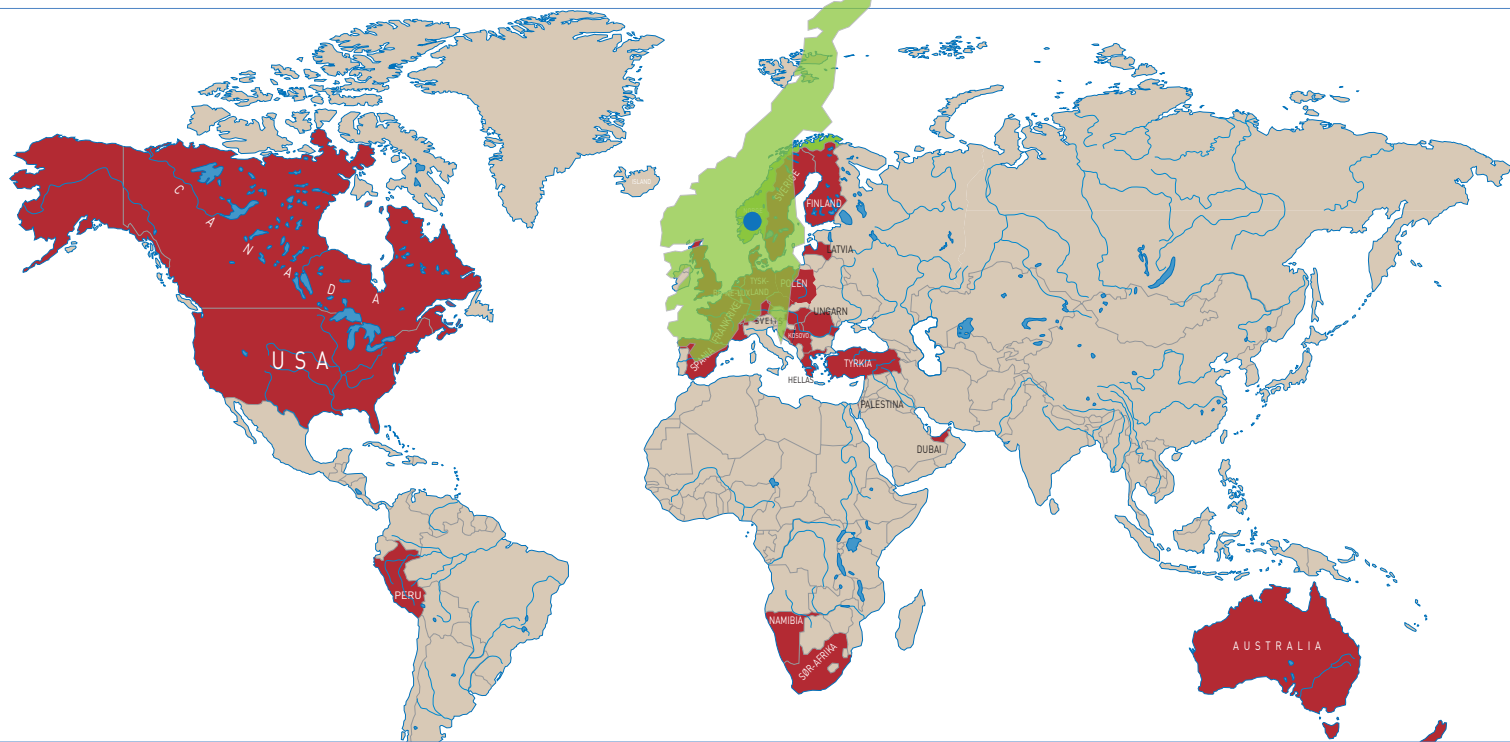


Lillehammer University College



Research and development at Lillehammer University College 2011



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i Lillehammer**

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PREFACE

Research and development (R&D) at Lillehammer University College (LUC) shall produce new insights at high empirical, theoretical, and methodological levels. The research conducted should produce new knowledge and increase the quality and pace of innovation nationally and regionally. It is also the foundation of research-based teaching at our institution.

In recent years, LUC has emerged as an institution with a social science and media profile. The two PhD programs that are now accredited by the Norwegian Agency for Quality Assurance in Education (NOKUT), "Child and Youth Participation and Competence Development" and "Innovation in Services - in the Public and Private Sectors" provide education at the highest academic levels within two areas that are central to LUC's research activities. Furthermore, the Norwegian Film School has conferred doctoral degrees to candidates participating in the Norwegian Artistic Research Fellowship Program.

As this annual report shows, there is also considerable research and development activity within other fields and disciplines at LUC, including public policy, media studies, general and special education, welfare and social studies, economics and business administration, management and organization studies, tourism, international relations, history, law, sports, child welfare, social work, social education, psychology, sociology, cultural project management, and film and television studies.

During 2011 LUC produced 132 publication points in the Norwegian national database for documentation of research. This is an increase of 25% compared

with 2010. If we measure the number of publication points per faculty member, LUC continues to rank the highest among university colleges nationally. The level of formal competence among academic staff is also high.

About 2/3 of our faculty members are associate or full professors. This makes LUC's institutional profile closer to a university than most other Norwegian university colleges.

LUC wishes to further its competence and research culture and strengthen its position, by, among other things, contributing to the creation of a university in our region.

As the rector of LUC, I wish to thank everyone who has contributed to furthering our institution's research and development activities in 2011.



Lillehammer, June 2012

Bente Ohnstad

Bente Ohnstad
Rector

ISSN 0809-1609

Information series no 36/2012

Questions regarding the report should be addressed to the individual research group, the research committee or the rector.

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Data processing:	The library at LUC
Photographers:	Erland Flaten, Ole Jacob Reichelt og Gro Vasbotten
Printing and binding:	Storkopi, Lillehammer
Circulation:	Published on hil.no - prints may be ordered

BRIEF OVERVIEW OF THE REPORT



This report presents the main features of Lillehammer University College's R&D activities in 2011. It also includes more detailed accounts of doctoral projects, external research funding, and publications.

Part A of the report describes R&D activities at LUC. Aggregated figures for formal competence, research production and acquisition of external research funding are provided. It also presents LUC's strategic research goals and gives a brief overview of the functions of LUC's research administration.

Part B includes information about LUC's doctoral programs, PhD fellows and dissertations, and short presentations of the Faculties.

Part C provides a more detailed overview of publications during 2011, a selection of books written by LUC faculty, journals published at LUC and journal articles and book chapters written by LUC faculty members.

This report is published in Norwegian and English. The Norwegian version has a list of non-accredited publications and seminar and conferences held at LUC which is not included in the English version. Both versions are available for download from LUC's website www.hil.no.

We hope you will enjoy the report!

Professor Ole Gunnar Austvik,
Head of Research / Provost

TABLE OF CONTENTS

Brief overview of the report	1
PART A – MAIN FEATURES OF RESEARCH AND DEVELOPMENT AT LUC	3
Research and Institutional developments	3
Organization of LUC	3
LUC's Academic staff	5
Research groups and centers	5
R & D production	6
Doctoral programs	7
Research administration	8
Research funding	9
Norwegian Science week 2011	11
PART B – DOCTORAL DEGREES	12
PhD programs and areas	12
PhD Fellows at LUC	13
Doctoral defenses 2011	16
Faculties	17
PART C – PUBLICATIONS	18
A selection of books published by LUC faculty members	18
Journals published at LUC	21
Level-1 and Level-2 publications	22
Figures and tables	
Figure 1: Organizational chart LUC 2011-12	4
Table 1: Full-time equivalent faculty positions (teaching and research) in 2011	5
Table 2 : Academic publications 2005-2011	6
Table 3: Publication points by faculty 2005-2011	7
Table 4: Externally funded projects at LUC in 2011	10
Table 5: PhD fellows employed by LUC as per 31.12.2011	13



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PART A – MAIN FEATURES OF RESEARCH AND DEVELOPMENT AT LUC

This section describes the main features of LUC’s research and development activities. Overviews of formal competence among the academic staff and research production in terms of publications and acquisition of external research funding are provided. LUC’s strategic research goals and a brief overview of LUC’s research administration are also presented.

RESEARCH AND INSTITUTIONAL DEVELOPMENT

LUC’s aim is to offer higher education based on cutting-edge knowledge emerging from research, academic and artistic development, and experiential learning. Research-based education ensures students’ access to the most recent knowledge within various academic fields. The ideal of research-based knowledge is both a prerequisite for meeting and a means to meet challenges that society in general, and our region in particular, are facing. Research-based knowledge production contributes to regional development and to the development of the welfare society more generally. Put simply, our institution must be able to compete nationally and internationally in order to ensure satisfactory academic development and a solid financial base.

High-quality R&D activities are important in order to:

- provide insight into the most current empirical, theoretical, and methodological questions that might contribute to increasing the quality and pace of innovation.
- fulfill the obligation to offer research-based education. High-quality research-based education ensures recruitment of talented students and staff who conduct research and provide teaching at a high level.
- interact with national and international research communities, administrative bodies and businesses that provide new knowledge and ensure quality.
- offer opportunities for professional and academic development for our faculty members. High academic competence is a requirement for the accreditation of MA and PhD programs.
- recruit academic staff. Institutions that demonstrate excellence in research have an advantage both in terms of recruiting new, and keeping existing, faculty members
- contribute to the financial viability of LUC through the performance-based public funding scheme and through successful grant applications to the Research Council of Norway, the EU, and other sources.

LUC wishes to organize its research activities so that they may directly or indirectly benefit culture and

society. Our researchers must comply with ethical norms, such as honesty, disinterest, and integrity. The institution as a whole, as well as individual researchers, is obligated to develop and maintain research practices with high ethical standards. LUC wishes to facilitate and uphold the right to freedom and independence in research and to encourage increased awareness of research ethics.

