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Kvalifikationer

Ph.d.

Ans ttelse

Lektor

Institut for Mennesker og Teknologi
Roskilde Universitet
15 feb. 2021 → present

Critical University Studies

Roskilde Universitet
15 feb. 2021 → present

Forskningscenter for Problemorienteret Projektl ring

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Tidligere ans ttelser

- 2018- 2020: Parental leave. Extended leave due to the extreme premature birth of my son.
- 2017-18: Postdoctoral Fellow, Danish School of Education, Aarhus University. The project researched the implications of the Danish Code of Conduct for Research Integrity. The project was funded by the Danish Ministry of Education and Research/UFM.
- Spring 2016: Visiting Research Fellow, Department of Education, University of Oxford, UK.
- 2013-16: Postdoctoral Fellow, Danish School of Education, Aarhus University. The project researched implications of the Danish Study Progress Reform for students' conduct. The project was funded by the Independent Research Council (DFF).
- 2014-15: Columnist, Dagbladet Information - follow the link to read my columns: <https://www.information.dk/laura-louise-sarauw>.

- 2012-13: Leader of the Certificate of University Teaching and Learning Programme for Assistant professors (Universitetspædagogikum) and Special Consultant, Teaching Centre Humanities (TEACH), Faculty of Humanities, University of Copenhagen.
- 2011-12: Head of Section (Fuldmægtig), the Strategy Unit (Strategienheden), Faculty of Humanities, University of Copenhagen.
- Autumn 2011: Research Assistant and External Lecturer, Section of Education, Department of Media, Cognition and Communication, University of Copenhagen.
- 2008-11: PhD Fellow, Section of Education, Department of Media, Cognition and Communication, University of Copenhagen. The PhD project researched the educational development at the Danish universities after the European Bologna and the introduction of a generic and outcome-based curricula.
- 2006-2008: Head of Section (Fuldmægtig), the Dean's Office, Faculty of Humanities, University of Copenhagen, 2006-2008. In the position, I developed and coordinated a collaboration among the Danish universities on student-oriented Mode 2 activities. The project was funded by the Danish Ministry of Technology and Innovation (2006-2008).
- 2005-2006: Research Assistant, the Dean's Office, Faculty of Humanities, University of Copenhagen. In the position, I researched the potentials for strengthening the collaboration among the Danish universities on student-oriented Mode 2 activities, such as internships and external projects.

Publikationer

Time (ac)counts in higher education: The ECTS and changing ideas of desired student conduct

Sarauw, L. L., 17 okt. 2021.

Faker studerende nærvær og nysgerrighed? Og hvorfor?

Sarauw, L. L. & Thorhauge Frederiksen, J., 7 okt. 2021, s. 1. 1 s.

In search of student time: Student temporality and the future university

Smedegaard Ernst Bengtsen, S., Sarauw, L. L. & Filippakou, O., 25 jun. 2021, *The University Becoming: Perspectives from Philosophy and Social Theory*. Bengtsen, S., Robinson, S., Shumar, W. & Fulford, A. (red.). Springer, s. 95-109 16 s. 7. (Debating Higher Education: Philosophical Perspectives).

The Reversed Causalities of Doctoral Training on Research Integrity: A Case Study from a Medical Faculty in Denmark

Sarauw, L. L., 30 mar. 2021, I: *Journal of Academic Ethics*. 19, 1, s. 71-93 23 s.

(De)constructing the 'scientist with integrity': A case study of research integrity training for PhD fellows in the medical sciences

Sarauw, L. L. & Meiding Poulsen, S., 1 sep. 2020, København: Aarhus Universitet, 33 s. (DPU Working Paper Series on University Reform, Bind 30).

In the classroom

Degn, L., Sarauw, L. L. & Ørberg, J. W., 1 jun. 2020, *Practicing Integrity*. Douglas-Jones, R. & Wright, S. (red.). Aarhus: Aarhus Universitet, s. 40-46 4 s. 6

PhD students' experience

Degn, L., Sarauw, L. L. & Ørberg, J. W., 1 jun. 2020, *Practicing Integrity*. Douglas-Jones, R. & Wright, S. (red.). Aarhus: Aarhus Universitet, s. 46-52 4 s. 7

Pressures on early career researchers

Wright, S., Douglas-Jones, R., Sarauw, L. L., Degn, L. & Ørberg, J. W., 1 jun. 2020, *Practicing Integrity*. Douglas-Jones, R. & Wright, S. (red.). Aarhus: Aarhus Universitet, s. 52-56 4 s. 8

Higher education in the paradigm of speed: Student perspectives on the risks of fast-track degree completion

Sarauw, L. L. & Madsen, S. R., mar. 2020, I: *Learning and Teaching*. 13, 1, 23 s.

