

RESEARCH FOR IMPACT

Integrating research and societal impact in the humanities PhD

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Research for impact



About the project

Research and research based knowledge is becoming increasingly central to societal and cultural growth, economic competitiveness, health, and happiness. As a consequence, the education of future researchers, has taken on heightened political, institutional, and educational interest with a focus on how research can be used to

Researchers in the project



Partners and funding

The project period is from January 2021 to December 2024



Grant type: Sapere Aude: DFF Research Leader
Project budget: 6.182.411 DKK (approx. € 831.000)

Project period: Jan 2021- Dec 2024 (4 years)

Project website (AU):

<https://projects.au.dk/research-for-impact/>

Project website (DFF):

https://dff.dk/en/grants/copy_of_research-leaders-2020/copy_of_researchleader-5?set_language=en

Danish School of Education, Aarhus University Centre for Higher Education Futures (CHEF)

Søren S.E. Bengtzen, Associate Professor (Principal Investigator)

Susan Wright, Professor (Co-Investigator)

Postdoc WP-1 (2021-2023) – Dr Andrew Gibson

Postdoc WP-2 (2021-2023) – Dr Signe Skov

PhD-student WP-3 (2021-2024) – Hatice Nuriler

International team (Co-Investigators)

Lynn McAlpine, Professor, University of Oxford, UK

Gina Wisker, Professor, University of Bath, UK

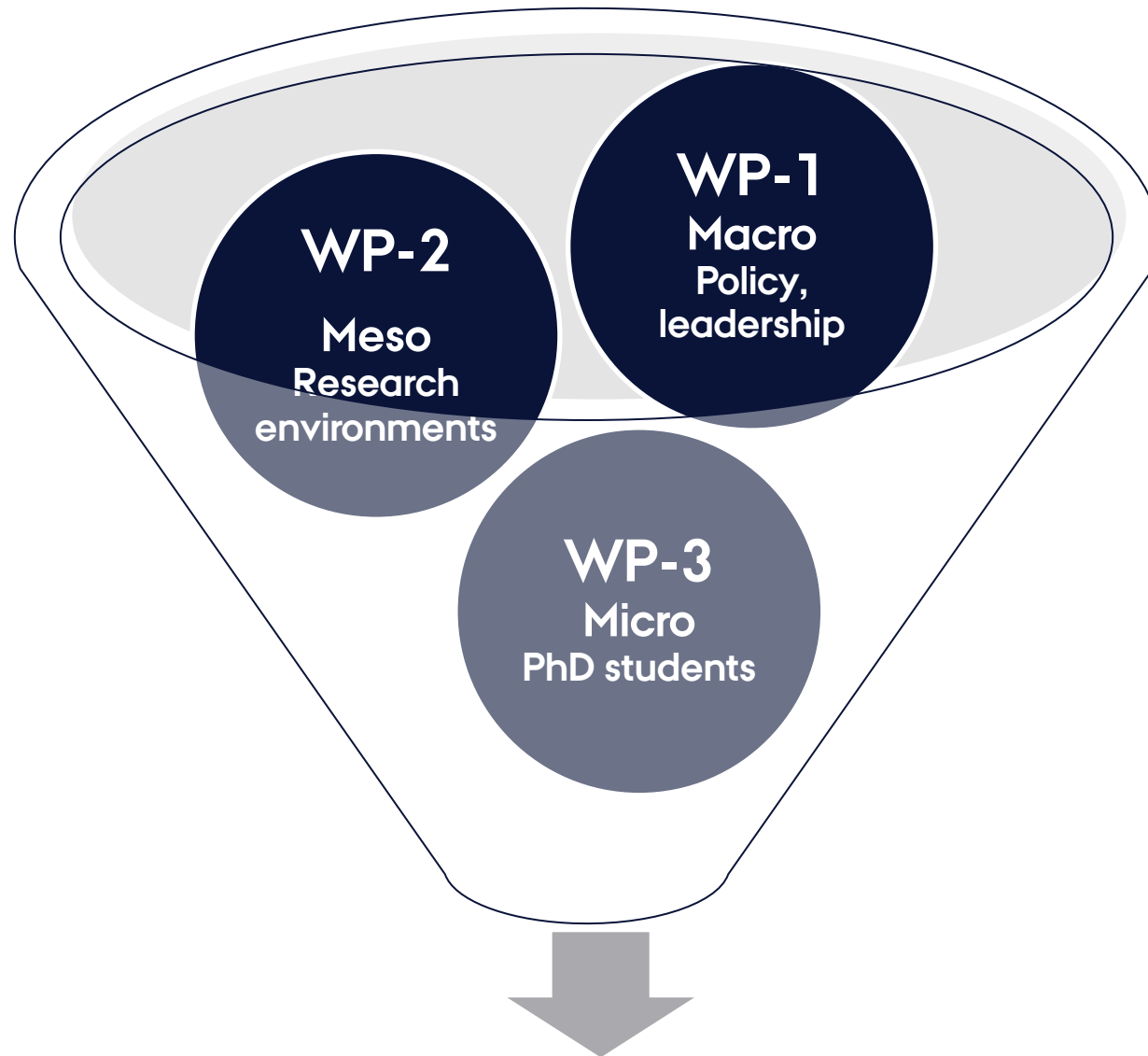
Barbara Grant, Associate Professor, University of Auckland, NZ