ORGANIZATION OF LUC

Hedmark and Oppland Regional College was established in 1970. In 1977, the college split in two regional departments, and Oppland Regional College emerged as a separate institution. In 1994 Lillehammer University College was established. LUC has, in effect, been around for more than 40 years. It has

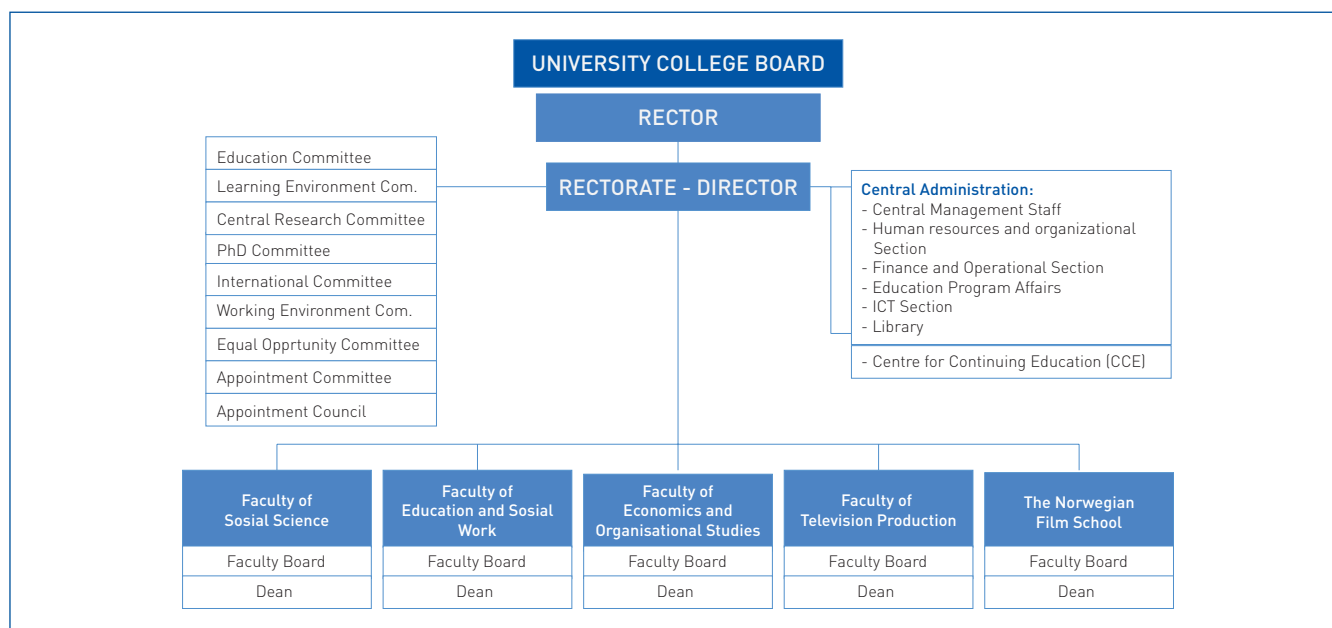
INSTITUTIONAL CATEGORIES IN NORWEGIAN HIGHER EDUCATION

“Prior to 1994 Norway had a distinctly two-tiered system with a university sector and a university college sector. The university sector was governed by a specific legislative act, while the activities of the university college sector were subject to a number of different laws and regulations. Private institutions were governed by a separate legislative act. The university sector consisted of four classic, broad-based universities and six specialized universities. The institutions in this category enjoyed great academic autonomy and managed their own educational and research activities. All these institutions were research institutions with doctoral degree programs. The university college sector was far more differentiated and was controlled to a much larger extent by the ministry. The research activity varied widely, from no activity at all to a relatively large amount, and there were many small institutions with weak academic traditions. (...)

Step by step, changes were made in the framework conditions for higher education, which reduced the differences between university colleges and universities and which paved the way for the university college sector to pursue their goal of achieving university status.”

Gunnar Stave, 2007: “The Challenges Of Governing Increasingly Diverse Higher Education Systems - Implications For Institutional Strategies,” pp. 1-2.

FIGURE 1: ORGANIZATIONAL CHART LUC 2011-12



grown steadily, but has experienced a particularly intense period of growth over the last two decades. In 2011 LUC had a total of 330 employees in 318 full-time equivalent positions. 4800 students were enrolled, of which 700 were part-time and distance students. These numbers make LUC's academic campus the largest in the region. It is located at Storhove, about 3 kilometers north of downtown Lillehammer, in what was once the press center for the 1994 Winter Olympics.

The organization was restructured in 2011, and LUC is now organized in five faculties as shown in Figure 1.

The OECD has through the so-called Frascati Manual established some international guidelines for categorizing research and development:

”Research and experimental development (R&D) comprise creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications.

Basic research is experimental or theoretical work undertaken primarily to acquire new knowledge of the underlying foundation of phenomena and observable facts, without any particular application or use in view.

Applied research is also original investigation undertaken in order to acquire new knowledge. It is, however, directed primarily towards a specific practical aim or objective.

Experimental development is systematic work, drawing on existing knowledge gained from research

and/or practical experience, which is directed to producing new materials, products or devices, to installing new processes, systems and services, or to improving substantially those already produced or installed.”

(OECD, Frascati Manual, 30. Available online: <http://dx.doi.org/10.1787/9789264199040-en>).

At Norwegian university colleges and research institutes most researchers are engaged in applied research and experimental development. Basic research has typically been the domain of the established universities. However, the lines between the three research categories and between the different institutional categories are not clear-cut. A researcher may conduct basic research for a while and then switch to applied research. Within a single institution there might also be considerable diversity in the kind of research that each researcher engages in.

At LUC the focus is predominantly on applied research, but many of our researchers also engage in basic research and experimental development. The principle of research-based teaching has been in place since the institution's inception in 1970. Research should be free and independent, and teaching at LUC is inspired by a humanistic bildung-ideal (the Humboldtian university model).

The quality of the research produced depends on good faculty working conditions. The most important research resource at LUC is the time specifically allocated to R&D as a part of the academic positions. LUC's guidelines stipulate that 45% of the position of full and associate professors is allotted to R&D,

while assistant professors may use 25% of their time for this purpose. LUC wishes to keep this structure, but also accommodates for individual adjustments according to, *inter alia*, research production and grant acquisitions. 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.

TABLE 1: FULL-TIME EQUIVALENT FACULTY POSITIONS (TEACHING AND RESEARCH) IN 2011

	2005	2006	2007	2008	2009	2010	2011
Professor	18	22,2	24,6	30,0	32,8	29,6	34,1
Professor II (adjunct)	1,0	1,3	2,1	2,3	2,0	1,8	1,8
Dosent (dosent)	1,0	1,6	1,6	2,0	2,0	1,3	2,0
Teaching professor (høgskoledosent)				0,6	0,2	0,5	0
Associate Professor (førsteamanuensis)	35,5	38,0	37,0	38,4	48,7	53,3	45,2
Associate Professor (førstelektor)	14,4	16,0	15,2	18,7	16,6	18,2	17,1
Associate Professor (amanuensis)	9,6	9,0	8,0	7,0	6,0	6,0	6,0
Associate Professor (høgskolelektor)	33,1	33,8	42,1	43,4	42,3	43,3	46,2
University College Teacher	11,4	10,4	9,1	8,0	10,0	9,1	7,6
PhD Fellow	12,3	13,0	13,4	13,6	16,9	21,0	25,7
Total	136,3	145,3	153,0	164,9	177,3	184,1	185,7

LUC'S ACADEMIC STAFF

The proportion of full and associate professors increased significantly in the 1990s and 2000s. Today LUC employs 185.7 full-time equivalent (FTE) academic positions, cf. Table 1. 25.7 of these positions are PhD fellowships, i.e. there were 160 full-time permanent academic positions in 2011. Seven faculty members were promoted to full professors during the year, and the total number of full professors at LUC is now 36 FTEs, that is, 22.4% of the total academic staff. This is comparable to the average for all Norwegian universities. It is somewhat lower than that of the "old" universities (where the average is close to 40%), but considerably higher than those at other university colleges (averaging under 10%). Positions at the associate professor level make up 62.3 FTEs, or 39% of the total academic staff. In sum, positions at the level of full or associate professor comprised 61.4% of LUC's academic positions in 2011. LUC is, then, also in terms of formal competence, an institution that is more like a university than most other Norwegian university colleges.

In 2011 LUC employed 29 PhD fellows financed by the Ministry of Education and Research and five fellows funded by other sources. In addition, six faculty members were engaged in doctoral studies along side their regular teaching activities at LUC.

LUC has for a long time had a gender imbalance at the levels of associate and full professor. This imbalance is in the process of changing; in 2010, 39% of the FTE faculty positions were held by women. In 2011 this figure increased to 46%. The proportion of women is highest at the assistant professor level. LUC now has three female full professors, and this amounts to 10% of the total FTE full-professor positions.

However, among PhD fellows, women are overrepresented (72% of the PhD fellows in 2011 were women). A

similar trend can be found at other institutions in Norway and internationally. Recruiting women to positions at the associate and full professor levels in the future will most likely become easier. LUC has also implemented particular incentives and fellowships through which women are prioritized.

RESEARCH GROUPS AND CENTERS

LUC has for many years been successful in terms of individual research. Partly this reflects R&D traditions and academic approaches, the degree of empirical and professional engagement, and cooperation with the public sector, trade and industry. LUC is, however, working to strengthen the institution's R&D efforts also at the collective level. By joining forces, researchers may in many cases perform better than they would as individuals. Well-functioning research groups and research centers might increase the likelihood of increasing the number of externally funded projects (e.g. from the Research Council of Norway (RCN) and the European Union (EU)), while they might also contribute to ensuring the quality of the research, establishing international networks, and successfully integrating new faculty members.

Hence, to strengthen theoretical, methodological, and empirical developments, LUC is working to establish more research groups and centers within and across study and research programs and faculties. Where possible, these groups and centers should also be part of national and international networks. Such groups and centers should work to strengthen academic development and national and international visibility within established disciplines or in multi- or interdisciplinary fields. All faculty members should be actively involved in one or more research groups or centers, write grants for external funding, form cooperative networks outside LUC, and in various ways support and help recruit candidates to the PhD programs.

At the same time, LUC should continue to facilitate high-quality research conducted by individual faculty members. Each researcher should be free to formulate

TABLE 2 : ACADEMIC PUBLICATIONS 2005-2011

Type of publication	2005	2006	2007	2008	2009	2010	2011
Articles in peer-reviewed journals	33	41	49	55	62	64	91
Articles in academic journals	20	2	4	6	11	4	14
Books/text books	8	15	17	15	25	19	15
Chapters in books/text books	28	15	17	81	87	28	71
Other academic reports published outside LUC	17	14	8	3	4	3	4
Other academic reports published by LUC	5	2	1	8	18	2	10
Lectures/papers presented at academic conferences	61	58	116	133	106	105	159
Total number of publications	172	162	248	301	313	225	364
Research production measured in publication points	57,7	62,6	95,6	98,7	111,2	105,3	132,1
-*Proportion of level-2 publications by publication points ¹	3,3%	1,0%	24,3%	18,5%	12,9%	18,0%	15,3%
-** Proportion of level-2 publications by author shares	3,3%	1,0%	9,4%	8,6%	3,4%	4,6%	7,0%

*The proportion of level-2 publications measured by publication points shows how many percent of the total number of points that have been registered at level 2. Monographs are counted as either 5 points (level 1) or 8 points (level 2). Articles in peer-reviewed journals are counted as either 1 or 3 points, while articles in anthologies are counted as either 0.7 or 1 point. This proportion is directly related to the number of publication points in the row above.

**The proportion of level-2 publications measured by author shares shows how many percent of the total author shares have been registered at level 2. Here, the number of points for each publication is not weighted. The author shares are not related to number of publication points (and cannot be assessed in relation to these), but to the number of point-giving publications. In 2011, author share was used by the Database for Statistics on Higher Education as a way to measure level-2 shares for each institution.

research questions, and choose the theories and methods with which to analyze them. The individual and the collective focus shall mutually reinforce one another. Individual efforts, in interplay with collective endeavors, should be maintained and furthered through financial and administrative support, opportunities for mobility and international exchange, professional development initiatives and salary policies, and access to high-quality library- and IT-services.

R & D PRODUCTION

The Norwegian Ministry of Education and Research (MER) has implemented a performance-based distribution system for research funding that measures each institution's performance in terms of successful grant applications to the RCN and the EU, the number of dissertations, and publications in peer-reviewed journals. It is important for LUC to perform well in all these categories. LUC wishes to increase the number of publications in high-quality international journals. In addition, LUC will also put an emphasis on different types of research dissemination aimed at audiences beyond the academic sphere.

