



Research and development at Lillehammer University College 2015



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Photo on front page: Section of Gitte Dæhlin's textile sculpture, "Skier" (1991) which is located in the ground floor at Storhove, Lillehammer University College.

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PREFACE

This report presents the main features of Lillehammer University College's (LUC) research and development (R&D) activities in 2015. It also includes a more detailed account of doctoral projects, external research funding, and publication activities.

Part A of the report describes main features of LUC's research and development and the artistic development program, and also an overview and tables of LUC's formal competence and associated research centers and groups organized through mutual research and development areas.

Part B includes information about LUC's doctoral programs, with an overview of ongoing PhD research and dissertations from 2015.

Part C provides a more detailed overview of publications during 2015. Including a selection of books written by LUC faculty, journals published at LUC, a detailed overview of scoring and non-scoring publications, seminars and conferences organized by LUC.

This report is published in Norwegian and English. Both versions are available from LUC's website hil.no, along with more information about LUC.

Lillehammer, June 2016

Kathrine Skretting

Rector



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RESEARCH AND ARTISTIC DEVELOPMENT WORK AT LILLEHAMMER UNIVERSITY COLLEGE IN 2015

Education and research, including artistic development research, dissemination and innovation: These are the main tasks of LUC employees in combined work positions. The first two mentioned are probably the most important. Dissemination and innovation can be said to represent applications of education and research/artistic development. R&D is not only important on its own, but also because R&D contribute to a higher quality in the education activities.

This report presents last year's results within research and artistic development. All in all, 2015 was a reasonably good R&D-year at LUC. The downward trend in publications has stopped. The new calculation method of publication points gives LUC a result of 0.56 publication points per academic full-time equivalent work year. This is similar with Hedmark University College (0.55), and above the average for public university colleges. Gjøvik University College (NTNU Gjøvik) is further ahead with 1.0 points per teaching, research and dissemination full-time equivalent work year (FTE), this is on the same level as the older universities. LUC is in the same range as many other public university colleges that lies between 0.4 and 0.6 publication points per FTE.

Last year, LUC's external R&D revenue was NOK 10.4 million. This is also a good result compared to the other public university colleges. LUC receives financial research contributions from a number of different regional partners, including Sykehuset Innlandet and the county municipality's competence and development fund (KUF-fund). This type of funding is a clear indication of LUC's importance as a research and knowledge partner in our region. However, our 'owner' The Ministry of Education and Research has even bigger expectations for us. As a university college with about 60 percent of UFF-positions (teaching, research and dissemination positions) staffed by associated professors or higher, we should according to the

Ministry, been more ahead in the competitive Research Council of Norway's programs and the EU-research. Our competent and dedicated researchers have a lot of potential, but we should also strengthen our international networks in order to succeed better in the most demanding competitions. International networks are also important for research publications. When it comes to research policy it is a goal to enhance the quality of Norwegian research and international participation can contribute to this.

An important part of the research conducted at LUC takes place within the PhD-programs. The longest running programs, Innovation in services (public and private sectors) and Child and youth participation and competence development have been around for some years and have brought together groups of talented young researches. Being a part of a positive environment is an important part of PhD-fellows' everyday life. Guidance from experienced researchers is of course also important, but the PhD fellows also contribute to develop and drive each other forward. The PhD program Audiovisual media which LUC offers in cooperation with NTNU, is a newer program with competent and dedicated PhD-fellows, but have fewer fellows than the other programs. The Norwegian Film School's artistic development program contribute with new qualified insight relating to audiovisual media aesthetics, productions conditions, history and didactics. It will be important to continue to facilitate for a good environment where the PhD-fellows can succeed.

In short: 2015 offered many good results within research and artistic development at LUC. Thanks to everyone who have contributed. We have come far on our way. The journey is the goal.

Enjoy your reading!

PART A – MAIN FEATURES OF RESEARCH ACTIVITIES

This section describes the main features of LUC's research and development. Overviews of formal competence among the academic staff and research production in terms of publications and acquisition of external research funding are provided.

ORGANIZATION

Lillehammer University College originates back to 1970, when Hedmark and Oppland Regional College was established at Storhove. In 1977, the college split in two regional departments, and Oppland Regional College emerged as a separate institution. In 1994 ORC became Lillehammer University College (LUC).

In the beginning of 2016, LUC had 4 904 enrolled students and 356 employees, of which 209 are academic positions.

The student density is ~24 students per academic staff member, which is highest among the public universities colleges in Norway.

LUC's academic activities is organized in the following five faculties (see figure 1):

Faculty of Education and Social Work, Faculty of Social Science, Faculty of Economics and Organizational Studies, Faculty of Television Production, and the Norwegian Film School. In addition, the Centre for Continuing Education works within specially commissioned teaching, continuing education and development projects.

The head of research / provost is responsible for the research at LUC, the rector and university college board are senior bodies. The central research committee is the university college board's specialist body for research policy and management of support schemes.

The head of faculty, dean, is responsible for the R&D activities at the faculties. The right and obligation to conduct research is related to the position, not the holder of the position. Professor and associate professor positions have 45% allotted time to R&D and lecture positions have 25% allotted time to R&D.

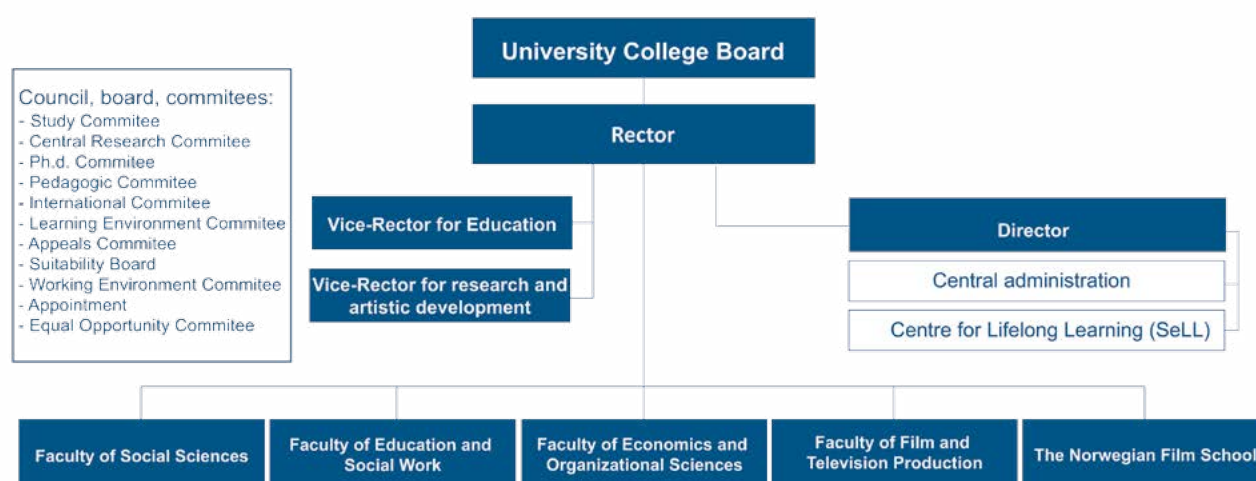
LUC wishes to keep this structure, but also accommodates for individual adjustments according to research production and grant acquisitions. Good working conditions including continuous research time is an important condition for the quality of research. Several employees of the academic staff are part of research groups, both within the faculty, inter-faculty groups and research groups with members from different institutions.

The principle of research-based teaching along with a relatively high time allotment for research, make LUC's institutional profile share many features with the established universities. According to the Database for Higher Education (DBH), LUC differs from the other public university colleges by having a high level of both research and education intensity (see figure 2).

THE CENTRAL RESEARCH COMMITTEE

The central research committee at LUC is an advisory body for the rectorate and the board concerning the development of the university college's R&D policy. In addition, the committee manage support schemes that LUC's researchers may apply for: qualification grants for associate professor

FIGURE 1: ORGANIZATIONAL CHART LUC



Noen av HiLs over 200 vitenskapelig ansatte samlet i fellesareal Glassgården på HiL.



and professor, incentive funds for publishing, assistance in acquisition process, travel grant, abroad residency, text editing, covering of expenses with Open Access publishing and additional financial support for PhD candidates.

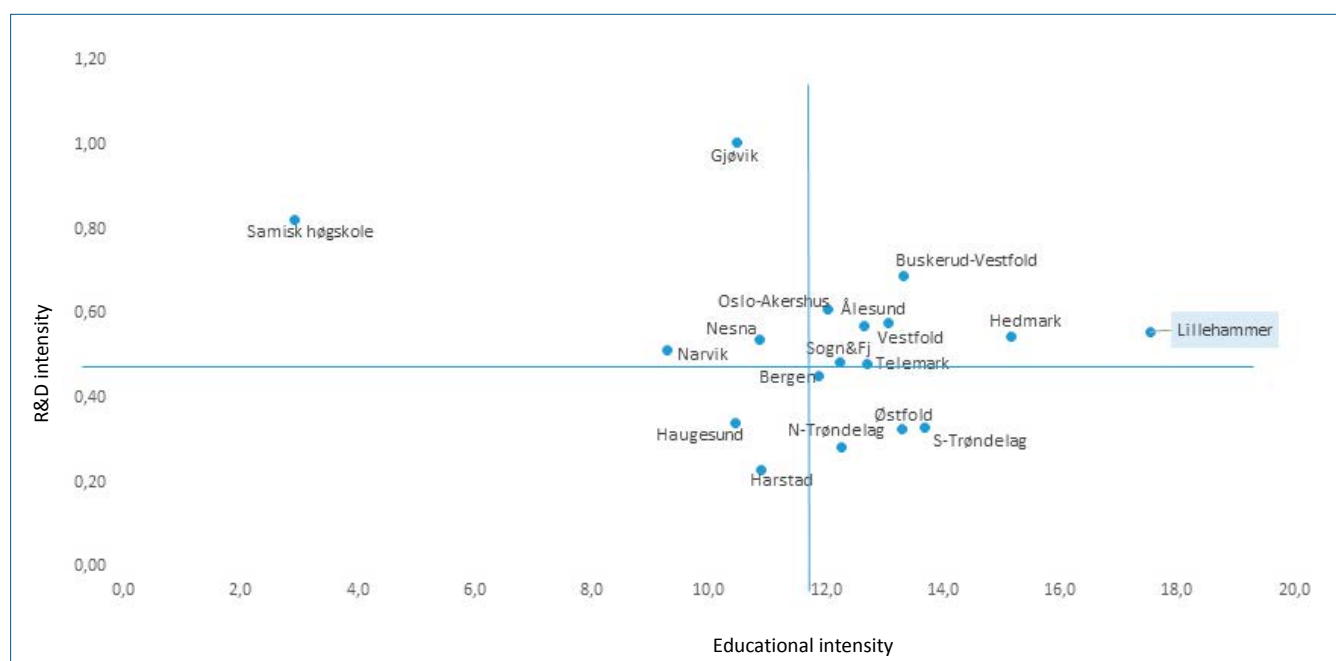
The committee had the following members in 2015:

- Yvonne Fritze, Vice-Rector (leader until Oct 2015)
- Kathrine Skretting, Rector (acting leader from Nov 2015)
- Jon Helge Lesjø, Deputy-Chairman, Faculty of Economics and Organizational Studies
- Leif Rydstedt, Faculty of Social Science
- Liv Solheim, Faculty of Education and Social Work
- Harald Thuen, PhD-leader

TABLE 1: FULL-TIME EQUIVALENT (FTE) IN EDUCATION AND RESEARCH POSITIONS 2007-2015 (AS OF 31.12.15)

	2007	2008	2009	2010	2011	2012	2013	2014	2015
Professor	24,6	30,0	32,8	29,6	34,1	36,2	34,7	36,0	40,3
Adjunct Professor (Professor II)	2,1	2,3	2,0	1,8	1,8	1,4	1,6	2,2	2,8
Dosent (dosent)	1,6	2,0	2,0	1,3	2,0	2,0	2,0	1,0	2,0
Teaching professor (Høgskoledosent)		0,6	0,2	0,5					
Associate Professor (Førsteamanuensis)	37,0	38,4	48,7	53,3	45,2	47,2	47,9	47,9	55,7
Associate Professor (Førstelektor)	15,2	18,7	16,6	18,2	17,1	14,8	13,3	13,3	14,3
Associate Professor (Amanuensis)	8,0	7,0	6,0	6,0	6,0	6,0	6,0	5,8	3,8
Assistant Professor (Høgskolelektor)	42,1	43,4	42,3	43,3	46,2	47,1	47,7	50,4	51,7
University College Teacher	9,1	8,0	10,0	9,1	7,6	8,2	7,9	8,3	8,3
Ph.d. fellow	13,4	13,6	16,9	21,0	25,7	24,7	29,7	27,2	27,8
Post.doc					1,0	1,0	1,5	1,0	1,5
Researcher									1,0
Totalt	153,0	164,9	177,3	184,1	185,7	188,5	192,3	195,6	209,2

FIGURE 2: RELATION BETWEEN R&D-INTENSITY AND EDUCATIONAL INTENSITY



Comparison of Norwegian university colleges: X-axis (educational intensity) relation between number of students and number of academic staff. Y-axis – relation between publication points and number of academic staff (R&D-intensity).

Source: Database for higher education (DBH)

- Øystein Skundberg, PhD-fellow
- Sven Thomas Kalfoss, Master's student
- Lars Bærøe, Secretary

LUC'S ACADEMIC STAFF

Overall the level of formal competence is relatively high at LUC. According to statistics from the Database for higher education (DBH) of the academic staff at the end of 2015, positions at the full professor level amounted to 20 % of the academic staff. In comparison the average is 9% for public university colleges and 24 % for universities. Positions at the associate professor level make up 74 full-time equivalent (FTE) R&D-positions in 2015. In sum, positions at the associate professor level or higher comprised 56% of LUC's total academic staff in 2015.