Ronald Barnett, Emeritus Professor, IOE, UCL, UK

Policy-practice-tensions

Humanistic doctoral education





Societal impact and value



DEVELOPING A RESEARCH FRAMEWORK

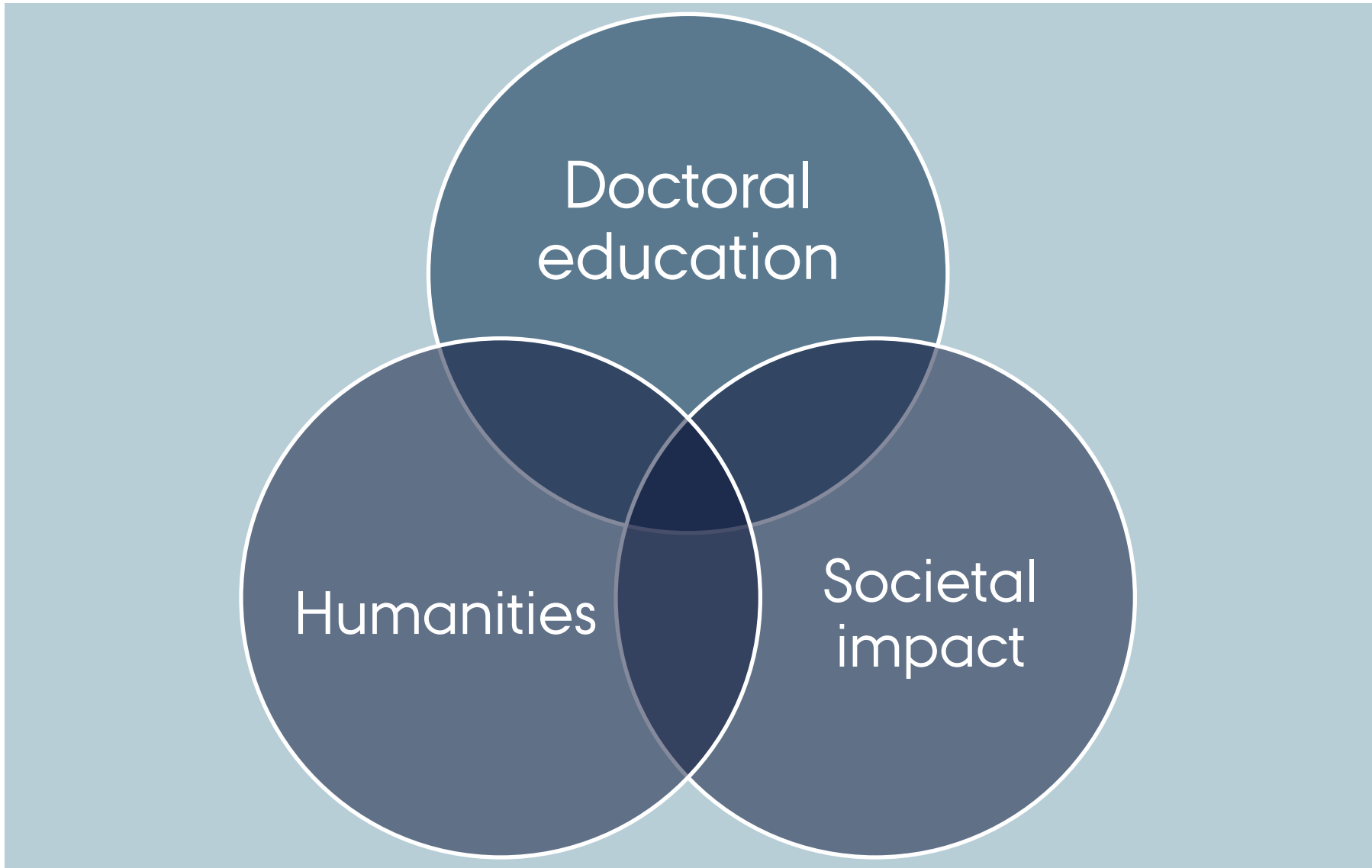


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DOCTORAL EDUCATION



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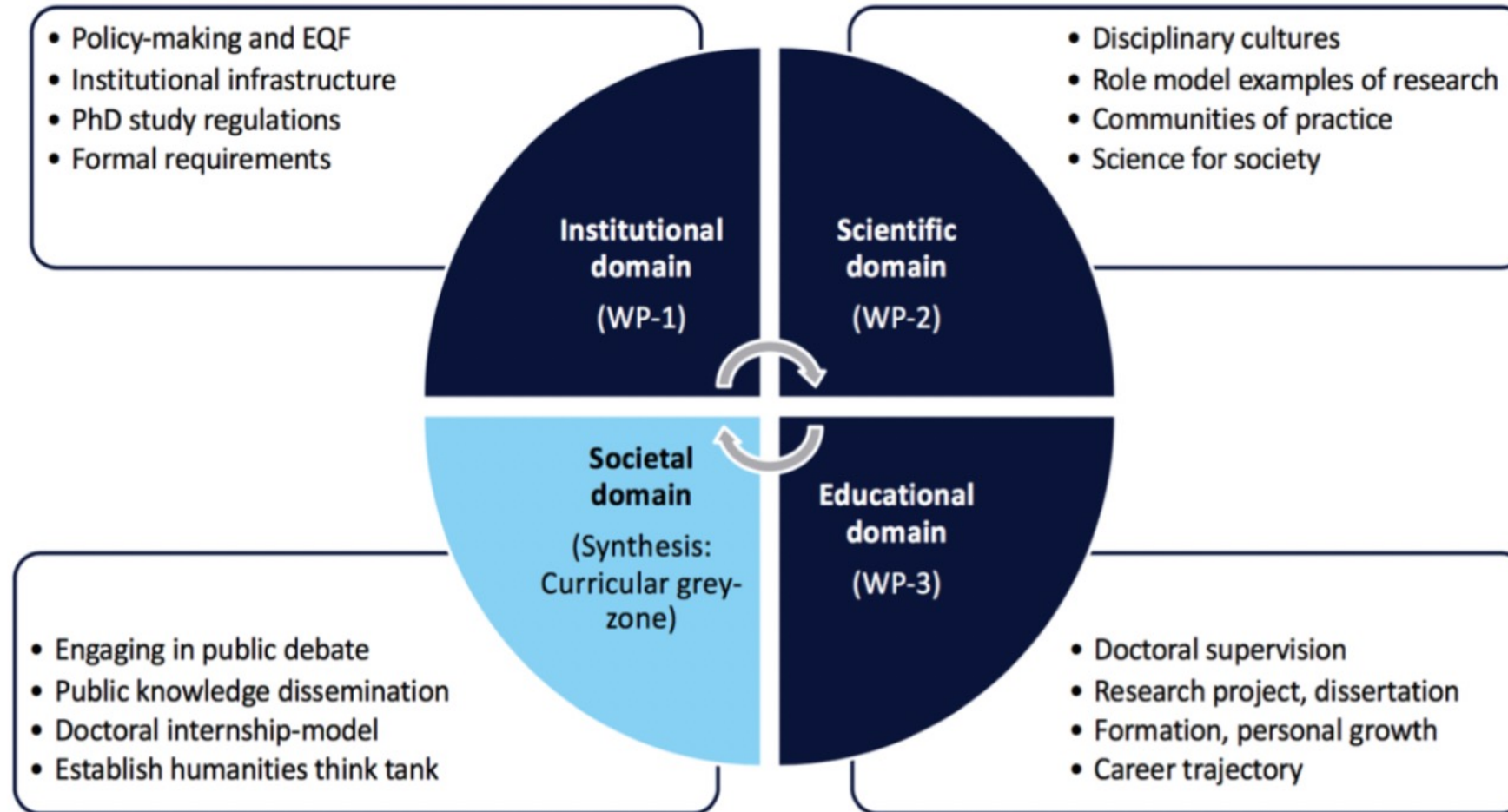


