Requester: Lars Lodberg

The aim of the bibliometric report is to present **an overview of the collaboration with external (non-AU) partners** based on the scientific production of the Department of Educational Sociology, Danish School of Education from the year 2018 to 2023.

The data in this report reflect publications that are registered in Pure, published from 2018 to 2023. The report was compiled from Pure in March 2024 after the reporting deadline for 2023. Pure is a dynamic database and the quantities listed in this report should be regarded as a momentary representation. The numbers will constantly change due to new registrations, corrections etc.

An estimated 90% of the data in this report is validated at the time of report creation 4 March 2024)

Notes on Data Quality:

The estimated quality level of the data of this report is 85-90%. This means errors can occur in the categorisation, e.g. country associated with a specific organisation, the type of the research output etc. Data quality on external organisations affiliated on 2022-2023 publications is better than the 2018-2021 equivalents. This means that more organisations in the tables may be duplicates, sub-organisations or other unapproved organisations.

Report metadata

The report is based on the following variables:

Research Output filtered by: Submission year (= submission in Pure): 2018-2024, Publication year: 2018-2023, organisation: Department of Educational Sociology, Danish School of Education. Category: Research, Communication, Commissioned (excluding transfer and education)

Associated content: Number of external organisation (affiliated AND otherwise associated), Name of external organisation, Type of external organisation, Country of external organisation

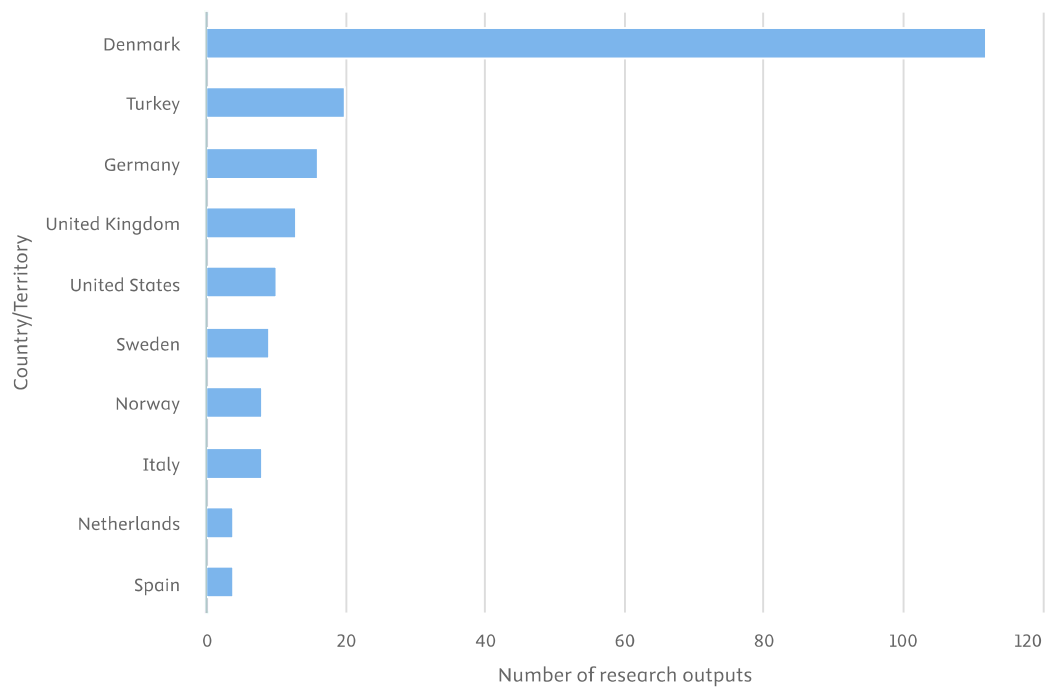
Report name: Publications with external collaboration 2018-2023 - DPU - dept of educational sociology

Report owner: Jeppe Dalsgaard Bæk, jdab@kb.dk // pure@au.dk

Overview, totals

764	147
Number of research outputs	Number of external organisational units

Top 10 external collaboration countries sorted by frequency (number expresses amount of publications that contain a collaboration with an external organisation from said country)

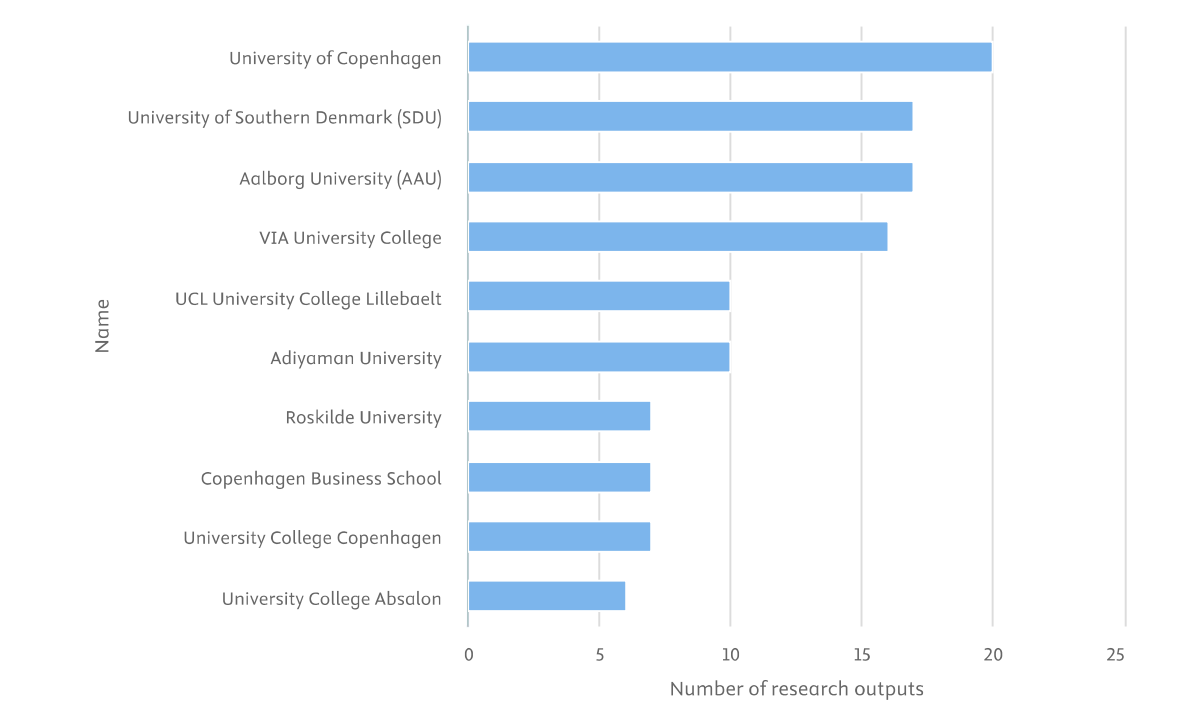


Exhaustive list of collaboration countries, sorted by frequency (number expresses amount of publications that contain a collaboration with an external organisation from said country)

COUNTRY/TERRITORY	NUMBER OF RESEARCH OUTPUTS
Total count	764
Denmark	112
Turkey	20

Germany	16
United Kingdom	13
United States	10
Sweden	9
Norway	8
Italy	8
Netherlands	4
Spain	4
Canada	4
Hong Kong	3
South Africa	2
Thailand	2
Qatar	2
Portugal	2
Finland	2
Australia	2
Austria	2
Slovakia	1
Iceland	1
Israel	1
Ireland	1
France	1
Estonia	1
Botswana	1
Bulgaria	1
Belgium	1

Top 10 external collaboration organisations (number expresses amount of publications that contain a collaboration with said external organisation)



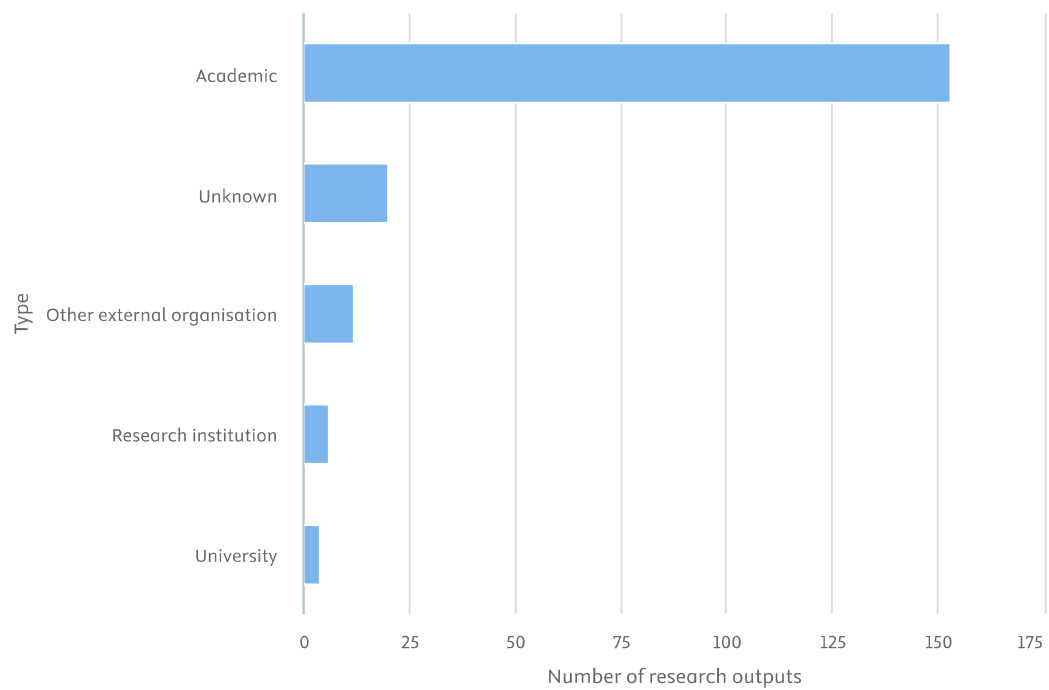
Exhaustive list of external collaboration organisations (number expresses amount of publications that contain a collaboration with said external organisation)

NAME	NUMBER OF RESEARCH OUTPUTS
Total count	764
University of Copenhagen	20
University of Southern Denmark (SDU)	17
Aalborg University (AAU)	17
VIA University College	16
UCL University College Lillebaelt	10
Adiyaman University	10
Roskilde University	7
Copenhagen Business School	7
University College Copenhagen	7

University College Absalon	6
Karabuk University	6
VIVE - The Danish Center of Social Science Research	5
University of Cologne	4
University of Verona	4
Texas State University	3
University of Leeds	3
Western University	3
OSLOMET STORBYUNIVERSITETET	3
Capitol Region of Denmark	3
University College of Northern Denmark	2
University of Melbourne	2
University of Wuppertal	2
Technical University of Denmark (DTU)	2
Technical University of Munich	2
University of Campania Luigi Vanvitelli	2
University of Naples Federico II	2
Max Planck Institute for Social Law and Social Policy	2
University of Bergen	2
South London and Maudsley NHS Foundation Trust	2
Canakkale Onsekiz Mart University	2
Uludağ University	2
Mahidol University	2
Utrecht University	2
Complutense University of Madrid	2
Qatar University	2
Icahn School of Medicine at Mount Sinai	2

Hasan Kalyoncu University	2
University of Colorado Denver	2
University of Durham	2
Central Connecticut State University	2
King's College London	2
University of Johannesburg	2
Mid Sweden University	2
Hong Kong Institute of Education	2
Ludwig Maximilian University	2
Uppsala Universitet, Sverige	2
Aarhus University (AU)	2
Institut for Menneskerettigheder	2
Nordic Center of Heritage Learning and Creativity (NCK)	2
Department of Educational Policy and Leadership	1

External collaboration organisation, based on type (academic = university)



BIBLIOMETRIC REPORT

Department of Educational Sociology, Danish School of Education

February 2024, Jeppe Dalsgaard Bæk, AU Library.

Requester: Lars Lodberg

The aim of the bibliometric report is to present **an overview of the collaboration with external (non-AU) partners** based on the scientific production of the Department of Educational Sociology, Danish School of Education during the year 2023.

The data in this report reflect publications that are registered in Pure, published during 2023. The report was compiled from Pure in February 2024 after the reporting deadline for 2023. Pure is a dynamic database and the quantities listed in this report should be regarded as a momentary representation. The numbers will constantly change due to new registrations, corrections etc.

An estimated 90-95% of the data in this report is validated at the time of report creation 12 February 2024)

Notes on Data Quality:

The estimated quality level of the data of this report is <95%. This means errors can occur in the categorisation, e.g. country associated with a specific organisation, the type of the research output etc., but they are assessed as minor.

Notes on Data Quantity

As this report reflects a small amount of data, a qualitative analysis is **much** preferable to a quantitative one. The differences in quantity may be so small, that a large difference may only cover a difference of 1 or 2 research outputs or collaborations. The report is based on a reporting template developed to match the needs of the entire university.

Report metadata

The report is based on the following variables:

Research Output filtered by: Submission year (= submission in Pure): 2023-2024, Publication year: 2023, organisation: Department of Educational Sociology, Danish School of Education. Category: Research, Communication, Commissioned (excluding transfer and education)

Associated content: Number of external organisation (affiliated AND otherwise associated), Name of external organisation, Type of external organisation, Country of external

organisation

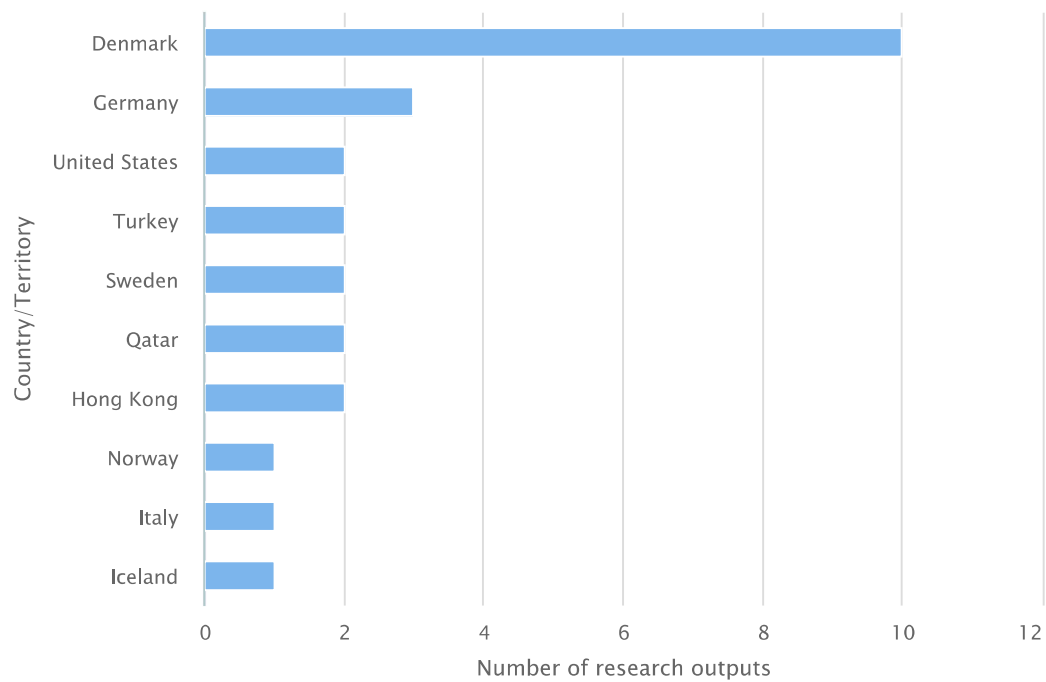
Report name: Publications with external collaboration 2023 - DSE - dept of educational sociology

Report owner: Jeppe Dalsgaard Bæk, jdab@kb.dk // pure@au.dk

Overview, totals

94	23
Number of research outputs	Number of external organisational units

Top 10 external collaboration countries sorted by frequency (number expresses amount of publications that contain a collaboration with an external organisation from said country)