Practicing Integrity: Final report

Sarauw, L. L., Wright, S., Degn, L., Ørberg, J. W. & Douglas-Jones, R., 1 nov. 2019, 2019 udg. Aarhus University: DPU, Aarhus Universitet. 10 s. (DPU Working Paper Series on University Reform, Bind 29).

Researcher development through doctoral training in research integrity

Sarauw, L. L., Degn, L. & Ørberg, J. W., 3 apr. 2019, I: *International Journal for Academic Development*. 24, 2, s. 178-191 14 s.

Revisiting the student centered: Review of Bruce Macfarlane's Freedom to Learn: The Threat to Student Academic Freedom and Why it Needs to be Reclaimed.

Sarauw, L. L., Alemu, S. K. & Welch, P., 2019, I: *Learning and Teaching: The International Journal of Higher Education in the Social Sciences*. s. 93-102 10 s.

The Brave New Researcher of Doctoral Integrity Training: Research Integrity Teaching and the Formation of Scientific Norms

Sarauw, L. L., Degn, L. & Ørberg, J. W., 12 aug. 2018, s. 1-3. 3 s.

Teaching grey zone research? Reversed causalities of doctoral integrity training

Sarauw, L. L., 2018, s. 1, 30 s. (DPU Working Paper Series on University Reform).

Happiness, hope, and despair: rethinking the role of education

Sarauw, L. L., 15 sep. 2017, I: *Educational Philosophy and Theory*. 49, 14, s. 1455-1457 3 s.

Risikonavigation i fremdriftsstormen: når studerende oversætter fremdriftsreformen ud fra nye risikologikker

Sarauw, L. L. & Madsen, S. R., 1 mar. 2017, I: *Dansk Universitetspædagogisk Tidsskrift*. 12, 22, s. 141-152 11 s., 11.

Tuning up and tuning in: how the European Bologna process is influencing students' time of study

Nielsen, G. B. & Sarauw, L. L., 2017, *Death of the public university?: uncertain futures for higher education in the knowledge economy*. Wright, S. & Shore, C. (red.). New York: Berghahn Books, s. 156-172 (Higher education in critical perspective; Nr. 3).

Editorial summary: findings from a survey on the Danish study progress reform: students' views, priorities and dilemmas based on survey data from 4500 student respondents in April 2015

Sarauw, L. L. & Madsen, S. R., 1 maj 2016, Aarhus: Aarhus University. 11 s.

Et forsvar for universitetets hjerteblod

Larsen, S. N., Sarauw, L. L. & Staunæs, D., 18 apr. 2016, I: *Information*. s. 16-17 2 s.

Centrale temaer og konklusioner fra rapporten Studerende i en fremdriftstid: prioriter, valg og dilemmaer set i lyset af fremdriftsreformen

Sarauw, L. L. & Madsen, S. R., 2 mar. 2016, København: DPU, Aarhus Universitet. 12 s.

Studerende i en fremdriftstid: prioriteter, valg og dilemmaer set i lyset af fremdriftsreformen

Sarauw, L. L. & Madsen, S. R., 2 mar. 2016, København: DPU, Aarhus Universitet. 82 s.

Studerende i en fremdriftstid - med hvilket formål og for hvis skyld? Er der fortsat brug for økonomiske incitamenter til at sikre de studerendes fremdrift i et nyt bevillingssystem?

Sarauw, L. L., 20 feb. 2016. 1 s.

Målstyring og fremdrift: Soppedidaktik og fremtidens videnmedarbejder

Andersen, H. L. & Sarauw, L. L., 2016, I: *Dansk Pædagogisk Tidsskrift*. 2016, 2, s. 68-77

Til forsvar for human-ismen

Sarauw, L. L., 8 aug. 2015, I: Weekendavisen. s. 14 1 s.

Studying through the Bologna process: alternative approaches to studying large-scale policy reforms

Sarauw, L. L., 26 maj 2015. 2 s.

Trends in the development of the Danish universities

Sarauw, L. L., Christiansen, N. F. V., Harboe, T., Horst, S. & Krogh, L., 2015, *University teaching and learning*. Rienecker, L., Stray Jørgensen, P., Dolin, J. & Holten Ingerslev, G. (red.). 1. udg. Frederiksberg: Samfundslitteratur, s. 15-41 36 s.

