

## National report for Denmark

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Contribution to the European report:

Stald, G. and Haddon, L. (2008) *Cross-Cultural Contexts of Research: Factors Influencing the Study of Children and the Internet in Europe*. A report for the EC Safer Internet Plus Programme, 2008.

### Universities and Disciplines

We have eight universities,<sup>1</sup> and some have recently merged: e.g. The Danish University of Education is now part of the University of Aarhus. Some schools, such as the design schools, do qualify as universities. Research is also conducted in non-university centres and institutions. Both media and communication studies exist in our country. 'Communication studies' is sometimes called 'Information studies/science'. At the university level there is a difference between 'media' and 'information/communication' studies and this seems to vary between universities within the country, e.g. the University of Copenhagen has a Department of Film and Media Studies whereas University of Aarhus has an Institute of Media and Information Science. As of October 2007, Department of Media Studies, University of Aarhus, had 401 BA and MA students and Department of Information Studies had 506 BA and MA students.<sup>2</sup> Most – if not all – universities have IT related courses. We even have a specialised IT-University.<sup>3</sup> Also, new media seem to be part of an increasing number of other disciplines.

### National Data Collected

Some sources of data in our country include:

Statistics Denmark, <http://www.dst.dk/HomeUK/Statistics/ofs/ICT.aspx>. They focus on teens and older people.

Ministry of Culture, <http://www.kum.dk/sw827.asp>: Danskernes Kultur- og Fritidsvaner, 2004, [http://www.kum.dk/graphics/kum/downloads/Publikationer/Danskernes\\_kultur-og\\_fritidsaktiviteter\\_2004.pdf](http://www.kum.dk/graphics/kum/downloads/Publikationer/Danskernes_kultur-og_fritidsaktiviteter_2004.pdf). They include data on children

These are some of the lower age limits of the samples involved in data collection:

Statistics Denmark: 16

Ministry of Culture: 7

FDIM, The Association of Danish Internet Medias, <http://www.fdim.dk/?pageid=71> also collects data. The statistics from the Ministry of Culture goes back to 1964 and their data on children to 1987. The questions on internet were introduced in 1998 and repeated in 2004.

### Institutional processes in applying to conduct research

People not of majority age<sup>4</sup> are protected by general Danish law, so permission for research has to be requested from parents or guardians. General Danish law also specifies how

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<sup>1</sup> Københavns Universitet, IT-Universitetet i København, Roskilde UniversitetsCenter, Danmarks Tekniske Universitet, SydDansk Universitet, Aarhus Uiversitet, Aalborg Universitet, Copenhagen Business School

<sup>2</sup> <http://www.au.dk/da/uddan/okhum2007.htm>

<sup>3</sup> [www.itu.dk](http://www.itu.dk)

<sup>4</sup> The age of right to vote is 18, the age of criminal responsibility and sexual consent is 15

research data on people has to be treated.<sup>5</sup> Research on people for medical or psychiatric purposes has to be allowed by The Danish National Committee on Biomedical Research Ethics<sup>6</sup> and such research on children has to comply with stricter requirements.<sup>7</sup> Questionnaires do not need to be allowed by the Committee.<sup>8</sup>

Research proposals are not put through a uniform procedure by law but it is often the practice to have procedure at some universities in order to improve the quality of the applications. This happens at the IT University of Copenhagen in the Research Department but it is the exception rather than the norm. At other universities, applications are often completed by the individual researcher or group. Assistance from consultants occurs on large applications, especially if EC funded.<sup>9</sup>

### **Pressures to conduct research**

Faculty staff members need to teach and research. The balance between research and teaching is usually 50/50 and has been this way for a long time now. It is a policy of the IT University of Copenhagen to have an equal balance between teaching and research as they are interdependent.<sup>10</sup> The rule is that a researcher must publish at least one publication (book, article, software) a year. In 2005, the IT University published 97 refereed or reviewed research publications (relative to 166 full-time employees (not just researchers))<sup>11</sup>. This number is of increasing importance as income from the state in the future will depend on it.<sup>12</sup> The Danish Minister of Science, Technology and Innovation, Helge Sander, has a “from research to invoice” rhetoric, so it seems he is trying to push universities to create more value for the industry. However, universities and some companies seem to think that the value of research is often not profitable when seen in such a perspective. The policy at the IT University of Copenhagen is that research has to be motivated by a problem that is interesting to more than a small group of researchers.<sup>13</sup>