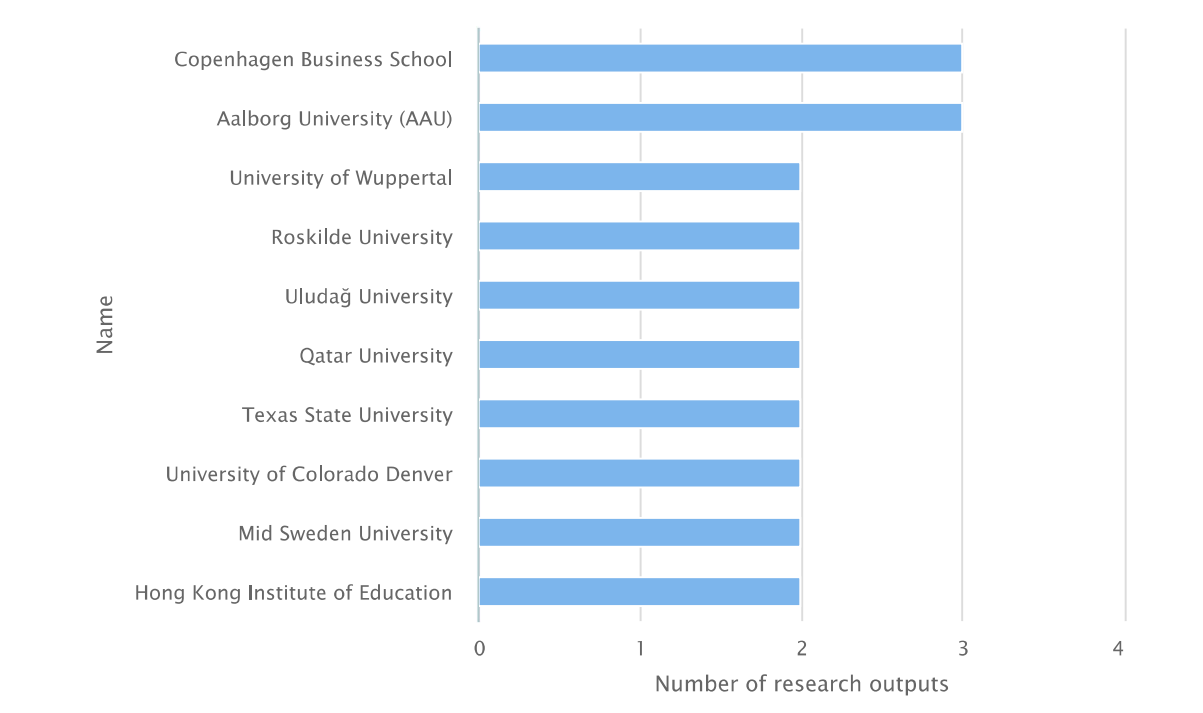


Exhaustive list of collaboration countries, sorted by frequency (number expresses amount of publications that contain a collaboration with an external organisation from said country)

COUNTRY/TERRITORY	NUMBER OF RESEARCH OUTPUTS
Total count	94
Denmark	10

Germany	3
United States	2
Turkey	2
Sweden	2
Qatar	2
Hong Kong	2
Norway	1
Italy	1
Iceland	1
Spain	1
Australia	1

Top 10 external collaboration organisations (number expresses amount of publications that contain a collaboration with said external organisation)

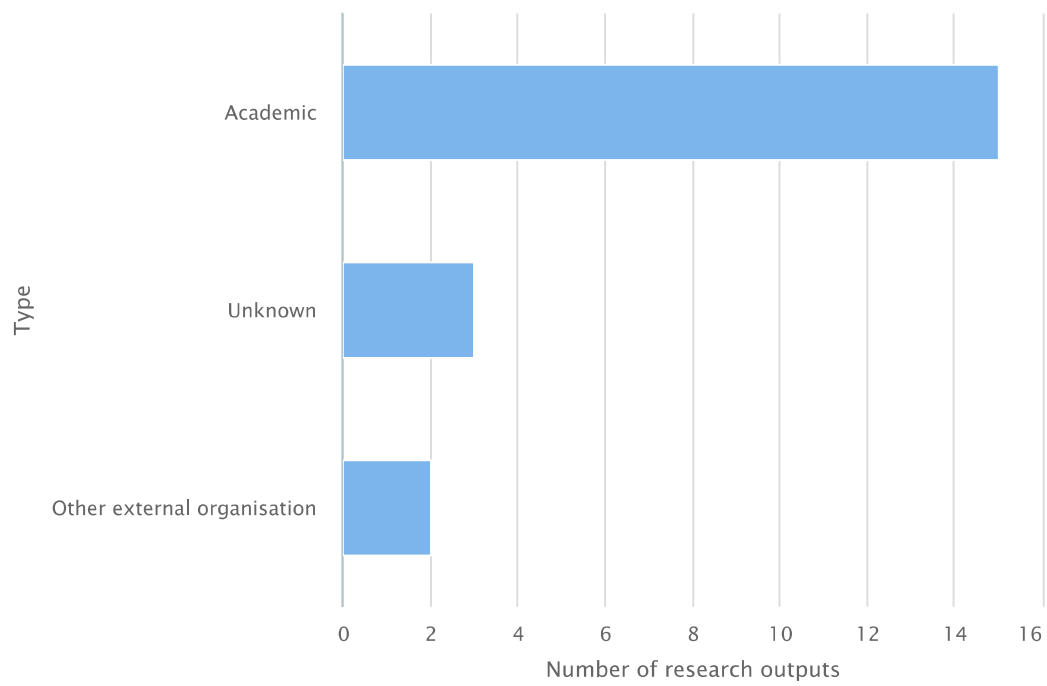


Exhaustive list of external collaboration organisations (number expresses amount of publications that contain a collaboration with said external organisation)

NAME	NUMBER OF RESEARCH OUTPUTS
Total count	94
Copenhagen Business School	3
Aalborg University (AAU)	3
University of Wuppertal	2
Roskilde University	2
Uludağ University	2
Qatar University	2
Texas State University	2
University of Colorado Denver	2

Mid Sweden University	2
Hong Kong Institute of Education	2
Department of Educational Policy and Leadership	1
German Centre for Higher Education and Science Studies (DZHW)	1
UCL University College Lillebaelt	1
WATS'UP network on teacher education (Denmark, Sweden, Germany)	1
Diakonissestiftelsen	1
University of Melbourne	1
University of Copenhagen	1
University of Bergen	1
Pompeu Fabra University	1
University of Verona	1
University of Iceland	1
University College Copenhagen	1
Madkulturen	1

External collaboration organisation, based on type (academic = university)



Appendix 2: Application patterns and grants for Educational Sociology from 2018-2023

List of content

This report provides an overview of the application pattern, grants and refusals for Educational Sociology from 2018-2023

Grants per foundation for Educational Sociology from 2018 – 2023

Grants for research per year in Educational Sociology from 2018-2023

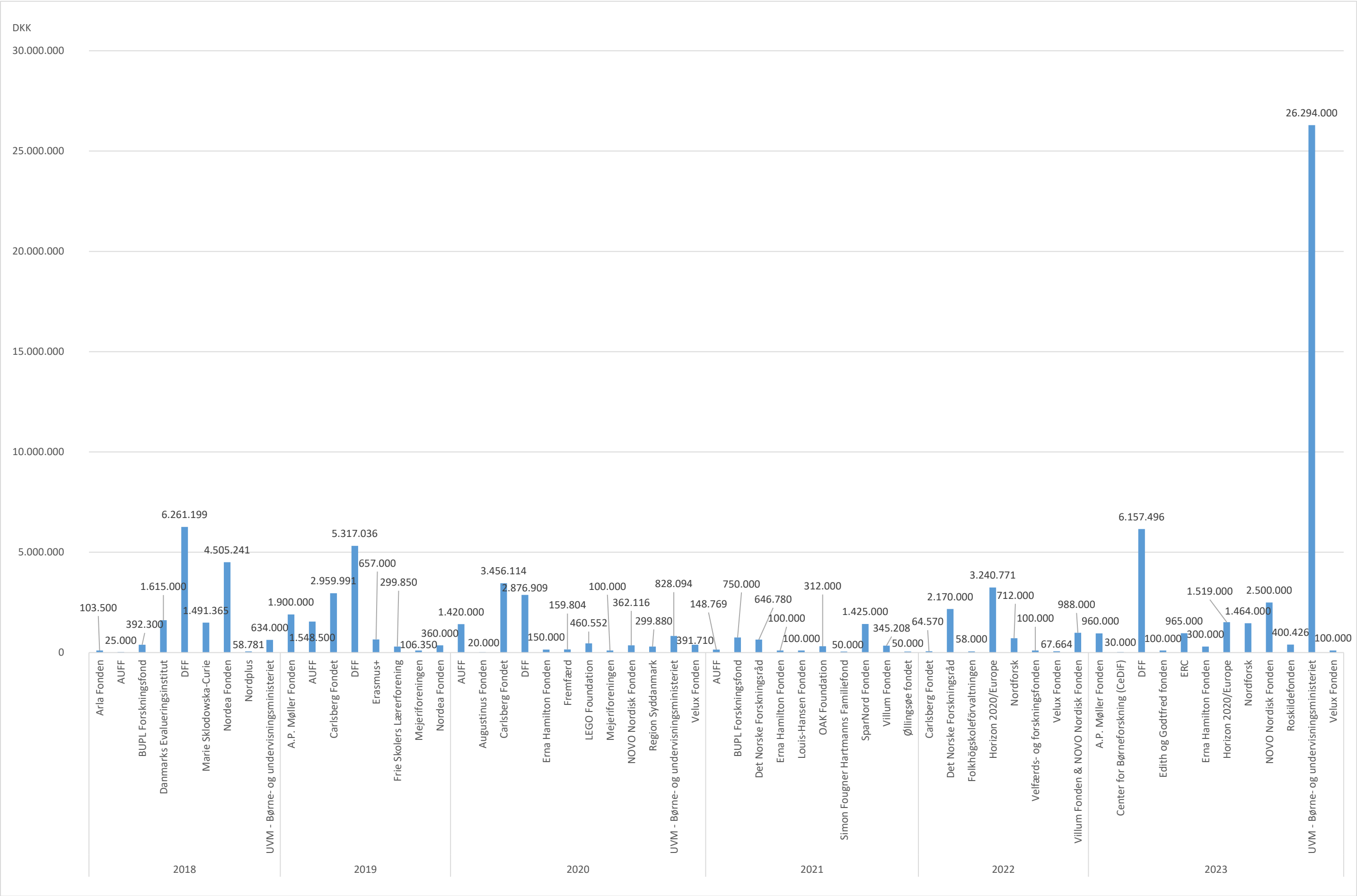
Grants for network and mobility per year in Educational Sociology from 2018-2023

Grants for publications per year in Educational Sociology from 2018-2023

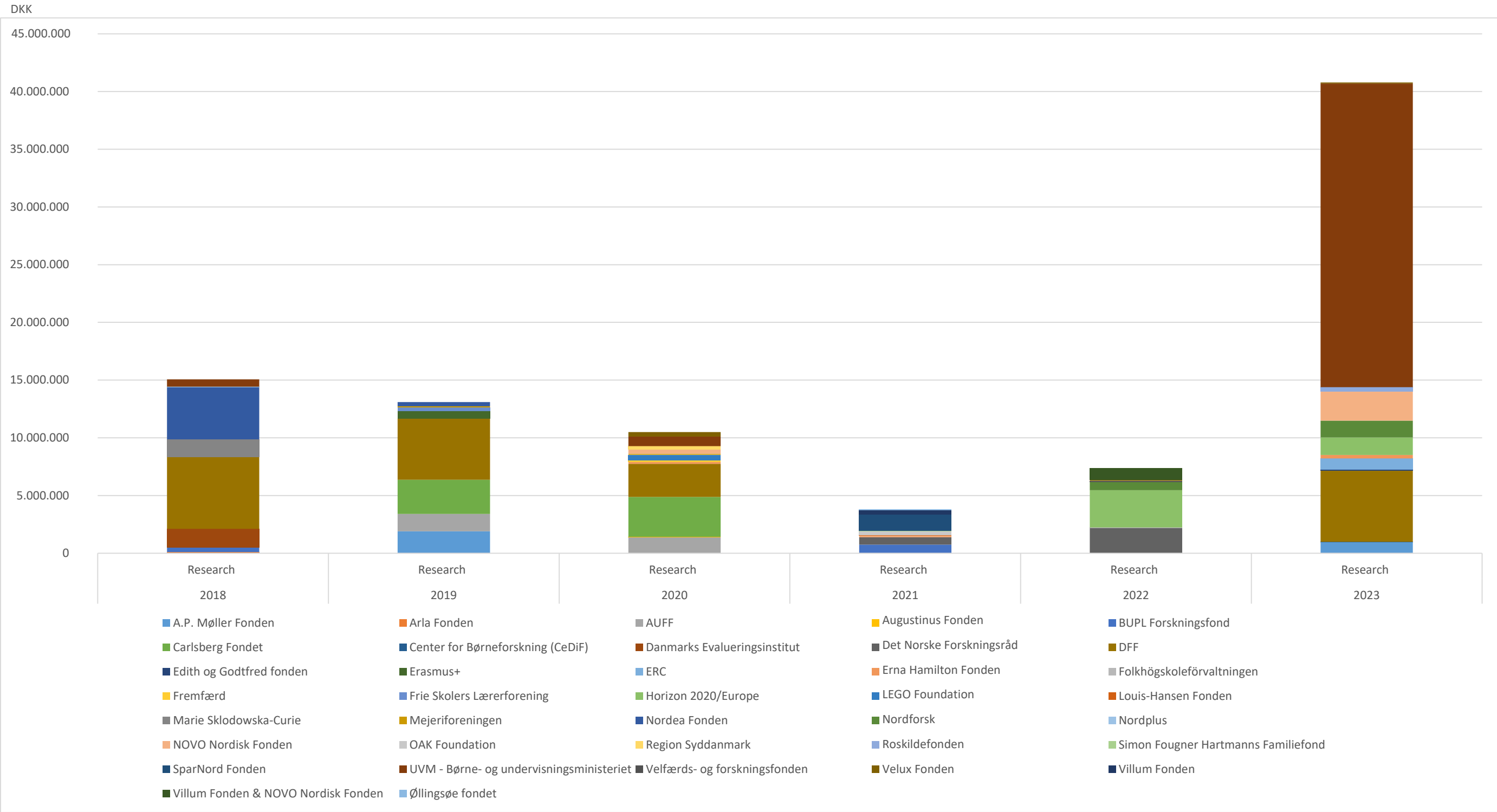
General overview of applications, grants and refusals for Educational Sociology from 2018 – 2023

Applications and grants in amount per year for Educational Sociology from 2018 – 2023

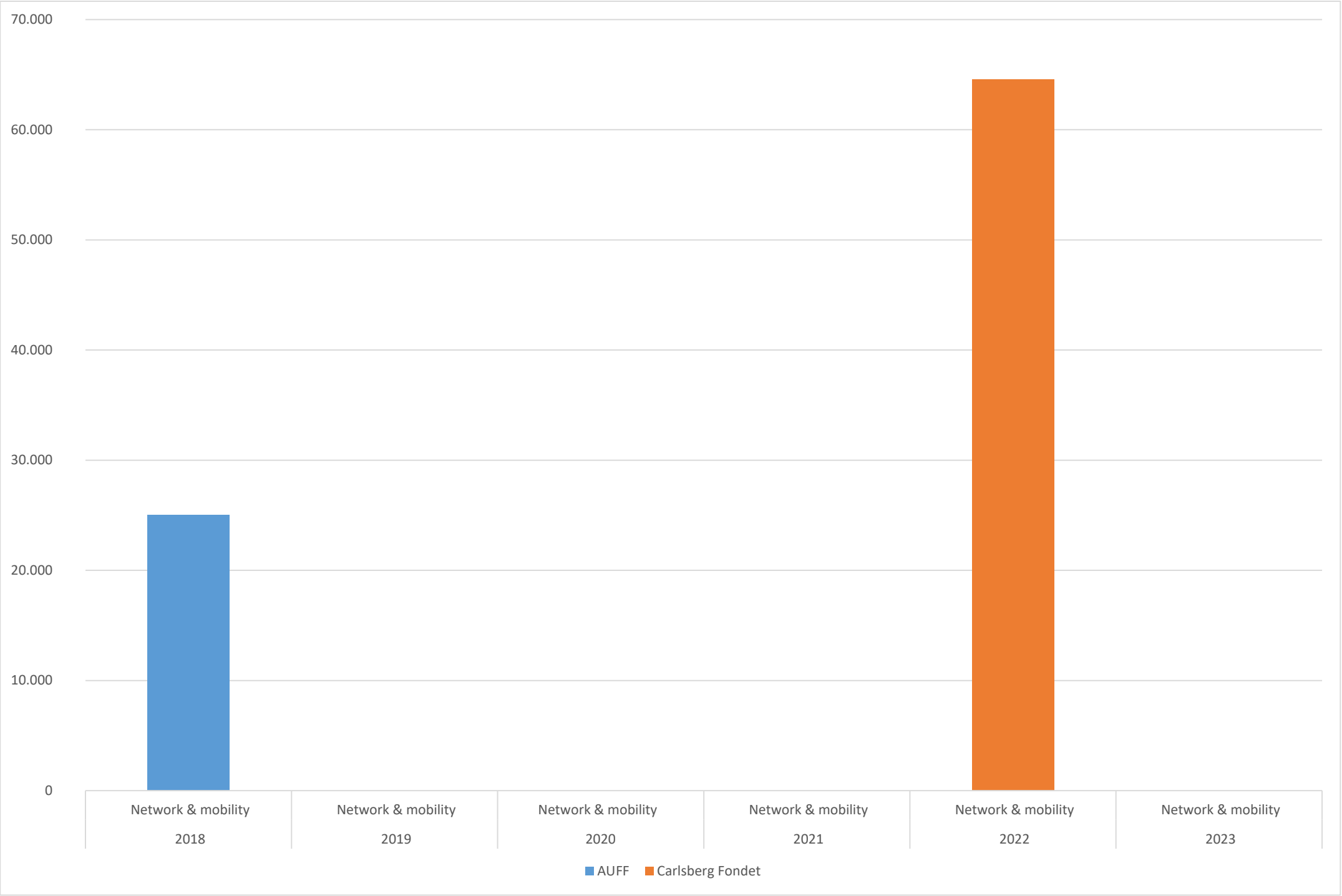
Grants per foundation for Educational Sociology from 2018 – 2023