Student progression on time: the Danish Speed-up Reform

Sarauw, L. L., 20 sep. 2014. 1 s.

Uddannelse i en fremdriftstid

Sarauw, L. L., 15 aug. 2014. 1 s.

Hvor blev visionerne for uddannelse af?

Nielsen, G. B. & Sarauw, L. L., 16 jun. 2014, I: Information. s. 12-13 1 s.

Når tælleriet løber af med os: Studiefremdriftsreformen er en omvendt motorvejslogik, der belønner vores studerende for at køre (for) stærkt.

Nielsen, G. B. & Sarauw, L. L., 7 apr. 2014, I: Information. s. 16-17 2 s.

Når det 'bedste' ikke er godt nok: er færre universitetsuddannelser vejen til den bedst uddannede generation?

Nielsen, G. B. & Sarauw, L. L., 10 feb. 2014, I: Information. 1 s.

Fremdrift og fremsyn: kampen om de studerendes tid

Nielsen, G. B. & Sarauw, L. L., 2014, I: Dansk pædagogisk tidsskrift. 2014, 2, s. 33-42 10 s.

Kompetencer som oplysningsprojekt: mynddigørelse eller styring?

Sarauw, L. L., 2014, *Et stykke oplysning: en antologi om viden udgivet af Baggrund*. Eriksen, C. B., Pedersen, S. S., Ipland, S. H., Jacek, K. M. & Madsen, J. K. (red.). 1. udg. København: Baggrund, s. 95-111 15 s.

Når kvalitet bliver til ikke-teori: om kompetence- og anvendelsesorientering som ukonkret negation af teoretiske og specialiserede videregående uddannelseselementer

Sarauw, L. L., 2014, I: Dansk pædagogisk tidsskrift. 2014, 4, s. 31-41 11 s.

Progression på tid og på tværs: fremdrift og fleksibilisering som styringsregime på de videregående uddannelser

Sarauw, L. L., 2014, I: Dansk Universitetspædagogisk Tidsskrift. 9, 16, s. 6-17 12 s.

Uddannelse for de mange som mulighed

Sarauw, L. L. & Brøgger, K., 2014, *Universitetsverdenen - flerstemmige visioner*. Larsen, S. N. & Mortensen, S. S. (red.). 1. udg. Brønderslev: Sophia - tænketank for pædagogik og dannelse, s. 59-63 5 s.

Qualifications Frameworks and their conflicting social imaginaries of globalisation

Sarauw, L. L., 1 okt. 2013, I: Learning and Teaching: The International Journal of Higher Education in the Social Sciences. 5, 3, s. 22-39 17 s., 2.

Uddannelse til specifikke kompetencer

Sarauw, L. L., 18 apr. 2013. 1 s.

Entreprenørskab: uddannelsesindustrialisering i nye klæder?

Sarauw, L. L. & Nielsen, G. B., 2013, I: Dansk pædagogisk tidsskrift. 61, 2, s. 39-49 11 s.

Udviklingstendenser i universitetets rolle

Christiansen, F. V., Harboe, T., Horst, S., Sarauw, L. L. & Krogh, L., 2013, *Universitetspædagogik*. Rienecker, L., Jørgensen, P. S., Dolin, J. & Ingerslev, G. H. (red.). 1 udg. Danmark: Samfundslitteratur, s. 17-42 25 s.

Kur eller kurmageri for humaniora? konkurrerende forestillinger om fremtidens samfund i den europæiske Bologna proces

Sarauw, L. L., 1 nov. 2012, *Humaniora i kunskapssamhället: En nordisk debattbok*. Eckhard Larsen, J. & Wiklund, M. (red.). Malmö: NSU Press, s. 209-233 24 s.

Globalisering som spørgsmål: modulisering og kompetencetænkning som svar

Sarauw, L. L. & Nielsen, G., 25 okt. 2012, *Uddannelseskvalitet i en globaliseret verden: Vidensøkonomiens indtog i de videregående uddannelser*. Leth Andersen, H. & Jacobsen, J. K. (red.). Samfundslitteratur, s. 105-122 17 s.

What qualifies globalization? Qualifications frameworks as respond to conflicting imaginaries of globalization within the Bologna Process

Sarauw, L. L., 8 mar. 2012. 2 s.

UNIVERSITET 2.0? Lokale erobringer af kravet om arbejdsmarkedsrelevans

Sarauw, L. L., dec. 2011, I: Dansk pædagogisk tidsskrift. 4, 10, s. 67-75 7 s.