The percentage of woman at LUC with professorship is 12%, which is somewhat lower than the average for public university colleges (33%).

LUC is working towards changing this imbalance through recruitment initiatives.

However, among PhD fellows, woman amounted to 69%. A similar trend can be found at other institutions in Norway and internationally. This will probably make it easier to recruit woman to the highest academic positions at LUC in the future.

R&D PRODUCTION IN 2015

In 2013 the Norwegian Association of Higher Education Institutions (UHR) initiated an evaluation of the Norwe-

TABLE 2: ACADEMIC PUBLICATIONS 2009-2015

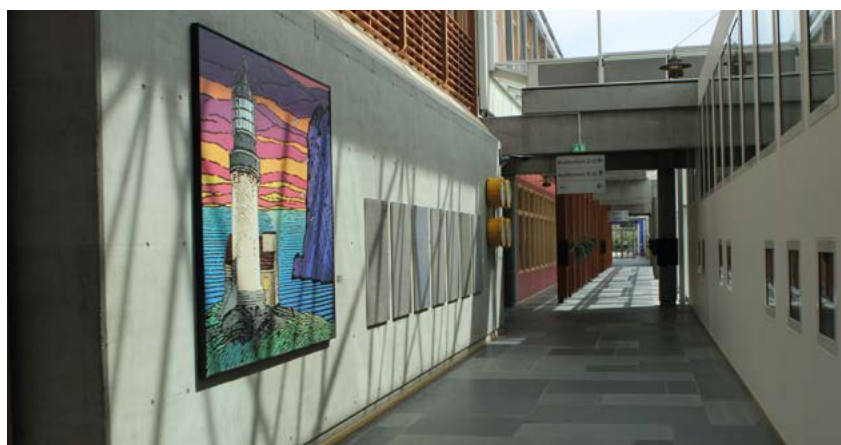
Type publikasjon	2009	2010	2011	2012	2013	2014	2015
Articles in peer-reviewed journals	62	64	91	80	58	67	76
Articles in academic journals	11	4	14	13	7	23	11
Books / textbooks	25	19	15	18	19	15	20
Chapters in books / textbooks	87	28	71	60	56	41	47
Other academic reports published outside LUC	4	3	4	5	3	4	4
Other academic reports published by LUC	18	2	10	2	2	5	2
Lectures/papers presented at academic conferences	106	105	159	200	206	220	187
Total number of publications	313	225	364	378	351	375	347
Proportion of level-2 publication by publication points	111,2	105,3	132,1	123,97	95,2	91,2	94,8
-*Nivå 2 andel	3,4%	4,6%	7,0%	12,7%	10,8%	26,1%	9,4%

gian publication indicator. One of the aspects pointed out in the evaluation report was that the publication indicator does not balance well enough between subject areas as a measure of scientific productivity. This is a problem because the indicator is used to distribute research funding between institutions with different academic profiles. In 2014 the National Publication committee developed a new calculation model that is more academically neutral and was introduced into the higher education sectors from 2015. The model is designed in a way that rewards scientific publishing between different institutions and countries. In addition, it will not pay off to either publish alone or list additional co-authors then necessary in a publication.

LUC's scientific publications in table 2, 3 and 4 are listed up after the old method in order to being able to compare with previous years. In 2015 LUC achieved 94.8 publication points. With the new model this constitutes 115.3 points which corresponds 0.56 points in average per academic employee. Compared to other public university colleges, this is slightly above the average of 0.52 publication points (see figure 2). Put together with the number of credits per academic employee (as shown in figure 2) LUC is the most productive of the university colleges.

RESEARCH FUNDING

The research at LUC is financed by the regular budget funds and designated time for research. In addition, research is funded through external sources such as The Research Council of Norway, EU, health trusts, foundations, directorates and government organizations. External funding is important as it increases the extent of research activities at LUC and then further leads to an increase in publications, network building, internationalization and recruitment of young researchers to PhD and postdoctoral positions. Research applications to The Research Council of Norway and the EU have especially been important since the Ministry of Education and Research rewards an additional performance-based grant for successful applications. LUC has as project owner formulated 16 applications during the period 1.1-31.12.2015, the majority of applications have been submitted to The Research Council



of Norway (8) and the rest to various announcements; Regional Research Fund (1), Extrastiftelsen (2), Innlandet Hospital Trust (2), the Norwegian Artistic Research Program (1), Oppland county municipality (1) and private energy companies (1). Five applications were approved which amounted to NOK 3.5 million.

In 2015 there has been a particular focus on developing applications of good quality to the EU. Internal funds have been granted to four research groups that has started working on the applications process in order to develop applications for Horizon 2020 and Erasmus+ in the following 2-3-year period.

TABLE 3: PUBLICATION POINTS BY FACULTY 2010-2015

Faculty	2011	2012	2013	2014	2015
Faculty of Social Science	45,5	42,0	27,9	35,1	40,3
Faculty of Economics and Organizational Studies	42,6	32,8	23,4	18,8	16,1
Faculty of Education and social work	43,6	42,5	43,2	35,6	35,8
Faculty of Film and Television Production	0,0	1,5	0,0	0,7	
HiL	0,5	5,1	0,7	1,0	2,6
Total	132,2	123,9	95,2	91,2	94,8

TABLE 4: PUBLICATION POINTS BY ACADEMIC POSITION 2011-2015

Points per academic position	2011	2012	2013	2014	2015
Professor	61,1	66,9	41,7	22,8	47,5
Dosent (dosent)	0,0	0,0	0,0	0,0	0
Adjunct Professor (Professor II)	5,2	1,5	4,5	0,2	0,5
Associate Professor (Førsteamanuensis)	36,5	31,8	33,4	47,3	26,8
Associate Professor (Førstelektor)	1,0	0,6	0,3	0,3	2,0
Associate Professor (Amanuensis)	0,0	0,7	1,2	2,7	0,3
Assistant Professor (Høgskolelektor)	10,5	7,3	5,3	2,0	6,4
University College Teacher (Høgskolelærer)	0,0	0,5	0,0	0,0	0
Ph.d. fellow	17,3	9,5	7,4	12,1	7,9
Others	0,7	5,1	1,3	3,8	3,4
Total	132,2	123,9	95,2	91,2	94,8

RESEARCH GROUPS AND RESEARCH CENTERS

Formal and informal organization of research groups can contribute to a good working environment and help raise the quality and productivity of the research work. Compared with individual researchers, a group of researchers can more easily form networks regionally, nationally and internationally. This will in turn improve the success rate of applications for external research funding from the Research Council of Norway and the EU.

Research groups are mainly formed on the initiative of the researchers themselves, but they need attention and influence from the institution's management in order to thrive. This dynamic is important in order to set long-term research goals and involve other researchers as needed, including younger researchers who have completed or is planning a doctoral degree.

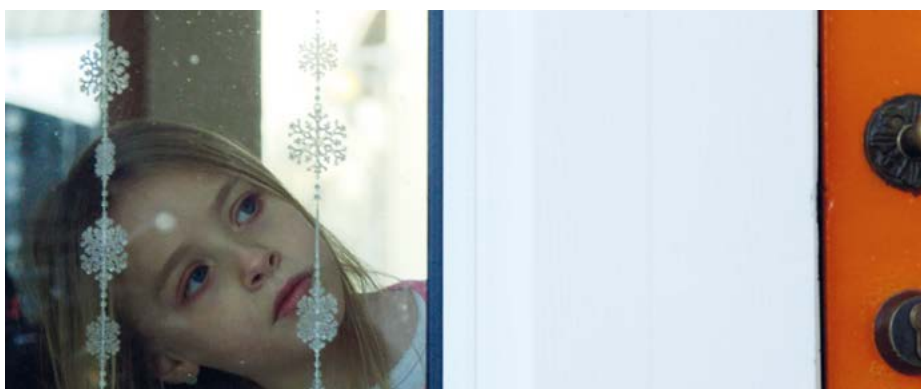
RESEARCH GROUPS AND - CENTERS AFFILIATED TO FACULTY OF EDUCATION AND SOCIAL WORK

THE RESEARCH CENTRE FOR CHILD AND YOUTH COMPETENCE DEVELOPMENT

The research conducted at the center is interdisciplinary and multidisciplinary and consists of a wide range of theoretical and empirical projects. About 35 researches was associated with the center in 2015, of which 20 were PhD candidates. There have been a lot of activity at the center in 2015, with three dissertations, 10 research seminars, 6 guest lectures, a PhD course and a five-day writing and publishing course in England. The research is organized into different research groups working within and across disciplines and fields of study:

MIGRATION AND MULTI CULTURAL STUDIES

The research projects in this group emphasizes that children and youth participation and competence development takes place within social and cultural contexts characterized by migration and multicultural aspects. The aim is to promote and conduct studies that include questions about coexistence and inclusion/exclusion within fields of diversity, transnational relations, urban and rural conditions, and minorities.



Picture from "For Linnea" - a short film about growing up with addicts. Based on an idea from Kerstin Söderström, child psychologist and researcher at Lillehammer University College and Innlandet Hospital Trust. Photo: Filmmakeriet A/S

Contact: Professor Anne Sigfrid Grønseth. Members: Associate Professor Frank Jarle Bruun, Associate Professor Mari Rysst, Professor Dag Leonardsen and PhD candidates Nisrine Lmariouh, Christian Slaaen and Ragnhild H. Bjørnsen.

CHILDREN, FAMILIES AND VULNERABILITY

Vulnerability is associated with the interaction of various factors linked to social conditions such as upbringing, psychological and social psychological conditions, functional impairment or the actions of children and youth. A comprehensive understanding of vulnerability therefore requires different theoretical perspectives, and the group consists of researchers with backgrounds from social studies, social sciences and health care. Key topics of this research group is vulnerable parents / families, children and youth, and their coping strategies and resources. The Mosaic Project, funded by the Research Council of Norway also belongs to this research group.

Contact: Professor Astrid Halså

Members: Associate Professor Kerstin Söderström, Associate Professor Anne-Stine Dolva, Professor Halvor Fauske, PhD candidates Ulrika Håkansson, Cathrine Grimsgaard, Lena Westby, Elizabeth Langsrud and Turid Wangenstein.

INCLUSIVE EDUCATION – MARGINALIZATION AND MINORITIES

This research group is a forum for international and interdisciplinary dialogue where attention is directed towards inclusive education and education for children with special needs. Inclusive education - marginalization and minorities is in this context understood in a broad sense, and assimilates different concepts dependent on geography and context.

Contact: Professor Rune S. Hausstätt.

Members: Associate Professor Flo-



Some of the researchers affiliated to Faculty of social sciences, from left: Ulrika Håkansson, Svein Erik Nordhagen, Øystein Skundberg, Lena Westby, Lars Monsen, Florian Kiuppis, Karen Parish, Lene Nyhus, Stefan Sütterlin, Stine Vik, Turid Wangensteen, Mari Rysst, Hanne Fehn Dahle and Johanne Kielland Servoll.

rian Kiuppis and PhD candidates Stine Vik and Hege Somby.

PEDAGOGY

The research in this group is multifaceted and is focused on different institutions and practices related to adolescence. Key research areas are:

Historical research, which concerns education history, pedagogical history of ideas, upbringing history and history of adolescence.

Contacts: Professor Harald Thuen and PhD candidate Øystein Skundberg.

School research concerning school relevant research, but also extends beyond the institutional framework of the school. It revolves around the pupils', teachers' and other professionals' perspectives and experiences. In 2015, the group has worked on project 'Better support for vulnerable children and youth in school' financed by the Regional Research Fund.

Contact: Associate Professor Lene Nyhus.

Members: PhD candidates Eirin Annamoe, Karen Parish, Bjørg Midtskogen and Svein Erik Nordhagen.

Preschool research at the Research Centre for Child and Youth Competence Development, concerns itself with preschool as a social institution and how pedagogy and profession (preschool teacher), politics and management relate to each other.

Contact: Professor Solveig Østrem

RESEARCH ON DISABILITY

Research on disability is a research area where the university college for several years has contributed to knowledge development both nationally and internationally. The research in this area is associated with LUC's PhD programs, but appears and is presented as a separate area of research. Research on disability has multidisciplinary scope and approach to physically disabled people's right to participation and co-determination in their own lives and in different social arenas. User participation, inclusion and empowerment are important keywords. Researchers at LUC were central to the creation and management of the Norwegian Network on disability research (NNFF) in 2004, and in the Nordic network (NNDR) on disability research. LUC organized the first national conference in 2004, and the most recent one in 2014.

Key research topics include:

- User involvement at the individual, service and organizational level.
- Habilitation.
- Participation in recreation and everyday life.

Participants:

- PhD candidate Christina S. Andersen
- Associate Professor Jan Andersen
- Professor Ole Petter Askheim
- Associate Professor Anne Stine Dolva
- Professor Ingrid Guldvik
- Associate Professor Marit Kollstad
- PhD candidate Roald Undlien

Selected publications (more details in Part C)

- Independent and assisted physical leisure activities of adolescents with Down syndrome.
- Participation during leisure time. Perspectives on leisure participation among people with physical disabilities.
- Normative scores for the Pediatric Evaluation of Disability Inventory in Norway.
- Children's perspective on their right to participate in decision-making according to the United Nations Convention on the Rights of the Child article 12.