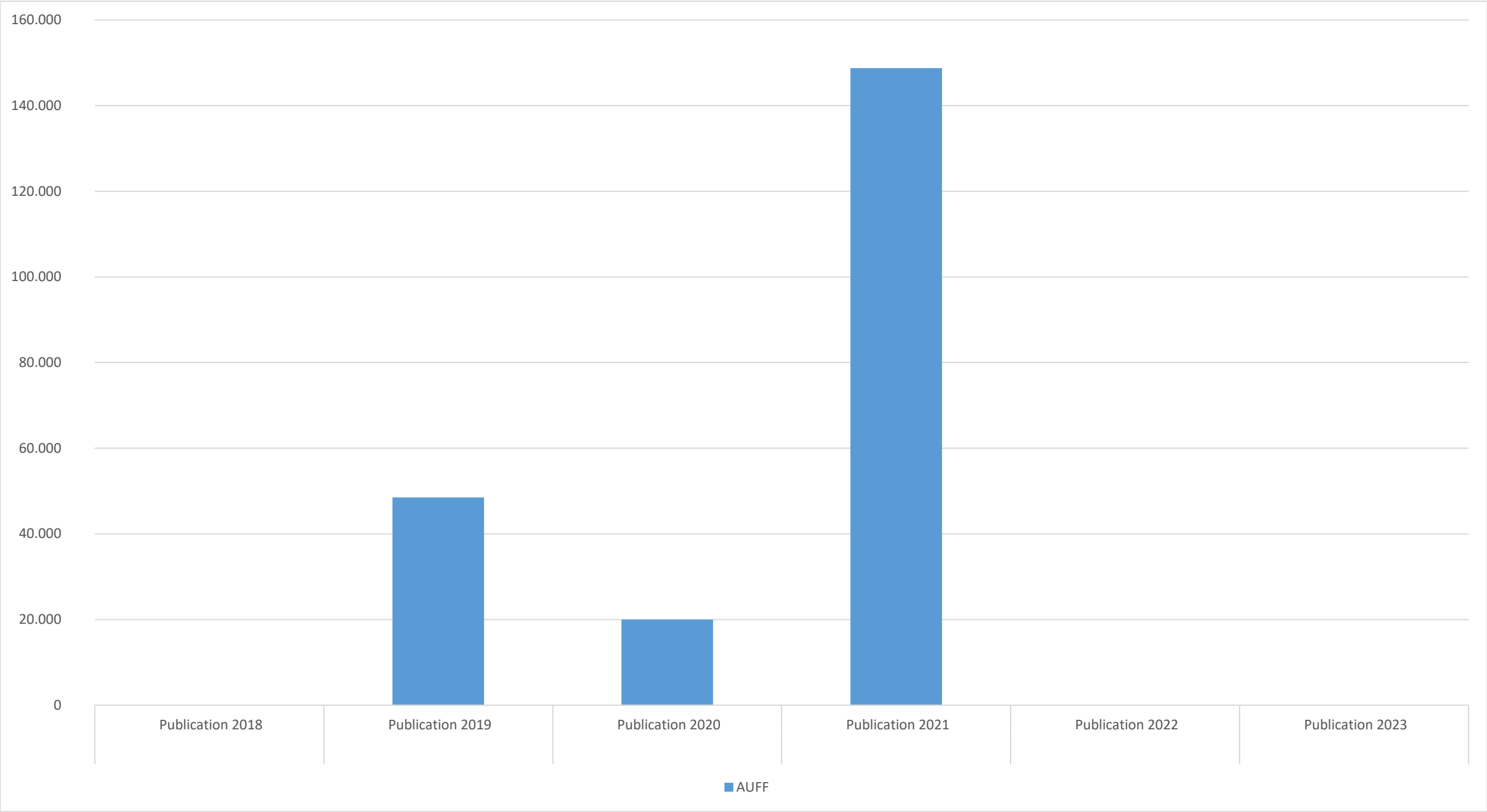
Grants for research per year in Educational Sociology from 2018-2023



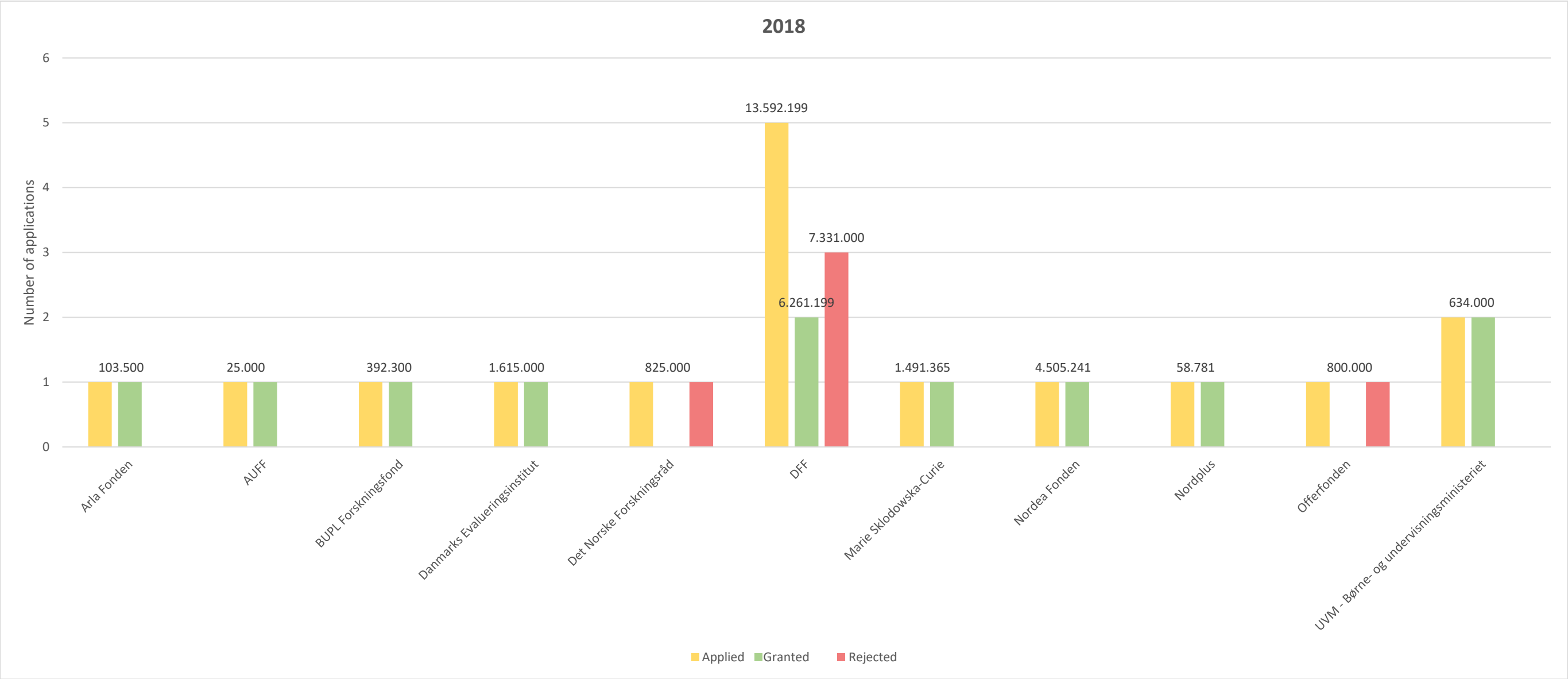
Grants for network and mobility per year in Educational Sociology from 2018-2023



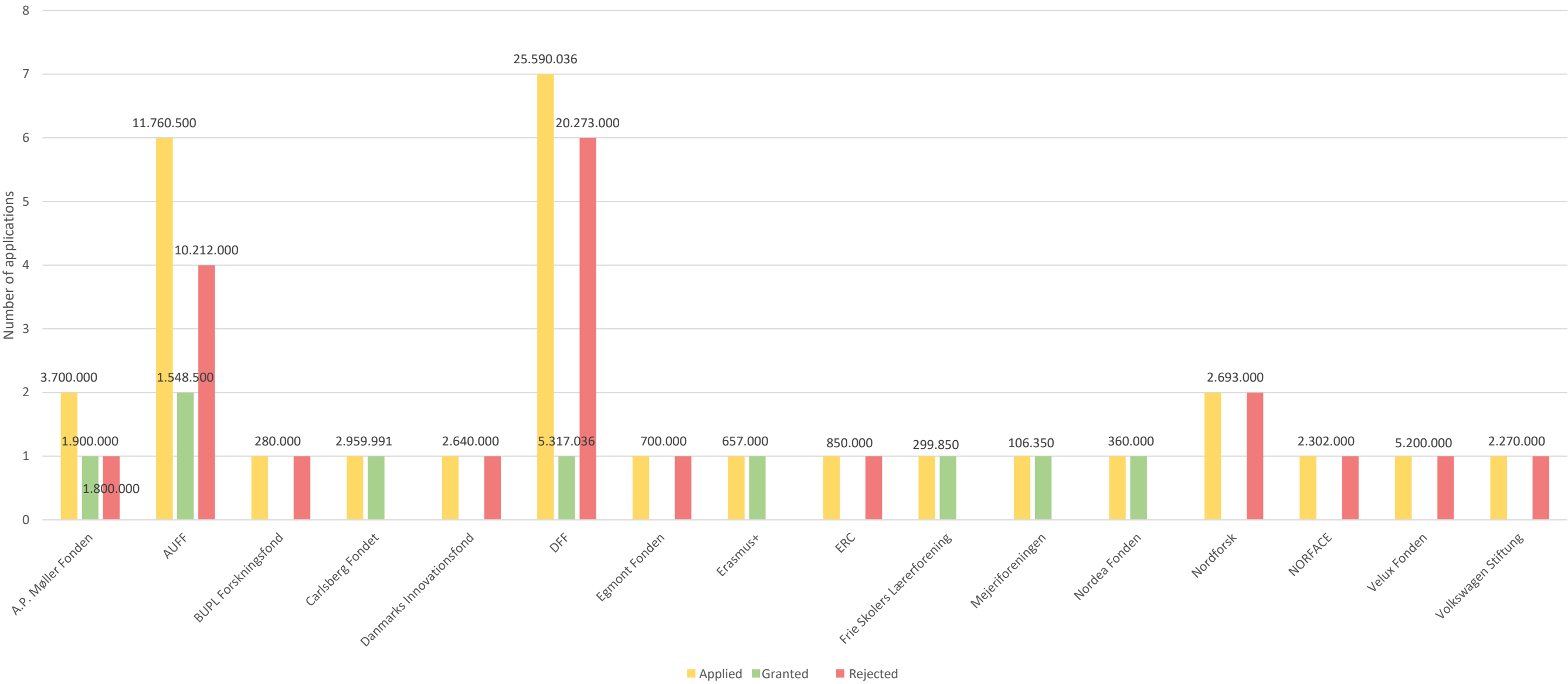
Grants for publications per year in Educational Sociology from 2018-2023



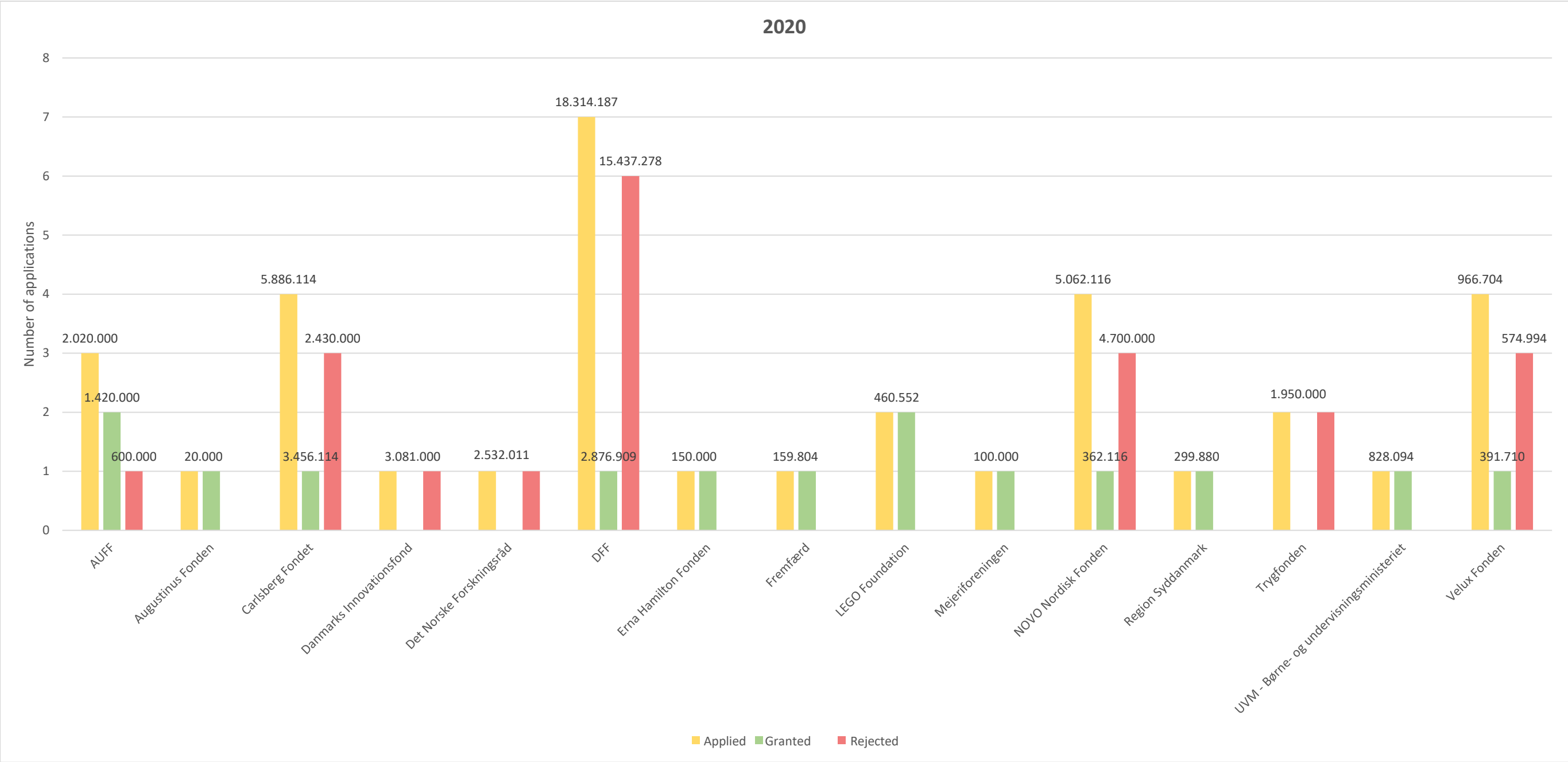
General overview of applications, grants and refusals for Educational Sociology from 2018 – 2023