Table 2 shows the number of publications by LUC Faculty in different channels in the period 2005 to 2011, including the proportion of level-2 publications (see table footnotes, and part C for explanation). The table shows a 27.9-point (25%) growth in publication points, the strongest growth ever for our institution. LUC is the most productive university college in Norway in terms of publishing, when the publication numbers are seen in relation to the size of the academic staff.

MER's national performance-based funding system rewards articles published in approved journals and books published by approved publishers. The Database

for Statistics on Higher Education (www.dbh.nsd.uib.no) keeps lists of these publication channels and their classification levels. How much funding LUC actually receives depends on the publication points compared to that of other Norwegian institutions. The total amount of funding administered by the Ministry is distributed to the institutions on this relative basis. When Norwegian researchers all together publish more, the amount of funding per publication point goes down. In other words, whether LUC receives more or less money from this funding system depends on LUC's publication results relative to those of other universities and university colleges:

... you have to "keep running to stay in the same place"¹

Research dissemination in the form of editorials, articles, presentations and interviews in popular media, seminars and lectures for professional fields, etc. is extensive, but is not shown in Table 2, due to insufficient documentation. In Part C of this report, however, we provide an overview of what actually has been documented by individual faculty members (listed under "other publications," only in the Norwegian version of this report).

Table 3 shows the R&D publication points by faculty according to LUC's organizational structure at the end of 2011. In addition to what is listed here, the Norwegian Film School conducts artistic development projects, which are not shown in the table. Part B of this report presents more information about each faculty.

¹ Nobel Prize Winner in Economics, Paul Krugman 1979:262 in Paul Krugman (1979): "A model of innovation, technology transfer and the world distribution of income." Journal of Political Economy 87. pp.253-266

TABLE 3: PUBLICATION POINTS BY FACULTY 2005-2011

Faculty	2005	2006	2007	2008	2009	2010	2011
Faculty of Social Science*	27,6	28,7	55,7	44,4			
Faculty of Economics and Organisational Studies					37,6	20,5	42,6
Faculty of Social Science					34,0	41,0	40,4
Faculty of Education and Social Work	17,8	26,0	31,8	38,7	28,3	32,6	48,6
Faculty of Film and Television Production	12,3	7,9	8,1	15,5	8,1	9,5	0
Unspecified						1,7	0,5
Sum	57,7	62,6	95,6	98,6	108	105,3	132,1

*The numbers for 2011 reflect the points distributed according to the new faculty structure in which film studies, law and psychology merged with the existing Faculty of Social Science, while education was moved to the Faculty of Social Work. These changes formally went into effect August 1st, 2011, but the numbers here include all of 2011.

DOCTORAL PROGRAMS

LUC's main academic profile centers on social science and media studies. While social science focuses on social and individual developments, media studies focuses on the content and effects of various media, and, specifically, "mass media." Media studies draws on approaches from social science, but looks particularly at the communication between what is studied and the receivers of the information. Social scientists use both qualitative and quantitative methods in their analyses, often in combination. The social sciences are often different from "exact sciences" such as the natural sciences and engineering in that they may be both more normative and eclectic in terms of approaches and critical in the assessment of research results.

Two doctoral programs within the social sciences were accredited by the Norwegian Agency for Quality Assurance in Education (NOKUT), in 2010 and 2011: «Child and Youth Participation and Competence Development» and «Innovation in Services - in the Public and Private Sectors». These programs provide education at the highest academic level within two areas that are central to LUC's research activities. Within media studies, 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. A PhD program in Visual Media is under development in cooperation with the Norwegian University of Science and Technology (NTNU) in Trondheim. Furthermore, the establishment of, and increased participation in, national graduate schools are important to enhance academic quality. Currently, LUC participates in one national graduate school in business economics and administration.

Presently, LUC has 20 PhD-fellowships that have been allocated from the MER. In addition, some PhD fellowships are financed by external research funding. The available fellowships are used for scholars who are enrolled in doctoral programs at other institutions and from 2010, our own programs. It is important that LUC's PhD programs become attractive to applicants employed at other institutions than LUC. After a start-up period,

NOKUT requires that a PhD program should have at least 15 students enrolled at any given time, and that the candidates are able to complete their degrees within the fellowship-period (three years of full-time study). LUC's PhD programs should have a goal of having at least 15-20 active PhD-candidates each, and the candidates should consist of a mix of scholars employed by LUC and scholars funded by other institutions. To achieve this goal, the programs have to ensure increased external funding for PhD fellowships as well as an increased number of candidates who choose to enroll in LUC's PhD programs, but who are funded by other institutions.

The PhD programs are new study programs at LUC, to be further developed and consolidated in the years to come. This will involve increased financial costs for LUC. So far, much of the funding for the establishment of the PhD programs has come from "The Inland University Project," a project through which the three university colleges in Lillehammer, Gjøvik and Hedmark have cooperated with the administrations of Hedmark and Oppland counties to establish a university. It is an important challenge to ensure continued funding for the PhD programs in the future.

The PhD programs at LUC are regulated by one overarching set of rules and requirements. A "Guide to Doctoral Studies" for PhD candidates has been produced. Questions related to the individual programs are handled by the programs themselves while some administrative functions, procedures and support services are located centrally. The organizational and administrative consequences of LUC's new PhD-programs will be developed further in 2012.

PHD FELLOWS

Over the last 3-4 years the number of PhD fellows at LUC has increased significantly. The PhD fellows represent new academic impulses, produce new knowledge, and contribute to research production and teaching. In 2011, 40 individuals at LUC were enrolled in doctoral programs. In addition, one PhD fellow was funded by the Norwegian Artistic Research Fellowship Programme and four fellows by the RCN and other external funding

agencies. Six of the faculty members enrolled in doctoral programs are employed in teaching positions at LUC and have been allocated time to work on their degrees as a part of their regular positions, cf. Table 5 in Part B of this report.

LUC has since 2006 had a cooperation agreement with Karlstad University (KAU) in Sweden regarding doctoral training. In 2009, the first dissertation was completed as a result of this cooperation. Since then several defenses have been held under the auspices of KAU's doctoral programs. Now that LUC has established its own PhD programs, the agreement with KAU is in the process of being phased out.

The Norwegian Film School is engaged in the education of fellows financed by the Norwegian Artistic Research Fellowship Programme. The Film School is responsible for supervising the fellows and for providing a final evaluation of the fellows' artistic productions.

In 2011, a total of six people employed by LUC either as PhD fellows or in other positions, defended their PhD theses at Norwegian or international institutions.

More detailed information about PhD fellows and completed degrees in 2011 is provided in Part B.

RESEARCH ADMINISTRATION

In order to strengthen LUC as a research institution, increased attention towards research administration is necessary. This focus should include strengthened support for professional development among faculty members, administration of the PhD-programs, acquisition and administration of external projects with a special focus on grants from the EU and the RCN, research administration and reporting in general, dissemination internally and externally, and internationalization.

THE CENTRAL RESEARCH COMMITTEE (CRC)

LUC's Central Research Committee (CRC) is an important executive and advisory body in relation to the institution's R&D policy. In addition, the CRC administers several internal fellowship programs and various forms of support. Among these is an annual one-semester research fellowship available for a limited number of researchers who are working on projects of particularly high quality, and a one-to-two-month "publication scholarship." In 2011, five research fellowships and two fellowships for professors were granted as support to the completion of publications in high-quality journals and/or publishers.

The CRC also provides grants for faculty members who present papers at international conferences. The criteria

for these grants stipulate that the recipient must present a paper that should later be submitted for publication. 35 such grants were given out in 2011. Other programs administered by the CRC include support for editing, for study trips abroad, and for grant writing. There is an individual premium-system to faculty members for publishing in level-1 and level-2 publications as defined by the MER system.

CRC'S MANDATE

The Central Research Committee's tasks include:

- drafting the strategic plan for R&D activities and initiating research support
- administering fellowships, grants and programs aiming to strengthen R&D at LUC
- ensuring an effective system for disseminating information about LUC's R&D activities. This includes internet-based dissemination and LUC's in-house publication series. The CRC is responsible for the annual R&D report.
- contributing to LUC's participation in the Norwegian Science Week

CRC-MEMBERS

The members of the committee are: the head of research / provost (the committee's leader), four members, with alternates, representing academic staff, one member representing the PhD programs, one member representing the PhD fellows and one member representing MA students.

Members 2011

- Ole Gunnar Austvik (leader)
- Eva Bakøy
- Anne Marie Berg
- Audun Engelstad
- Ingrid Guldvik
- Lars Monsen
- Sanna Sarromaa (PhD fellow) (until March)
- Synnøve Myklestad (PhD fellow) (from May)
- Maren Larsen (student)
- Secretary: R&D Advisor, Lars Bærøe

PHD-COMMITTEE

The overarching responsibility for administrating LUC's PhD programs has been delegated from LUC's board to a central PhD committee, with the following members: the rector or a person to whom the rector delegates responsibility, the director of education programs, the faculty members appointed to lead the PhD-programs (PhD-leaders), and a representative from the PhD fellows, with an alternate. The representative for the PhD fellows has the right to speak and to make proposals. The PhD committee's tasks and mandate are described in the Regulations for the degree Philosophiae doctor (PhD) at Lillehammer University College (full text may be downloaded at www.hil.no).

Members 2011:

- Ole Gunnar Austvik (leader)
- Halvor Fauske (alternate, Pär Nygren)
- Anne Marie Berg
- Eva Bakøy
- Iben Kardel
- Ingrid Grimsmo Jørgensen (PhD fellow)
- Secretary: R&D Advisor, Helene Rønning (until September 2011), Research Coordinator, Kristin Solli (from September 2011)

RESEARCH FUNDING

The R&D activities at Norwegian university colleges and universities are to a large extent financed by the MER. The financing consists of a “basic component” to each institution and income from the performance-based funding system for teaching and research. In addition to this, the MER administrates strategic allocations to fund PhD fellowships.

The current trend is that allocations, income and research activities to a greater extent will become performance-based and depend upon external funding sources and networking inside and outside the academy. External

funding sources and grants are important to increase professional research development, internationalization, and participation in academic networks. It is important for LUC to increase the extent of externally funded projects, particularly from the RCN and the EU, but also from other public and private sources regionally, nationally, and internationally.

This trend means that LUC must become more competitive when it comes to securing grants and external funding. The MER’s performance-based funding system provides additional allocations to grants that are secured from the EU and from the Research Council of Norway. For grants from the Research Council of Norway, the institution receives an additional 13.8% of the amount of the grant, while for grants from the EU, the Ministry contributes an additional 187.1%.

High levels of formal competence, innovative research and a strong record of publication is essential for LUC to become more competitive in national and international research projects and networks, and thus help secure funding for LUC’s R&D activities. Table 4 shows externally funded projects at LUC in 2011.