Projects

"Making user participation work", finances by The Research Council of Norway (2014-2017).

CENTRE FOR MEDIA PEDAGOGICS

The Centre for Media Pedagogics was established in 2003 by financial incentives from the Norwegian Research Council. The center encompasses LUCs research activities relating to media, technology and teaching, and is based on a multidisciplinary cooperation.

Key research topics include:

- Children and young people's use of digital technology in school, leisure, identity and digital competences.
- Communication and reflexivity.
- Language, manners, technology and teaching.
- Media and politics, and media in social studies lessons.
- Flexible education and digital storytelling.
- Media teaching and media used during lessons

The center manages the conference 'Didactics and Technology' and issues the international electronic journal seminar.net who publishes peer-reviewed articles in English.

The most important and comprehensive project in 2015



Three core members of the research group Media pedagogics Geir Haugsbakk, Yvonne Fritze og Yngve Nordkvelle.

was the publication of the book 'Media pedagogical perspectives' (Mediepedagogiske perspektiver). It portrays media pedagogy as a field of study based on three different perspectives: Media Socialization, lessons about and with media. The book gives an overall expression of the media pedagogical commitment at LUC. The topics have a wide scope: Transformation in children and youth culture, the challenges of media's incorporation into school, digital natives and mediatization, youth voices in Amandus movies, adolescents and teen movies, media and globalization, the media in politics, use of Learning Management Systems, museum pedagogy and digital storytelling.

Participants

- Associate Professor Anne M. Bjørgen
- Associate Professor Yvonne Fritze
- Professor Geir Haugsbakk
- Assistant Professor Øyvind Kalnes
- Professor Yngve Nordkvelle
- Project Manager Brit Svoen

Selected publications (more details in Part C)

- The mediated childhood – between prohibition and freedom. The projects have three focus areas: cell phones in school, video games and digital storytelling as a method.
- 'The Art of Teaching Art' – about film and television educations' pedagogics.
- Visual Bildung and the Battle between Words and Images.
- Amandus-films – new development characteristics and Creativity: The Role of Self-Leadership and Psychological Empowerment.

THE RESEARCH GROUP FOR COUNSELING

This group aims to bring forward different mindsets and skills that contributes to continuous improvement of services in counseling and career counseling in Norway. On an individual perspective we focus on accessibility and quality of guidance and career counseling services on the basis that individuals have different needs during different phases in life. In a social perspective we focus on how services can be organized, directed and controlled to be a tool for education, employment, health and social conditions policies.

Relevant research areas

- Guidance and career counseling in an individual, cultural and social perspective
- Work-oriented follow-ups and labor marked skills
- Processes and working methods for leadership and guidance that promotes individuals, groups and learning for organizations
- Measures to promote social inclusion through employment and education

- Critical perspectives on career development and counseling theories.

Participants

- Associate Professor Stein Amundsen
- Docent Anne-Marie Aubert
- Associate Professor Inger Marie Bakke
- Associate Professor Grete Salicath Halvorsen
- Assistant Professor Erik Hagaseth Haug
- Associate Professor Mårten Kae Paulsen
- Adjunct Professor Peter Plant
- Assistant Professor Torild Schulstok
- Assistant Professor Eli Skjeseth



The Research Group for Counseling represented by, from left: Erik Hagaseth Haug, Torild Schulstok, Anne-Marie Aubert, Ingrid Marie Bakke, Mårten Kae Paulsen, Eli Skjeseth og Grete Salicath Halvorsen

Selected publications (more details in Part C)

- Self-leadership as a perspective in counselling and coaching
- Linking Empowering Leadership to Job Satisfaction, Work Effort, and Creativity: The Role of Self-Leadership and Psychological Empowerment.
- Research-based knowledge: researchers' contribution to evidence-based practice and policy making in career guidance.
- The potential role of career guidance and career education in combating early school leaving.

RESEARCH GROUPS AND -CENTERS AFFILIATED TO FACULTY OF SOCIAL SCIENCES

RESEARCH CENTER FOR AUDIOVISUAL MEDIA (VISMED)

This research center is an academic environment that work towards strengthening research, study portfolio and the regional and international network in the field of audio-visual media.

The center focus on seeking external research funding, develop online educational programs and create a meeting places for academics and practitioners in the field of media studies.

The center is responsible for managing the PhD program Audiovisual media, which is a joint degree between NTNU and LUC in cooperation with the Centre for Media Pedagogics at LUC. The center for audiovisual media has an

academic profile that corresponds with the PhD program's core areas:

the PhD program's core areas: the audiovisual media aesthetics, production conditions, history and didactics.

During 2015 the center has carried out several events in line with the key priority areas, such as the Norwegian film seminar, a meeting place between the film industry and academia, and a seminar in collaboration with the Norwegian Media Authority and students at LUC about 'film violence'. Furthermore, the center contributes in a project about film tourism.

Participants

- Professor Eva Bakøy
- Associate Professor Søren Birkvad
- PhD Candidate Ingvid Bjerkeland
- Professor Jan Andreas Diesen
- PhD Candidate Stine Sand Eira
- Associate Professor Audun Engelstad
- Professor Tore Helseth
- Postdoc Vilde Schanke Sundet
- Assistant Professor Anne Lise With

Selected publications (more details in Part C)

- Film og fortelling (monografi).
- Mediepedagogiske perspektiver : mediesosialisering, undervisning om og med medier (book chapter).
- Films on ice: Cinemas of the Arctic (book chapter).
- Alf Prøysen, kunsten og mediene (book chapter).
- The Dilemmas of Regional Film Policy in Norway.
- In front of and behind the camera: Media images from Northern Norway.



Research group for Environmental psychology represented by Svein Åge Kjøs Johnsen, Ingeborg Flagstad og Reidulf G. Watten.

- The Rise of the Regions: Norwegian film policy and the new regional cinema. The fall of perfect man.

Projects

The research activity at the center in 2015 focused mainly on the carrying-out the international research project SiFTI 'How to Succeed in the Private Film and Television Industries', funded by the Research Council of Norway. Seven of the center's members participated in this project, in addition to media researchers from Denmark, the Netherlands and the United Kingdom.

RESEARCH GROUP FOR ENVIRONMENTAL PSYCHOLOGY

The environmental psychologist research group at LUC studies how fundamental processes such as perception, cognition and personality is filtering and structuring our



experience of the environment. They are also concerned with how geographic areas are managed socially and how to understand territoriality, overcrowding, private areas and personal space. Psychological components of resource management, environment and climate issues and similar issues are also focused on by the researches.

The research group co-organized the Nordic conference (NES2015) in 2015, entitled "Creating Sustainable Work environments", and contributed significantly to the organization and running of the national conference "The 17th Conference on Social and Community Psychology". A collaboration agreement was also made with the Department of Environmental Studies at Masaryk University in the Czech Republic on the development of course modules and the planning of a scientific conference in Brno, funded by the EU.

Participants

- Associate Professor Inge Brechan
- Professor Mark Cropley
- Associate Professor Ingeborg Flagstad
- Associate Professor Gunne Grankvist
- Professor Emeritus Jo Kleiven
- Associate Professor Svein Åge K. Johnsen
- Professor Leif Rydsted
- Associate Professor Einar Strumse
- Professor Reidulf G. Watten

Selected publications (more details in Part C)

- Universal formulation and surroundings: Multidisciplinary, critical and environmental psychological perspectives

THE LILLEHAMMER RESEARCH CENTRE FOR MEDICINE AND EXERCISE PHYSIOLOGY (LIME)

This research group consists of researchers from the department of sport science (Lillehammer University College), Innlandet Hospital Trust and The Rheumatism Hospital and the Norwegian Defense University College Jørstadmoen. The primary focus is aimed at identifying the effects of lifestyle and physical activity on physical capabilities; from the everyday functioning to physiological and cell biological level. This is examined on both top athletes and on different patient groups. The research work is grounded in the research strategy "The TrainsOME- human cells adaptation to training and the environment", which aims to develop methods for individual training guidance, focusing on the identification of biomarkers.

Workout at LUC's sports physiological test laboratory for a participant in the research project 'COPD, vitamin D and weight-training'



Scientific employees at The Centre of Innovation in Services (CiS) and the PhD program Innovation in Services (INSEPP), from left in the back row: Rolf Rønning, Per Skålén, Stephen Osborne, Ulla Higdem, Jon Helge Lesjø, Monica Breiby, Sveinung Jørgensen, Toril Ringholm, Line Margrete Jenhaug og Liv Solheim. Foran: Martin Rønningen (leader INSEPP), Iveta Malasevka, Trine Syversen og Britt Rydjord (leader CIS).

Participants

- PhD Candidate Daniel Buck
- Professor Stian Ellefsen
- Associate Professor Gunnar Slettaløkken Falch
- PhD Candidate Daniel Hammarström
- Associate Professor Bent Rønnestad
- Adjunct Professor Tor Strand
- Professor Stefan Sütterlin
- Professor Even Tjørve

Selected publications (more details in Part C)

- In-Season Strength Training Cessation Impairs Performance Variables in Elite Cyclists.
- Blood flow-restricted strength training displays high functional and biological efficacy in women: a within-subject comparison with high-load strength training.
- Strength training improves cycling performance, fractional utilization of VO_2 max and cycling economy in female cyclists.
- Irisin in blood increases transiently after single sessions of intense endurance exercise and heavy strength training.

Projects

- "The Granheim COPD Study".

- "Mental and physical performance of students at the Norwegian Defense University College"
- "Endurance exercise in well-trained cyclists".

RESEARCH GROUPS AND -CENTERS AFFILIATED TO FACULTY OF ECONOMICS AND ORGANISATIONAL STUDIES

CENTER OF INNOVATION IN SERVICES

CIS is an interdisciplinary competence center for research on innovation processes in the private and public services, including public innovation systems and formulation of policy, welfare innovation, tourism and adventure tourism, energy, economics, organization and management. The center includes employees from several of the university college's departments as well as external partners. More than 50 academic employees are associated with the center, including 16 doctoral candidates who are admitted to the PhD program 'Innovation in Services in the public and private sectors'. The academic activity at SIT includes both large and small research projects, both private and externally funded, and there is also a lot focus and work done in developing new research applications. The Centre also works purposely towards strengthening the relations

with regional actors as well as national and international research communities. The center has the academic responsibility for various teaching assignments, including the National Innovation School for the municipal sector (NIKOM). NIKOM provides contact with the municipal level and opportunities for new projects. The center also supervises the organization of a series of seminars where local, national and international authorities and experts contribute.

A new head was appointed at CIS in April 2015, and during the year three new academic staff members were employed including two professors in innovation. In 2015, the center has been through a strategic process on the structure of the center, activities and events and new composition of research groups. CIS is currently defined into three groups which will be progressively more active during 2016: Innovation theory and innovation process led by Professor Sverre Herstad, municipal innovation led by Professor Toril Ringholm and tourism and innovation, where the choice of leader remains undecided.

CIS is working on a project application to the Horizon 2020, EU's Framework Program for Research and Innovation which will be submitted in early 2017. The working title is "Social Innovation at the municipal level: A solidary and co-creational approach".

WELFARE INNOVATION

The area of Innovations in Welfare Services is a part of a broader focus on innovation in services, both public and private, at Lillehammer University College. This area of research is cross-disciplinary and is organized across several faculties at LUC.

The research group for Innovations in Welfare Services focuses on a number of subthemes. The research conducted is partly connected to these specialized themes, but there are also projects that stretch across these divisions.

The following themes are central to the research group for Innovations in Welfare Services:

- Innovations in Welfare Services at the macro-level, for instance, the study of major reforms.
- Innovations in Welfare Services at the municipal level, for example, a new organization of care services, the building of houses for vulnerable groups, and so on.
- Top-down and bottom-up innovations, such as user-directed services, initiatives for changes by the users, especially the disabled and those in psychiatric treatment. The department has also had several extensive research projects connected to the system of User-Directed Personal Assistance (BPA)
- Innovations that are the result of organizational and technological conditions, and the interplay among these.

- Methodological innovations related to the practices in the welfare services.

Selected publications (more details in Part C)

- User councils for disabled people in Norway: from reactive to proactive?
- On innovation patterns and value tensions in public services.
- Innovation in social welfare and human services.
- Development of local medical centers as inter-municipal idea management process.
- User-Directed Personal Assistance (BPA) – status and suggestions for future reporting.

Participants

- Associate Professor Jan Andersen
- Professor Ole Petter Askheim
- Associate Professor Marit Godeseth
- Professor Ingrid Guldvik
- PhD Candidate Line Jenhaug
- Associate Professor Sigrd Myklebø
- Postdoc Maria Røhnebæk
- Professor Rolf Rønning
- Professor Liv Solheim

RESEARCH CENTER FOR TOURISM AND EXPERIENCES

The research group has a multidisciplinary character, and focuses on different aspects of tourism. The research group includes economist, geographers, sociologist and staff with other academic backgrounds. Key issues are innovation, entrepreneurship, vacation homes as a phenomenon and industry, tourist behavior, destination image, development of experiences and events in the context of tourism. The researchers participate in regional, national and international projects, teach courses, as well as disseminate to the public. Some projects are conducted in co-operation with the tourism industry. The research group is associated with the Centre for Tourism Research, a collaboration effort between The Eastern Norway Research Institute, The Norwegian Institute for Nature Research (NINA), Hedmark University College and LUC.