Torn curriculum (Sonesson & Bengtsen, forthcoming)

	Bildung	Schoolification	Projectification
External rationale	Doctorate as intra-academic qualification	Doctoral education as tool for the knowledge economy	Doctoral research as tool for the knowledge economy
Internal meaning	Continuity and development of discipline	Educational provision	Capacity for competitive research production
Power and leadership	The Professoriate	Academic and administrative managers	Principal investigators
Dominant frame (or rules)	Disciplinary norms and traditions	Educational regulations and Quality assurance	High quality publications and successful funding bids
Social context and space	Department	Research school	Research group
Candidate's role	Apprentice, junior departmental colleague	Student	Project member/worker
Supervisor's role	Master, mentor, benefactor	Advisor-teacher	Project leader
Curriculum	Disciplinary Defined by local discipline and practice Student's research = Student's learning	Generic Defined by formal curriculum Student's research one of several learning activities	Project dependent Defined by principal investigator and funding body Student's learning related to given project tasks
Temporality	Process time (Ylijoki)	Credit time (3 or 4 years)	Project time (Ylijoki)

The fourth domain of the PhD?

(Bengtzen, 2020; Bengtzen, 2021; Elliot et al, 2020)



SOCIETAL IMPACT



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Societal impact

(Belfiore, 2014; Benneworth, 2015; Hazelkorn, 2015; McCowan, 2018)

Impact levels	Macro (societal) Knowledge economy Democracy Happiness	Meso (institutional) Employability Educational policy Doctoral curriculum	Micro (pedagogical) PhD project Learning trajectory Doctoral supervision		
Impact issues	Pragmatic How to measure impact?	Conceptual What do we mean by impact?	Political What counts as impact?	Ethical Are the impact definitions academically desirable?	
Impact types	Economical	Political	Social	Cultural	Technological
Impact variation	Duration Short or long term	Trajectory Direct or indirect	Destination Individual, collective	Intensity Strength and depth	
Impact perils	Normativity Inscribed agendas Favourism Hierarchies	Linear relationship Linear causality Multiple directions Butterfly effects	Unpredictability Immediate effect Delayed effect (lag) Mode 1 or mode 2	Measurement Quantitative Qualitative (In)commensurable?	Instrumentalization Instrumental value Intrinsic value Academic freedom?

Figure 7: The multi-faceted entangled 'unknowns' of impact



THE HUMANITIES



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Definitions

“[The] branch of learning concerned with **human culture**; the academic subjects collectively comprising this branch of learning, as history, literature, ancient and modern languages, law, philosophy, art, and music.”

- *Oxford English Dictionary* (quoted in Collini, 2012, p.63)

“[T]he meaning-making practices of **human culture**, past and present, focusing on interpretation and critical evaluation, primarily in terms of the individual response and with an ineliminable element of subjectivity.” (Small, 2016, p.23)

“[The] collection of disciplines which attempt to understand, across barriers of time and culture, the actions and creations of other **human beings considered as bearers of meaning**, where the emphasis tends to fall on matters to do with individual and **cultural distinctiveness** and not on matters which are primarily susceptible to characterization in purely statistical or biological terms.” (Collini, 2012, p.64)

Table 0.2: Disciplinary categories in the dissertation

Anthropology, ethnography and ethnology

Archeology

Art and architecture

Educational studies

Film and media studies

History

Humanities (interdisciplinary)

Humanities (other)