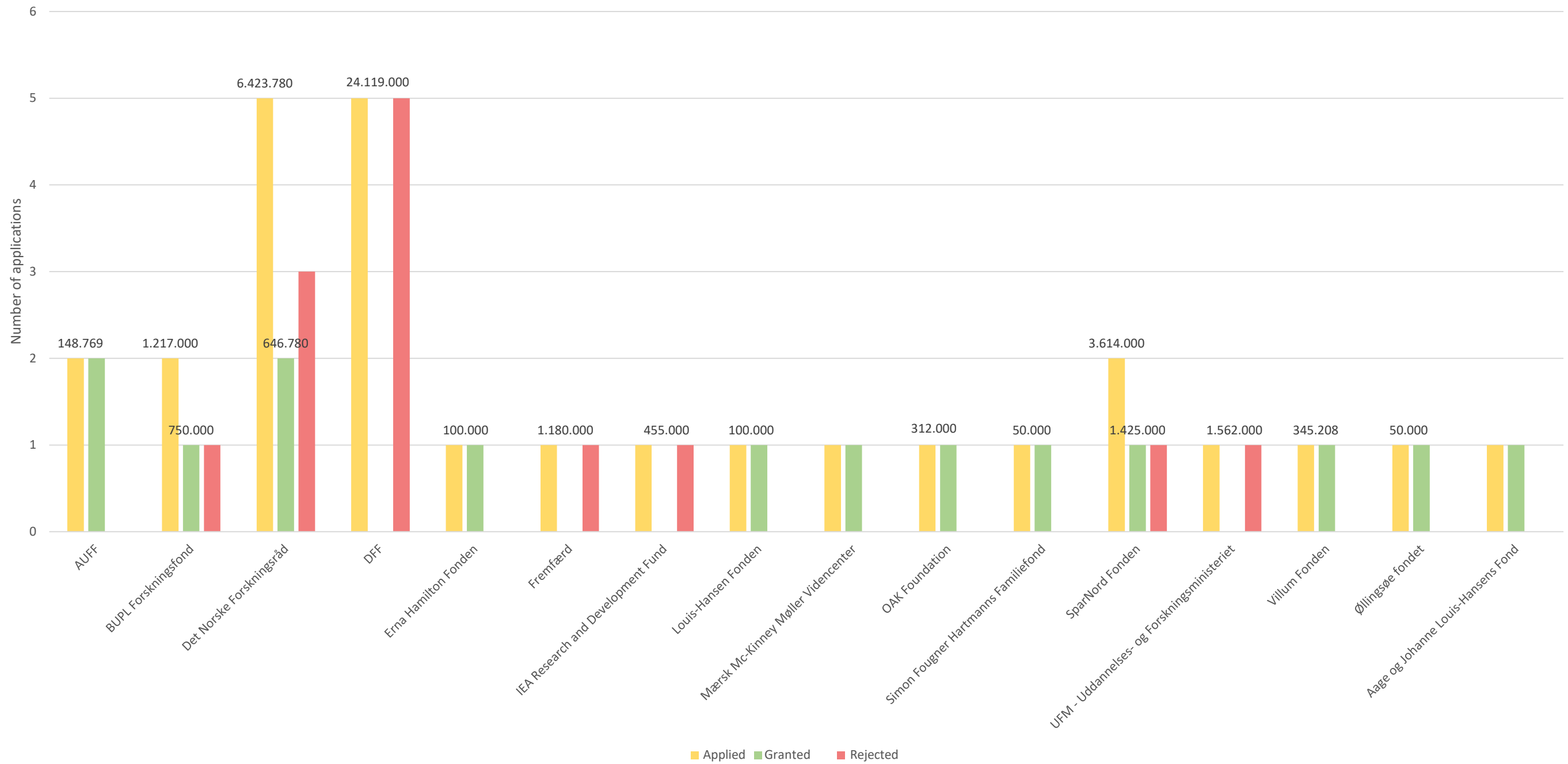
2019

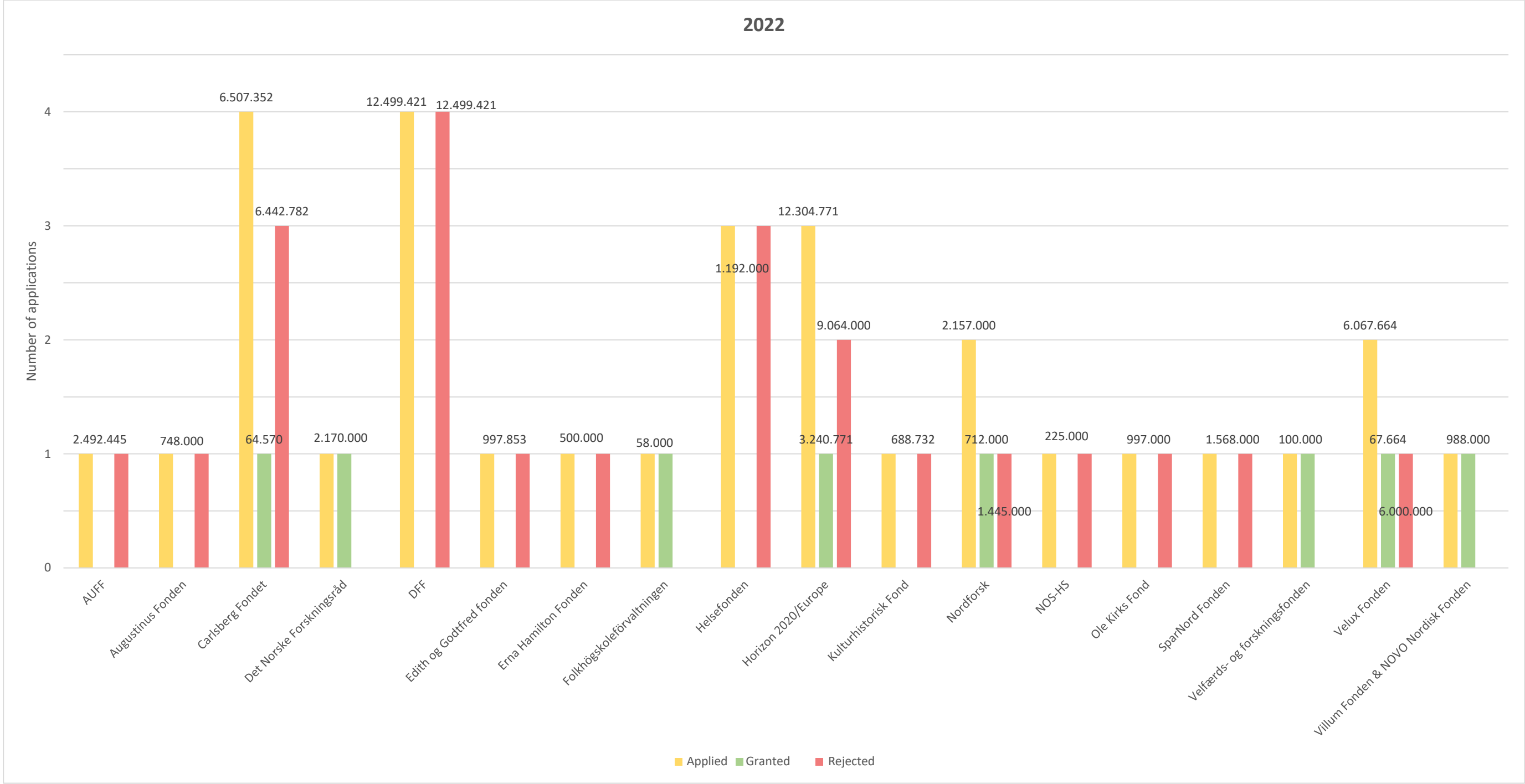


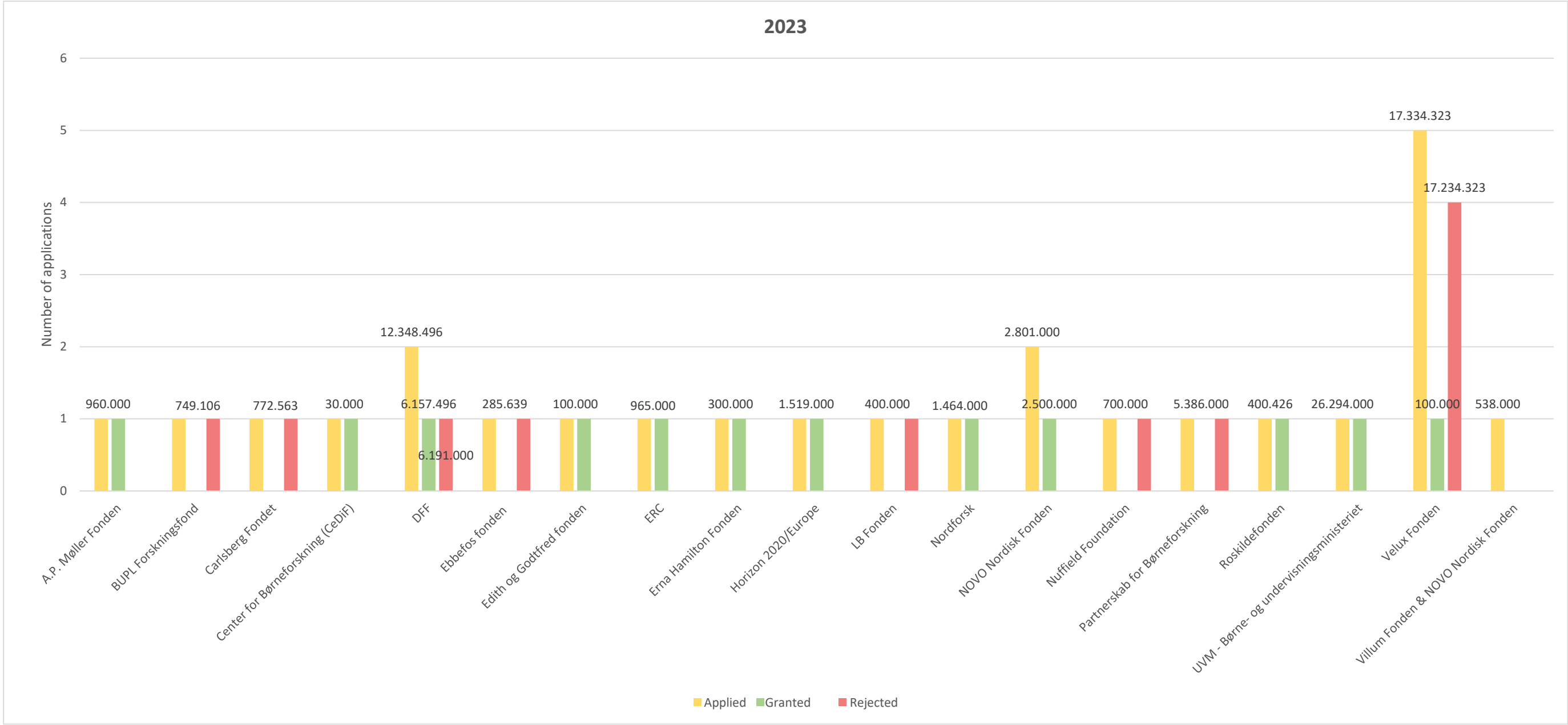
2020



2021







Applications and grants in amount per year for Educational Sociology from 2018 – 2023

Edu. Sociology	2018		2019		2020		2021		2022		2023	
	Applied	Granted	Applied	Granted	Applied	Granted	Applied	Granted	Applied	Granted	Applied	Granted
A.P. Møller Fonden	0,00	0,00	3.700.000,00	1.900.000,00	0,00	0,00	0,00	0,00	0,00	0,00	960.000,00	960.000,00
Arla Fonden	103.500,00	103.500,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
AUFF	25.000,00	25.000,00	11.760.500,00	1.548.500,00	2.020.000,00	1.420.000,00	148.769,00	148.769,00	2.492.445,00	0,00	0,00	0,00
Augustinus Fonden	0,00	0,00	0,00	0,00	20.000,00	20.000,00	0,00	0,00	748.000,00	0,00	0,00	0,00
BUPL Forskningsfond	392.300,00	392.300,00	280.000,00	0,00	0,00	0,00	1.217.000,00	750.000,00	0,00	0,00	749.106,00	0,00
Carlsberg Fondet	0,00	0,00	2.959.991,00	2.959.991,00	5.886.114,00	3.456.114,00	0,00	0,00	6.507.351,72	64.570,00	772.563,00	0,00
Center for Børneforskning (CeDiF)	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	30.000,00	30.000,00
Danmarks Evalueringsinstitut	1.615.000,00	1.615.000,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Danmarks Innovationsfond	0,00	0,00	2.640.000,00	0,00	3.081.000,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Det Norske Forskningsråd	825.000,00	0,00	0,00	0,00	2.532.011,00	0,00	6.423.780,00	646.780,00	2.170.000,00	2.170.000,00	0,00	0,00
IRFD	13.592.199,00	6.261.199,00	25.590.036,00	5.317.036,00	18.314.187,00	2.876.909,00	24.119.000,00	0,00	12.499.421,00	0,00	12.348.496,00	6.157.496,00
Ebbefos fonden	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	285.639,00	0,00
Edith og Godtfred fonden	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	997.853,00	0,00	100.000,00	100.000,00
Egmont Fonden	0,00	0,00	700.000,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Erasmus+	0,00	0,00	657.000,00	657.000,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
ERC	0,00	0,00	850.000,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	965.000,00	965.000,00
Erna Hamilton Fonden	0,00	0,00	0,00	0,00	150.000,00	150.000,00	100.000,00	100.000,00	500.000,00	0,00	300.000,00	300.000,00
Folkhøgskoleforvaltningen	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	58.000,00	58.000,00	0,00	0,00
Fremfærd	0,00	0,00	0,00	0,00	159.804,00	159.804,00	1.180.000,00	0,00	0,00	0,00	0,00	0,00
Frie Skolers Lærerforening	0,00	0,00	299.850,00	299.850,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Helsefonden	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	1.192.000,00	0,00	0,00	0,00
Horizon 2020/Europe	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	12.304.771,00	3.240.771,00	1.519.000,00	1.519.000,00
IEA Research and Development Fund	0,00	0,00	0,00	0,00	0,00	0,00	455.000,00	0,00	0,00	0,00	0,00	0,00
Kulturhistorisk Fond	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	688.732,00	0,00	0,00	0,00
LB Fonden	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	400.000,00	0,00
LEGO Foundation	0,00	0,00	0,00	0,00	460.552,00	460.552,00	0,00	0,00	0,00	0,00	0,00	0,00
Louis-Hansen Fonden	0,00	0,00	0,00	0,00	0,00	0,00	100.000,00	100.000,00	0,00	0,00	0,00	0,00
Marie Sklodowska-Curie	1.491.365,00	1.491.365,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Mejeriforeningen	0,00	0,00	106.350,00	106.350,00	100.000,00	100.000,00	0,00	0,00	0,00	0,00	0,00	0,00
Nordea Fonden	4.505.241,00	4.505.241,00	360.000,00	360.000,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Nordforsk	0,00	0,00	2.693.000,00	0,00	0,00	0,00	0,00	0,00	2.157.000,00	712.000,00	1.464.000,00	1.464.000,00
Nordplus	58.781,00	58.781,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
NORFACE	0,00	0,00	2.302.000,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
NOS-HS	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	225.000,00	0,00	0,00	0,00
NOVO Nordisk Fonden	0,00	0,00	0,00	0,00	5.062.116,00	362.116,00	0,00	0,00	0,00	0,00	2.801.000,00	2.500.000,00
Nuffield Foundation	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	700.000,00	0,00
OAK Foundation	0,00	0,00	0,00	0,00	0,00	0,00	312.000,00	312.000,00	0,00	0,00	0,00	0,00
Offerfonden	800.000,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Ole Kirks Fond	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	997.000,00	0,00	0,00	0,00
Partnerskab for Børneforskning	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	5.386.000,00	0,00
Region Syddanmark	0,00	0,00	0,00	0,00	299.880,00	299.880,00	0,00	0,00	0,00	0,00	0,00	0,00
Roskildefonden	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	400.426,00	400.426,00
Simon Fougnier Hartmanns Familiefond	0,00	0,00	0,00	0,00	0,00	0,00	50.000,00	50.000,00	0,00	0,00	0,00	0,00
SparNord Fonden	0,00	0,00	0,00	0,00	0,00	0,00	3.614.000,00	1.425.000,00	1.568.000,00	0,00	0,00	0,00
Trygfonden	0,00	0,00	0,00	0,00	1.950.000,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
UFM - Uddannelses- og Forskningsministeriet	0,00	0,00	0,00	0,00	0,00	0,00	1.562.000,00	0,00	0,00	0,00	0,00	0,00

UVM - Børne- og undervisningsministeriet	634.000,00	634.000,00	0,00	0,00	828.094,00	828.094,00	0,00	0,00	0,00	0,00	26.294.000,00	26.294.000,00
Velfærds- og forskningsfonden	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	100.000,00	100.000,00	0,00	0,00
Velux Fonden	0,00	0,00	5.200.000,00	0,00	966.704,00	391.710,00	0,00	0,00	6.067.664,00	67.664,00	17.334.323,00	100.000,00
Villum Fonden	0,00	0,00	0,00	0,00	0,00	0,00	345.208,00	345.208,00	0,00	0,00	0,00	0,00
Villum Fonden & NOVO Nordisk Fonden	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	988.000,00	988.000,00	538.000,00	0,00
Volkswagen Stiftung	0,00	0,00	2.270.000,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Øllingsøe fondet	0,00	0,00	0,00	0,00	0,00	0,00	50.000,00	50.000,00	0,00	0,00	0,00	0,00





Self-Assessment Report

Danish School of Education – unit for General Pedagogy

Written by Monica Carlsson & Clemens Wieser, April 2024

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1.0 Summary of the unit's self-assessment

1.1/ Self-assessment process

The disciplinary unit for General Pedagogy (GP) consists, at the time of writing, of 10 members. The self-assessment process included start-up meetings in February 2024, data package review and evaluation in March, and meetings in April to discuss and revise the draft report. As the initial data package also contained information on the unit of Educational Philosophy and data about 11 GP research unit members was missing, supplementary data was needed. Missing data is due to staff retirements, as 50% of tenured GP researchers retired in the 2018-2023 period, a development from 21 researchers (14 tenured) in 2018, to 10 researchers (6 tenured) in 2023. We have accommodated data package issues by manually supplementing missing data and drawing on information provided by individual members of the unit. A final round of written feedback from GP researchers in April concluded the self-assessment process.