TABLE 4: EXTERNALLY FUNDED PROJECTS AT LUC IN 2011

Project name	Project owner (<i>italics</i>) / Project partners	Participants from LUC	Duration
PROJECTS FUNDED BY THE RESEARCH COUNCIL OF NORWAY			
Do customer information programs influence energy consumption?	CICERO <i>University of Oslo</i> Lillehammer University College	Associate Professor Einar Strumse	2009 - 2011
Social factors contributing to sickness absence (SOFAC)	<i>Eastern Norway Research Institute</i> University of Oslo og - Stockholm Lillehammer University College	Professor Halvor Nordby, Associate Professor Liv Solheim	2009 - 2012
Developing sustainable assessment cultures in Norwegian schools as learning organizations.	<i>Lillehammer University College</i> Høgskolene i Vestfold, Hedmark og Nord-Trøndelag	Professor Stephen Dobson Professor Lars Monsen	2010 - 2011
Innovasjon i reiselivsnæringen	<i>Lillehammer University College</i>	Professor Mehmet Mehmetoglu, Professor Christer Thrane, Professor Håvard Teigen Professor Gudbrand Lien, Associate Professor Terje Slåtten PhD Fellow Marit Engen PhD Fellow Monica A. Breiby	2009 - 2013
Virkemidler for regional innovasjon (VRI)	<i>Eastern Norway Research Institute</i> , Lillehammer, Gjøvik and Hedmark University Colleges NIBR and SINTEF	Associate Professor Martin Rønningen, Professor Mehmet Mehmetoglu, Associate Professor Terje Slåtten, Associate Professor Marit Engen, Avdeling for TVF	2007 - 2011
Modernizing the Russian North: Politics and Practice (MODNORTH)	<i>Norwegian Institute of International Affairs (NUPI)</i> , University of Nordland, Kent University, University of Birmingham, Institute of Law and Public Policy in Moscow. Lillehammer University College	Professor Ole Gunnar Austvik Associate Professor Kirsti Stuvøy	2011 - 2013
Mountain areas in Norway as attractive rural communities or urban recreational playgrounds: the challenge to a mountain policy.	<i>Eastern Norway Research Institute</i> University of Highland and Island Studies (Australia), Northern research Institute (Tromsø), NTNU, Umeå University Lillehammer University College	Professor Håvard Teigen Associate Professor Thor Flognfeldt	2011 - 2014
PROJECTS FUNDED BY THE REGIONAL RESEARCH FUNDS			
Kartlegging av sammenhengende mellom variasjon i trenbarhet og ulikheter i muskelfenotype hos kvinner – et bioteknologisk studium,	<i>Lillehammer University College</i> Innland Hospital Trust Division Lillehammer Rheumatism Hospital Lillehammer	Associate Professor Stian Ellefsen PhD Fellow Olav Vikmoen	2011 - 2013
Etablering av senter for reiselivs-forskning og forskningsprosjektet “Trender for reiselivet i Innlandet “	Lillehammer University College Høgskolen i Hedmark, Eastern Norway Research Institute , Lillehammer Turist AS	Professor Mehmet Mehmetoglu	2011 - 2013
PROJECTS WITH OTHER FUNDING SOURCES			
Muscular adaptations to ischemic strength training in women (Sykehuset Innlandet HF)	<i>Lillehammer University College</i> Innland Hospital Trust Division Lillehammer	Associate Professor Stian Ellefsen Associate Professor Geir Vegge, Associate Professor Bent Rønnestad	2011 - 2013
Risk factors associated with and the ethiology of infections in the upper airways (Sykehus Innlandet HF)	<i>Lillehammer University College</i> Innland Hospital Trust Division Lillehammer	Associate Professor Stian Ellefsen Associate Professor Geir Vegge, Associate Professor Bent Rønnestad	2011 - 2013
Training at lactate threshold intensity: Session frequency vs. session duration (Olympiatoppen)	<i>Lillehammer University College</i> Olympiatoppen	Associate Professor Bent Rønnestad	2011



NORWEGIAN SCIENCE WEEK 2011

Norwegian Science Week is an annual national research festival that was organized from September 23rd to October 2nd in 2011. The theme of the 2011 festival was “chemistry” with the slogan “Magical and logical.” The aim of NSW is to encourage curiosity, interest in and understanding for research and the impact of research in people’s everyday lives. The Research Council of Norway organizes the festival in cooperation with universities, university colleges, research institutes, libraries, museums and trade and industry.

A working group consisting of representatives from LUC, Eastern Norway Research Institute, the Energy Center at Hunderfossen, Norwegian Institute for Nature Research, the municipality of Lillehammer (including Lillehammer library and cinema), The Nansen School, the Norwegian Armed Forces, and Lillehammer Town Center Management, collaborated on organizing a series of events during the festival:

- The conference “The Inland Region as an Energy Producer,” held at the Norwegian Road Museum at Hunderfossen. The event was sponsored by Eidsiva Energy and Glommen and Laagen Brukseierforening.
- “The Research Market” featuring “The world’s biggest chemistry experiment,” with starch as a special theme. More than 1300 primary and lower secondary school students participated at Lillehammer’s main square.
- A conversation with historian Harald Dag Jølle about his new biography of Fridtjof Nansen
- The Health and Research Conference of Innlandet. Co-organized by Gjøvik University College, Hedmark University College, Lillehammer University College and Innlandet Hospital Trust.

- Silent film concert “Fante – Anne” (Gipsy Anne): “Fante-Anne” from 1920 represents the national breakthrough of Norwegian cinema. The film, which was restored by the National Library in 2011, was shown for the first time with music specially composed for this event by Professor Halldor Krogh from LUC supported by Lillehammer symphony orchestra.

STUMFILMKONSERT

THE NORWEGIAN FILM
(DEN NORSKE FILM)

FANTE-ANNE
NORSK BONDROFTELING
I OG ANDET MED FORBEREG
OG NORSKE POLKSTONER
PAA HARDANGERFELE,
BLIR FOREVIST AV
RASMUS BREISTEIN

Glassgården, HiL fredag 30. september 2011 kl. 18.30
Lillehammer symfoniorkester under ledelse av dirigent Kjell Seim
framfører Halldor Kroghs nykomponerte musikk til stumfilmen Fante-Anne
(Rasmus Breistein 1920). Hardingfelesolist Einar Mjøltnes

Fante-Anne som ble tatt opp i Vågå i 1920, representerer det nasjonale gjennombruddet i norsk film.
Filmen som er nyrestaurert, vises nå med spesialkomponert musikk. Stumfilm og stumfilmmusikk er to av
forskningsfeltene ved HiL, og de årlige stumfilmkonsertene er populære forskningsformidling.
Korte innledninger ved rektor Bente Ohnstad og professor Jan Anders Diesen.

Gratis adgang.

Lillehammer Symfoniorkester Høgskolen i Lillehammer Forskningsdagene

PART B – DOCTORAL DEGREES

Part B presents information about LUC's doctoral programs, PhD fellows and dissertations, and gives short presentations of the faculties.

PHD PROGRAMS AND AREAS

LUC has received financial support from the Inland University Project (www.innlandsuniversitetet.com) to develop studies at the doctoral level. Two PhD programs have been accredited, in 2010 and 2011 respectively, by the Norwegian Agency for Quality Assurance in Education (NOKUT) and approved by the Ministry of Education and Research: "Child and Youth Participation and Competence Development" and "Innovation in Services - in the Public and Private Sectors."

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 researchers who want to build and disseminate knowledge about the participation and competence development of children and youth as they encounter a complex society. The Research Center for Child and Youth Competence Development runs the program and conducts interdisciplinary research in the program's field. The program was accredited by NOKUT and approved by the Ministry of Education and Research in 2010.

At the end of 2011, seven candidates were enrolled in the program. Five were employed as PhD fellows by LUC, while two were employed as PhD fellows at other institutions.

INNOVATION IN SERVICES – IN THE PUBLIC AND PRIVATE SECTORS

The PhD program "Innovation in Services – in the Public and Private Sectors" focuses on innovation and innovation processes in service production in both public and private sectors. The PhD program includes the framing conditions, the instruments and the implementation processes linked to innovation. Policy changes and changes in political organization that have an effect on services are studied as determinants of innovation activities. The program was accredited by NOKUT in December 2011 and approved by the Ministry of Education and Research in January 2012.

The first PhD candidate (a PhD fellow employed by LUC) was admitted to the program in March 2012.

In addition, the Norwegian Film School has conferred degrees to candidates participating in the Norwegian Artistic Research Fellowship Programme. This program offers training at the same level as ordinary PhD-programs.

The area Visual Media is currently in the process of developing a joint PhD degree within visual media with

the Norwegian University of Science and Technology.

PHD FELLOWS AT LUC

In 2011 LUC employed 34 PhD fellows. The MER funded 20 FTEs, distributed among 29 fellows. LUC also contributed funding to these fellowships. In addition, one PhD fellow is funded by the Norwegian Artistic Research Fellowship Programme and four fellows are funded by the Research Council of Norway and other external funding agencies. Six of the faculty members enrolled in doctoral programs are employed in teaching positions at LUC and have been given time to work on their degrees as a part of their regular positions, cf. Table 5.

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 which employs them (mainly teaching or performing research as part of a research project).

The fellows are admitted to PhD programs at LUC or at other institutions. When fellows are enrolled in programs at other institutions, their supervisors might come from those institutions or those institutions might appoint an LUC-faculty member to serve as supervisor. In the case of the former, a co-supervisor from LUC is also appointed.

In 2011, five PhD candidates were admitted to LUC's PhD program "Child and Youth Participation and Competence Development." One candidate was admitted to the PhD-program in "Innovation in Services – in the Public and Private Sectors" in March 2012, immediately following the program's approval by the Ministry of Education and Research.

Below is a brief presentation of the PhD fellows and their research projects.

TABLE 5 – PHD FELLOWS EMPLOYED BY LUC AS PER 31.12.2011

M=Main supervisor, C= Co-supervisor.

Name	Discipline / Field of Study	Working title of dissertation	Degree-granting institution / supervisors
Bjerkeland, Ingvild	Visual Media	Regional filmproduksjon i Norge	NTNU, Norwegian University of Science and Technology M: Audun Engelstad, LUC C: Gunnar Iversen, NTNU
Bjørgen, Anne Mette	Media Pedagogics	Småskoleelevers digitale kompetanser i spenningsfeltet mellom skole og fritid.	University of Oslo (UiO) M: Ola Erstad (UiO) C: Pär Nygren LUC
Breiby, Monica	Travel and Tourism	Aesthetics in nature-based tourism.	Norwegian University of Life Sciences (UMB), Ås M: Sjur Baardsen, UMB B: Christer Thrane, HiL
Connolley, Steven	Political Science	Liberal E-Democracy and Political Associations in Civil Society.	University of Oslo (UiO) M: Harald Baldersheim, UiO C: Jon Helge Lesjø
Dmitrow-Devold, Karolina	Digital Competence, Gender Research	Digitalkompetanseutvikling og kjønnsrepresentasjoner i kontekst av kvinnelige tenåringsblogging i Norge	Lillehammer University College (LUC) M: Pär Nygren, LUC C: Hilde G. Corneliussen, UiB C: Janneke van der Ros, LUC
Engebregtsen, Nanna Helene	TV-science, development communication, media pedagogics	TV-programmes that make the difference. Documentary production and capacity building within the context of Communication for Development.	University of Karlstad (KAU) M: Roel Puijk, LUC C: Yngve Nordkvelle, LUC C: Thomas Tufte, RUC
Engen, Marit	Business Economics	How to manage employee-driven service innovation?	University of Karlstad (KAU) M: Peter Magnusson, KAU C: Mehmet Mehmetoglu, LUC
Frøisland, Dag Helge	Medicine	Children and adolescents with diabetes, current state and future possibilities. A study of factors affecting competence and treatment results in children and adolescents with type 1 diabetes.	University of Oslo (UiO) M: Knut Dahl-Jørgensen, UiO C: Trond Markestad, SIHF/ UIB C: Marit Graue, HIB C: Finn Skårderud, LUC
Godseth, Marit	Social work	Fra anerkjennelse til mestring”. – Et brukerperspektiv med fokus på verdighet, mestring og livskvalitet.	University of Karlstad (KAU) M: Ole Petter Askheim, LUC C: Bengt Starrin, KAU
Gran, Lillian	Pedagogics	En studie av ungdoms læring og dannelse i den digitale medie verden	Lillehammer University College (BUK) M: Yngve Nordkvelle
Hanssen, Tina Rigby	Film Studies, Art History	Media art, Sound, Space – On sound strategies, aesthetics and spatiality in contemporary multimedia installations.	University of Oslo (UiO) M: Øivind Storm Bjerke, UiO C: Arnt Maasø, UiO C: Jan Anders Diesen, LUC
Haugom, Eirik	Economics	Modeling and forecasting electricity prices and volatilities.	NTNU, Norwegian University of Science and Technology M: Gudbrand Lien, LUC C: Sjur Westgaard, NTNU C: Berndt Andersson, KAU
Johnsen, Svein Åge Kjos	Environmental Psychology	Emosjoner og naturomgivelser: Spesifikke emosjoner og emosjonsregulering.	NTNU, Norwegian University of Science and Technology M: Einar Strumse, LUC C: Torbjørn Rundmo, NTNU
Jørgensen, Ingrid Grimsmo	Pedagogics	En studie av sosialarbeiderens dobbeltsituerte læringsprosesser i møte med praksisfeltet.	Lillehammer University College