The main research topics in LUC's research in tourism and experiences are innovation, entrepreneurship, event and experience development, development of vacation homes as a phenomenon and industry, tourist behavior and destination development. This R&D-activity is included as LUC's contribution to the Centre for Tourism Research, a collaboration effort between The Eastern Norway Research Institute, The Norwegian Institute for Nature Research (NINA), Hedmark University College and LUC. For more information, check out www.reiselivsforskning.org. The center is organized at LUC. The research group is involved in the university college's PhD program Innovation in

Services, and includes several PhD candidates. The Centre for Tourism Research collaborates closely together with CIS on innovation research.

Participants

- Associate Professor Randi Bredvold
- Associate Professor Monica Breiby
- PhD Candidate Marit Engen
- Professor Atle Hauge
- Assistant Professor Hans Holmengen
- PhD Candidate Olga H-Guldberg
- Assistant Professor Christian Krogh
- Professor Gudbrand Lien
- PhD Candidate Iveta Malasevska
- PhD Candidate Anne J. Nordli
- Assistant Professor Terje Onshus
- Professor Martin Rønningen
- Associate Professor Terje Slåtten
- Professor Håvard Teigen
- Professor Christer Thrane
- Professor Even Tjørve
- PhD Candidate Jonas K. Åstrøm

Selected publications (more details in Part C)

- Exploring Aesthetic Dimensions in Nature-Based Tourist Experiences.
- The Effects of Aesthetic Experiential Qualities on Tourists' Positive Emotions and Loyalty: A Case of Nature-Based Context in Norway.
- Emotional dissonance.
- On the relationship between length of stay and total trip expenditures: A case study on instrumental variable (IV) regression analysis.
- The determinants of Norwegians' summer tourism expenditure: foreign and domestic trips.
- The determinants of tourists' length of stay: some further modelling issues.
- Properties of first-time vs. repeat visitors: Marketing strategies for Norwegian ski resorts.

Projects

- 'Innovation and growth through cooperation', financed by VRI3/The Research Council of Norway (2014-2016).
- 'Vacation homes and local social development', financed by Oppland county municipality (2015-16).
- "Tourism trends", financed by the Regional Research Fund Innlandet (2014-2015).



THE RESEARCH GROUP FOR ENERGY AND NATURAL RESOURCES

The research group for energy and natural resources work with economic and political analysis of energy markets and energy production, and sustainable utilization and management of natural resources. The analyses are based on approached from business economy, social economy and political science. The group focuses on analyses of markets for renewable and non-renewable resources, price determination and production relations, management and regulation of energy and raw-material production, European natural gas trade, energy safety, environment phycology and innovation and renewal in the use of energy and natural resources

Participants

- Professor Ole Gunnar Austvik
- Associate Professor Erik Haugom
- PhD candiate Paulina Landry
- Professor Gudbrand Lien
- Associate Professor Ørjan Mydland
- Professor Einar Strumse
- Associate Professor Steinar Veka

Selected publications (more details in Part C)

- A comparison of implied and realized volatility in the Nordic power forward market.
- A parsimonious quantile regression model to forecast day-ahead value-at-risk.
- Australian evidence on the role of interregional flows, production capacity, and generation mix in wholesale electricity prices and price volatility.
- Scale economies, technical change and efficiency in Norwegian electricity distribution 1998-2010.
- Essays on price formation and risk assessment in energy markets.

Projects

'Benchmarking for Regulation of Norwegian Electricity Networks (ElBench)', financed by various energy companies (2015-2016).

'Smart, green and integrated logistics', financed by the Regional Research Fund Innlandet (2014-2015).

ARTISTIC DEVELOPMENT WORK -THE NORWEGIAN FILM SCHOOL

The Norwegian Film School is the artistic education at LUC, and has developed an artistic development work program that the higher education act regards as equivalent to scientific research. The film school base themselves on the official definition of artistic development work: Artistic Development work covers artistic processes that lead to a publically available product. An explicit reflection of the development and presentation of the product can also be included in the activity. (The Norwegian Association of Higher Education Institutions "Emphasis on artistic development work"; 2007)

The film school's goal is that the teaching is based on artistic development work. This entails that almost all of the teachers are employed on a part-time basis and still are active filmmakers. They pass on their knowledge and experiences from artistic activities to their students through reflection and re-working material. In this way we obtain teaching based on artistic development work that is current and relevant. In addition several of the teachers carry out artistic development work that is not directly related to film projects, but rather development work that has a broad, immersive and reflective character in relation to the teacher's field of study. Some examples of these works are listed below.

An important part of the artistic development work at the Norwegian Film School takes place within the framework of the Norwegian Artistic Research Program. This program was established by art education institutions in Norway, including the Norwegian Film School, and consists of a fellowship program and a project program. The Norwegian Artistic Research Program shall strengthen artistic development work at the highest level.

For the Norwegian Film School, who define itself as a storytelling film school, the teacher's film work, research fellows and the artistic development work mentioned above is of great importance when it comes to adding new academic perspectives to the education and academic environment. Especially in the years to come when the school is undergoing a modernization with new bachelor and master programs, and further education possibilities for the industry, will it be important to expand the competence level of the academic environment through artistic development work. The Norwegian Film School is therefore active in searching for relevant projects and qualified people that can contribute in that area.

During the last three years the Norwegian Film School has obtained funding for three major projects within the Project Program.



- Erik Poppe; film director, project member: The subjective objective. An exploration of the possibilities of increased emotionality, the use of highly personalized and strictly subjectively point of view in conscious narrative film.
- Niels Pagh Andersen; film editor, main teacher: "Order in Chaos. An exploration and extension of the language in the Filmic Storyline".
- Einar Egeland; film editor, main teacher: "True or false – mind and emotion in film editing. At the crossroad of artistic expression and neuropsychology in cinematic Storytelling."
- Other selected artistic development works at the Norwegian Film School:
- Rumle Hammerich; film editor, professor, main teacher: «The film director's direction - hidden knowledge, intuition or method?"
- Kjell Vassdal; cinematographer, main teacher. "Film photography in the change of time - from an analog to a digital expression"
- Sveinbjørn Baldvinsson; screenplay writer, main teacher: "Vikings – a television series that breaks with conventions."
- Cecilie Semec; cinematographer, main teacher: The modern film image. A study of the modern film image from a film photographic perspective.
- Rafal Hanzl; digital visuall design/animation, fellow in the Norwegian Artistic Research Program : "Ways of expression: the impact of VFX technology on modern storytelling in film and multimedia production".

In addition, The Norwegian Film School leads a Nordic project that works towards developing the pedagogical competence of filmmakers teaching at higher education institutions. The project was created in 2015 created by NORDICIL – the formal cooperation forum for film education in the Nordic countries – and aims to start up in the autumn of 2016. The project is based on the publication "Training the Trainers" (The Norwegian Film School, 2005).

ARTISTIC PRODUCTION AND RESEARCH AT FACULTY OF TELEVISION PRODUCTION

The Faculty of Television Production have practical production oriented educations for television and is one of the leading television educations in Norway. The students are taught a number of relevant production roles, processes, methods and content production for professional television. Another important part of the studies is how to master complex narrative techniques and audiovisual narrative.

In order to perform at the highest level, a central part of the education consists of skill developing exercises and carrying out practical productions of different lengths, formats and genres. In addition, the students learn how to reflect about key issues related to television productions in a societal perspective, as well as their own role and performance in productions. The graduated students shall through their professionalizing be able to contribute to renewal in the industry through the improvement of practice and development of knowledge.

It is essential that those who teach and supervise our students have comprehensive and updated knowledge and a high level of expertise within this broad and changing industry. It is also important that they keep maintaining their level of expertise. Through artistic development work (including production), where they practice and perform, create and bring forth, they are able to maintain their professionalism at a high level. This benefits both the faculty and students through continuously updated knowledge, professional networks and new professional perspectives. Competence building and experiences from artistic development work help create an important dynamic education environment that stimulates the entire faculty.

Very little traditional academic research is carried out at the faculty and there are few associate level or higher employees in large FTE positions with designated R&D time. There is not that much research on practical production conditions in the television industry, which is experiencing large fundamental changes and the Faculty of Television Production wished to contribute with more research and knowledge about these changes.

Artistic Production and research at The Faculty of Television Production in 2015:

Finn Gjerdrum

- Creative producer, with responsibility for screenplay development and financing for the feature films 'The King's Choice (Kongens Nei)' and 'The Last King (Birkebeinerne)', Paradox Film.
- The research project 'The Art of Teaching Art', RAM-project in collaboration with the media pedagogics community at LUC

Alexander Røsler.

- Textbook: 'Special challenges of documentary filmmaking: The real tangle of trees' (Dokumentarfilmens spesielle utfordringer: Virkelighetens villniss)

Halldor Krogh

- Silent film concert, composition 'Brudeferden i Hardanger', Bergen Philharmonic Orchestra.
- Music producer for the television productions 'Jul på orkesterplass', 'Eurosang 2015', 'Nobel Peace Prize Concert 2015' and 'The Magic Flute'.
- Music producer for the feature films 'Doctor Proctor Bubble in the Bathtub', 'A Man Called Ove', 'Solan and Ludvig – From Here to Pinchcliff' and 'Christmas King - Full Armor'
- Music producer for the radio recording of music by Øyvind Westbye, NRK
- Music producer for the concert 'Kari Bremnes i Stormen', with KORK
- Article in the Journal of Film Preservation: "Preparing the scores for Fante Anne and Brudeferden i Hardanger".

Aase Knudsen

- Research project conference contribution about "Närvaro på Distans, "Öppna Fönstret" financed by Nordplus and in collaboration with Svenske Riksteatern.

Erling Borgen

- Director of the documentary series 'A heart that never dies' shown on NRK, SVT OG DR autumn 2015. 6 episodes of 30 minutes.
- Director of the documentary feature film 'The Norwegian War Profiteers' shown on NRK, BIFF and Teknisk Museum.

Hege Michelsen

- Book Chapter in the textbooks 'Entrepreneurship and management in the media' (Entreprenørskap og ledelse i media) and 'Changes in media – from an educational perspective' (Medier i endring – sett fra et utdanningsperspektiv).
- Billy Henningsen (sound engineer, sound designer)
- Sound engineering and sound design in a number of NRK productions, including sound design in the NRK production 'The Magic Flute'.

Andreas Dreyer

- Director of documentary 'Syng meg ei vise!', 54 minutes. Produced by Fjords AS for NRK.



Some of LUC's PhD Fellows, from left: Øystein Skundberg, Svein Erik Nordhagen, Daniel Hammarström, Håvard Nygaard, Lena Westby, Daniel Buck, Ingvild Bjerkeland and Andreas Skeide.

PART B - DOCTORAL PROGRAMS

Doctoral educations, PhD-programs, are formally considered as educational activities. However, the research training programs deserve a place in the annual report considering that the main content consisting of regular research activities that aim to bring forth a comprehensive dissertation.

LUC has three doctoral programs, accredited in 2010, 2012 and 2015 respectively: "Child and Youth Participation and Competence Development", "Innovation in Services - in the Public and Private Sectors" and "The audiovisual media". The latter is developed in collaboration with NTNU (Norwegian University of Science and Technology).

The Norwegian Film School has conferred doctoral degrees to candidates participating in the Norwegian Artistic Research Fellowship Program. This program offers training at the same level as ordinary PhD programs.

Presently, LUC has received funds from the Ministry of Education and Research allocated for PhD-fellowships, equivalent to 22 yearly PhD-fellowships. In addition, some PhD fellowships are financed by external research funding, and by other institutions with employer's liability to the candidate.

PHD FELLOWS AT LUC

At the end of 2015, LUC employed 49 PhD fellows, in addition to eight candidates who presented their doctoral

thesis during the year.

Among these three defended their dissertation at LUC, the remaining five defended their dissertation at other degree-conferring institutions.

All fellows have three years to work full-time on their degrees. Some fellows are employed in four-year fellowships. These fellowships include a 25% work duty component to be carried out for the faculty employing them (teaching etc.), or the required work is agreed upon during the period.

The fellows are an important resource for the university college for many reasons. They conduct research at a high level, and develop new, fundamental knowledge in their fields. Development of new knowledge through scientific processes is one of the most essential characteristics of an academic institution, and consequently the fellows give an important contribution to the university college's core activities, including teaching. The fellows bring about a vitalization of the research, partly because they are newcomers, carrying with them new academic impulses and represent a bridge to the universities at home and abroad.

CHILD AND YOUTH PARTICIPATION AND COMPETENCE DEVELOPMENT

The PhD program in Child and Youth Participation and Competence Development is an interdisciplinary doctoral degree program. The aim of the program is to train re-

searchers who want to build and disseminate knowledge about the participation and competence development of children and youth as they encounter a complex society. The program was accredited by NOKUT and approved by the Ministry of Education and Research in 2010.

The program had three dissertations in 2015 and at the end of the year, 19 PhD candidates were enrolled in the program, the same amount as the previous year.

INNOVATION IN SERVICES – IN THE PUBLIC AND PRIVATE SECTORS (INSEPP)

This PhD-program focuses on innovation and innovation processes in service production in both public and private sectors. INSEPP's aim is to contribute to developing new knowledge about innovation in services in the public and private sector. This includes understanding the characteristics of service innovation, barriers and driving forces for innovation, innovation processes and effects caused by service innovations.

The research conducted at INSEPP covers three main areas: Innovation processes in private-sector services, public innovation systems and welfare innovations. The program was accredited by NOKUT in December 2011 and approved by the Ministry of Education and Research in January 2012.

At the end of 2015, 16 PhD candidates were enrolled in the program, an increase of four candidates from the previous year.