1.2/ Summary of the results of the self-assessment

The GP unit conducts research within the fields of early childhood education, primary and secondary school education, professional development, and higher education and adult learning. Across these fields, GP research is grounded in concepts fundamental for education: Teaching, Bildung, upbringing, mentoring, and care. The research ideas across research publications and research applications underscore the multifaceted nature of the research in the GP unit and demonstrate promising avenues for future research and its potential to address challenges and drive meaningful change within educational contexts.

Most publications are published as book chapters and journal articles, co-authored (often with an AU external author), and peer reviewed. English is the main publication language, publication outlets are mainly of Anglo-Saxon language origin, and publication partners affiliated with universities in UK. The high quality of the research publications attests to the calibre of the unit's intellectual agendas and there is evident momentum to build on these foundations and further realise the potential in and the impact of the researchers' engagements and collaborations.

Regarding research ideas and application patterns in the 2018-2023 period, tenured GP researchers were able to acquire funding for 11 projects, with a success rate of 34%. Acquired funding amounts to DKK 9.542.400 in total, or DKK 1.590.400 per tenured researcher. Applications are grounded in four main research ideas, exploring: (1) pedagogical phenomena through concepts from educational theory, (2) the role of universities in society, developing prospects for university leadership, (3) how technology promotes deep learning and motivation, (4) transformative learning and transition into education.

In relation to societal and political impact the unit, through its engagement in the GP Master programme and the professionally oriented Master in adult learning and competence development, contributes to quality development within several practice fields in the public sector. Other examples of public engagement are arranging higher education transition seminars open to the public, and support of practice development through collaboration with practice within the areas of health, well-being, and sustainability education.

Talent development possibilities in GP must be described as limited. Despite considerable funding per tenured researcher and related project-based employment, GP was not included in recent school recruitment plans. Together with a substantial number of retirements, this leaves GP in an unfavourable strategic position, which needs to be considered in future plans. Due to significant staff retirements in the period, GP consists of only 6 tenured researchers in 2023, with no researchers covering early childhood education, despite a high number of GP students with this interest.

At the same time, GP takes an interdisciplinary position in research that may be considered strategically relevant. GP research integrates human and social sciences into the analysis of educational phenomena, while at the same time accounting for their educational nature. This integration enables addressing phenomena in educational institutions as pedagogical, ultimately enabling answers to key questions in Danish education, e.g. regarding elements of pedagogical professionalism.

When it comes to diversity and internationalization, it's evident that many of the researchers in the unit has prioritized and succeeded in building a strong collaboration with international research environments. The representation of gender and ethnicity in the unit furthermore points to an inclusive culture.

2.0 Publications

2.1/ Output

Publication types, patterns, and partners¹

GP produced 203 publications in the evaluation period, an annual average of 4,6 per researcher. Out of these 203 publications, 90% were published as book chapters and journal articles (n=182), and 99% were peer-reviewed. The primary publishing language was English (75%), followed by Danish (22%). Of all publications, 61% were co-authored with external researchers (n=111), and 39% were single-authored (n=71). External co-authors work in the UK (e.g. Oxford, UCL; 45%, n=10), EU (n=3), and at Danish universities (n=3).

Publishing practices, and choice of publishing channels

GP publishes both as a group and on an individual basis. The last group project, an anthology titled “General Didactics – challenges and openings” (2021), illustrates GP’s shared interest in values in education, formation, and the role of didactics for teaching. The following list provides examples within four different fields of education research, illustrating the different research interests represented in the unit.

1. **Early Childhood Education:** Books: “Early Childhood Pedagogy: Pedagogical Recollections” (2021). “The child in the centre. Towards a 0-3 years pedagogy” (2019). Articles: “Democratic, caring and disciplinary values in Danish preschools” (2020). “Conversations in the Crèche” (2020).

2. **Primary and secondary education**

Didactics and Bildung: Books: “Didactic revolutions; the history of teaching” (2020). “Democracy and citizen: Education for citizenship”. Articles: “Conditions Influencing Learning and Teaching: Country Based Investigations and Reflections”. “About Grue-Sørensen and the concept ‘upbringing education’”. Chapters: “The Twinning of Bildung and Competence in Environmental and Sustainability Education”.

Wellbeing, sustainability, and global citizenship education: Articles: “Co-creation and regional adaptation of a resilience-based universal whole-school program in European regions”. Chapters: “Reimagining wellbeing in neoliberal times”. “Global Citizenship Education for (Unknown) Futures of Education”

3. **Professional development:** Articles: “The Development of Pedagogical Competence in Tacit Knowing”. “Expectations and tensions in school leadership regarding the 2014 Danish school reform”. Chapters: “Why do long-serving teachers stay in the profession?”. “Klaus Prange – an overseen profession theorist”

4. **Higher education and adult learning:** Books: “The University Becoming” (2021). “Ethnography in Higher Education” (2020). Articles: “A Comparative Study of learning designs for the transformation of knowledge in undergraduate laboratory physics” (2020). “Neo-nationalism and universities” (2022)”.

¹ As noted in section on the self-assessment process the initial data package we received was flawed, and despite Stine Trentemøller’s several reminders to the library about the need of supplementary data on GP publication types and patterns we didn’t receive this before the 29 April deadline for the research units’ self-assessment reports. We hope that Trentemøller will receive this data so that the numbers above can be revised before the DPU report has to be submitted. If this is not the case, we refer to the general description of publication patterns in the summary above.

2.2/ Academic impact of the unit's publications

GP contributes to international research communities and demonstrates academic impact through publishing at internationally recognized publishers such as Springer and Routledge, and in high-ranking journals such as the Journal of Education for Teaching, International Research in Early Childhood Education, Educational Philosophy and Theory, British Journal of Educational Technology, and International Journal of Higher Education. Publications also indicate Danish research contributions, exploring the current development in education with potential impact on research and education programs at universities and university colleagues.

2.3/ Looking ahead

The unit publishes within 4 key fields of education research and has within these fields made significant contributions to knowledge development. The examples above illustrate that the unit has generated academic impact both in relation to core general pedagogical topics such as didactics, Bildung, and professional development, and in relation to providing general education perspectives on broader societal issues in education, such as wellbeing, teacher shortage, sustainability, and the role of the university.

The theoretical, analytical, and methodological diversity mirrored in the unit's research publications indicates an openness in the interpretation of what general pedagogical research might entail. A non-exhaustive list across the publications includes perspectives from:

- hermeneutic, phenomenological, and critical theory.
- conceptual-, historical-, and policy-driven analytical approaches, statistical analysis.
- ethnographic-, mixed-methods-, critical review-, and design-based research methodologies.

3.0 Research Ideas and Application Patterns

3.1/ Developing research ideas

GP research ideas developed in the 2018-2023 period related to several of the research fields mentioned in the previous section. Based on all applications submitted by GP members, the following research fields were most prominent: "Higher education and adult learning", "professional development", and "primary and secondary education". Research applications in General Education relied on the following four research ideas:

1. **Theoretical foundations of education:** Most applications from the research unit engage with educational phenomena empirically. This engagement is commonly grounded in educational theory, based on the research idea that pedagogical phenomena must be comprehended through a theoretical perspective that identifies their educational quality. The research idea reflects in applications being informed by educational theory, providing clear conceptions of educational phenomena.
2. **Leadership and societal impact in higher education:** Another group of applications is based on the research idea that universities have an evolving role within society. This research idea is reflected in projects that focus on challenges in university leadership, the instrumentalization of higher education, threats to research integrity, as well as university leadership in a societal and political context. Projects related to this research idea explore the paradoxes of university leadership and propose strategies for institutional and societal change.
3. **Technological innovations in educational practice:** Applications also set a focus on technological innovations in educational practice, based on the research idea that such innovations promote deep learning and motivation. Grounded in this research idea, deep learning and motivation rely on the meaningful integration of technology, e.g. in interactive laboratories and in designing learning activities using computational objects. Here, projects aim to develop inclusive and engaging approaches to teaching.
4. **Transformative learning and transition:** Several applications aim at examining transitions in and out of educational institutions, based on the research idea that transitions induce transformative learning. Applications use transformative learning theory to illustrate how transformative learning impacts personal development, for example exploring challenges during the transition from military service to education. Beyond personal development, research projects also aim at developing support strategies for successful transition.

The outlined research ideas underscore that GP research is multifaceted and triangulates different research strategies to address challenges and foster change in education. The research ideas prominent in the applications also indicate how empirical educational research relies on a robust conceptual foundation in educational theory. Further, they highlight how educational theory informs our understanding of practices in teaching, learning, and educational institutions.

3.2/ Applications and funding

GP has received DKK 9.542.400 in funding in the 2018-2023 period. In total, the unit applied for 32 projects to be funded (70.162.831 DKK). Out of these 32 project applications, 11 projects were funded, resulting in a success rate of 34%. Out of 6 tenured researchers, 4 were active in applications (67%).

Project applications and funding in the research unit, 2018-2023

Year	Project title	Funding agency	Funding received
2018	Heideggers betydning for læring, didaktik, dannelse og skolekultur	AAU	45.000,00 DKK
2018	International Conference on Motivation	Carlsberg	58.100,00 DKK
2019	Learning to Teach: An ethnographic account on knowledge transformation of ne	DFF, Carlsberg	0,00 DKK
2020	Research for impact. Integrating research and societal impact in the humanities	DFF	6.182.411,00 DKK
2020	Udviklingsprojekt om interaktive laboratorier	UVM	222.416,00 DKK
2020	Learning to Teach: An Ethnographic Account of Knowledge Transformation amo	AUFF, DFF	0,00 DKK
2020	Aftenlandets pædagogik. Pædagogiske nedslag efter den transnationale uddar	AUFF	0,00 DKK
2021	Learning to Teach: An Ethnographic Account of Knowledge Transformation	DFF	0,00 DKK
2021	Sociocultural challenges of student veterans in transition into upper secondary ed	DFF	0,00 DKK
2022	Transformative learning of student veterans in transition to education	AUFF	2.548.460,00 DKK
2022	Designing for Interest with Computational Objects	DFF	0,00 DKK
2022	Recreating a Nordic System of Higher Education	NordForsk	0,00 DKK
2022	Værktøj til måling af interesse og motivation i naturfag	NOVO Nordisk	189.000,00 DKK
2023	Professional knowledge and values in interprofessional collaborative practice an	Velux	0,00 DKK
2023	The Transformation of Teacher Knowledge: An Ethnographic Study on the Devel	AUFF	199.464,00 DKK
2023	Paradoxes of University Leadership within Society	ERC	Review pending
Funding total:			9.444.851,00 DKK

The application patterns reflect the diverse range of research fields. Earlier applications focused on book projects and conferences, aiming at knowledge dissemination and capacity building. In recent years, the application pattern shifts towards substantial project applications, sent to funding bodies such as public research councils, private foundations, and government institutions. Further, there is a notable trend towards interdisciplinary research, ethnographic studies, and narrative research, reflecting a growing emphasis on understanding educational practice and societal challenges in a contextual, multi-faceted manner.

3.3/ Looking ahead

GP research ideas demonstrate promising avenues for future research. Focusing on pivotal research fields such as higher education and adult learning, professional development, as well as primary and secondary education. Following the research ideas in these fields future research projects in the GP unit will include research:

- emphasising the conceptualisation of educational phenomena, underscoring the significance of grounding empirical research in robust educational theory.
- highlighting the role of leadership for societal impact in higher education, drawing attention to the evolving role of universities within broader societal contexts, and proposing strategies for innovation.
- exploring transformative learning and transitions in and out of educational institutions, highlighting the role of personal development in a dynamic, competitive labour market.

4.0 Societal and Political Impact

4.1/ Research-based education

The unit provides research-based knowledge through its 2-year GP Master program. In the 2018-2023 period, 91% of GP graduates remained in their professional field, where 50% are working as mentors in practice, 32% with development and innovation, and 24% in leadership positions. These numbers illustrate the contributions of the GP Master program to the innovation and development of educational institutions in the public sector. GP graduates commonly work as consultants in professional development (schools and kindergartens), university college teachers, and educational consultants at municipalities. Furthermore, the unit contributes to the 1-year professionally oriented Master program “Adult Learning and Competence Development”, thus supporting professional as well as quality development within the health, social and education sectors where most graduates are employed.

4.2/ Public engagement

GP members are supporting community development, democratic development, and engagement in higher education. The “Research for Impact” is one example, aiming to further public debate and knowledge dissemination. Public engagement also includes support of policy and practice development through collaboration and dialogue with policy and practice within the areas of health, well-being, and sustainability education in schools. One example of this engagement is the “Schools for Health in Europe” network. GP members also engage in media commentary on current policy development.

4.3/ Looking ahead

The GP unit has been engaged in early childhood education research and development. In 2022, all GP members who worked in this research field have retired, creating a demand for additional researchers that provides research-based knowledge on didactics and pedagogy in this area to the GP Master program, given that a significant number of GP students enrol with a background in early childhood education.

5.0 Talent development and merit

5.1/ PhD recruitment, education and supervision

Centre for Higher Education Futures (CHEF), which is affiliated with the unit through its co-chair, supports PhD recruitment and education, hereunder through a PhD double-degree in collaboration with Deakin University (Australia) and Coventry University (UK), in which PhD students from the unit are engaged. He furthermore leads the special interest group on doctoral education in the Danish Network for Educational Development in Higher Education. and offers PhD courses and supervises PhD projects on higher education.

Examples of PhD recruitment and supervision includes projects on:

- doctoral education
- resilience
- child welfare programs
- student veterans
- science education
- bildung in music creation
-

5.2/ Early Career Scholarship (Postdoc and Assistant Professors)

During the evaluation period, 4 Postdocs were employed in GP, but there were no assistant professor positions. Postdoc projects were located within the fields of higher education and adult learning, focussing on themes such as university-society engagement, academic collaboration, internalisation of higher education and inclusion in higher education.

5.3/ Career development and meriting – all career levels

One of the unit's members has been accepted into the promotion program to full professor. Examples of other meriting activities that researchers in the unit have taking part in is the compulsory pedagogical courses for PhD students and supervisors. We have also completed courses on work environment management, and mental health management. Further, several GP members act as editorial advisory board members of academic journals, editors of research anthologies and as network conveners and program committee members in national and international research associations (see section 7.2).