Name	Discipline / Field of Study	Working title of dissertation	Degree-granting institution / supervisors
Landry, Paulina	Political Science	Central and Eastern European Countries as an energy sub-region and its influence on EU policy-making on energy security	University of Oslo M: Ole Gunnar Austvik, LUC C: Dag Harald Claes, UiO
Lien-Nasir, Stine Jeanette	Statsvitenskap	Organisasjon, innovasjon og governance	Universitetet i Tromsø M: , UiT C: Noralv Veggeland, LUC
Lund, Maria Konow	Media and communication / television production	Ny og tradisjonell tv-journalistikk. En studie av VGs web-TV og TV-2s nye nyhetskanal.	University of Oslo (UiO) M:Henrik Ørnebring, Univ. Göteborg C: Terje Rasmussen
Midtskogen, Bjørg	Psychosocial Work	Barns og profesjonelles kompetanser i barnehage og skole.	Lillehammer University College M: Pär Nygren, LUC C: Roger Mathiesen, LUC
Myklestad, Synnøve	Pedagogics	Språkets betydning – Betydningens språk. Om språk og subjektdannelse i lys av Julia Kristevas perspektiver.	NTNU, Norwegian University of Science and Technology M: Hansjörg Hohr, NTNU, Norwegian University of Science and Technology C: Øivind Haaland, LUC
Nygaard, Håvard	Sports Science	Aktivitet etter måltid vs. aktivitet før måltid for å redusere blodsukker hos personer med høy risiko for type 2 diabetes.	University of Oslo (UiO) M: Arnt T. Høstmark, UiO C: Gerd Holmboe Ottosen, UiO, Bent Rønnestad, LUC
Nyhus, Lene	Pedagogics	Det kommunikative grunnlaget i skoleutvikling. Et metaprojekt.	University of Tromsø (UiT) M: Marit Allern, UiT C: Lars Monsen, LUC
Nøkleby, Heid	Social Work / Psychology	Spise- og kroppsproblematikk blant menn og kvinner i rusbehandling.	Lillehammer University College M: Finn Skårderud, LUC C: Marie Nordberg, KaU
Paulsen, Kaia	Social Work	Brukerperspektivet hos de ansatte ved et sosialkontor. En studie av på hvilken måte ansatte i sosialtjenesten har et brukerperspektiv i møte med langtidsmottakere av sosialhjelp.	University of Karlstad (KAU) M: Rolf Rønning, LUC. C: Berith Nyqvist-Cech, KAU C: Lis Bodil Karlsson, KAU
Restad, Helge	Organizational Science, System Dynamics	Learning how to manage systemic effects in the implementation of international strategy at higher education institutions	Lillehammer University College (INTOP) M: Anne Marie Berg, LUC C: Hans de Wit, Univ. Milano
Rognerud, Øyvind	History of Ideas	Authenticity: Normal Feature or Exceptional Feat? A Historical Analysis of the Concept of Authenticity in Anglophone Psychology and Philosophy.	University of Oslo (UiO) M: Jan-Erik Ebbestad Hansen, IFIKK, UiO. C: Ole Dreier, LUC / KU
Røhnebak, Maria	Technology, Innovation and Culture	Standardized Flexibility - A Case study of the Role of ICT in the Front Line of the Norwegian Employment and Welfare services (NAV).	University of Oslo (UiO) M: Anne Marie Berg, LUC. C: Tian Sørhaug, UiO
Schwind, Kai Hanno	TV and Media Studies, Humor Research	The Office sitcom - a case study in transnational format adaptation.	University of Oslo (UiO) M: Birgit Hertzberg-Kaare C: Eva Bakøy
Senje, Siri	Artistic Development	Imagining for the Screen – cinematic fiction writing as a poetic genre.	University of Bergen (UiB) M: Maureen Thomas, Univ. of Cambridge C: Igor Korsic, Univ. of Ljubljana C: Sveinbjörn Baldvinsson, LUC
Servoll, Johanne Kielland	Film Studies	Ideen om auteuren i norsk filmhistorie.	M: Liv Hausken, Uio C: Tore Helseth, LUC

Name	Discipline / Field of Study	Working title of dissertation	Degree-granting institution / supervisors
Slettaløkka, Gunnar	Sports Science	Skeletal muscle exercise capacity in heart failure patients.	Norwegian School of Sport Sciences (NIH) M: Øystein Hallèn, NIH
Syversen, Trine Løvold	Political Science	Velferdsforvaltning i forvandling - en studie av etableringen av lokale velferdskontorer i forbindelse med NAV-reformen.	University of Tromsø (UiT) M: Kjell Arne Røvik (UiT) C: Anne Marie Berg, LUC
Søderstrøm, Kerstin	Psychology	Minding the baby - Minding the parent. Substance use disorder and the experience of parenthood. A qualitative interview study.	NTNU, Norwegian University of Science and Technology M: John-Arne Skolbekken, NTNU C: Finn Skårderud, LUC
Thrana, Hilde Marie	Social work	Hvilken plass har kjærlighet i profesjonelt sosialt arbeid? En eksplorativ studie av profesjonelle relasjoner i barnevernets praksisområde.	Lillehammer University College (BUK) M: Halvor Fauske, LUC C: Bjarne Øverlid, LUC
Tolstad, Helene Kvarberg	Geography	Innovation in Norwegian rural tourism. Focusing on networks and knowledge.	NTNU, Norwegian University of Science and Technology M: Brit Dale, NTNU C: Martin Rønningen, LUC
Velure, Hallfrid	Culture Project Management	Hva er kulturprosjekt? En studie med teoretiske, empiriske og politisk funderte innfallsvinkler til kulturprosjektet som fenomen.	University of Bergen (UiO) M: Keld Hyldig, UiB C: Tore Helseth, LUC
Veka, Steinar	Economics / Finance	Price formation and risk premium in the Nordic electricity derivatives market.	NTNU, Norwegian University of Science and Technology M: Gudbrand Lien, LUC C: Sjur Westgaard, NTNU
Vikmoen, Olav	Sports Science	Effekten av styrketrening og muskelvekst på prestasjonen i løp og sykling og effekten av samtidig utholdenhetstrening på endringer i styrkeparametere og muskelmasse ved styrketrening.	Norwegian School of Sport Sciences (NIH) M: Bent Rønnestad, HiL and Truls Raastad, NIH C: Stian Ellefsen, LUC



PhD Fellow Olav Vikmoen is working on a PhD-project in Sports Science.

DOCTORAL DEFENSES 2011



Randi Bredvold presented her thesis 18 November 2011 "*Entrepreneurs' narratives: a study of identity in experience-based tourism*" at Lillehammer University College in cooperation with the University of Karlstad .

This is a narrative study in which five entrepreneurs in the experience-based tourist industry have told their life-stories in connection with their establishing and running their own enterprises. Over the last decades the number of adventure-based companies has markedly increased in tourist industry, but the knowledge gained through the research on the persons who establish these companies is scant. Through focusing on the constructions of identity of the entrepreneurs, this study gives nuanced pictures of the chain of events that had lead an individual to establish one's own company. In addition, these pictures offer deeper understanding of how these individuals perceive themselves as the founder and manager of an experience-based company. Over the last decades research in entrepreneurship has criticized the imbalanced focus on the entrepreneurs' personal characteristics and it's use as an explanation of their entrepreneurial activities. In the same critical vein I question whether motivational studies are able to explain why certain individuals choose to establish their own business. Indeed, these five stories show that an entrepreneur is not something one *is* but something one *becomes*.



Hausstätter, Rune Sarromaa presented his thesis "*The traditionalism-inclusionism controversy in special education: a conceptual analysis*" at the University of Helsinki 9 April 2011. "

The aim of this study has been to challenge or expand the present views on special pedagogics. In a series of six articles this thesis will directly or indirectly debate questions relating to inclusive and exclusive mechanisms in society. It is claimed that the tension between traditionalism and inclusionism within special pedagogics may harm the legitimation of special pedagogics as a profession of the welfare state. The articles address the relationship between these two approaches. The traditionalism-inclusionism controversy is partly rooted in different ways of understanding the role of special pedagogics with respect to democracy. It seems, however, that the traditionalism-inclusionism controversy tends to lead researchers to debate paradigmatic positions with each other than to develop alternative strategies for dealing with the delicate challenge of the differences within pedagogics.

The humanistic obligation for special pedagogics is part of the general aim of the welfare state to provide an pedagogics for a democratic and an inclusive society. This humanistic aim and the goal to offer an education for democracy seem therefore, to dominate the understanding of how special pedagogics works.



Jørgensen, Sveinung presented his thesis 14 October 2011 "*What's the Problem? Reformulating the Problem for Balanced-Strategy Creation*" at Lillehammer University College in cooperation with the University of Karlstad .

By asking "What's the problem?" this thesis addresses the crucial relationship between how strategic decision-makers formulate organizational problems and how the relevant actors attempt to solve these problems. This thesis holds that the creation of strategy can be conceived of as a decision-making process in which the strategists *find*, *formulate* and attempt to *solve* problems by choosing a set of means to reduce the *perceived gap* between the current state and the desired state of the organization. The thesis particularly explores and postulates what is referred to as the *means-end fallacy* in which end-problems are treated as means-problems. In effect the decision-makers take the ends of the organization for granted and only ask "How can we fix it?" instead of critically examining the purpose of the organization by asking "What should we fix and why?" This thesis argues that the strategic decision-makers need both to be more problem-oriented; that they should balance the different dimensions of the problem; and, thus, that they should recognize that decision-making is an art of balance.