AUDIOVISUAL MEDIA – JOINT DEGREE

The PhD program in Audiovisual media includes the study of film, television, computer and video games and audiovisual expressions online. The programme is established in cooperation between NTNU and Lillehammer University College, and the two institutions' research groups in film and media studies. The program offers a doctoral education based in the humanistic research tradition, but it also includes approaches from the social sciences both theoretically

and methodologically, as is common in media studies.

The program was initiated in the autumn of 2015.

THE NORWEGIAN FILM SCHOOL

NFS confers degrees to candidates participating the Norwegian Artistic Research Fellowship Program. The program is parallel to other research educations organized as academic PhD programs. The Fellow must be associated with one of the Norwegian institutions offering one or more creative and/or performing art educations within dance, design, music, theater, visual arts and film.

The basis for assessment is an artistic project in any format followed by critical reflection of the process until the final result «research through art». The final result must be publically available and of a permanent nature.

The PhD program enrolled two PhD candidates in 2015.

PHD COMMITTEE

The overarching responsibility for administrating LUC's Ph.D.- programs has been delegated from LUC's board to a central Ph.D.- committee. The board had the following members in 2015:

- Yvonne Fritze, vice-rector, head of committee (until 15.10)
- Eva Bakøy, head of PhD program Audiovisual media (acting head of committee from 15.10.)
- Harald Thuen, head of PhD program BUK
- Martin Rønningen, head of PhD program INSEPP
- Iben Kardel, director of studies
- Bjørg Midtskogen, PhD candidates' representative, first half-year
- Roald Undlien, PhD candidates' representative, second half-year
- Secretary: Johanne Kielland Servoll

Stine Vik defended her dissertation at LUC for the PhD program Child and Youth Participation and Competence Development on September 18, 2015. Here pictured together with rector Kathrine Skretting who led the disputation.



TABLE 5. PEOPLE ENROLLED IN PHD PROGRAM AT LUC IN 2015

Abbreviations: LUC Lillehammer University College. UiB University of Bergen. UiO University of Oslo. NTNU Norwegian University of Science and Technology. NIH The Norwegian School of Sport Sciences. HiG Gjøvik University College. ØF Eastern Norway Research Institute. KAU Karlstad University. HiB Bergen University College.

*PhD period includes extensions

PHD CANDIDATES PHD PROGRAM CHILD AND YOUTH COMPETENCE DEVELOPMENT				
PHD CANDIDATE	PERIOD*	RESEARCH AREA	PHD PROJECT	MAIN/CO-SUPERVISOR
Annamo, Eirin	2014-2017	Education	Thought development – A critical and realistic perspective on transformative learning	M: Lene Nyhus
Andersen, Christina Strandholt	2014-2019	Social Education	Empowerment for children	M: Anne-Stine Dolva, LUC C: Ole-Petter Askheim LUC
Bjørnsen, Ragnhild Holmen	2012-2017	Anthropology, psychology	Growing Up in a Life of Global High-Mobility-Narratives from Childhood within The Norwegian Foreign Service	M: Dag Leonardsen, LUC C: Frank Jarle Bruun, LUC
Dmitrow-Devold, Karolina	2011-2016	Media studies, gender research	Norwegian girls in mainstream blogging. Performed selves, experienced competences, gendered discourses	M: Pär Nygren, LUC C: Hilde G. Corneliussen, UiB C: Janneke van der Ros, LUC
Grimsgaard, Cathrine	2012-2016	Child care and welfare	"There are good and bad emotions. We should get rid of the bad emotions, in order to avoid mental illness". Discussions between professionals and children who are living in families with parental illness and/or substance abuse in an ethical and narrative perspective	M: Astrid Halså, LUC C: Knut Ruyter, UiO
Gran, Lillian	2011-2016	Education	Digital Building and Future learning	M: Geir Haugsbakk, LUC C: Yvonne Fritze, LUC
Haug, Erik Hagaseth	2014-2016	Counselling	Career counselling in lower and upper secondary schools in Norway. A study of the concept of quality's several connotations.	M: Lene Nyhus, LUC
Håkansson, Ulrika Christina	2013-2017	Psychology	Keep me in your mind – young children and mothers with substance abuse	M: Merete G. Øie, Sykehuset Innlandet C: Finn Skårderud, LUC C: Kerstin Söderström, LUC
Halvorsen, Janne Wiken	2013-2017	Social psychology	Motivation, self-presentation and body image in training and diet blogs – a study based on qualitative interviews, text and image analyses.	M: Eva Bakøy, LUC C: Ingunn Hagen, NTNU
Langsrud, Elizabeth	2015-2018	Child care and welfare research	Decisions about Preventive Measures in Child Welfare: Towards an Understanding of Social Workers Reasoning	M: Willy Lichtwarck, HiST/NTNU C: Halvor Fauske, LUC
Lmariouh, Nisrine	2013-2017	Action research	Children's development of their every day practices and competences in the tension between tradition and modernity-Participatory action in a Berber village in the Atlas Mountains of Morocco.	M: Pär Nygren, LUC C: Frank Jarle Bruun, LUC
Midtskogen, Bjørg	2011-2016	Psychosocial	Children and professionals competency in preschool	M: Roger Mathiesen, LUC C: Lene Nyhus, LUC
Nordhagen, Svein Erik	2014-2017	Sports sociology	The Youth Olympic Games – Ideals and reality	M: Jon Helge Lesjø, LUC C: Dag Vidar Hanstad, NIH

PHD CANDIDATES PHD PROGRAM CHILD AND YOUTH COMPETENCE DEVELOPMENT				
PHD CANDIDATE	PERIOD*	RESEARCH AREA	PHD PROJECT	MAIN/CO-SUPERVISOR
Parish, Karen	2014-2017	Education	Human rights competence development-a comparison of students studying the International Baccalaureate Diploma Programme	M: Florian Kiuppis, LUC C: Stefan Sütterlin, LUC
Skundberg, Øystein	2014-2018	Education	Child and adolescent sexuality in Norwegian child upbringing literature 1792-1952	M: Harald Thuen, LUC
Somby, Hege Merete	2013-2016	Education	Pupils with special needs and their benefit of entrepreneurship in their education	M: Rune S. Hausstätter, LUC C: Vegard Johansen, ØF/NTNU
Slaaen, Christian	2013-2016	Social anthropology	Youth gaze: participation and competence development in multicultural contexts	M: Anne Sigfrid Grønseth, LUC
Westby, Lena Catherine Lossius	2015-2019	Child care and welfare research	Families with multiple adversities: How do they experience, and benefit from targeted intervention and support?	M: Halvor Fauske, LUC
Wangensteen, Turid	2015-2019	Child care and welfare research	How is parental substance abuse thematized for the children	M: Astrid Hals, LUC C: Jørgen Bramness, UiO

PHD CANDIDATES PHD PROGRAM INNOVATION IN SERVICES 2015				
PHD CANDIDATE	PERIOD*	RESEARCH AREA	PHD PROJECT	MAIN/CO-SUPERVISOR
Andfossen, Nina Beate	2013-2017	Service innovation	Voluntary work in the Long Term Care sector	M: Rolf Rønning, LUC C: Magnus Jegermalm, Ersta Sköndal högskole C: Marianne Skinner, HiG
Engen, Marit	2011-2015 Submitted	Service innovation	Frontline employees as participants in service innovation processes.-Innovation by weaving	M: Lars Fuglsang, LUC/ Roskilde C: Peter Magnusson, KAU
Gulbrandsen, Erlend Aas	2015-2018	Innovation in service sector	Sustainable business model innovations in service firms	M: Sveinung Jørgensen, LUC, C: Lars Jacob Tynes Pedersen HiB
Holen, Inger Elisabeth	2012-2017	Innovation, business administration	Innovation in the service sector- perspectives on measurement and economic performance	M: Gudbrand Lien, LUC C: Martin Rønningen, LUC
Hoegh-Guldberg, Olga	2013-2017	Travel and tourism	Dynamic perspective to innovative networks within tourism in the context of experience economy	M: Lars Fuglsang, LUC/ Roskilde C: Dorthe Eide, Nord Universitet
Jenhaug, Line Margrethe	2015-2019	Innovation and user participation	Co-production with next of kin as innovation in public health care services	M: Ole Petter Askheim, LUC C: Ingrid Guldvik, LUC
Magnussen, Siv	2014-2016	Care research	Development of local medical centers as inter-municipal innovation. A study of the establishment of three local medical centers	M: Rolf Rønning, LUC C: Laila Tingvoll, HiG
Malasevska, Iveta	2014-2017	Innovation in travel and tourism	Innovative pricing strategies and decision models in Norwegian tourism industry	M: Erik Haugom, LUC C: Gudbrand Lien, LUC
Myklebø, Sigrid	2013-2017	Service innovation	Development of work related qualification in the introduction scheme for newly arrived immigrants – a study of innovation processes in the municipal sector	M: Liv Johanne Solheim, LUC

*PhD period includes extensions

PHD CANDIDATES PHD PROGRAM INNOVATION IN SERVICES 2015				
PHD CANDIDATE	PERIOD*	RESEARCH AREA	PHD PROJECT	MAIN/CO-SUPERVISOR
Nordli, Anne Jørgensen	2013-2017	Travel and tourism	Innovation in Norwegian Tourism	M: Martin Rønningen, LUC C: Christer Thrane, LUC
Restad, Helge	2011-2016	Organization theory, system dynamics	How to manage systemic effects in the implementation of international strategy at higher education institutions	M: Hans de Wit (Netherlands) C: Ulla Higdem, LUC C: David Wheat, UiB
Stalheim, Odd Rune	2015-2019	Higher education pedagogics	Innovation in praxis in a quality perspective in higher education – a study of the relation between theory and praxis as a dimension in quality discourse	M: Yngve Nordkvelle, LUC
Stokke, Randi	2013-2017	Innovation in public sector	The use of welfare technology in the health care sector	M: Rolf Rønning, LUC C: Maren Sogstad, HiG, C: Ragnhild Hellesø, HiG C: Lars Fuglsang, LUC
Sønderskov, Mette	2014-2017	Political innovation	Local politician's role in management of innovative and democratic processes. A study on political innovation in a Norwegian municipality context	M: Toril Ringholm, LUC B: Rolf Rønning, LUC
Undlien, Roald	2014-2018	Innovation and entrepreneurship	Innovation, voluntariness and youth olympic games	M: Jon Helge Lesjø, LUC C: Dag Vidar Hanstad, LUC/NIH
Wedum, Gunhild	2014-2018	Innovation and business administration	Innovation through tradition in the food industry	M: Atle Hauge, LUC C: Per Skålèn, LUC /Karlstad Universitet
Åström, Jonas Karlsen	2014-2018	Innovation in travel and tourism	The Themescaped Environment	M: Terje Slåtten, LUC C: Martin Rønningen, LUC

PHD CANDIDATES WITH OTHER DEGREE-CONFERRING INSTITUTIONS/DR.PHILOS.				
PHD CANDIDATE	PERIOD*	RESEARCH AREA	PHD PROJECT	MAIN/CO-SUPERVISOR
Bjerkeland, Ingvild	2010-2017	Film and television science	The New Regional Cinema(s) of Norway	NTNU M: Audun Engelstad, LUC C: Gunnar Iversen, NTNU
Connolley, Steven	2010-2016	Political science	A Comparative Case-Study of Social Capital, Social-Networking Sites, and Voluntary Associations in Norway and Texas	UiO M: Harald Baldersheim, UiO C: Jon Helge Lesjø, LUC
Eira, Stine Sand	2014-2017	Audiovisual media	Regional film- and television production in Norway. An analysis of four companies.	NTNU/Audiovisual media from 2016 M: Eva Bakøy, LUC C: Gunnar Iversen
Engebretsen, Nanna Helene	2009-2016	Television science, communication development	TV-programmes that make the difference. Documentary production and capacity building within the context of Communication for Development.	University of Karlstad M: Roel Puijk, LUC C: Yngve Nordkvelle, LUC C: Bengt Starrin, KAU
Eriksen, Håkon Glommen	2011-2016	Philosophy	Professional ethics and development of self	UiO/ Dr. Philos. M: Svein Aage Christoffersen
Godeseth, Marit	2009-2016	Social work	Language-games encountering each other: a Wittgensteinian approach to the preservation of the client's perspective in social work	University of Karlstad M: Professor Ole Petter Askheim, LUC C: Ingrid Guldvik, LUC C: Alireza Moula, KAU

*PhD period includes extensions

PHD CANDIDATES WITH OTHER DEGREE-CONFERRING INSTITUTIONS/DR.PHILOS.				
PHD CANDIDATE	PERIOD*	RESEARCH AREA	PHD PROJECT	MAIN/CO-SUPERVISOR
Hammarström, Daniel	2013-2016	Sport science	Determinants of intra-individual variation in adaptability to resistance training of different volumes, with special reference to skeletal muscle phenotypes	Gymnastik- och idrotts-högskolan (Stockholm) M: Stian Ellefsen, LUC C: Bent Rønnestad, LUC
Hanzl, Rafal	2014-2018	Digital visual design	Ways of expression: the impact of VFX technology on modern storytelling in film and multimedia production	Norwegian Artistic Research Programme, UiB/ LUC
Letrud, Kåre	2009-2016	Philosophy	Ascertaining the Learning Pyramid: A study of the origins, legitimacy, diffusion, authority and propagation of an educational myth	Dr. philos.
Mikkelsen, Cecilie Cemec	2014-2018	Film and cinematography	A Contemporary Film Image-A fragmented and subjective time-image	Norwegian Artistic Research Programme, UiB/ LUC
Nygaard, Håvard	2011-2016	Sport science	Activity after food intake vs. activity before food intake in order to reduce blood glucose in people with a high risk of type 2 diabetes	UiO, medical faculty M: Arne Høstmark, UiO C: Gerd Holmboe Ottesen, UiO C: Bent Rønnestad, LUC
Paulsen, Kaia	2008 -2016	Social work	The client perspective among employees at a social welfare office. A study on how employees in social services have a client perspective when dealing with long-term welfare recipients	University of Karlstad M: Rolf Rønning, LUC C: Berith Nyqvist-Cech, KAU C:Lis Bodil Karlsson, KAU
Skeide, Andreas	2015-2018	Media studies	Audiovisual production in newspaper based media companies	NTNU/Audiovisual media from 2016 M: Roel Puijk, LUC
Syversen, Trine Løvold	2007-2016	Political science	Changes in welfare administration – a study of new local welfare office establishments in conjunction with the Norwegian Labor and Welfare Administration (NAV) reform	University of Tromsø M: Kjell Arne Røvik, UiT
Tolstad, Helene Kvarberg	2007-2016	Geography	Innovation in Norwegian rural tourism. Focusing on networks and knowledge.	NTNU M: Britt Dale, NTNU C: Martin Rønningen, LUC

*PhD period includes extensions

DISSERTATIONS 2015



Per Normann Andersen defended his dissertation *Neuro-cognitive functions, symptoms of depression and autism symptoms in children with High-Functioning Autism. A two-year follow-up study* for the philosophiae doctor degree on January 15, 2015 at the University of Oslo.