5.4/ Looking ahead

Despite considerable funding per tenured researcher and a series of project-based employments, GP has not been allocated any assistant professor or professor positions in the 2018-2023 period. This absence of allocated positions, together with a substantial number of retirements, leaves GP in an unfavourable position in relation to Looking ahead, a situation that needs to be considered in future employment at DPU.

6.0 Interdisciplinarity

6.1/ Degree and quality of interdisciplinary research

GP research is inherently interdisciplinary. As indicated in the research publications and research ideas sections, GP combines foundational concepts of educational theory with theoretical and empirical research strategies from human and social sciences, such as philosophy, anthropology, sociology, and psychology. One example of interdisciplinarity can be found in the Higher Education research project “Research for impact”, that combines notions from education with sociology and political science to examine the evolving role of universities in society. Another example can be found in the “Student veterans in transition to education” project, which combines transformative learning theory with focus groups and narrative interviews to identify student challenges and develop strategies for mentoring.

6.2/ Looking ahead

GP research integrates human and social sciences into the analysis of educational phenomena, while at the same time accounting for their educational nature. The integration holds significant potential for future interdisciplinary research.

7.0 Diversity and internationalisation

7.1/ Diversity

As of 2023, GP has a gender composition of 40% female researchers and 60% male researchers. Concerning citizenship, 24% of GP researchers hold a citizenship other than Danish. The age composition of tenured GP researchers shows that 67% are aged 55-65, and 33% are aged 40-45, indicating that additional retirements in GP are imminent. All non-tenured researchers are aged between 30-35. GP aims at a working environment that fosters an inclusive and creative community, and at identifying and dismantling barriers to horizontal and vertical diversity. Diversity might also concern which sector the research is taking place in or is addressing. Most publications and research applications in the unit address research issues rooted in different educational levels in the public sector, while examples of education research in the private sector is rare. One example of the latter is a PhD project founded in occupational psychology addressing leadership.

7.2/ Internationalisation

On a European level, GP holds network relations with two major research associations: The European Educational Research Association EERA, and the European Association for Research on Learning and Instruction EARLI. A unit member is the chair (link convener) of EERA network 19, the Ethnography Network, organised the international "Ethnography in Higher Education" Conference in 2019, and is an advisory board member for research projects in Austria and Germany, focusing on European citizenship education and inclusive education. Previously, another unit member has been serving as a link convener of EERA network 8, "Health and Wellbeing Education" for several years. This network is connecting researchers through activities such as PhD courses, conferences, and collaboration on special issues in the associated Emerald journal Health Education and the unit is represented in the editorial advisory board. A unit member also functions as coordinator of EARLI SIG24, "Researcher Education and Careers" and co-founded the "Philosophy and Theory of Higher Education Society". The society connects researchers through activities, conferences, and its associated journal Philosophy and Theory in Higher Education. Further international activities include editor roles in international journals, such as the International Journal of Frontiers in Psychology and Nordic Studies in Education and Nordic Research.

8.0 Appendices

Appendix 1: Publication patterns for unit of General Education

BIBLIOMETRIC REPORT

Department of General Education, Danish School of Education

April 2024, Jeppe Dalsgaard Bæk, AU Library.

Requester: Lars Lodberg

The aim of the bibliometric report is to present **an overview of the collaboration with external (non-AU) partners** based on the scientific production of the Department of General Education, Danish School of Education from the year 2018 to 2023.

The data in this report reflect publications that are registered in Pure, published from 2018 to 2023. The report was compiled from Pure in April 2024 after the reporting deadline for 2023. Pure is a dynamic database and the quantities listed in this report should be regarded as a momentary representation. The numbers will constantly change due to new registrations, corrections etc.

An estimated 90% of the data in this report is validated at the time of report creation 19 April 2024)

Notes on Data Quality:

The estimated quality level of the data of this report is 85-90%. This means errors can occur in the categorisation, e.g. country associated with a specific organisation, the type of the research output etc. Data quality on external organisations affiliated on 2022-2023 publications is better than the 2018-2021 equivalents. This means that more organisations in the tables may be duplicates, sub-organisations or other unapproved organisations.

Report metadata

The report is based on the following variables:

Research Output filtered by: Submission year (= submission in Pure): 2018-2024, Publication year: 2018-2023, Person: List of persons affiliated with General Education, provided by Stine Trentemøller, Research consultant. Category: Research, Communication, Commissioned (excluding transfer and education). Externally published: With internal affiliation (This filters out publications without internal affiliation)

Associated content: Number of external organisation (affiliated AND otherwise associated), Name of external organisation, Type of external organisation, Country of external organisation

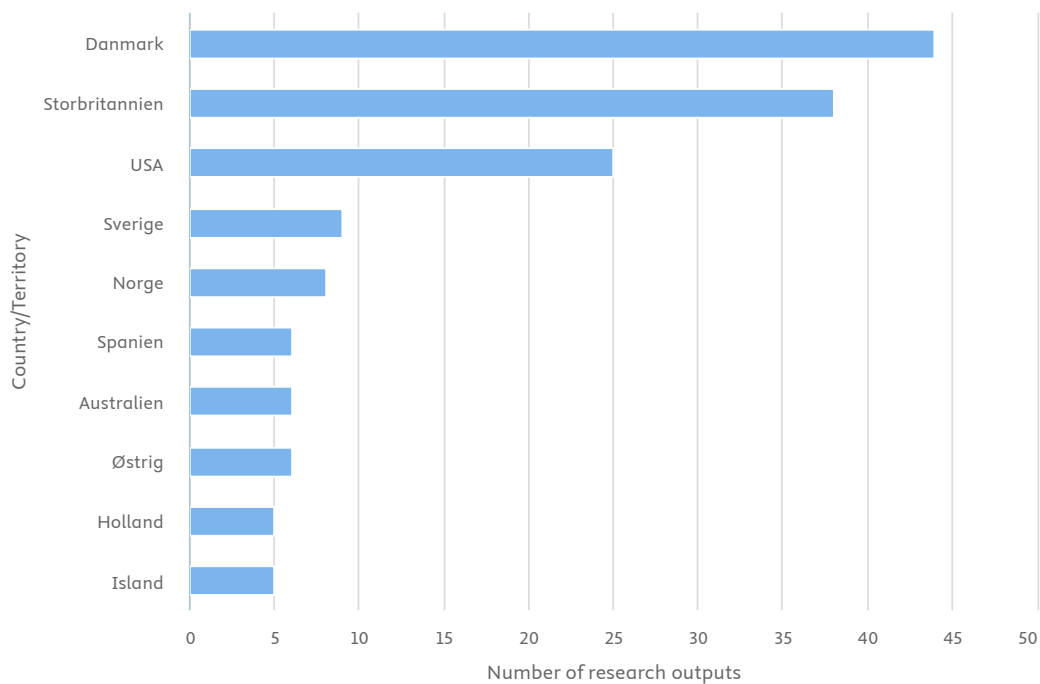
Report name: Publications with external collaboration 2018-2023 - DPU - dept of general education

Report owner: Jeppe Dalsgaard Bæk, jdab@kb.dk // pure@au.dk

Overview, totals

425	117
Number of research outputs	Number of external organisational units

Top 10 external collaboration countries sorted by frequency (number expresses amount of publications that contain a collaboration with an external organisation from said country)

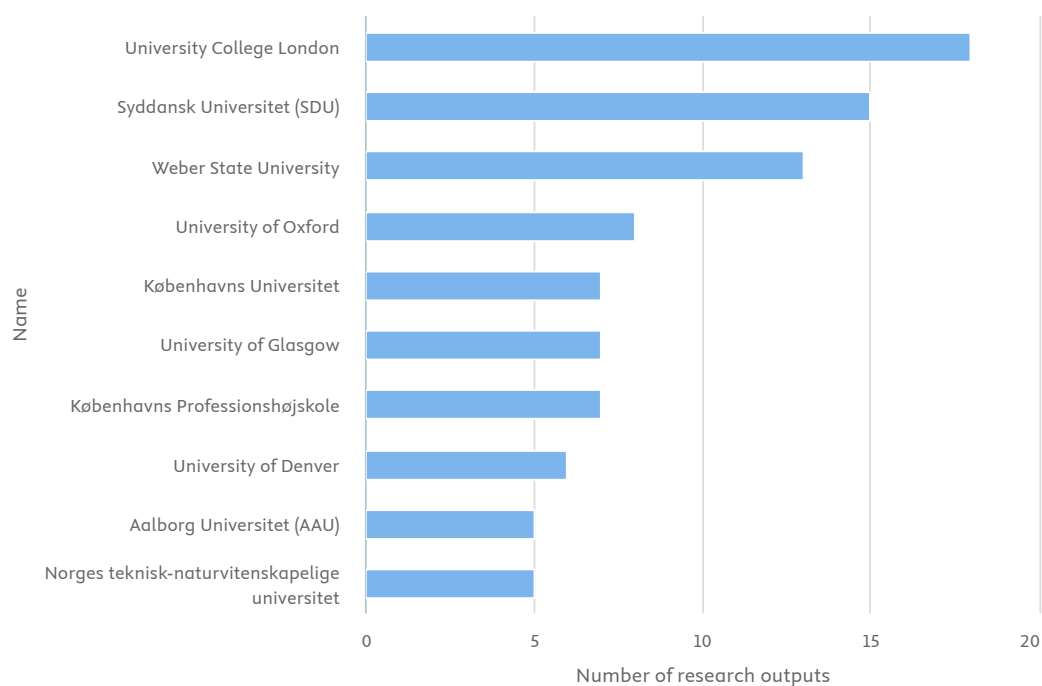


Exhaustive list of collaboration countries, sorted by frequency (number expresses amount of publications that contain a collaboration with an external organisation from said country)

COUNTRY/TERRITORY	NUMBER OF RESEARCH OUTPUTS
Total count	425
Danmark	44

Storbritannien	38
USA	25
Sverige	9
Norge	8
Spanien	6
Australien	6
Østrig	6
Holland	5
Island	5
Finland	5
Tyskland	5
Sydafrika	4
Polen	4
Italien	4
Canada	4
Peru	3
New Zealand	3
Israel	3
Cypern	2
Kina	2
Tanzania, United Republic of	1
Taiwan	1
Portugal	1
Nigeria	1
Irland	1
Hong Kong	1
Frankrig	1

Top 10 external collaboration organisations (number expresses amount of publications that contain a collaboration with said external organisation)



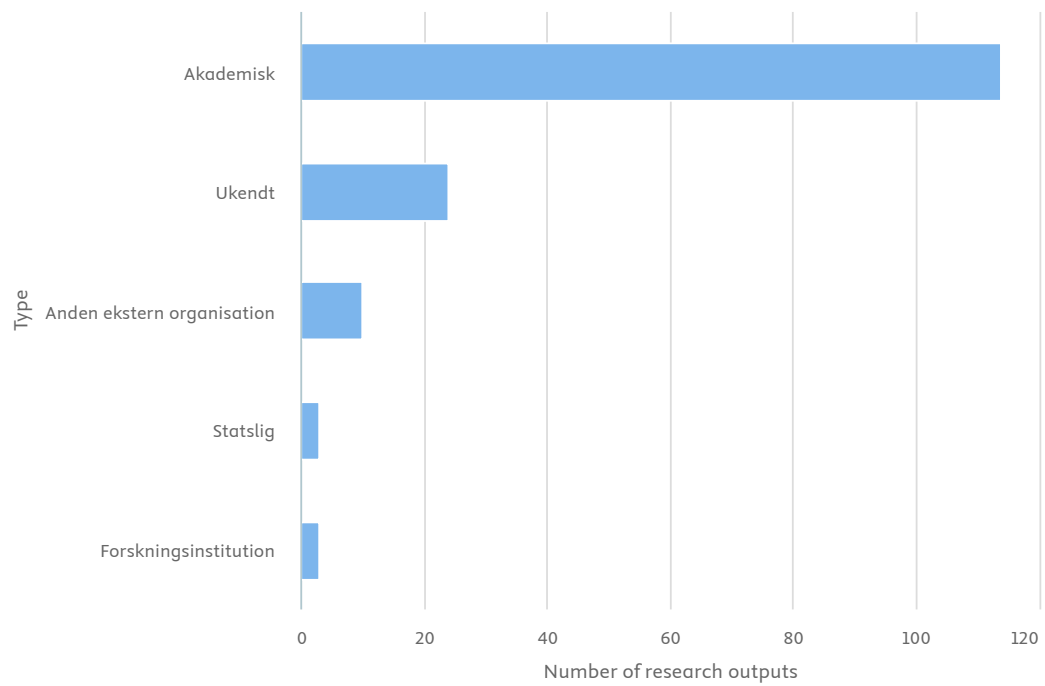
Exhaustive list of external collaboration organisations (number expresses amount of publications that contain a collaboration with said external organisation)

NAME	NUMBER OF RESEARCH OUTPUTS
Total count	425
University College London	18
Syddansk Universitet (SDU)	15
Weber State University	13
University of Oxford	8
Københavns Universitet	7
University of Glasgow	7
Københavns Professionshøjskole	7

University of Denver	6
Aalborg Universitet (AAU)	5
Norges teknisk-naturvitenskapelige universitet	5
University of Helsinki	5
University of Iceland	5
Roskilde Universitet	4
Drexel University	4
University of Sheffield	4
Wroclaw Medical University	4
University of Wroclaw	4
Fondazione Bruno Kessler	4
Marshal Office of the Lower Silesia Voivodeship (MOLSV)	4
UCC	4
University College Capital	4
Kronikgune Institute for Health Services Research	3
University of Graz	3
University of Oulu	3
University of Bath	3
Pontifical Catholic University of Peru	3
University College Capital (UCC)	3
CVU / UCL Lillebælt	3
Araba University Hospital	2
Peking University	2
University of Adelaide	2
Copenhagen Business School	2
University of Duisburg-Essen	2
University of Central Lancashire, Cyprus	2

University of Innsbruck	2
Carlos III Health Institute (ISCIII) (CIBER)	2
Brunel University	2
University of Brighton	2
University of Stellenbosch	2
Brock University	2
University of Auckland	2
Royal Institute of Technology	2
University of Gothenburg	2
Lund University	2
North West University	2
Högskolan Väst	2
Amsterdam Public Health	2
The Directorate of Health in Iceland	2
Directorate of Health	2
Aarhus Universitet (AU)	2

External collaboration organisation, based on type (academic = university)



Appendix 2: Application pattern and grants for General Education from 2018-2023

List of content

This report provides an overview of the application pattern, grants and refusals for General Education from 2018-2023 1