### **Factors influencing the orientation of research**

Industry has a tradition of building relationships, whereas universities traditionally have been more isolated. Universities are now much more open to collaboration with industry. Research projects are often collaborative efforts between universities and industry.

Ministries do ask for some research to be conducted, e.g. the Ministry of Culture statistics. In the cases of The Center for Cold War Research<sup>14</sup> and The Environmental Assessment Institute<sup>15</sup> of Bjørn, Lomborg strongly suggests that politicians get directly involved in managing the projects.

The two most important research councils in Denmark are The Danish Council for Independent Research and The Danish Council for Strategic Research. The latter was founded about one year into the first period of the current government. The Strategic Research Council seems to be becoming more important than The Independent Research Council, which suggests – even if only at high, thematic levels – more governmental control of research themes.

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<sup>5</sup> Source: Jørgen Staunstrup, Provost, IT University of Copenhagen

<sup>6</sup> [Danish] <https://www.retsinformation.dk/Forms/R0710.aspx?id=29142#K2>

<sup>7</sup> [Danish] <http://www.cvk.im.dk/cvk/site.aspx?p=427>

<sup>8</sup> Source: The Danish National Committee on Biomedical Research Ethics

<sup>9</sup> Staunstrup

<sup>10</sup> Staunstrup

<sup>11</sup> <http://www1.itu.dk/sw661.asp>

<sup>12</sup> Staunstrup

<sup>13</sup> Staunstrup

<sup>14</sup> <http://videnskabsministeriet.dk/site/forside/nyheder/pressemeddelelser/2006/Forskningidenkoldekrig>

<sup>15</sup> <http://imv.net.dynamicweb.dk/Default.aspx?ID=65>



Fig. 1: from <http://fi.dk/site/english/councils-commissions-committees/the-advisory-and-funding-system-for-research-and-innovation>

### National Research Traditions

The humanities tend to be more qualitative. As ICT traditionally is in the humanities area, ICT research in social science is less common. The School of Education - University of Aarhus (formerly DPU)<sup>16</sup> and DREAM – Danish Research Centre on Education and Advanced Media Materials conduct research in education and pedagogy.<sup>17</sup> SMID – The Association of Media Researchers in Denmark was founded in 1976.<sup>18</sup> Studies were formalised around the mid-1980s when the discipline emerged from Nordic and literary studies. Media research based in social sciences is not formalised but some research based on the initiatives of individuals exist.<sup>19</sup>

Information studies, etc. appeared around 1990. Informatics at University of Aalborg was among the first few. (Finnemann) Cultural aspects of the Internet were studied since the mid-1990s and were formalised around 2000. E.g. The Center for Internet Research was founded in 2000.<sup>20</sup> Research on semiotic aspects on computing started in the 1980s.<sup>21</sup>

### Sources of Funding for Research

Larger ICT research projects often have commercial partners, but are rarely funded solely by commercial means. One example is the SPOPOS project, which is a collaboration between industrial partners and academia.<sup>22</sup> Another is the project "Global Games on a Global Market Place".<sup>23</sup>

Education and the social sciences do not have as large a funding pool as science, and commercial support as part of the funding is less common. This seems to be changing, however, with more public and private funds going to the humanities, social sciences and

<sup>16</sup> <http://dpu.dk/>

<sup>17</sup> [http://www.sdu.dk/Om\\_SDU/Institutter\\_centre/Dream.aspx](http://www.sdu.dk/Om_SDU/Institutter_centre/Dream.aspx)