Andersen investigates executive functions in children and adolescents with high-functioning Autism (HFA), how these functions have developed over time, and if there is an association between changes in executive functions and changes in symptoms of autism and depression.

The results show that the working memory of children with HFA developed more slowly compared with children with ADHD and neurotypical children. In addition, children with HFA had trouble with impulsive control and cognitive flexibility compared with neurotypical children. There was also developmental arrest of working memory among some children with HFA. Children with HFA also had a high degree of self-reported symptoms of depression compared to neurotypical children, with no significant change in symptoms after the two-year period.

However, Andersen found a correlation between reduction in autism symptoms and reduction of symptoms of depression. On the other hand, there were low correlation between broader executive functions and reduction of depression. The findings underline the importance of focusing on symptoms of depression in the treatment of children and adolescents with HFA.

Supervisors: Professor Merete Glenne Øie (UiO) and Professor Jens Egeland (UiO).



Mari Pettersvold defended her dissertation *Children's democratic participation in kindergarten: requirements and challenges. A critical, interpretive study of the necessary conditions in order for children's right to participate are realized in accordance with the intentions* at LUC on January 30, 2015.

In her thesis, Pettersvold point out the importance of being aware of tendencies that threat ideals for citizen-

ship and the possibilities to realize democracy in kindergarten. The main research question in the thesis is: Which conditions seem to be of importance for children to gain experience with democratic participation in kindergarten in accordance with the intentions?

The thesis is based on a reasoning that there is a close relationship between participation and recognition in the way that recognition or lack of recognition, more or less will motivate participation. Pettersvold show that it is varying degree children are recognized as participants with viewpoints that challenge adults' judgment, privileges and position. The findings indicate that the potential that can be linked to children's democratic participation is exploited insufficiently, and she argues that it is only when disagreements and contradictions are acknowledged, that it could be better utilized.

Pettersvold claims that if it is taken for granted that it is good for children to participate, regardless of form and content, the motivation for democratic participation may decline.

Pettersvold carried out her research at the PhD program 'Child and Youth Participation and Competence Development'. The main supervisor was Halvor Fauske (LUC).



Hilde Marie Thrana defended her dissertation *Love and social work. A study of the significance of love in child welfare practice* at LUC on April 30, 2015.

Thrana's work explores the significance of love in child welfare services (CWS) and is based on adolescents' own experiences in their relations with social workers. Through interviews with adolescents, social workers and parents, Thrana explores what significance love has for adolescents' development and growth, and also how love can be incorporated as a professional competence in social work practices.



Love turns out to be a core-competence for social workers even though it requires a high degree of involvement and participation. Love appears foremost through the social workers' perseverance in the relations with the adolescents and requiring adolescents to participate in society.

Thrana's efforts will affect the professions in the public welfare system because it reveals aspects of the professional role that have not been elaborated on earlier. Thrana's thesis shows that love is not only a part of the private lives of people, but also can be a part of professional relations in CWS, between social worker, children and adolescents.

Thrana has been affiliated with the PhD program Child and Youth Participation and Competence Development. The main supervisor was Halvor Fauske (LUC) and Associate Professor Bjarne Øvrelid (LUC) was co-supervisor.



Monica Adele Breiby defended her dissertation *Nature-based tourism and the role of aesthetic dimensions* at the Norwegian University of Life Sciences on June 15, 2015.

A key result in Breiby's study is that aesthetic dimensions in nature-based tourism not only visual, but engages several senses. Tourists are not only pas-

sive onlookers, but also actively sensing. The purpose of the study was to add to the understanding of the concept of aesthetics in nature-based tourism and develop central aesthetic dimensions. Breiby has conducted qualitative interviews with key informants from relevant academic fields and tourists, and also used questionnaire surveys. The findings reveal six central aesthetic dimensions in nature-based tourism: harmony, variation, scenery/viewing, genuineness, cleanness and art/architecture. Analyses conducted by Breiby shows how the various dimensions affect satisfaction, positive emotions and customer loyalty. The research can have implications within the field of nature-based tourism in that it raises awareness of nature-based experiences and the role of aesthetics. In a larger context the research work can influence the use of the concept of aesthetic within the service industry in general. The findings can also have practical implications for nature-based destination management, marketing and development processes. For example, the importance of developing attractive products and services in a network with other providers of the destination.

The main supervisor was Professor Sjur Baardsen (NMBU), Professor Christer Thrane (LUC) and Professor Martin Rønningen (LUC) were co-supervisors.

Stine Elisabeth Vik defended her dissertation *Early interventions in school and kindergarten. Prerequisites for understanding early interventions as an educational principle* at LUC September 18, 2015.

Vik's thesis provides a theoretical framework where early intervention can be discussed critically in a Norwegian and Nordic educational context. The principle of early intervention has assumed a central role in educational practices in the Norwegian school and kindergarten in recent years. The underpinnings of the thesis are a theoretical construction of the division between an Anglo-American tradition of "education" and a Continental tradition of "Pädagogik", each providing a different understanding and practice of the principle of 'early intervention' in school and kindergarten.



The aim of educational activity is clearly distinguishable in the two traditions. The understanding of 'early intervention' is there for also very different depending on which perspective you use as the basis for the actions you choose to put into educational practice. In this way Vik provides a theoretical reasoning on how 'early intervention'

is understood, based on the two perspectives.

By using a framework from educationalist Gert Biesta's analyses of educational traditions and philosopher Hans Skjervheim's philosophy among others, Vik's work develops a theoretical foundation where the principle 'early intervention' can be discussed.

Stine Vik carried out her research at the PhD program 'Child and Youth Participation and Competence Development'. The main supervisor was Rune Haustätter (LUC).



Olav Vikmoen defended his dissertation *Effect of strength training and muscle growth on running and cycling performance and the effect of concurrent endurance training on changes in strength parameters*

and muscle mass with strength training at the Norwegian School of Sport Sciences on October 5, 2015.

The aim of the project was to investigate the effect on performance and performance determining factors in cycling and running after periods with strenuous strength training. A secondary aim was to compare typical adaptation to a strength training program between endurance athletes and untrained people. Nineteen well-trained female athletes who were both active cyclists and runners participated in the project. Participants were divided by random selection to either continue with endurance training or to combine endurance training with strength training.

Traditionally, people in endurance sports have tried not to increase their muscle mass, but the study shows that larger muscles were vital in order to gain a positive effect on performance, especially in cycling. Vikmoen's work revealed that strength training resulted in better running and cycling economy and better utilization of the maximum oxygen uptake.

Supervisors for the PhD project were Truls Raastad (NIH), Bent Rønnestad (LUC) and Stian Ellefsen (LUC).



Kai Hanno Schwind defended his dissertation *Found in Translation: The Office – a hybrid sitcom as blueprint for successful transnational television format adaption* at the University of Oslo on December 4, 2015.

In the thesis, Schwind investigates the adaptation process of the British sitcom *The Office*

and its reception in the US and Germany. How do you adapt a sitcom like *The Office* to different countries and how does embarrassment humor work on television?

The thesis shows that 'embarrassment humor' simplifies the adaption process, and that this distinctive type of humor works as an important outlet in society.

Schwind compares the original English version with the German version named *Stromberg*. By using the less commonly explored concept of 'embarrassment humor' – the thesis explores insights in how this specific genre within humor can be used in several television comedies globally. By specifying the concept 'hybrid sitcom' the thesis contributes to critical research on sitcoms. The thesis has a multidisciplinary research agenda and makes use of multidisciplinary methods. The findings therefore provide a greater insight into research on the production of television comedies, the mechanisms that governs the format implementation and a greater understanding of the different cultures of distribution and production in the various countries.

The supervisors were Professor Emerita Birgit Hertzberg Kaare (UiO) and Professor Eva Bakøy (LUC)

Synnøve Myklestad defended her dissertation *'ZAUM, - a puncture for human' dignity: Beyond all reason? On language and subject formation in light of Julia Kristeva's perspectives* at NTNU on December 16, 2015.



In her thesis, Myklestad explores Professor Julia Kristeva's linguistic perspectives with the following research question: How can Kristeva's thoughts on linguistic processes and functions constitute a radical ethical aspect in educational reasoning and action? Kristeva's system of concepts on linguistics, intention and subject is examined, and how this is utilized in her thinking, commitments and productions are discussed.

The thesis explores Kristeva's work with educational intentions. Myklestad emphasizes in her study that Kristeva's notion on subject-in-process, carries a semiotic, exceeding potential that is of vital importance for pedagogy. Myklestad argues for the necessity of an approach that emphasizes the poetic/aesthetic aspect of the linguistic processes. In order to investigate this poetic/aesthetic aspect closer, Myklestad has devoted some attention to Velimir Khlebnikov (1885-1922) and the Russian futurists. Through studies of their experimentation and manipulation of linguistic structure, Myklestad carries out nuanced discussions of Kristeva's concepts.

Myklestad also reveals how the poetic/aesthetic aspect, represents a moving force – more than a logical argument – that actualizes something that is always external: structural intentions are challenged, continuous questions are opened up for, and new opinion (re)formation is continuously requested. These are insights that ascribe the poetic/aesthetic to an ethical aspect.

By bringing an educational mission out of the present established institutions and into historical and cultural contexts, the thesis clarifies key aspects of processes managed by education.

The supervisors were Hansjörg Hohn (NTNU/UiO) and Øivind Haaland (LUC).

PART C – PUBLICATION

Part C provides an overview of publications produced at LUC in 2015. A selection of books by LUC faculty members are presented, journals published at LUC, as well as a detailed overview of publications that generate publications points and non-scoring publications.

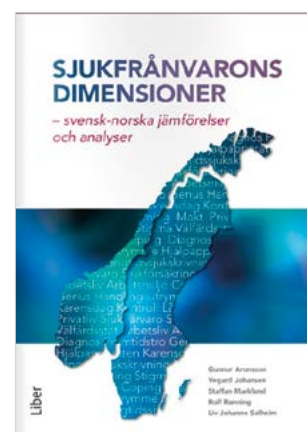
SELECTION OF BOOKS PUBLISHED AT LUC

Amundsen, S., Andersen, T. H., & Holte, J. S. (Red.). (2015). *Path choices 2015: Yearbook for The Counselling Network in Innlandet*.

The book, which represents the second edition of the yearbook for The Counselling Network in Innlandet, deals with various topics related to counselling. You can read about the experiences of counselling in practice, counselling as a creative space, philosophical reflections relating to humans and counselling and about self-leadership as a perspective in counselling and coaching.

Aronsson, G., Johansen, V., Marklund, S., Rønning, R., & Solheim, L. J. (2015). *Dimension of sick leave : Swedish-Norwegian comparisons and analyses*. Stockholm: Liber.

The book deals with social conditions that impact sick leave, and is based on comprehensive quantitative and qualitative data material from Norway and Sweden. Comparisons between the two countries in relation to sick leave and illness presence are presented, and differences between men and women and between diagnostic groups, how the people on sick leave experience their everyday life, their surroundings' acceptance of sick leave, stigmatization and experiences with support services and authorities.



Bueie, H. (2015). *Spreadsheets for teachers*. Oslo: Universitetsforlaget.

'Spreadsheets for teachers' is written as an introductory book on the use of spreadsheets in mathematics. The book presents some theoretical teaching perspectives on spreadsheets. It also explains how spreadsheets can be used both as a didactic tool in learning and as a tool in problem solving work.

Engelstad, A. (2015). *Film and storytelling*.

'Film and storytelling' gives a presentation of narratology adapted for film, primarily fictional film. The book talks about the elements that a film story consists of, and the way they are put together in order to tell a story, the significance of the various components in relation to the storytelling structure, and in which

ways thematic themes emerge in the text.



Fritze, Y., Haugsbakk, G. O., & Nordkvelle, Y. T. *Media educational perspectives : media socialization, teaching about and with media*. Oslo: Cappelen Damm Akademisk.

In 'Media educational perspectives', media education is presented as field of study with three perspectives: Media socialization - how people and society are shaped by the media. Teaching about media - media as a phenomenon in society and education in the media-created world. Teaching with media. In the book, this is dealt with in various ways.

Hirst, B. M. H., & Lønneid, S. I. *Labor Law in a nutshell*. Oslo: Gyldendal Juridisk.