Grants per foundation for General Education 2018 – 2023 2

Grants for research per year in General Education from 2018-2023 2

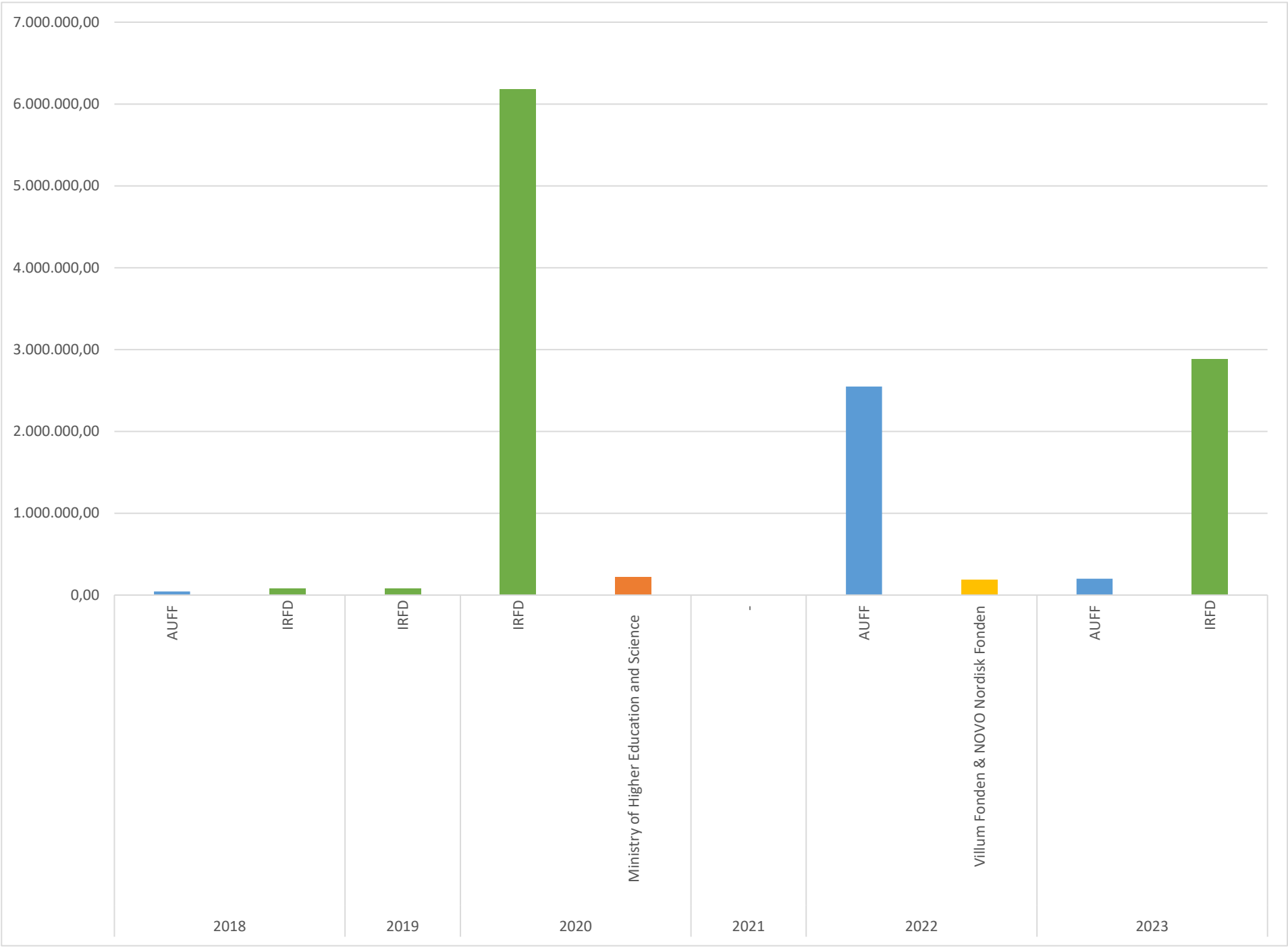
Grants for network and mobility per year in General Education from 2018-2023 3

Grants for publications per year in General Education from 2018-2023 3

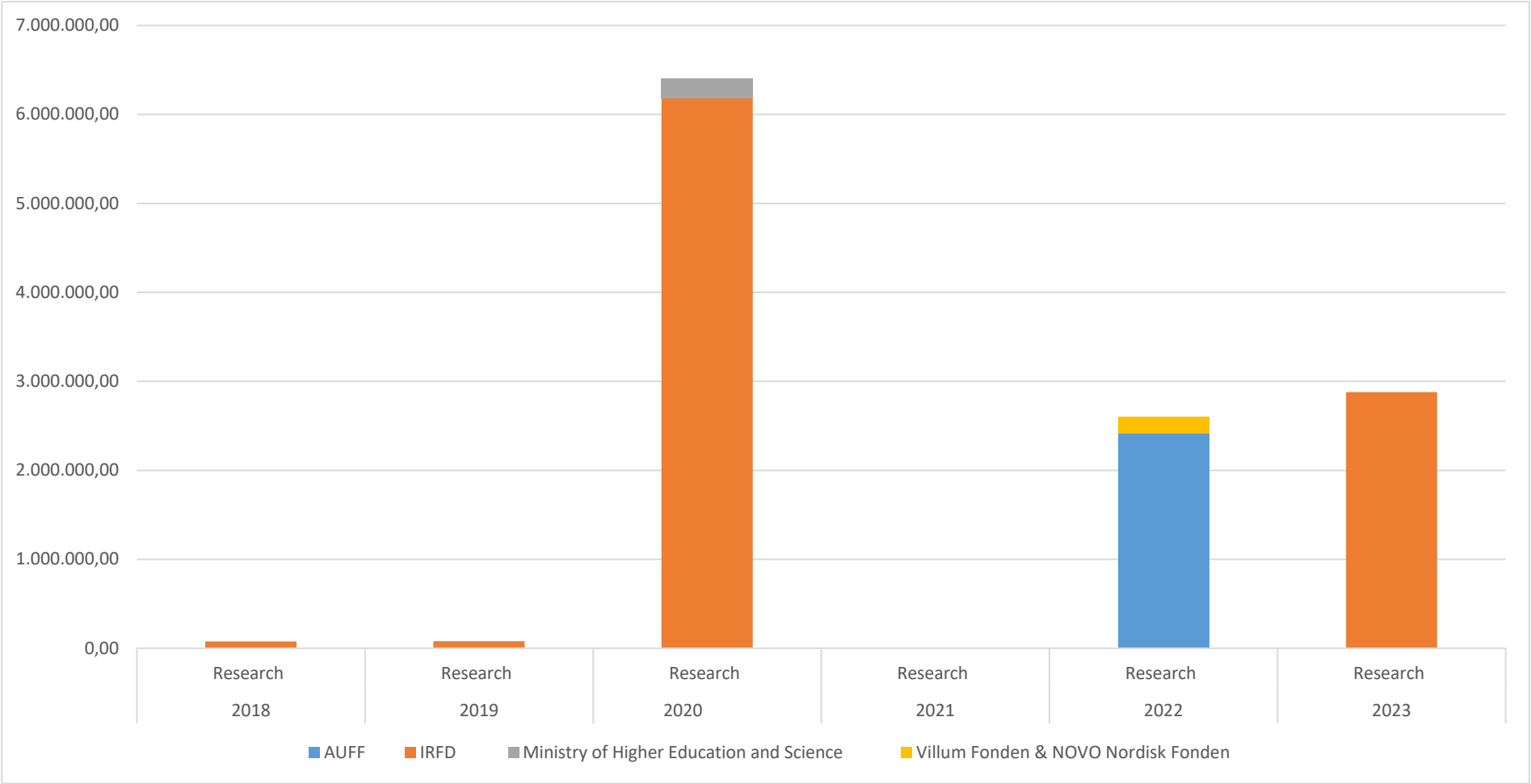
General overview of applications, grants and refusals for General Education from 2018 – 2023 4

Application and grants in amount per year for General Education from 2018 – 2023 5

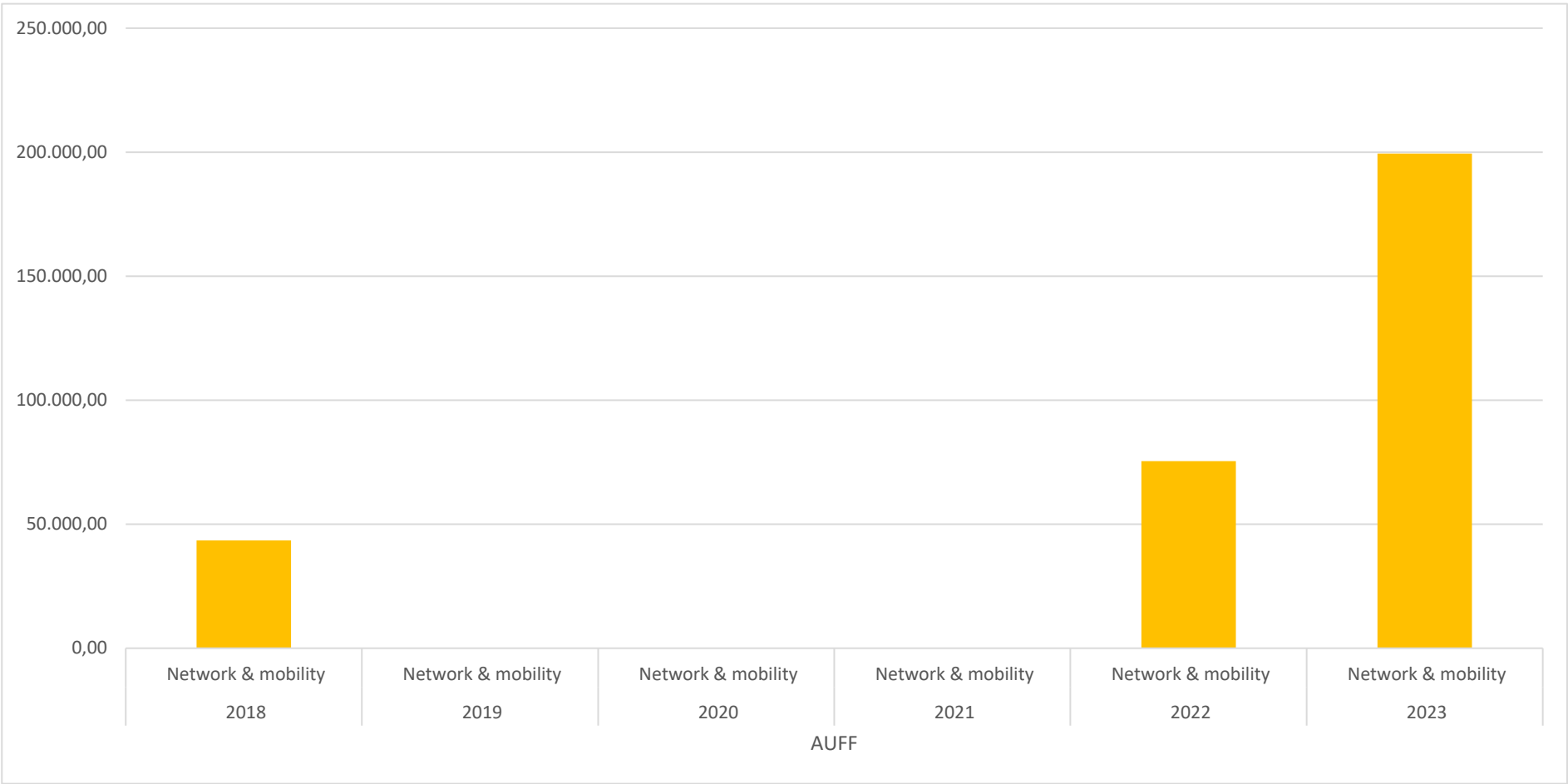
Grants per foundation for General Education 2018 – 2023



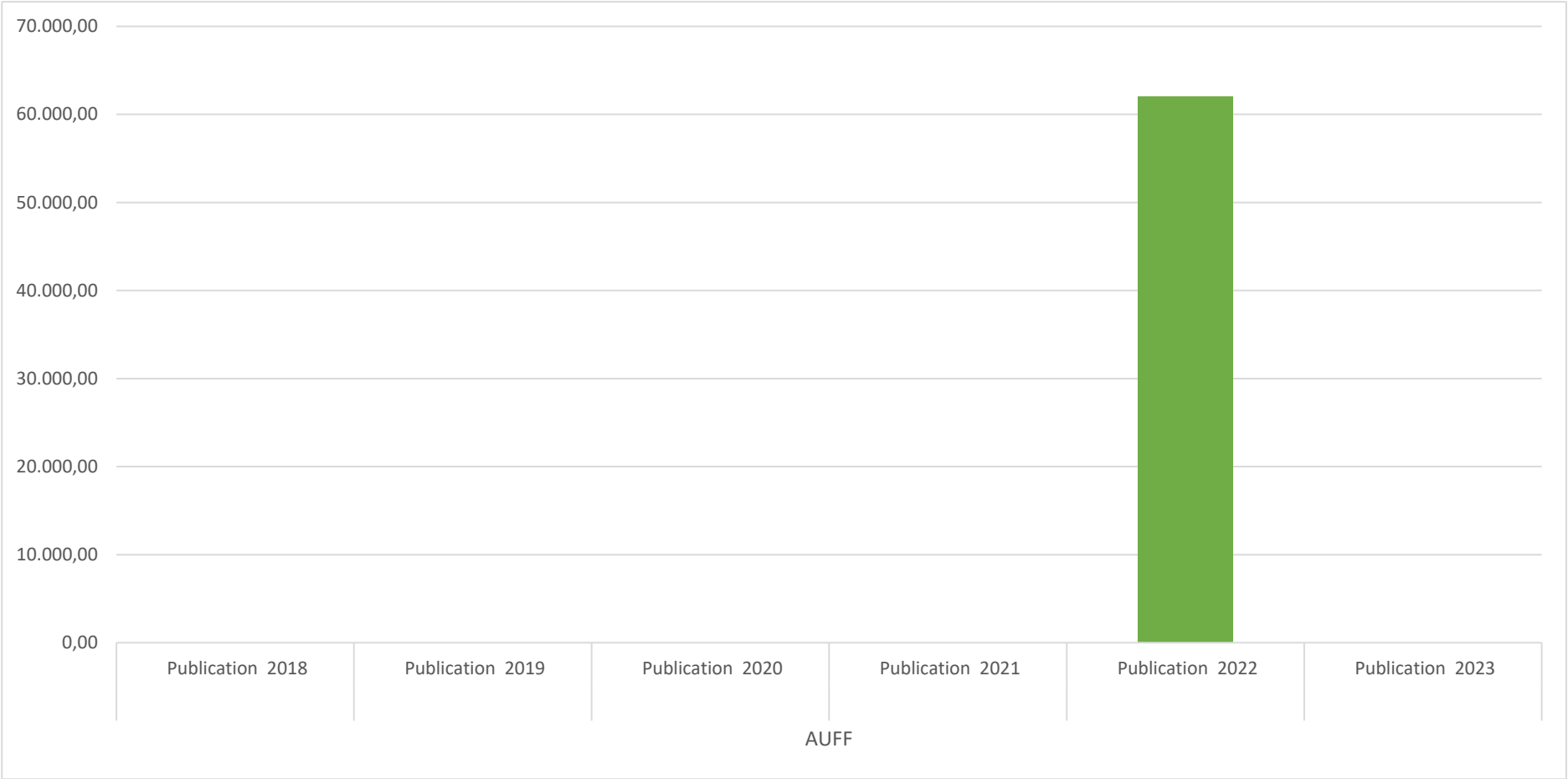
Grants for research per year in General Education from 2018-2023