Moseng , Jo Sondre presented his thesis 2 December 2011 at the Norwegian University of Science and Technology (NTNU) "*Heaven and Hell: Youth in Norwegian Cinema 1969-2010*."

The thesis is concerned with whether changing generic, institutional and aesthetic strategies have altered the ideological positions in Norwegian teen-pics, and, in effect, its representations of young people. The study consist of close analysis of 34 Norwegian youth films, produced between 1969 and 2010. The thesis is organized around recognized "problem areas" in youth culture and youth research, such as sexuality, love and gender, delinquency and generational gaps, as well as the challenges of growing up in late modern society in general.



Slåtten, Terje presented his thesis "*Emotions in service encounters from the perspectives of employees and customer*" at the University of Karlstad 30 September 2011.

The overall aim of this thesis is to contribute to deepening and extending our understanding and knowledge of

emotions in service encounters by studying it from the two most central human actors in service encounter: (i) the service firm's employees and (ii) the customer of this firm. This dissertation consist of five separate papers that conceptualize and empirically investigate how different appraisals by employees and customers generate positive and negative emotions, and how types of emotions in service encounters are linked to patterns of behavioural responses. The methods used for gathering data involved interviews and questionnaire studies of various service firms. The thesis contributes to our understanding of emotions in service encounters and contributes to the ongoing debate and discussion in service research about the role of emotions in this context.



Sarromaa, Sanna presented her thesis 15 April 2011 "*Det Nye and the young Norwegian woman: Discourses, representations and receptions of young femininity in 1957-1977 and 2009*" at Lillehammer University College in cooperation with the University of Karlstad.

Adolescent girlhood has been a marginalised field in twentieth- and twenty-first-century sociology, social history and women's history. This dissertation is about feminine adolescence in Norway from 1957 to 1977 – and further in 2009. This study analyses discourses and representations of girlhood and proper girlhood, as well as the mediation and reception of such discourses and representations. More specifically, she examined adolescent girlhood from two intertwining perspectives. First, she analyzed the textual representation of adolescent girlhood in *Det Nye*, the oldest young women's magazine in Norway. Second, she explored the reception of the magazine's discourses and representations of young femininity by interviewing girls and women about the magazine.

FACULTIES

In 2011 approximately 4800 students were enrolled at Lillehammer University College. 700 of these were continuing education and distance learning students. LUC has a staff of more than 300. There are five faculties, in addition to the Centre for Continuing Education (CEE), which works with specially commissioned teaching, continuing education and development projects, cf. Table 6.

FACULTY OF SOCIAL SCIENCE (ASV)

Includes sections for Film and Television Studies, Sport Studies, International Studies and History, Cultural Project Management, Law, Psychology, Sociology and Philosophy. The faculty was re-organized in 2011, and the new structure went into effect August 1, 2011.

FACULTY OF ECONOMICS AND ORGANISATIONAL STUDIES (ØKORG)

Includes the fields of Economics and Administration, Organization and Management, and Tourism studies.

Faculty of Education and Social Work (APS)

Includes the fields of General and Special Education, Child Welfare, Social Work, Social Education and Counseling Studies. The department was re-organized in 2011, and the new structure went into effect August 1, 2011.

FACULTY OF FILM AND TELEVISION PRODUCTION (TVF)

Includes the fields Documentary Film Production, Multi-camera Production, and Production and Project Management.

THE NORWEGIAN FILM SCHOOL (DNF)

Develops storytelling through six sections: film script, film direction, film production, film photography, production design, film editing, and film sound.

PART C – PUBLICATIONS

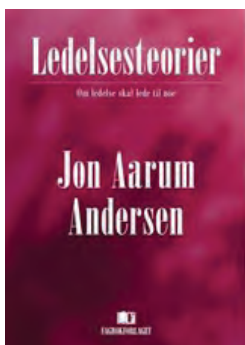
Part C provides an overview of publications produced by LUC faculty in 2011 with brief descriptions of each book. Next, journals published at LUC are described, and finally, a detailed list of level-1 and level-2 publications written by LUC researchers is presented.

A SELECTION OF BOOKS PUBLISHED BY LUC FACULTY MEMBERS



Amdam, J., & Veggeland, N. (2011). *Teorier om samfunnsstyring og planlegging* [Theories on Governing and Planning]. Oslo: Universitetsforlaget. 243 s.

English summary: The book contains an overview of predominant governing and planning theories, puts them into contextual frameworks, and explains state formations and changes these have gone through in our time.



Andersen, J. A. (2011). *Ledelsesteorier: om ledelse skal lede til noe* [Theories of Leadership: Leadership that Leads Somewhere]. Bergen: Fagbokforlaget. 299 s.

English summary: The book provides an overview of the field of leadership studies, while selected central theories are treated in detail. It describes how theories have emerged, how they have been tested, and how they have been critiqued. Theories about how leadership can cause effective organizations are given a particular focus. The conflict between universal and situational theories is treated in-depth.



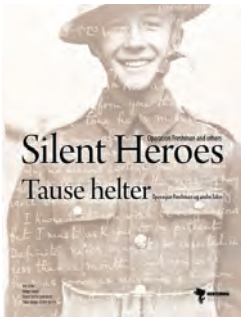
Bakøy, E., & Helseth, T. U. (Red.). (2011). *Den andre norske filmhistorien* [The Other History of Norwegian Film]. Oslo: Universitetsforlaget. 214 s.

The history of Norwegian film has typically been conflated with the history of the feature film. Here – on the borders of film history – we find films in various formats, short and long, fiction and documentary. Some are made for a particular target audience, such as youth, the deaf and hard of hearing, and housewives, others have a particular agenda: films for schools, educational films, and labor films. Yet others emphasize a particular theme, such as exploration films, diasporic films, and films about and made by immigrants. Artistic short films and animated films are different from all of these both in terms of cinematic technique and mode of communication. This book presents Norwegian film history in a way that provides a more comprehensive understanding of the development of Norwegian cinema and the role of film in Norwegian history than a history focusing on feature films alone would be able to do.



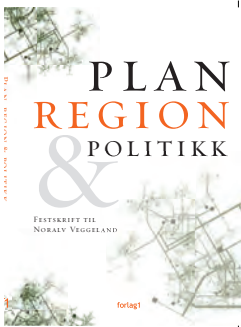
Dessingue, A., Ryckebusch, O., Smith-Solbakken, M., Oddone, P., Tomasek, M., Weihe, H.-J. W., et al. (2011). *Dunkerque, ville-mémoire : Dunkirk, City of Memories*. Stavanger : Hertervig. 226 s.

This work is the result of a two-year collaboration between the historians of the area of Dunkirk and the Memory Studies - MEMS research laboratory of the University of Stavanger (Norway). The very name of the town of Dunkirk is anchored in the collective memory of Europe not to mention that of the world. The theatre for some of the great battles of both world wars, but particularly well known for the part it played in the famous Operation Dynamo of May-June 1940, Dunkirk still remains a strong symbol of Europe's bloody and violent past that continues to raise questions that need to be understood today.



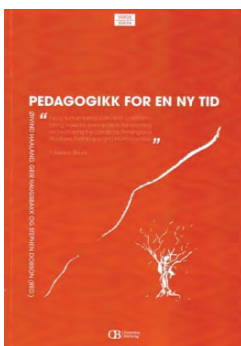
Drew, I., Sognli, H., Smith-Solbakken, M., & Weihe, H.-J. W. (2011). *Silent Heroes: Operation Freshman and Others*. Stavanger: Hertervig Akademisk. 270 s.

This book, with both English and Norwegian text, is about the 45 Commonwealth casualties, and their loved ones, buried in Eiganes Cemetery, Stavanger, in addition to the seven airmen buried in Helleland Churchyard and the five Royal Engineers who took part in Operation Freshman and who are buried in Oslo Western Civil Cemetery. The aim is to tell the story of who these men were, what mission they were involved in, how they died, how they have been remembered and honored since, and what it was like for their families to live on with their loss. The book combines Second World War history, especially in Norway, with the personal perspective of those who lost their lives and their families. It is a follow-up of the book “Memories from the War. Sola War Graves” (2009) which in a similar fashion deals with how the world wars affected the city of Dunkirk.



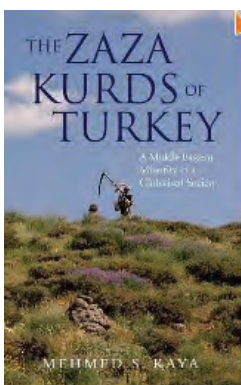
Higdem, U., Lesjø, J. H., Pedersen, T. H., Selstad, T., & Teigen, H. (Red.). (2011). *Plan, region & politikk: festschrift til Noralv Veggeland [Planning, Regions & Politics: Festschrift in Honour of Noralv Veggeland]*. Oslo: Forlag1. 393 s.

English summary: The book is a treatment of diverse themes corresponding with Veggeland's research interests during his long academic career within planning, regions & politics. The chapters deal with planning, national and international systems of regulation, Europeanisation, the development of public administration, partnerships, legitimacy in planning, complexity theory, district politics, regions and regionalisation, innovation policies, Nordic administrative traditions, and e-democracy.



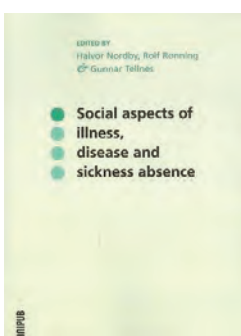
Haaland, Ø., Dobson, S. R., & Haugsbakk, G. O. (Red.). (2011). *Pedagogikk for en ny tid [Pedagogics for a New Time]*. Vallset: Oplandske Bokforlag. 234 s.

English Summary: This book discusses the transition from the industrial to the post-industrial information society, and how telecommunication, mass communication and internet create an electronic digital reality changing the structures of society and conditions of our lives. Old ways and methods of education seem to be dysfunctional and in effect constrain the creation of new pedagogies. The book consists of twelve contributions addressing these problems in the frame three themes: 1) Formation, liberation and knowledge 2) Forms of education and new media, and 3) Professions.



Kaya, M. S. (2011). *The Zaza kurds of Turkey*. London: I.B. Tauris. 223 s.

Turkey, at the very intersection between Europe and the Middle East, comprises a plethora of ethnicities and minority groups. There is however very little official data about many of its chief minorities. The Zazas are one such group: a Kurdish people speaking the Zaza dialect, and living as a distinct people in the eastern Anatolian provinces. Mehmet S. Kaya here investigates all aspects of Zaza life: kinship, economy, culture, identity, gender relations, patriarchy and religion. His fieldwork among local communities in the Zaza area sheds light upon the ways in which this Middle Eastern minority has maintained its way of life and cultural identity in today's globalised society. This book provides valuable insights into a little-known people, and will be of interest within the fields of Middle East Studies, Islamic Studies, Minority Studies and Diaspora Studies.



Nordby, H., Rønning, R., & Tellnes, G. (Red.). (2011). *Social aspects of illness, disease and sickness absence*. Unipub forlag. 287 s.