'Labor law in a nutshell' provides a basic introduction to labor law, focusing especially on individual labor law and in particular the Working Environment Act. The book also contains an overview of anti-discrimination legislation and the Annual Holidays Act.

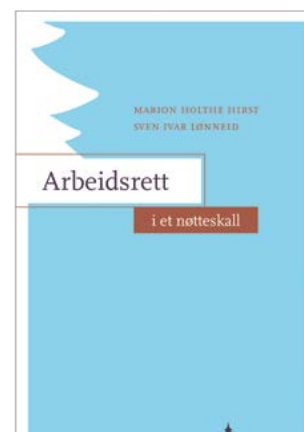


Jørgensen, S., & Pedersen, L. J. T. *Responsible and profitable: strategies for sustainable business models*. Oslo, Cappelen Damm Akademisk

Can responsibility be combined with increased profitability for an organization? And if so, how? 'Responsible and profitable' explores how organizations can design and implement business models that are both responsible and profitable. The book is translated into English.

Leonardsen, D. (2015). *The history of precautions : a story about a mobile target*. Oslo: Novus Forlag.

The book provides a historical overview (1945- 2015) of a) the social problems we have faced and b) how the authorities understood these issues, c) what measures we implemented, and d) what the outcome was. The book discusses the lack of willingness by politicians to discuss the concept of precaution, not only as a question of more measures, but as a question on conflict of values. Today's economic framework (particularly a free trade economy that has weakened the political control) makes it difficult to achieve the targeted precaution. The book concludes with a chapter on Japan – is there something to learn from a collectivist culture?



Rønning, R. & Lesjø, J.-H. *Our political Norway : an introduction to national and local government knowledge*. Bergen: Fagforlaget.

'Our political Norway' is the fourth edition of a textbook that has been widely used for several years. Rolf Rønning developed the book and was responsible for the previous editions. In the new and updated edition, Jon Helge Lesjø co-authored the book. The book provides a basic introduction to the Norwegian political system with an emphasis on different channels of political influence. This edition contains new chapters, including power and innovation in the public sector.

Rønning, R., & Knutagård, M. (2015). *Innovation in social welfare and human services*. London: Routledge.

The book is written on request from the publisher who lacked literature about innovation in social and welfare services. It is intended as an introductory book for people want to enter and learn about this field of study. The motto is: it's better to innovate then to become innovated. The book is translated into English.



Røsler, A. (2015). *Special challenges in documentary film-making: The real tangle of trees*. Oslo: Cappelen Damm Akademisk.

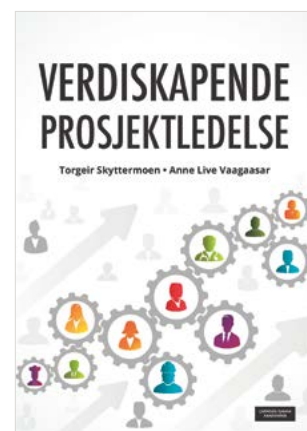
The book explains some of the basic conditions that must be fulfilled in order to create a successful documentary. The author also highlights some key characteristics for different narrative genres, and the construction processes of a documentary, like research, script development, photography, editing, casting and the balance between image and words. Røsler sheds light on a number of topic questions relating to ma-



king a documentary, that are fundamentally different from fictional films, and that has not been previously been elaborated on. Most books about and teaching in dramaturgy is based on Aristotle's (384-322 BC) model, where conflict is a key element. The author points to some alternative approaches and concepts which have proven to be very useful for documentarists.

Skyttermoen, T., & Vaagaasar, A. L. *Value-added project management*. Oslo: Cappelen Akademisk.

Projects are a means in achieving goals. With value-added projects as a starting point, the book provides a thorough introduction to project management where the main theories and themes are presented in a pedagogically structured way. The book combines an updated research-based approach with the practice-oriented, and present both recognized methods for project implementation and updated examples of best practice. It emphasizes that projects are complex, with many actors involved and therefore the human aspect is an important part of project management, and that learning and innovation are central features.



Watten, R. G., Fostervold, K. I., & Volden, F. (Red.). *Universal design and surroundings: interdisciplinary, critical and environmental psychological perspectives*. Norwegian Society of Ergonomics and Human Factors - NEHF. (E-book)

Universal design implies that our environment is organized in the best possible way in order for all people can be included in normal society - regardless of function level. It covers most areas of society: schools, companies, hospitals, outdoor environments, etc., and also our digital world. There are both positive and negative sides. This book contains 17 contributions from Norwegian and foreign academic environments that look at universal design from different academic perspectives.

Weihe, H.-J. W. (2015). *Volcanoes and historian Tormod Torfæus 1636-1719*. Stavanger: Herteveg Akademisk.

The Icelandic and historian Tormod Torfæus (1636 - 1719) was the first to write a comprehensive "modern" Norwegian history. He wrote in Latin on a request from the royal house. His historical works are now translated from Latin to Norwegian. This book is about Torfæus' contemporary time and travels. This book places his historical work into a political and historical context and draws connections to our time. As part of the author's work with the book, the author made trips to several of the places that Torfæus has been associated with.



JOURNALS PUBLISHED AT LUC

NORDIC JOURNAL OF SOCIAL RESEARCH



Nordic Journal of Social Research was established in 2010 as a collaborative effort between the university colleges in Lillehammer, Hedmark and NTNU Gjøvik. NJSR is an English-language, level-1, open-access journal, which publishes research results and discussions related to social conditions in Norway, Sweden, Finland, Denmark, and Iceland.

Articles published in 2015, volume 6:

- Hansen, G. V., Fugletveit, R., & Arvesen, P. (2015). What Works? Flexibility as a Work Participation Strategy for People with Addiction and Mental Health Problems. *Nordic Journal of Social Research*, 6, 135-148.
- Hermansen, Å. (2015). Retaining older workers: The effect of phased retirement on delaying early retirement. *Nordic Journal of Social Research*, 6, 44-67.
- Solheim, L. J. (2015). Relational social capital: Norwegian women's experiences of the process of being on sick leave and the path back to work. *Nordic Journal of Social Research*, 6, 93-118.
- Sæbø, G., & Lund, I. (2015). Exposure to smoking in films and smoking behaviour among Norwegian 15- to 20-year-olds: a cross-sectional study. *Nordic Journal of Social Research*, 6, 150-166.
- Thun, C. (2015). Inclusive and Women-friendly in a time of Diversity? The Scandinavian citizenship regime – the 'childcare lesson'. *Nordic Journal of Social Research*, 6, 1-22



SEMINAR.NET

SEMINAR.NET: International Journal of Media, technology & lifelong learning,

Seminar.net is a net-based open access LUC level-1 journal. The journal is an international journal, which publishes refereed articles dealing with research into theoretical or practical aspects related to the learning of adolescents, adults and elderly, in formal or informal educational settings. The use of information and communication technologies in general in these settings is a vital field of interest for the journal.

Articles published in 2015, volume 11:

- Borgnakke, K. (2015) Exploring the learning context in shifts between online and offline learning.

- Catarina Player-Koro, & Dennis Beach, ICT-enabled innovation in technology rich schools?
- Raquel Miño-Puigcercós and Juana M. Sancho-Gil Learning by using digital media in and out of school.
- Kolbæk, R. Nursing students' attitudes towards ICT in education and clinic in Denmark.
- Lyngsø, A. At Home with Students – Observing Online and Offline Contexts.
- Borgnakke, K. (2015) Coming Back to Basic Concepts of the Context.
- Nielsen, C. Ethnography in the Danish Veterinary Learning Environment.
- Aaen, J. Making Sense of Facebook: A Mixed Methods Approach to Analysing Online Student Groups.
- Sancho-Gil, J. M. & Hernández-Hernández, F. Envisioning DIY learning in primary and secondary schools.
- Valtonen, T., Sointu, E., Kukkonen, J & Mäkitalo-Siegl, K. (2015) Developing a TPACK measurement instrument for 21st century pre-service teachers.
- Palsa, L. & Ruokamo, H. (2015) Behind the concepts of multiliteracies and media literacy in the renewed Finnish core curriculum: A systematic literature review of peer-reviewed research.
- Heljakka, K. (2015) Toys as Tools for Skill-building and Creativity in Adult Life.
- Carenzio, A., Ferrari, S., De Cani, L., Jacono, S.L. & Rivoltella, P. (2015) Body, identity and images of the self among adolescents. From research to action through Peer&Media Education.
- Rasi, P. & Kilpeläinen, A. (2015) The Digital Competences and Agency of Older People Living in Rural Villages in Finnish Lapland.
- Hardy, P. (2015) First do no harm: developing an ethical process of consent and release for digital storytelling in healthcare?
- Player-Koro, C. & Tallvid, M. (2015). Title One Laptop on Each Desk: Teaching Methods in Technology Rich Classrooms.
- Krumsvik, R. J., & Jones, L. Ø. (2015). Digital Learning Aids for Nynorsk Pupils in School - A Politically Sensitive Area or a Question of a Deeper Scientific Understanding of Learning.
- Dingyloudi, F. & Strijbos, J. (2015) Examining value creation in a community of learning practice: Methodological reflections on story-telling and story-reading.
- Wieser, C. (2015) Technology and ethnography – will it blend? Technological possibilities for fieldwork on transformations of teacher knowledge with videography and video diaries.
- Santiago, M. & Hyvönen, P. (2015) Website Preferences of Finnish and Mexican University Students: A Cross-Cultural Study.

SCIENTIFIC PUBLICATIONS

Level 1 and level-2 publications are articles written by LUC faculty in peer-reviewed academic journals or books or chapters published by select publishers. The journals and publishers are included in the national documentation system for Norway's performance-based research funding scheme. This scheme has financial implications for LUC. An academic monograph produces 5 points (level 1) or 8 points (level 2), an article in an academic journal produces 1 point (level 1) or 3 points (level 2). A chapter in an anthology produces 0.7 points (level 1) or 1 point (level 2). (The points are not calculated after the new model, see discussion in section "R&D production in 2015") The list below is in alphabetical order by the name of the first author in cases where publications have been co-authored. All level 1 and level 2 publications can be found at Cristin.no (national research registry).

- Altmann, L. & Hasvold, T.** (2015). Brukerinvolvering i sosialfaglig utdanning Hva kan "gap-mending" pedagogikk bidra til? *Fontene forskning*, 8(2), 77-89. [Fagfellevurdert artikkel i vitenskapelig tidsskrift] Level 1, Points: 1.
- Amundsen, S. & Martinsen, Ø. L.** (2015). Linking Empowering Leadership to Job Satisfaction, Work Effort, and Creativity: The Role of Self-Leadership and Psychological Empowerment. *Journal of Leadership and Organizational Studies*, 22(3), 304-323. [Fagfellevurdert artikkel i vitenskapelig tidsskrift] Level 1, Points: 0,25.
- Andersen, J.** (2015). User councils for disabled people in Norway: from reactive to proactive? *Scandinavian Journal of Disability Research*. (In press). [Fagfellevurdert artikkel i vitenskapelig tidsskrift] Level 1, Points: 1.
- Aronsson, G.; Johansen, V.; Marklund, S.; **Rønning, R. & Solheim, L. J.** (2015). *Sjukfrånvarons dimensioner : svensk-norska jämförelser och analyser*. Stockholm: Liber. [Vitenskapelig monografi] Level 1, Points: 2.
- Aronsson, G.; Marklund, S. & **Solheim, L. J.** (2015). Skam, stigmatisering och framtidstro bland långtidssjukskrivna i "osynliga" diagnoser. *Socialmedicinsk Tidskrift*, (4), 519-534. [Fagfellevurdert artikkel i vitenskapelig tidsskrift] Level 1, Points: 0,333.
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- Veggeland, N.** (2015). The Political-Economic Background of the Contemporary Depth Crises in Europe. I A. Tavidze (red.), *Progress in Economics Research. Volume 31* (s. 45-66). Hauppauge: Nova Science Publishers.). [Artikkel i vitenskapelig antologi] Level 1, Points: 0,7
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NON-SCORING PUBLICATIONS 2015

In addition to level-1 and level-2 publications, publications that don't result in points are also registered. The list contains academic papers, academic textbooks, book chapters, feature articles and reports. These are publications that have satisfactory research qualities, but where the authors have chosen journals, publishers or a publishing department that are not on the list of approved publication channels. Other forms of research dissemination are not included here, but can be found at Cristin.no (national research registry).