<sup>18</sup> <http://www.smid.dk/wordpress/hvad-er-smid/>

<sup>19</sup> Source: Niels Ole Finnemann, Professor at University of Aarhus

<sup>20</sup> [www.cfi.au.dk/en](http://www.cfi.au.dk/en)

<sup>21</sup> Finnemann

<sup>22</sup> Keiding, <http://www.spopos.dk/index.php?id=1216>

<sup>23</sup> <http://www.dpu.dk/site.aspx?p=11097>

education research. The EU Network for Social Sciences and Humanities is working for this.<sup>24</sup> Furthermore, awareness on the practicability of research in social science and humanities is rising. This can also explain the growth of The Strategic Research Council.<sup>25</sup>

### Political initiatives influencing research

"The former Minister of Culture, Elsebeth Gerner, asked Birgitte Tufte to conduct research on children and TV commercials.<sup>26</sup> The report led to legislative changes, which were in effect from 2000 to 2001 till the government changed and the present Minister of Culture, Brian Mikkelsen took over.<sup>27</sup> There have been changes in regulations with respect to the Internet<sup>28</sup> and there have been Government initiatives to try to encourage the Internet in schools as well<sup>29</sup>. The use of ICTs in schools is a special focus area of the Danish Ministry of Education.<sup>30</sup> Teacher training initiatives have also taken place."<sup>31</sup>

"ENIS, the European Network of Innovative Schools, was appointed by the Danish Ministry of Education in the school years 2004-2007. The Danish network is composed of 75 schools. The innovative schools act in the role as demo schools where other schools from the local area or region can ask them for guidance and advice regarding innovative use of ICTs. In 2008, the ENIS network has been appointed for 1 more school year and in this connection they were commissioned to create materials to inspire other schools. (Source: UNIC).

<http://enis.emu.dk/index-en.html>"<sup>32</sup>

"Since March 2005, the annual national Internet Safety campaign NetSafeNow! held by The Danish Ministry of Science, Technology and Innovation has been conducted an awareness campaign focusing on different target groups. The campaign is covered widely in Danish media and a number of public and private partners take part in the development of the annual event. The Media Council has been participating actively in the event in 2005, 2006 and 2007. For example, in 2007 The Media Council celebrated the day with campaign initiatives targeted at grandparents and grandchildren with the aim of bridging the digital gap between the generations. Currently, the Media Council is participating in the NetSafeNow working group developing the campaign in the autumn 2008 <http://www.it-borger.dk/sikkerhed/netsikker-nu>"<sup>33</sup>

"In 2008, the Ministry of Education launched a large scale national anti-bullying campaign Sammen mod Mobning (together against bullying) with a number of school stakeholders. The aim of the campaign is to make schools formulate an effective bullying policy as well as working systematically and on a continuous basis with bullying. The campaign is centred round a web portal with extensive tools, methods and information for schools to use when working with bullying. <http://www.sammenmodmobning.dk>"<sup>34</sup>

"In 2008, the Ministry of Science Technology and Innovation appointed a national IT Security Committee with the aim of ensuring an increased focus on IT-security as well as contribute to the coordination of IT-security initiatives in a partnership with relevant stakeholders. Topics of focus will e.g. be: IT-product security, safe behaviour online and privacy."<sup>35</sup>

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<sup>24</sup> <http://dea.nu/taenketanke/euprojekt/euprojekt>

<sup>25</sup> Source: Johanne Keiding, Academic Officer, IT University of Copenhagen

<sup>26</sup> Tufte, Birgitte: "Children and TV-Commercials", 1999

<sup>27</sup> Source: Birgitte Tufte, Professor at Copenhagen Business School, Department of Marketing, Head of Children Research.