How is sickness absences influenced by experienced illness, disease and social context? How should basic concepts like illness, disease and sickness be understood? This book seeks to understand long term sickness absence by analysing categories of illness, disease and sickness as relations between individuals and their psycho-social environments. A central assumption in the book is that sickness absence is a complex and social concept. In order to understand its many dimensions, it is necessary to combine empirical insight with a critical understanding of how individuals experience their sick roles as social roles. The chapters in the book are written by researchers from Norway and Sweden who have comprehensive knowledge of social aspects of health and sickness. Philosophical analyses and research from the Scandinavian countries are combined to give the reader an empirical and theoretical up-to-date understanding of problems and challenges related to sickness absence.

Ohnstad, B. (2011). Velferd, rettssikkerhet og personvern [Welfare, Legal Protection and Privacy]. Bergen: Fagbokforlaget. 154 s.

English summary: This book aims at showing how the values of confidence, respect, consideration and individual freedom of choice, participation, autonomy and quality are protected through legislation and through legal and administrative practices which are developed on the basis of welfare legislation. It is meant to emphasize the responsibilities of professionals allocating public and welfare benefits.



Pryser, T. (2011). "Varulven" og andre agenthistorier ["The Werewolf" and Other Stories of Secret Agents]. Oslo: Spartacus. 239 s.

English summary: In this book Tore Pryser continues his work of shedding light on the history of the German occupation of Norway from 1940-1945. Much of the traditional research in this field uses an either-or-approach, in which the years of the occupation are understood as a question of resistance against the occupants and Nasjonal Samling (the Norwegian fascist party during the war) or collaboration with the Germans and Quisling. Pryser examines the gray areas to produce a different image. We meet individuals who were all central during the war, but who suffered very different fates. Their lives were shaped by the events of the occupation. Pryser accounts for these fates at the level of the individual, and this approach gives insight into the meticulous detective work of the historian's methods.



Snævarr, S. V. (2011). Kredda í kreppu : Frjálshyggjan og móteitrið við henni [The Crisis of a Dogma: Libertarianism and its Antidote]. Reykjavik:Forlagið. 380 s.

English Summary: This book is a critical evaluation of libertarianis / market fundamentalism, partly its economic theories but the main emphasis is upon criticizing its philosophical foundations.



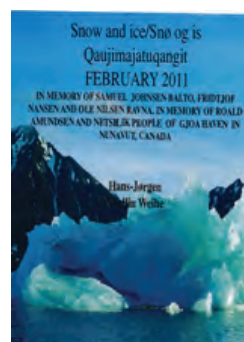
Straand, S. I. (Red.). (2011). Samhandling som omsorg: tverrfaglig psykososialt arbeid med barn og unge [Coordination as Care: Interdisciplinary Psycho-social Work with Children and Young People]. Oslo: Kommuneforlaget. 248 s.

English summary: Ensuring good mental health and psycho-social development for children and young people requires concerted effort from many services and departments in Norwegian municipalities. In The Coordination Reform, the Parliament commits to strengthening health-promotion and preventive efforts for children and youth. Interdisciplinary services for at-risk and vulnerable children are to be provided early and comprehensively, in close cooperation with the children themselves and their families. This book emphasizes theories of particular relevance and use for local, interdisciplinary services for children and young people.



Weihe, H.-J. W. (2011). Snow and Ice : What Has Always Been Known. Lillehammer: Permafrost press. 373 s.

A terminology of snow and ice in several languages.



JOURNALS PUBLISHED AT LUC



Nordic Journal of Social Research

Nordic Journal of Social Research (NJSR) was established in 2010 as a collaborative effort between the university colleges in Lillehammer, Gjøvik and Hedmark. 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.

Web: www.nordicjsr.net

ARTICLES IN 2011:

- Solheim LJ (LUC): “The understanding of Norwegian women’s sickness absence: towards a holistic approach?”
- Bjerke T m.fl (LUC): “A walk in the woods: the effects of ethnicity, social class, and gender among urban Norwegian adolescents.”
- Pfau-Effinger B m.fl (University of Hamburg): “Tensions between ‘consumerism’ in elderly care and the social rights of family carers: a German-Danish comparison”
- Fersch B m.fl (University of Aalborg): “Experiences with the privatization of home care: evidence from Denmark.”
- Naumann I (University of Edinbourg): “Towards the marketization of early childhood education and care? Recent developments in Sweden and the United Kingdom.”
- Rostgaard T (SFI Denmark): “Care as you like it: the construction of a consumer approach in home care in Denmark.”
- Anttonen A m.fl (University of Tampere): “Care ‘going market’: Finnish elderly-care policies in transition”
- Teppo Kröger (University of Jyväskylä): “The adoption of market-based practices within care for older people: is the work satisfaction of Nordic care workers at risk?”



Seminar.net

Seminar.net – International Journal of Media, Technology & Lifelong Learning – is an LUC-based journal which from its inception in 2005 until 2010 has had more than 100 000 unique visitors from close to 200 countries.

Seminar.net is a net-based, open-access, level-1 journal. A majority of the readers are located in the U.S. and India, but there are also many readers in England, Australia, the Philippines, Canada, Indonesia, Germany and Scandinavia.

Web: www.seminar.net.

ARTICLES IN 2011:

- Nordkvelle Y (LUC): “Editorial: Knowing about communication and media”
- Hug T (University of Innsbruck): “Visual competence, media literacy, and “New Literacies” – Conceptual considerations in plural discursive landscape.”
- Nordby H (LUC): “The nature and limits of interactive communication: A philosophical analysis
- Olson U (University of Stockholm): Title lecture’s conception of learning and use of methods in blended learning courses at three Swedish Universities.”
- Staupe A (NTNU, Trondheim): “Alternative online evaluation in a blended learning environment
- Nordkvelle Y (LUC): Editorial: “Researching teaching with ICT in higher education.”
- Jenseth G (University of Bergen): “Student attitudes toward teaching English with technology.”
- Asting C m.fl (BI, Oslo): “How can we make junior business students understand the importance of learning organizational behaviour and management.”
- Bjørke SÅ (University of Agder): “E-learning for sustainable development - rationale, strategies, choices and actions.”
- Rimmereide HE m.fl (Bergen University College): “Wiki Storyline in Second Language Teaching
- Ahmad M m.fl. (Higher Education Department, Punjab) EFA in Pakistan: Struggle for Upgrading Literacy.”

LEVEL-1 AND LEVEL-2 PUBLICATIONS

This list of level-1 and level-2 publications contains 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 list below is in alphabetical order by the name of the first author in cases where publications have been co-authored.

In the Norwegian version of this report a list of "other publications" are also provided.

- Amdam, Jørgen & Veggeland, Noralv. (2011). Teorier om samfunnsstyring og planlegging: Universitetsforlaget. [Vitenskapelig monografi] Level 1, Points: 2,5.
- Andersen, Jan. (2011). Brukerinnflytelse i kommunale velferdstjenester. Tidsskrift for velferdsforskning, 14 (4):248-260. [Fagfelleverdert artikkel i vitenskapelig tidsskrift] Level 1, Points: 1
- Andersen, Jan & Skog, Bente Merete Joten. (2011). Bestillerutfører-organisering innen fysio- og ergoterapitjenester : en moderniseringsøvelse til besvær? Ergoterapeuten (4):78-86. [Fagfelleverdert artikkel i vitenskapelig tidsskrift] Level 1, Points: 0,5.
- Andersen, Jon Aarum. (2011). Ledelsesteorier : om ledelse skal lede til noe: Fagbokforlaget. [Vitenskapelig monografi] Level 1, Points: 5.
- Andersen, Jon Aarum. (2011). Lederatferd og endringsledelse i offentlig og privat sektor. I: Modernisering av offentlig sektor : trender, ideer og praksiser, eds. Busch, Tor; Johnsen, Erik; Klausen, Kurt Klaudi & Vanebo, Jan Ole. Oslo: Universitetsforlaget. s.212-225. [Artikkel i vitenskapelig antologi] Level 1, Points: 0,35.
- Andersen, Jon Aarum. (2011). A new sports manager does not make a better team. International journal of sports science & coaching, 6 (1):167-178. [Fagfelleverdert artikkel i vitenskapelig tidsskrift] Level 1, Points: 1
- Andersen, Jon Aarum & Hansson, Per H. (2011). At the end of the road? On differences between women and men in leadership behaviour. Leadership & Organization Development Journal, 32 (5):428-441. [Fagfelleverdert artikkel i vitenskapelig tidsskrift] Level 1, Points: 0,5.
- Askheim, Ole Petter. (2011). 'Meeting Face to Face Creates New Insights': Recruiting Persons with User Experiences as students in an Educational Programme in Social Work. Social Work Education. [Fagfelleverdert artikkel i vitenskapelig tidsskrift] Level 1, Points: 1.
- Austvik, Ole Gunnar. (2011). Landlord and Entrepreneur: The Shifting Roles of the State in Norwegian Oil and Gas Policy. Governance. An International Journal of Policy, Administration and Institutions, DOI: 10.1111/j.1468-0491.2011.01549.x.[Fagfelleverdert artikkel i vitenskapelig tidsskrift] Level 2, Points: 3
- Austvik, Ole Gunnar. (2011). Økonomisk integrasjon og nasjonal handlefrihet : formaliteter og realiteter. I: Plan, region & politikk : festskrift til Noralv Veggeland, eds. Higdem, Ulla; Lesjø, Jon Helge; Pedersen, Tor Helge; Selstad, Tor & Teigen, Håvard: Forlag1. s.193-213. [Artikkel i vitenskapelig antologi.] Level 1, Points: 0,7.
- Bakøy, Eva. (2011). From lonely guest workers to conflict-ridden diasporas : A historical survey of norwegian migrant cinema. I: Media in Motion: Cultural Complexity and Migration in the Nordic Region, eds. Eide, Elisabeth & Nikunen, Kaarina. Farnham: Ashgate. s.145-162. [Artikkel i vitenskapelig antologi.] Level 2, Points: 1
- Bakøy, Eva. (2011). Migrasjon på film : fra ensomme gjestearbeidere til diasporatrøbbel. I: Den andre norske filmhistorien, eds. Bakøy, Eva & Helseth, Tore Ulrik Oslo: Universitetsforlaget. s.168-183. [Artikkel i vitenskapelig antologi.] Level 1, Points: 0,7.
- Batt-Rawden, Kari Bjerke & Solheim, Liv Johanne. (2011). Helpers of the fragile, elderly and sick : report from a nursing home. I: Social aspects of illness, disease and sickness absence, eds. Nordby, Halvor; Rønning, Rolf & Tellnes, Gunnar. Oslo: Unipub forlag. s.223-242. [Artikkel i vitenskapelig antologi.] Level 1, Points: 0,35
- Bergfjord, Ole Jakob; Lien, Gudbrand & Hoveid, Øyvind. (2011). Factors influencing farmer migration in Norway: A study based on survey results linked to financial data. Acta Agriculturae Scandinavica - Section C, 8 (2):92-104. [Fagfelleverdert artikkel i vitenskapelig tidsskrift] Level 1, Points: 0,33.
- Bergh, Daniel; Hagquist, Curt & Starrin, Bengt. (2011). Parental monitoring, peer activities and alcohol use: A study based on data on Swedish adolescents. Drugs: education prevention and policy, 18 (2):100-107. [Fagfelleverdert artikkel i vitenskapelig tidsskrift] Level 1, Points: 0,165.
- Bergh, Daniel; Hagquist, Curt & Starrin, Bengt. (2011). Social relations in school and psychosomatic health among Swedish adolescents-the role of academic orientation. European Journal of Public Health, 21 (6):699-704. [Fagfelleverdert artikkel i vitenskapelig tidsskrift] Level 1, Points: 0,17
- Birkvad, Søren. (2011). Feelgood i generne : Dramaserien Himmelblå mellom biologi og ideologi. Norsk Medietidsskrift, 18 (2):96-119. [Fagfelleverdert artikkel i vitenskapelig tidsskrift] Level 1, Points: 1.
- Birkvad, Søren. (2011). Hollywood Sin, Scandinavian Virtue : The 1967 Revolt of I Am Curious and The Graduate. Film International, 9 (2):42-54. [Fagfelleverdert artikkel i vitenskapelig tidsskrift] Level 1, Points: 1.
- Bjørngen, Anne Mette. (2011). «Vi bestemte nesten alt selv – det var kjempemorsomt»: om hvordan digitale fortellinger