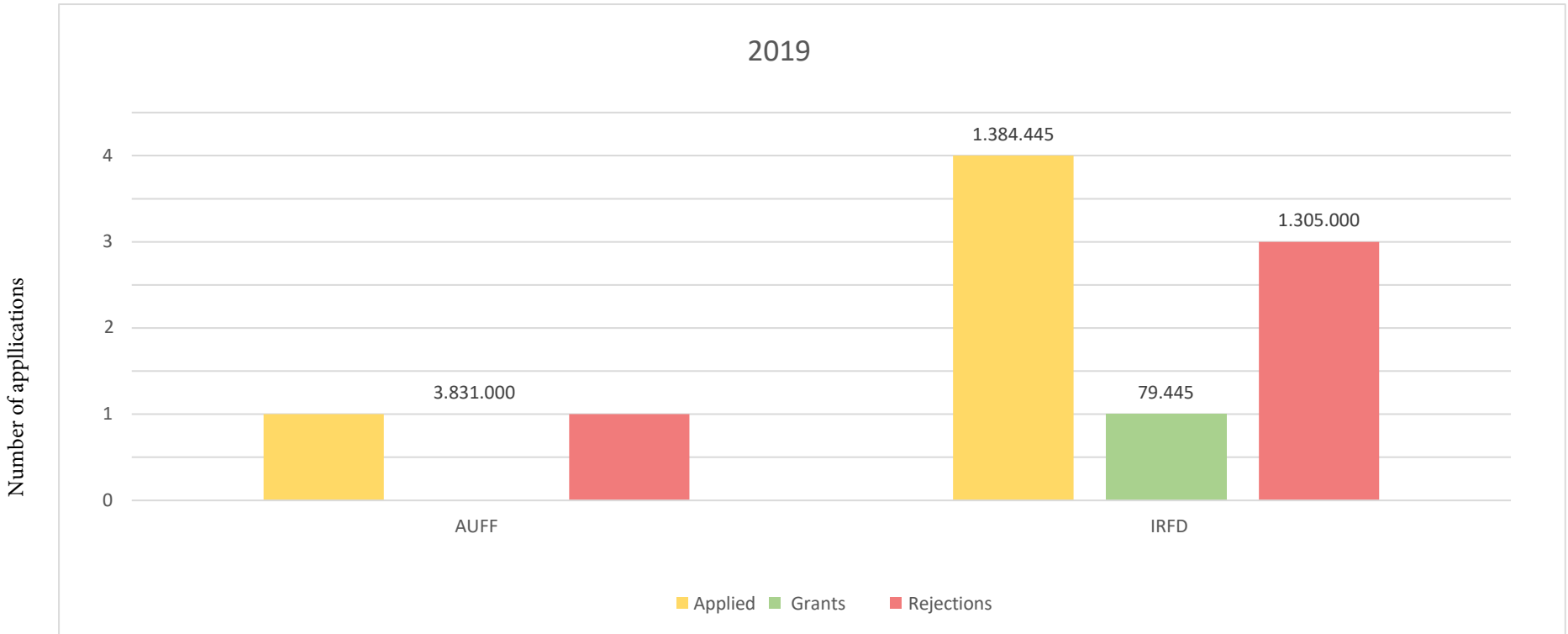
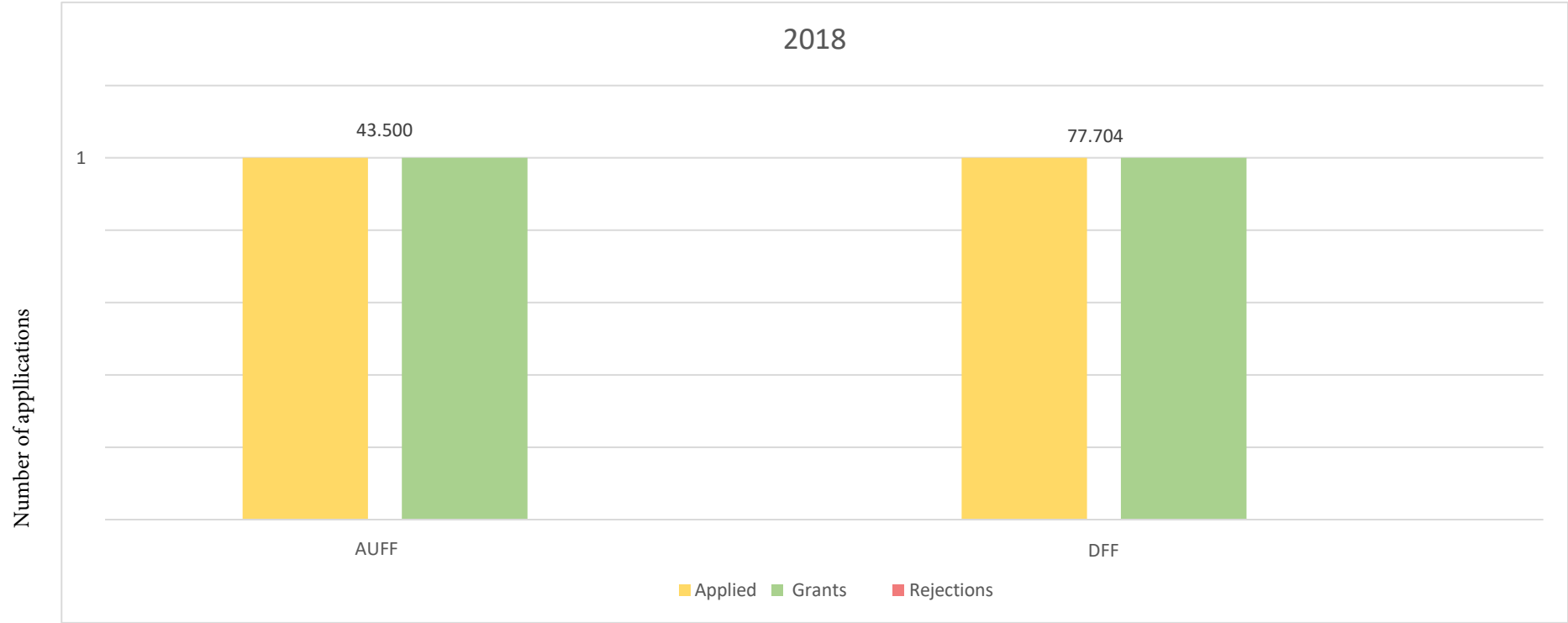
Grants for network and mobility per year in General Education from 2018-2023

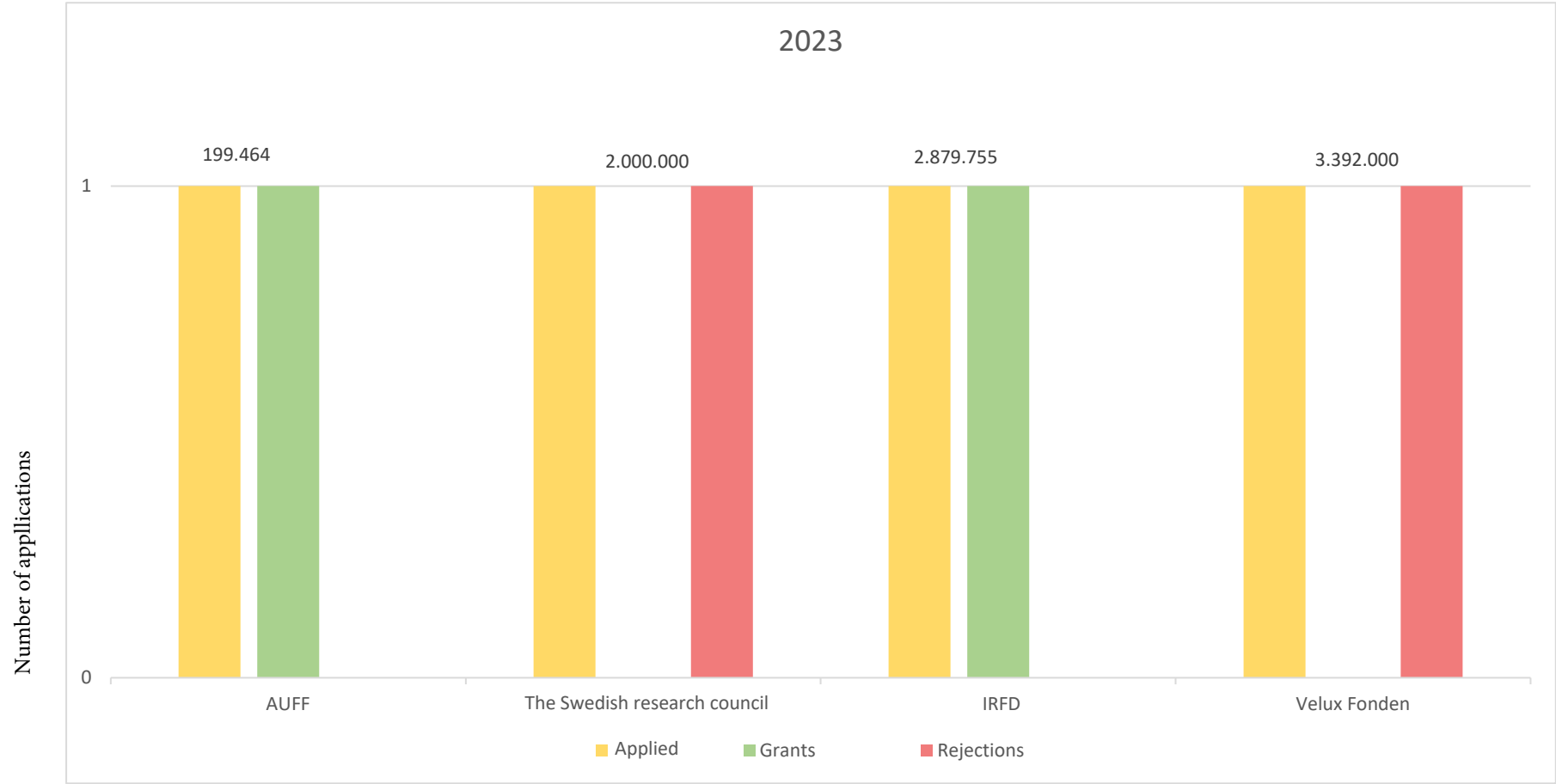
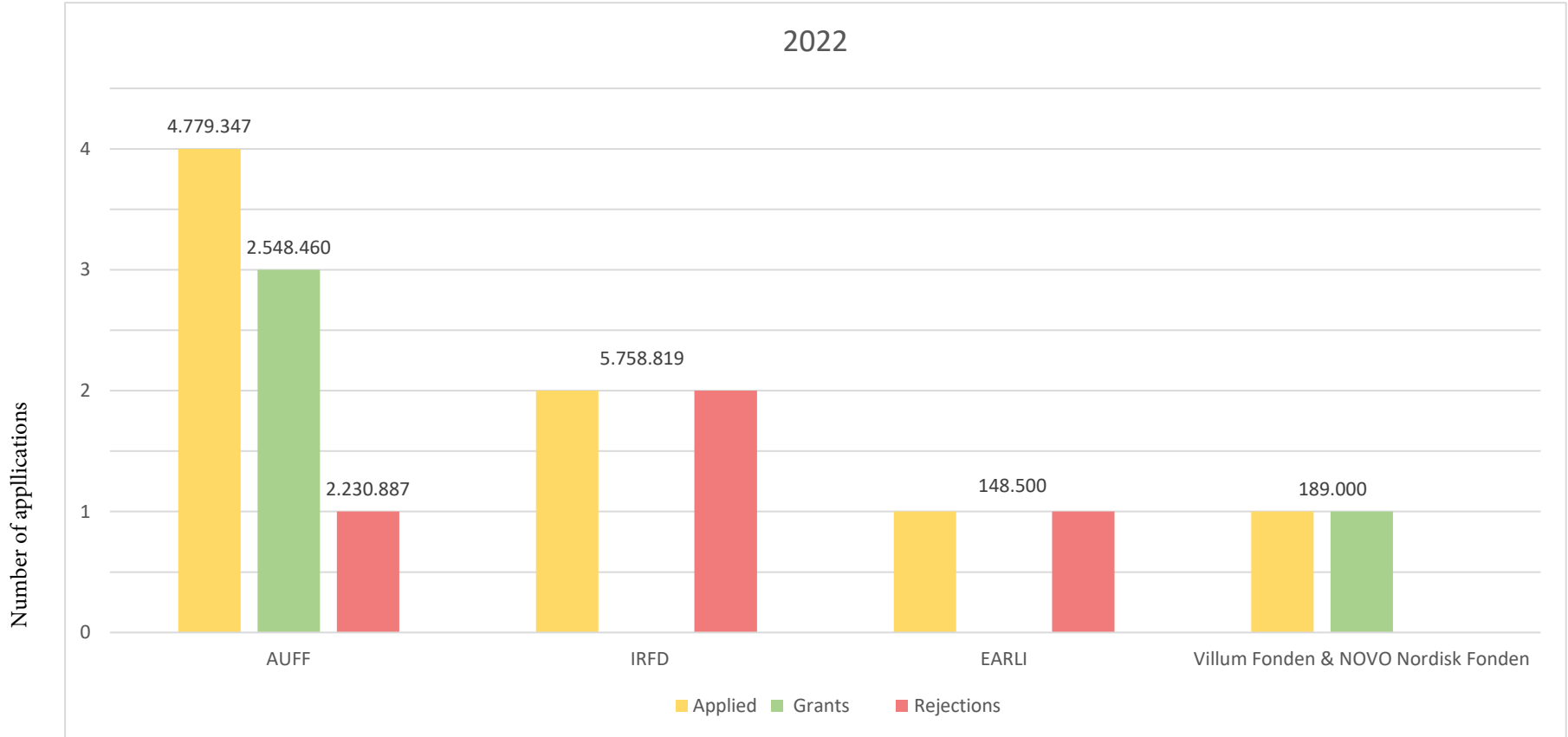
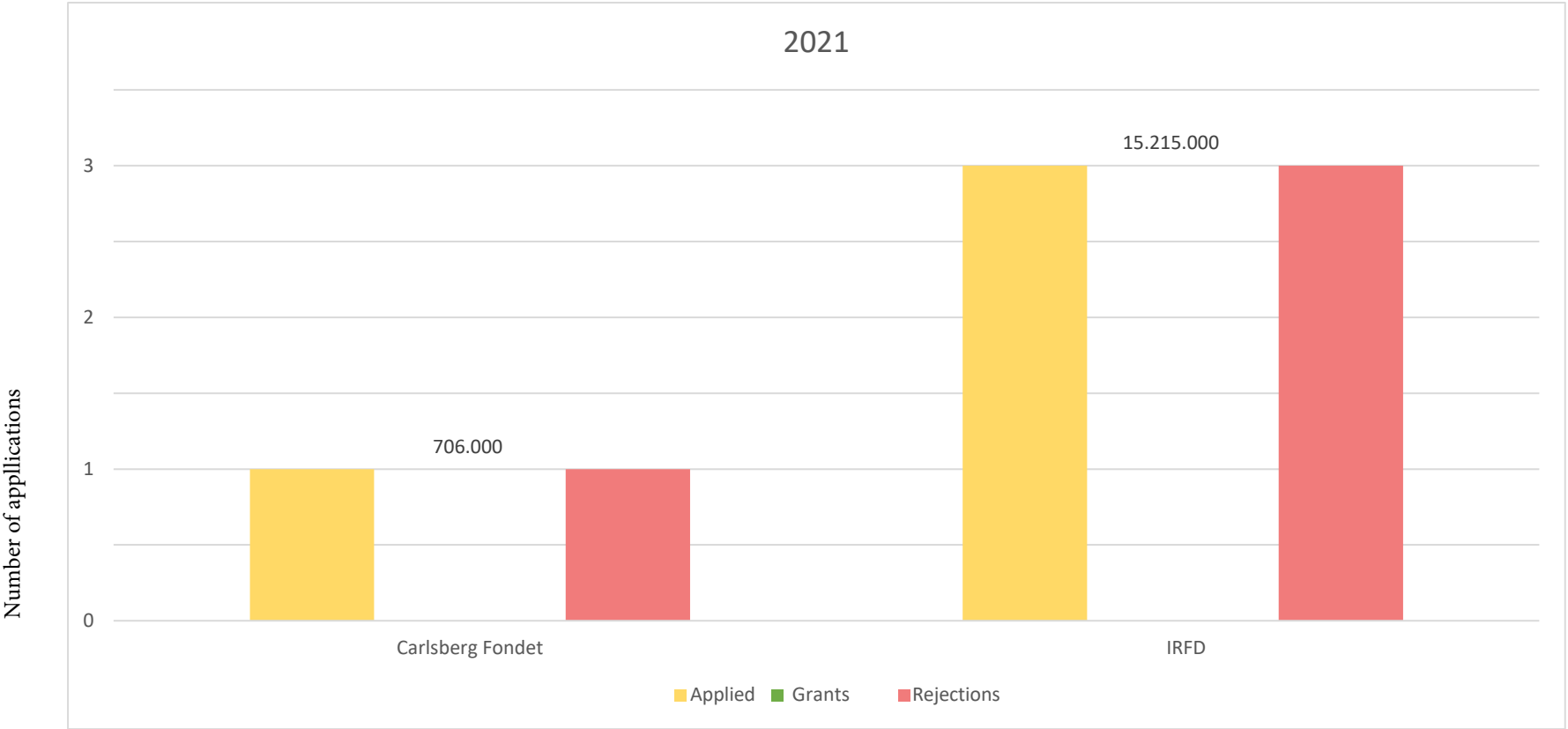


Grants for publications per year in General Education from 2018-2023



General overview of applications, grants and refusals for General Education from 2018 – 2023





Application and grants in amount per year for General Education from 2018- 2023

Gen.Edu.	2018		2019		2020		2021		2022		2023	
	Applied	Grant	Applied	Grant	Applied	Grant	Applied	Grant	Applied	Grant	Applied	Grant
AUFF	43.500,00	43.500,00	3.831.000,00	0,00	5.449.000,00	0,00	0,00	0,00	4.779.347,00	2.548.460,00	199.464,00	199.464,00
Carlsberg Fondet	0,00	0,00	0,00	0,00	5.284.000,00	0,00	706.000,00	0,00	0,00	0,00	0,00	0,00
The Swedish research Council	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	2.000.000,00	0,00
IRFD	77.704,00	77.704,00	1.384.445,00	79.445,00	18.552.881,00	6.182.411,00	15.215.000,00	0,00	5.758.819,00	0,00	2.879.755,00	2.879.755,00
EARLI	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	148.500,00	0,00	0,00	0,00
Erasmus+	0,00	0,00	0,00	0,00	50.000,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00
Ministry of Higher Education and Science	0,00	0,00	0,00	0,00	222.416,00	222.416,00	0,00	0,00	0,00	0,00	0,00	0,00
Velux Fonden	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	3.392.000,00	0,00
Villum Fonden & NOVO Nordisk Fonden	0,00	0,00	0,00	0,00	0,00	0,00	0,00	0,00	189.000,00	189.000,00	0,00	0,00