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- Grung, M. E. (2015). I knipe mellom FN og NATO. *Dagsavisen*. [Kronikk]
- Guldvik, I. (2015). Pinlig i politikken. *Gudbrandsdølen Dagningen*. [Kronikk]
- Hagen, A. (2015). Forvaltningsnivåene deler skjebnefellesskap. *Kommunal rapport*. [Kronikk]
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- Haugseth, J. (2015). Finnes det rom i herberget? *Gudbrandsdølen Dagningen*. [Kronikk]
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- Higdem, U. (2015). Møtet mellom helse og plan. *Plan*. [Fagartikkel]
- Hirst, B.M.H. & Lønneid, S. I. (2015). *Arbeidsrett i et nøtteskall*. Oslo: Gyldendal Juridisk. [Fagbok]
- Høstaker, R. (2015). «Gjeld – dei 500 første anekdotane», Bokmelding av David Graebers «Debt. The First 5000 Years», New York: Melville House (2012). *Agora*. [Bokanmeldelse]
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- Johansen, V., Aronsson, G., Marklund, S., & Solheim, L. J. (2015). Derfor går vi på jobb når vi er syke. *LO-aktuelt*. [Kronikk]
- Johnsen, S. Å. K., Brechan, I., & Flagstad, I. O. (2015). Volkswagen-affæren peker på noe viktig: Bedriftenes manglende miljøkultur. *Dagens næringsliv*. [Kronikk]
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- Kaland, N. (2015). Rain man changed my life. *Oppland arbeiderblad*. [Kronikk]
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- Kleiven, J., & Konst, M. (2015). Rovdyrdebatten gjenspeiler ikke folket. *Forskning.no*. [Fagartikkel]
- Knutsen, P. (2015). Pikettys metode. *Samfunnsøkonomen*. [Bokanmeldelse]
- Krogh, Halldor. (2015). Preparing the scores for Fante Anne and Brudeferden i Hardanger. *Journal of Film Preservation*. [Fagartikkel]
- Kvam, C., Andreassen, I. H., Gaarder, I. E., Haug, E., Isachsen, K., Kjærgård, R., . . . Syvertsen, G. F. (2015). *Karriereveiledning i en digital verden: delrapport fra Karriereveiledningsutvalget*. Oslo: Karriereveiledningsutvalget. [Rapport]
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- Ohnstad, Bente. (2015). Anmeldelse av boka "Jus og saksbehandling i den kommunale helse- og omsorgstjenesten". *Tidsskrift for Den norske legeforening*. [Bokanmeldelse]
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- Pettersvold, M., & Østrem, S. (2015). Kunnskapsbasert profesjonsutøvelse i barnehagen. *Nordlys*. [Kronikk]
- Pettersvold, M., & Østrem, S. (2015). Respektløst om profesjonsutøvere. *Nordlys*. [Kronikk]

- Pettersvold, M., Østrem, S., & Hennum, B. A. (2015). Den store, offentlige tausheten. *Klassekampen*. [Kronikk]
- Pryser, T. (2015). *Storspion, dobbeltagent eller svindler? Karl-Heinz Krämer og hans Abwehr-etterretningsnett styrt fra Stockholm under andre verdenskrig* (HIL-Arbeidsnotat nr. 209). Lillehammer: Høgskolen i Lillehammer. [Arbeidsnotat]
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- Pryser, T. (2015). Bondeopprørarane Engebret Belle og Hans Korsvold. I G. Beitrusten (red.), *Årbok for Gudbrandsdalen 2015*. Lillehammer: Dølaringen. [Kapittel i bok]
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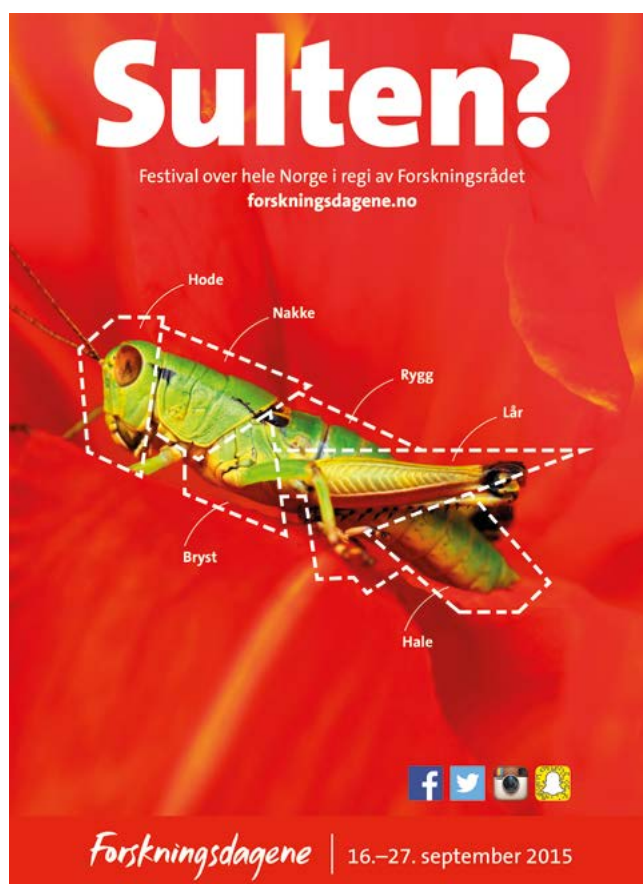
THE NATIONAL SCIENCE WEEK 2015

The National Science Week is an annual national research festival that was organized from 16th to 28th of September, 2015. The aim of the festival is to encourage curiosity, interest in and understanding for research and the impact of research in people's everyday lives.

The theme of the 2015 festival was "Food" which opened up to a wide variety of research dissemination and activities. The Research Council of Norway organizes the festival in cooperation with universities, university colleges, research institutes, libraries, museums and trade and industry.

Lillehammer University College organized the following events in cooperation with local partners:

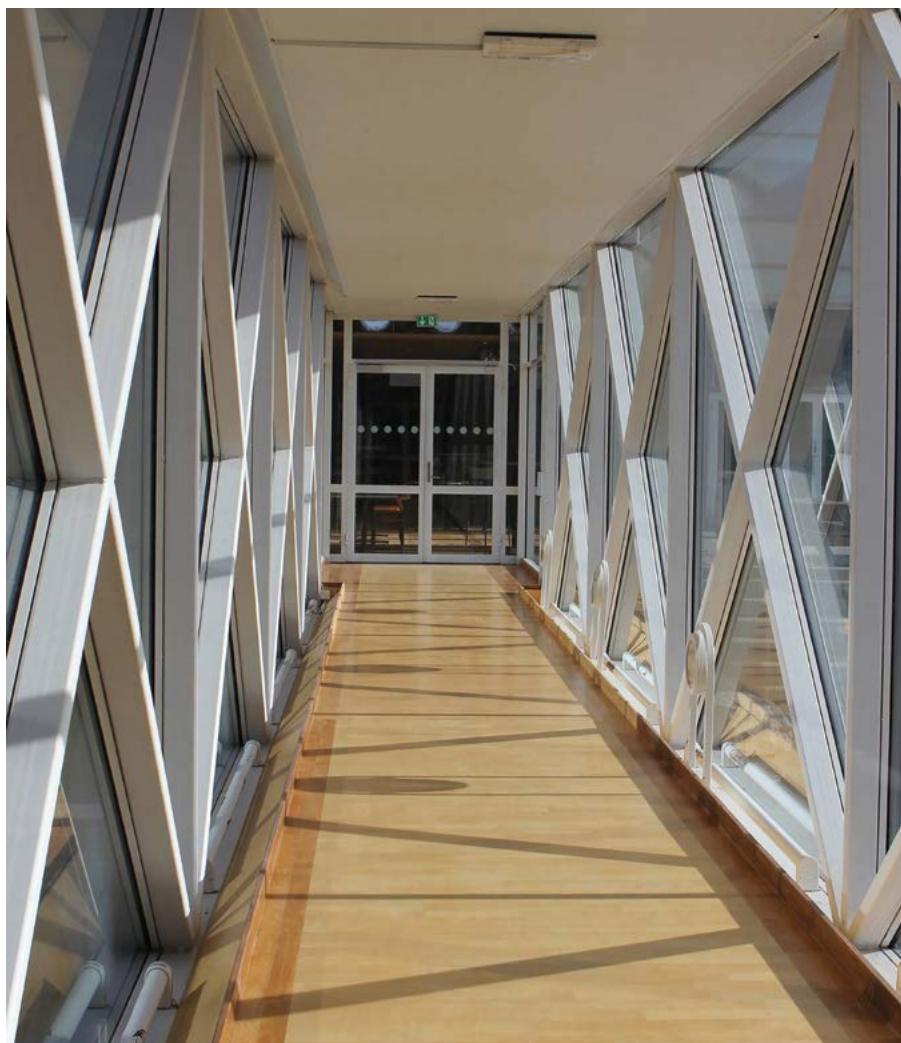
- "Research breakfast about local food in tourism" with free servings of locally produced food at Lillehammer Vandrerhjem – Stasjonen Hotell. The PhD candidates Jonas Åstrøm and Gunhild Wedum from LUC held a lecture about innovation, local food and the significance of thematizing in the tourism industry. The hotelier talked about the concept and significance of locally produced food. A similar event was also organized for travel and tourism students at Lillehammer High School.
- "Lecture on Norwegian goat cheese and sensory experiences": At the food market Hafjell researcher Monica Breiby from LUC spoke about food as part of the tourists' sensory experience and researcher Hans Olav Bråta from Eastern Norway Research Institute talked about "G35 – Norwegian goat cheese - in an innovation perspective."
- "Research breakfast about food and eating as a language on dealing with difficulties" This lecture was held at The house of Literature in Lillehammer by psychologist and researcher Birgit Nordtug who talked about how food and eating can function as a language in order to convey difficulties and to cope with difficulties, with particular focus on eating disorders.
- "Research breakfast about dietary supplements, respiratory infections and osteoporosis", held at Lillehammer helsehus. Researchers from LUC and Sykehuset Innlandet presented research results on the relationship between vitamin D levels and severity of respiratory infections, and correlation between osteoporosis and vitamin K levels.
- "Research Breakfast on food for mountain people" was held at Sjusjøen, 'Norway's largest cabin village', where researcher Thor Flognfeldt from LUC talked about



his research conducted in the area about what kind of food services the modern cabin owners make use of. Afterwards researcher John Museth from The Norwegian Institute for Nature Research (NINA) held a lecture about fish as a food resource and experience resource in the region.

- Screening of the film "My Skinny Sister" and discussion about eating disorders at Lillehammer Movie Theater. The film is directed by Sanna Lenkens and is about sisterly love - for better or worse. The film depicts serious topics such as jealousy, love and betrayal. What happens when the younger sister discovers that her older sister has an eating disorder?
- After the screening, the film was discussed between psychologist and researcher Birgit Nordtug (see picture below) and media researcher Søren Birkvad.

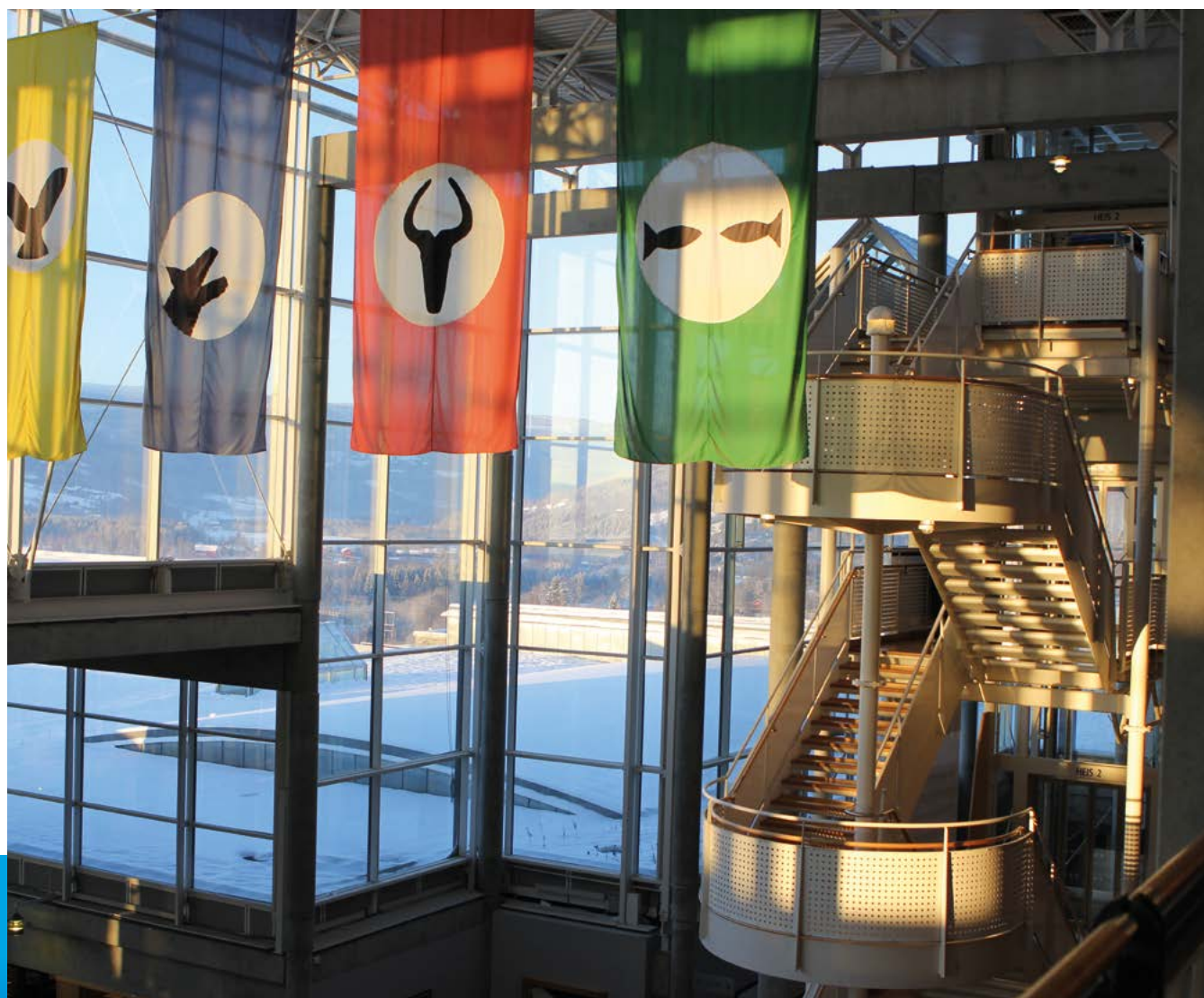




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