Languages and philology

Linguistics

Literature

Music and theatre

Philosophy and history of ideas

Psychology

Religious studies

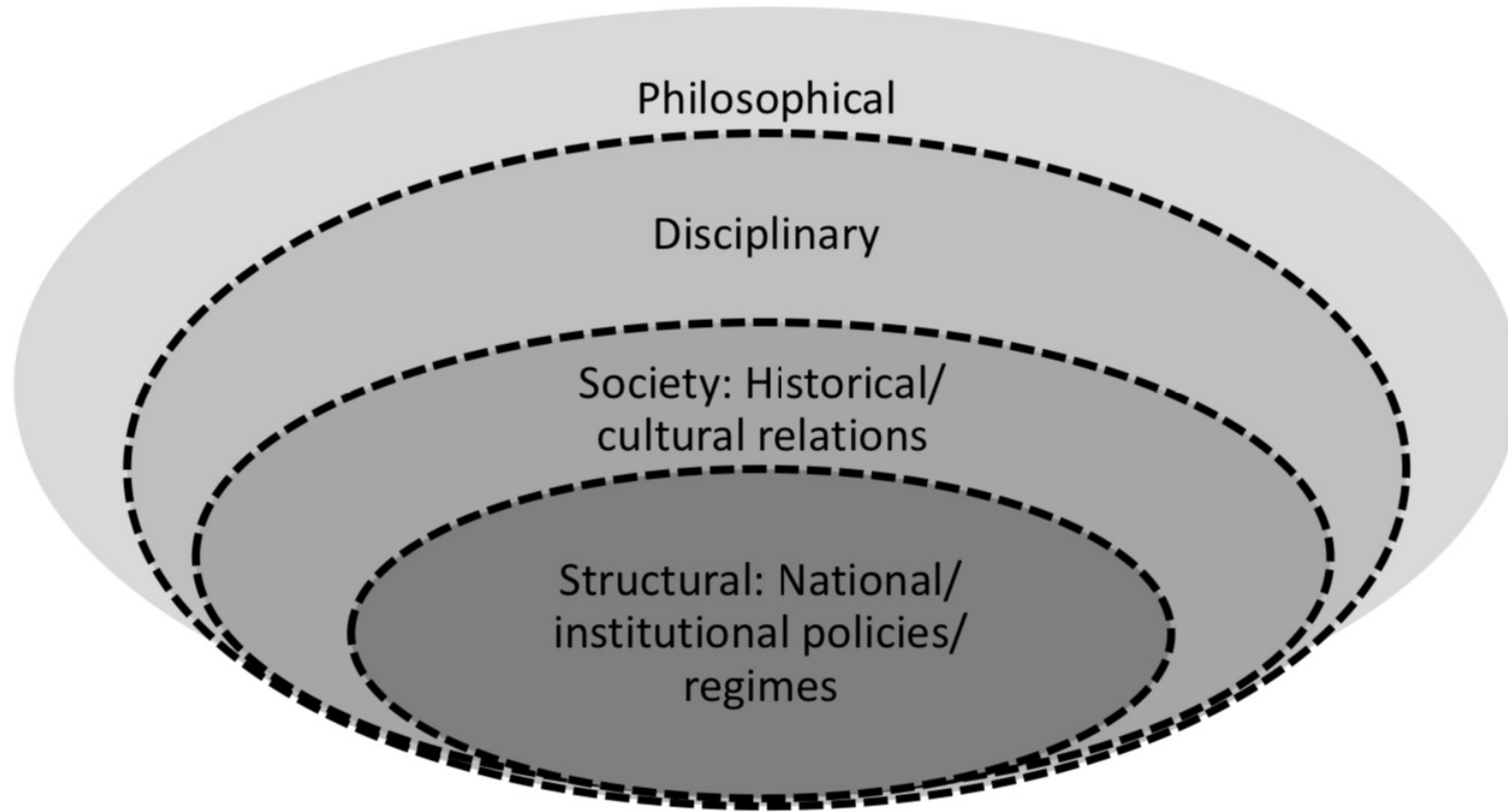
Theology

(Johansson, 2020, p.33)



Levels	Examples
Philosophical	Universal and essential meaning and potential of the humanities within society: Democracy, academic citizenship, public good, common good, ecological university (Barnett, 2018; Collini, 2012; Nixon, 2012; Nussbaum, 2010)
Historical	Dynamic life with shifting prestige and favour according to political climate of the day: Medieval university, scientific revolution, enlightenment university, industrial revolution (Barnett, 2011; Clark, 2006; De-Ridder Symoens, 2003; Gertz, 2015)
Cultural	Relation between the university and current debates within society and culture: Knowledge society, neoliberal management, social justice, epistemic justice, activism (Davids & Waghid, 2021; de Sousa Santos, 2016; Kerr, 1963; McArthur, 2013; Snow 1959)
Disciplinary	The attempt to identify, separate and categorise certain humanist disciplines (faculties): Interdisciplinarity, transdisciplinarity, transhumanism, posthumanism, permeable boundaries (Braidotti, 2013; Connolly, 2017; Haraway, 2016; Pedersen et al, 2015)
National	Academic traditions and policy debates influence on how we categorise the humanities: Education (DK vs. UK), national 'storytelling' (textbooks), policy debates (Studium Generale) (Collin & Køppe, 2014; Emmeche et al, 2018; Kjølrup, 1996; Wright et al, 2020)
Institutional	Institutional traditions, policy, and leadership influence on local categorisations of HUM: Humanities, Social Sciences, Theology: Psychology (AAU vs. AU & KU), Theology (AU vs. KU) (Johansson, 2020; Johansson et al, 2018)