Interview: Uholdbart når kompetence defineres af markedet

Sarauw, L. L. & Hollesen, L., 2 sep. 2011, 2 s.

Interview: Universitetsreformer gør viden ytl

Sarauw, L. L. & Munch Toldam, P., 2 sep. 2011, 2 s. Det Humanistiske Fakultet, Københavns Universitet

Interview: Det entreprenørielle universitet

Sarauw, L. L. & Hessel, N., 2 sep. 2011, 1 s.

Interview: Kandidater får en forældet uddannelse

Sarauw, L. L. & Karkov, R., 2 sep. 2011, 1 s.

Om betydningen af de seneste universitetsreformer: On the impact of the Danish university act 2003

Sarauw, L. L., 2 sep. 2011

Det er ikke Foucaults skyld: Don't blame Foucault

Sarauw, L. L., 1 jul. 2011, I: Weekendavisen. 1. sektion, side 10, s. 10-10 1 s.

Humanioras krise er en politisk konstruktion: Koldau 3

Sarauw, L. L., 11 jun. 2011, 1 s. København : Weekendavisen.

Hilsner fra EU til arbejdslivet? Om konstruktionen af arbejdsmarkedsrelevans på de danske universiteter

Sarauw, L. L., 2011, 25 s. (Pædagogogiske perspektiver på arbejdslivet).

Kompetencebegrebet og andre stileøvelser: Fortællinger om uddannelsesudviklingen på de danske universiteter efter universitetsloven 2003

Sarauw, L. L., 2011, Københan. 242 s.

Here today, gone tomorrow: University governance and PhD massification

Sarauw, L. L., 24 jun. 2010. 5 s.

Human Evidence: A policy ethnographic case study on the humanist curricula in Denmark after the Bologna process
Sarauw, L. L., 2010. 20 s.

Mellem arbejdsmarkedsorientering af humaniora og humanisering af arbejdsmarkedet: Humanistundersøgelsen 2002-2007

Sarauw, L. L., 25 jul. 2009. 21 s.

Kompetencehumanisten fra Bologna: Humaniora og arbejdsmarkedet post festum Universitetsloven 2003

Sarauw, L. L., 18 mar. 2009. 10 s.

Humanister på bestilling? Empiriske perspektiver på diskursen om humaniorauddannelsernes arbejdsmarkedsrelevans

Sarauw, L. L., 2009. 15 s.

Refleksioner over Humanistundersøgelsen 2002-2007: De humaniorauddannedes veje fra uddannelse til job

Sarauw, L. L., 2009, København

Danmarks nye grundstof: humaniora 2006+

Sarauw, L. L. & K. Pedersen, K., 27 aug. 2006, I: Jyllandsposten. s. 12

Appendiks: En forundersøgelse af behovet for en landsdækkende praktik- og jobportal

Sarauw, L. L., 2006, Københavns Universitet: Museum Tusulanum.

Appendiks - en forundersøgelse af behovet for en landsdækkende portal til praktik- og jobformidling ved de 12 danske universiteter: benchmark- og interviewundersøgelse

Sarauw, L. L., 2006, 58 s. København : Københavns Universitet.

Praktik- og jobformidling: Undersøgelse af behovet for en landsdækkende praktik- og jobportal

Sarauw, L. L., 2006, Københavns Universitet: Museum Tusulanum.

Elevernes eksistentielle vejleder

Sarauw, L. L., 17 dec. 2005, I: Weekendavisen. No. 51, 256

'Nu Future' - dagens unge og fremtidens danskfag

Sarauw, L. L. & Dahl Rasmussen, M., 1 mar. 2004, I: Dansk Noter. Nr. 1.

Forskningsfokus

•Higher education policy, educational development and identity formation among students and teachers across different cultural, disciplinary and institutional settings.

•Policy borrowing and policy translations, taking place on an international, national and institutional level and their implications for teaching, learning and identity formation among university students and teachers.

•Actor-network-oriented poststructuralist, feminist and postcolonial approaches to policy-practice studies, including experimental mixed methods research designs that combine qualitative fieldwork activity with quantitative data-collection, based on co-creation.

•The European Bologna Process, the European Credit Transfer System (ECTS), Danish Study Progress Reform, the Framework of Qualifications for the European Higher Education Area (and related quality assessment, e.g., the Teaching Excellence Framework (TEF) in the UK and performance indicators in the new funding system for higher education in Denmark 2019), the European and Danish Code of Conduct for Research Integrity.