<sup>28</sup> Drotner

<sup>29</sup> Drotner

<sup>30</sup> Tufte, <http://us.uvm.dk/folkeskolen/initiativer/fokusomraader/ITIF.htm?menuid=100810>

<sup>31</sup> Drotner

<sup>32</sup> Source: Gry Hasselbalch, Awareness Node Denmark, The Danish Media Council

<sup>33</sup> Hasselbalch

<sup>34</sup> Hasselbalch

<sup>35</sup> Hasselbalch

"In 2007, the Consumers' Ombudsman launched an information campaign focusing on online advertising and children. A number of organisations, including The Media Council have been participating in the development of the campaign. The aim of the campaign is to survey if the regulations concerning marketing towards children on the internet are respected. In this connection an electronic mailbox has been established to which the public can report marketing targeted children that does not respect the Marketing Law. The Consumers' Council provides information about consumers' rights in Denmark via various activities. The Consumers' Ombudsman makes sure that private companies and public organisations respect the Marketing Law. In 2006, the Marketing Law was revised with a stipulation that companies need to take extra care when marketing at children."<sup>36</sup>

"In 2006-2007, a chat codex for Danish chat-portals and communities whose target group is children and young people was developed in a working group consisting of Internet service providers and relevant organisations. The codex was initiated by The Association of Danish Internet Media (FDIM) and launched in 2007. See the codex here:  
<http://www.fdim.dk/?pageid=48>"<sup>37</sup>

"In 2006, The Danish IT Industry Association - the largest ICT organisation in Denmark with all the major ISPs as member companies. [www.itb.dk](http://www.itb.dk)) initiated in cooperation with the Telecommunication Industry Association a networking group "The ISP group" with the aim of discussing issues in relation to – but not only - children and young people's access to illegal and harmful content on the internet. The "ISP group" is a forum for coordination and cooperation among ISP's and authorities in the area. It consist of members of the Internet service providers in Denmark, relevant NGO's and authorities."<sup>38</sup>

"February 6th 2008 marked the first anniversary of the signature of the European Framework on Safer Mobile Use. According to the undertakings made in the framework, signatories had to agree on codes of conduct at national level by this date. The European Commission asked for a report to be prepared by GSM Europe to see the progress made in the last year. According to the report Denmark is fully compliant with the framework."<sup>39</sup>  
NGOs:

"Children's Welfare, presently the national safer internet helpline, is running the "School Service" (Skoletjenesten), where the organisation visits schools with presentations on among others chat and mobileculture. In 2006, the organisation, for example, visited 320 schools."<sup>40</sup>

"In 2006, Save the Children Denmark (Red Barnet) and The Crime Prevention Council launched the campaign "Safe Chat" with among others a Safe Chat website for children and teens. In 2007, a new section for professionals/SSP's on the Safe Chat website was launched. [www.sikkerchat.dk](http://www.sikkerchat.dk)"<sup>41</sup>

### **The Influence of media coverage, events and lobbies on research**

The influence of media coverage is felt at times<sup>42</sup>. Around August, shortly after schools begin term, there tends to be more media coverage on issues concerning children and risk issues. This has led to research being commissioned – in the field of obesity and food, at least.<sup>43</sup>  
Specific events also impact on the research agenda.<sup>44</sup>

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<sup>36</sup> Hasselbalch

<sup>37</sup> Hasselbalch

<sup>38</sup> Hasselbalch

<sup>39</sup> Hasselbalch

<sup>40</sup> Hasselbalch

<sup>41</sup> Hasselbalch

<sup>42</sup> Drotner

<sup>43</sup> Tufte

<sup>44</sup> Drotner

### Particular debates and concerns about children

Intermittent media debates exist around the commercialization of childhood.<sup>45</sup> The Nordic Media and Communication Research yearbook of 2007, *Children, media and consumption*<sup>46</sup> is an example of academic debate.<sup>47</sup> Academic debates about unsafe spaces exist as well.<sup>48</sup>

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<sup>45</sup> Drotner

<sup>46</sup> Ekström, Karin M. and Tufte, Birgitte: Children, media and consumption, 2007, [http://ncom.nordicom.gu.se/ncom/research/children\\_media\\_and\\_consumption\(41702\)/](http://ncom.nordicom.gu.se/ncom/research/children_media_and_consumption(41702)/)

<sup>47</sup> Tufte

<sup>48</sup> Drotner