- i barneskolen kan fremme elevenes læringsidentitet og digitale kompetanser. I: *Pedagogikk for en ny tid*, eds. Haaland, Øivind; Dobson, Stephen R. & Haugsbakk, Geir Vallset: Oplandske Bokforlag. s.139-157. [Artikkel i vitenskapelig antologi.] Level 1, Points: 0,7.
- Connolley, Steven Patrick & Lesjø, Jon Helge. (2011). E-demokrati som svar på "demokratiets krise"? I: *Plan, region & politikk : festskrift til Noralv Veggeland*, eds. Higdem, Ulla; Lesjø, Jon Helge; Pedersen, Tor Helge; Selstad, Tor & Teigen, Håvard. Oslo: Forlag1. s.355-375. [Artikkel i vitenskapelig antologi.] Level 1, Points 0,7.
- Danbolt, Lars Johan; Møller, Paul; Lien, Lars & Hestad, Knut. (2011). The Personal Significance of Religiousness and Spirituality in Patients With Schizophrenia. *The international journal for the psychology of religion*, 21 (2):145-158. [Fagfellevurdert artikkel i vitenskapelig tidsskrift] Level 2, Points: 0,375
- Dessingue, Alexandre; Ryckebusch, Olivier; Smith-Solbakken, Marie; Oddone, Patrick; Weihe, Hans-Jørgen Wallin & Tomasek, Michel. (2011). *Dunkerque, ville-mémoire : Dunkirk, City of Memories: Hertervig Akademisk*. [Vitenskapelig monografi] Level 1, Points: 0,416.
- Devereux, Jason; Rydstedt, Leif & Cropley, Mark. (2011). Psychosocial work characteristics, need for recovery and musculoskeletal problems predict psychological distress in a sample of British workers. *Ergonomics*, 54 (9):840-848. [Fagfellevurdert artikkel i vitenskapelig tidsskrift] Level 1, Points: 0,33.
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- Diesen, Jan Anders. (2011). De polare ekspedisjonsfilmene. I: *Den andre norske filmhistorien*, eds. Bakøy, Eva & Helseth, Tore Ulrik Oslo: Universitetsforlaget. s.14-28. [Artikkel i vitenskapelig antologi.] Level 1, Points: 0,7.
- Diesen, Jan Anders & Svoen, Brit Ragnhild. (2011). Skolefilmen i Norge : belærende levende bilder? I: *Den andre norske filmhistorien*, eds. Bakøy, Eva & Helseth, Tore Ulrik Oslo: Universitetsforlaget. s.55-73. [Artikkel i vitenskapelig antologi.] Level 1, Points: 0,7.
- Dolva, Anne-Stine. (2011). Samhandlingens kraft : barns deltakelse i "en skole for alle". *Ergoterapeuten* (3):28-33. [Fagfellevurdert artikkel i vitenskapelig tidsskrift] Level 1, Points: 1.
- Dolva, Anne-Stine; Gustavsson, Anders; Borell, Lena & Hemmingsson, Helena. (2011). Facilitating peer interaction : support to children with Down syndrome in mainstream schools. *European Journal of Special Needs Education*, 26 (2):201-213. [Fagfellevurdert artikkel i vitenskapelig tidsskrift] Level 2, Points: 0,75.
- Dreier, Ole. (2011). Intervention, evidence-based research and everyday life. I: *Theoretical psychology: global transformations and challenges*, eds. Stenner, Paul; Cromby, John; Motzkau, Johanna; Yen, Jeffery & Ye, Haosheng. Concord, Ont.: Captus Press Inc. s.260-269. [Artikkel i vitenskapelig antologi.] Level 1, Points: 0,7.
- Drew, Ion; Sognli, Helge; Smith-Solbakken, Marie & Weihe, Hans-Jørgen Wallin.(2011). *Silent heroes : Operation Freshman and others = Tause helter : operasjon Freshman og andre falne: Hertervig Akademisk*. [Vitenskapelig monografi] Level 1, Points: 1,25.
- Engelstad, Audun. (2011). Dealing with crime: cyclic changes in Norwegian crime films. *Journal of Scandinavian Cinema*, 1 (2):205-221. [Fagfellevurdert artikkel i vitenskapelig tidsskrift] Level 1, Points: 1.
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- Eriksson, Ulla-Britt; Engström, Lars-Gunnar; Starrin, Bengt & Janson, Staffan. (2011). Influence of insecure social bonds at work and adverse life events : a comparison between long-term sickness absentees with mental diagnoses and a healthy population. I: *Social aspects of illness, disease and sickness absence*, eds. Nordby, Halvor; Rønning, Rolf & Tellnes, Gunnar. Oslo: Unipub forlag. s.157-173. [Artikkel i vitenskapelig antologi.] Level 1, Points: 0,058.
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- Eriksson, Ulla-Britt; Starrin, Bengt; Ede, Lena & Janson, Staffan. (2011). Social bonds, emotional processes and mental ill-health. I: *Social aspects of illness, disease and sickness absence*, eds. Nordby, Halvor; Rønning, Rolf & Tellnes, Gunnar Unipub forlag. s.131-156.Level 1, Points: 0,058.
- Espeset, Ester Marie Stornes; Nordbø, Ragnfrid Helene Steensnæs; Gulliksen, Kjersti Solhaug; Skårderud, Finn; Geller, Josie & Holte, Arne. (2011). The concept of body image disturbance in anorexia nervosa: an empirical inquiry utilizing patients' subjective experiences. *Eating Disorders*, 19 (2):175-193. [Fagfellevurdert artikkel i vitenskapelig tidsskrift] Level 1, Points: 0,083.
- Fauske, Halvor. (2011). Jürgen Habermas, dannelse og demokrati. I: *Dannelse: Introduksjon til et ullent pedagogisk landskap*, eds. Steinsholt , Kjetil & Dobson, Stephen. Trondheim: Tapir Akademisk Forlag. s.121-141. [Artikkel i vitenskapelig antologi.] Level 1, Points: 0,7.
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- Gabrielsen, Leiv E.; Ulleberg, Pål & Watten, Reidulf G. (2011). The Adolescent Life Goal Profile Scale: Development of a New Scale for Measurements of Life Goals Among Young People. *Journal of Happiness Studies*, <http://dx.doi.org/10.1007/s10902-011-9306-2>. [Fagfellevurdert artikkel i vitenskapelig tidsskrift] Level 1, Points: 0,33.

- Grønseth, Anne Sigfrid. (2011). Tamil Refugees in Pain: Challenging Solidarity in the Norwegian Welfare State. *Journal of ethnic and migration studies*, 37 (2):315-332. [Fagfellevurdert artikkel i vitenskapelig tidsskrift] Level 1, Points: 1.
- Guldvik, Ingrid. (2011). Strong and Weak Gender Quota Regimes. *NORA. Nordic Journal of Feminist and Gender Research*, 19 (3):181-197. [Fagfellevurdert artikkel i vitenskapelig tidsskrift] Level 1, Points: 1.
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- Haugom, Erik; Westgaard, Sjur; Solibakke, Per Bjarne & Lien, Gudbrand. (2011). Modelling day-ahead nord pool forward-price volatility: realized volatility versus GARCH models. *International Research Journal of Finance and Economics* (67):31-45. [Fagfellevurdert artikkel i vitenskapelig tidsskrift] Level 1, Points: 0,5
- Haugom, Erik; Westgaard, Sjur; Solibakke, Per Bjarne & Lien, Gudbrand. (2011). Realized volatility and the influence of market measures on predictability : an analysis of Nord Pool forward electricity data. *Energy Economics*, 33 (6):1206-1215. [Fagfellevurdert artikkel i vitenskapelig tidsskrift] Level 1, Points: 0,5.
- Haugsbakk, Geir Olav. (2011). How Political Ambitions Replace Teacher Involvement: Some Critical Perspectives on the Introduction of ICT in Norwegian Schools. *Nordic Journal of Digital Literacy*, 6 (4):239-257. [Fagfellevurdert artikkel i vitenskapelig tidsskrift] Level 1, Points: 1.
- Haugsbakk, Geir Olav. (2011). Teknologi og undervisning i et lærende samfunn – nye rammer for (medie) pedagogikken. I: *Pedagogikk for en ny tid*, eds. Haaland, Øivind; Dobson, Stephen & Haugsbakk, Geir. Vallset: Oplandske Bokforlag. s.105-120. [Artikkel i vitenskapelig antologi.] Level 1, Points: 0,7.
- Haugsbakk, Geir Olav & Nordkvelle, Yngve Troye. (2011). Nye medier og danning. I: *Dannelse: introduksjon til et ullent pedagogisk landskap*, eds. Steinsholt, Kjetil & Dobson, Stephen. Trondheim: Tapir Akademisk Forlag. s.339-357. [Artikkel i vitenskapelig antologi] Level 1, Points: 0,7.
- Helseth, Tore Ulrik. (2011). Små historier, store fortellinger : den norske filmrevyen 1941-63. I: *Den andre norske filmhistorien*, eds. Bakøy, Eva & Helseth, Tore Oslo: Universitetsforlaget. s.74-86. [Artikkel i vitenskapelig antologi] Level 1, Points: 0,7.
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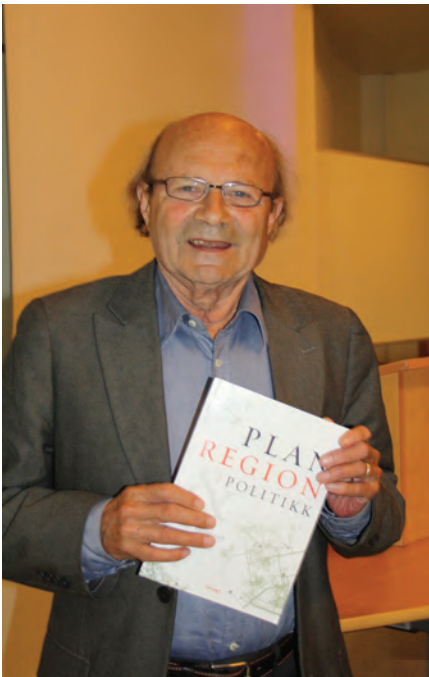
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Noralf Veggeland receives "Plan, region, politics" dedicated to his 70th anniversary in May 2011. The picture to the right shows chatting with Jørgen Amdam and Håvard Teigen.



Lillehammer University College is located on the area named Storhove, 5 kilometres north of Lillehammer city center.



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