•Students' emotional engagement and wellbeing as policy tools and the role of 'soft skills' in higher education.

Tidligere bevillinger

- 2017-18: Postdoctoral fellowship, funded by the Danish Ministry of Higher Education and Research (UFM). The fellowship was as part of a collective project grant, advertised in open competition by the Danish Ministry of Higher Education and Research.
- 2013-16: Postdoctoral fellowship, funded by the Danish Research Council (DFF/FKK). The fellowship was an individual project grant, advertised in open competition.
- 2008-11: PhD stipend, funded the University of Copenhagen's Faculty of Humanities (UCPH/HUM). The stipend was an individual project grant, advertised in open competition.
- 2006-7: Grant of three mill D.kr. from the Danish Ministry of Science, Technology and Innovation (VTU) to strengthen the collaboration among the Danish universities on student-oriented Mode 2 activities. I authored the application in the position as head of section at the University of Copenhagen's Faculty of Humanities. The grant was awarded to the faculty, and I was employed to coordinate the project.

Ledelse og administration

- Research leadership and PI (primal investigator) experience:

oDuring my postdoctoral fellowships, I have gained experience with accounting and budget management, planning and managing of research activities, guiding and supervising research assistants' work in relation to fieldwork and surveys, facilitation of an advisory board, planning and facilitation of conferences and seminars, dissemination of results and media contact.

- Organisation and facilitation of networked and co-creative research activities:

oAs leader of the certificate of university teaching and learning programme at the University of Copenhagen's Faculty of Humanities (2012-13), I have led/contributed to various inter-faculty and inter-university collaborations on themes such as developing University of Copenhagen's pedagogical competency profile and a shared standard for the use of teaching portfolios.

oIn my two postdoctoral projects (2013-18), I have continuously engaged with external advisory boards, including relevant stakeholders, such as the Industrial Confederation (DI), the Rector's Conference (Danske Universiteter), the Danish Student Confederation (DSE). The advisory boards have been engaged in a range of work-in-progress workshops as well as conferences and seminars.

oAs co-coordinator of Centre for Higher Education Futures (CHEF) (2017-18), I have worked proactively on building and strengthening the dialogue between 'policy and practice' stakeholders in Denmark and internationally through seminars and conferences and collaboration on research and funding. In 2019, the network was consolidated in a special interest group (SIG) for Higher Education Policy and Practice (HEPP) under the Danish Network for Educational Development in Higher Education (DUN).

Bidrag til udvikling af uddannelser

- Development of certificate of university teaching and learning programmes and pedagogic development courses for academic staff:

oAs leader of the certificate of university teaching and learning programme (universitetspædagogikum) at the University of Copenhagen's Faculty of Humanities (2012-13) I was responsible for developing a new concept for developing new standards for learning outcome, content and pedagogic format for the certificate programme, as well as a wider portfolio of pedagogic development courses for academic staff. All elements were developed with focus on students' learning, comprising courses on feedback, activating teaching, learning management systems (LMS), digital tools, study groups, written

proficiency, research-based teaching and supervision(<https://hum.ku.dk/omfakultetet/fakultetsservice/alle/paedagogiskcenter/>)

- Development and coordination of BA and MA courses:

- oAs course leader (modulkoordinator) of a number of courses, I have contributed to developing content as well as teaching formats for graduate and undergraduate students within the following areas: Didactic Theory and Reflection (autumn 2016 and autumn 2017) and Educational Administration (spring 2014) at the study programme in Education Studies, Danish School of Education, Aarhus University. Adult Learning and Competence Development (autumn 2011) and Didactics, Curricular Theory and Forms of Knowledge (spring 2012) at the study programme in Education, Department of Communication, University of Copenhagen.

- Development of teaching materials:

- oMy publications have been included in the syllabus in various courses in the BA and MA programmes in education as well as the Danish certificate programmes in university teaching and learning across UCPU, RUC, AU and AAU.

Internationale aktiviteter og netværksrelationer

- From 2017-18 I was a co-coordinator of Aarhus University's Centre for Higher Education Futures (CHEF). This links my research to an extensive national and international network of higher education researchers and research centres, all with interest in international collaboration on research and funding.

- From 2011-18 I was a member of the international research programme Education, Policy and Organisation in the Knowledge Economy (EPOKE) at Aarhus University, which includes researchers from across Europe, South East Asia and the Pacific Rim. The programme has hosted two large EU-funded projects (URGE and UNIKE).