Figure 5. Nested contexts: The entangled and pluralistic meanings of the humanities



RESEARCH FRAMEWORK



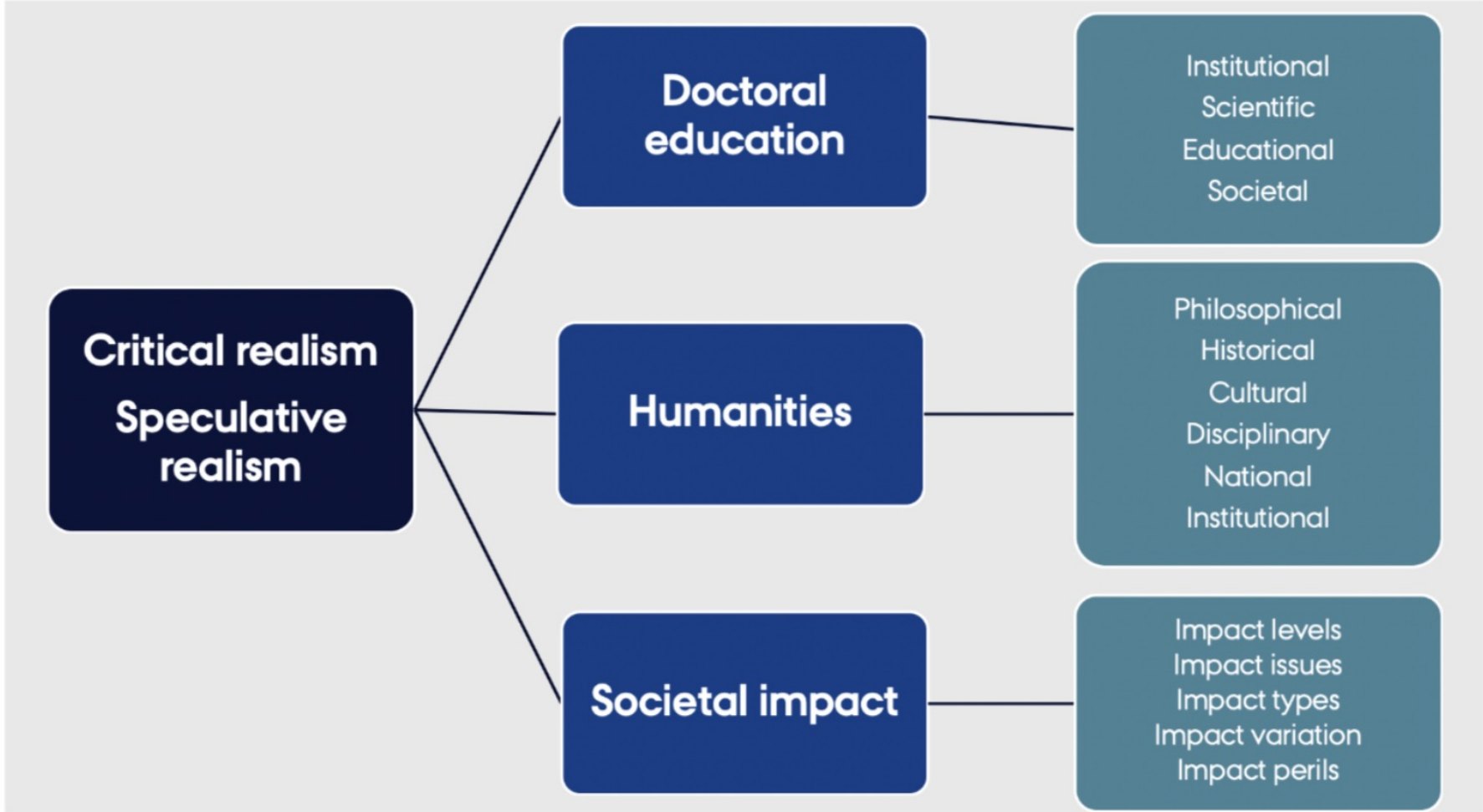
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Epistemologies	Realms	Nested contexts
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Working Papers on University Reform

Working Paper 36

The Societal Entanglements of Doctoral Education:

The development of a research framework for a critical analysis of the societal impact of the humanities PhD

By Søren S.E. Bengtsen, Ronald Barnett, Barbara Grant, Lynn McAlpine, Gina Wisker & Susan Wright

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