- In 2016 was a visiting research fellow in the Department of Education at Oxford University (UK). During the visit I established a network with leading researchers from Oxford University and Canterbury University (NZ) with the aim of staff rotation and joint applications, focusing on comparisons between UK, NZ and DK.

- I am also member of:

- oThe European Education Research Association's Network for Higher Education (EERA NW21)
- oThe International Network for Higher Education Teaching and Learning (HETL)
- oThe Philosophy and Theory of Higher Education Society (PaTHES)
- oNordforsk's network Nordic Fields of Higher Education (NFHE)
- oAarhus University's research programme on policy and education (Policy Futures).

Særlige bidrag

- Senior editor and member of the editorial team of the international Journal for Praxis in Higher Education <https://journals.hb.se/jphe/>

- Peer reviewer for the following journals: Teaching and Learning in Higher Education (Latiss), Public Policy and Research Evaluation, The International Journal of Higher Education in the Social Sciences, and Sociological Research Online.

- From 2009-11, I was the vice-president for the PhD fellows in the PhD study-board, Faculty of Humanities, University of Copenhagen and Member of University of Copenhagen's Board for Doctoral Education (KUFUR). Among other things, I contributed to the organisation of a VIP-club for PhD fellows in collaboration with the Danish Trade Union for People with a University Degree (DM).

Medvirken i tv, radioshow og podcasts (2017-18)

1. Deadline, DR2, Jun 10 (2018). Advices for the new Minister of Higher Education, Tommy Ahlers about the Danish Study Progress Reform and other issues in HE. Interview untitled.

2. RomerRiget, Radio 24-Syv, Oct 10 (2017). 'RomerRiget om skolen'. Debat med Alexander von Öttingen og Steen Nepper Larsen.

Interview i trykte medier (2017-2018)

- Information, Aug 31 (2019). 'Det er blevet nemt at gå på universitetet' https://www.information.dk/moti/2019/08/blevet-nemt-gaa-paa-universitetet-moeder-forelaesninger-skimmer-teksterne-kan-komme-langt?utm_medium=social&utm_campaign=btn&utm_source=facebook.com&utm_content=tp&fbclid=IwAR3QOQ5vk7IjBbcCHh6tsdlK8dOXlxsqCjJhXz5lof-iopniwnbmx-NK93I
- Information, Sept 7 (2018). 'Unge hacker deres uddannelse'. https://www.information.dk/2018/09/unge-hacker-uddannelse-oproer-etablerede-system?utm_medium=social&utm_campaign=btn&utm_source=facebook.com&utm_content=tp&fbclid=IwAR0VBDx0kKQjHA3ucFY0OH8jEiKhhQKd6q39s8yFzcd22bah18pAuyt2LEg
- Zetland, Jul 23 (2018). 'Reform efter reform har forsøgt at få de studerende hurtigere gennem systemet. Så bare lige: Virkede de?' <https://www.zetland.dk/historie/sowGdjLw-aOMVBmvY-ff273>
- Politiken, Jul 27 (2018). 'Studerende trods politikere: Bliver ældre, før de kommer i gang med uddannelse' <https://politiken.dk/indland/uddannelse/art6643066/Bliver-%C3%A6ldre-f%C3%B8r-de-kommer-i-gang-med-uddannelse?fbclid=IwAR3zBhu6Lp-3PhuRLaLClaoYPOf56zfr5BLfe3ki2J2E5Alulw84IOF00U>
- Politiken, Jul 30 (2018). 'Kom du ikke ind på en uddannelse denne gang? Så har du fået samfundets knappest ressourcer for ærende – tid' <https://politiken.dk/indland/uddannelse/art6643948/S%C3%A5-har-du-f%C3%A5et-samfundets-knappest-ressourcer-for-%C3%A6rende-tid>
- Jyllandsposten, Jul 13 (2018). 'Pisken mod de studerende bliver stille og roligt gemt væk' https://jyllandsposten.dk/protected/premium/indland/ECE10747558/pisken-mod-de-studerende-bliver-stille-og-roligt-gemt-væk?fbclid=IwAR33UKMnehlg2LeG32eKN3vhBXG85C54ZhIX73bCV-ti40uW_5NrG01PfF0
- DjøfBladet, Jan 11 (2018) 'Ekspert dumper 7-trinsskalaen' <https://www.djoefbladet.dk/artikler/2018/1/eksperter-dumper-7trinsskalaen.aspx?fbclid=IwAR2vqEzzm4FI8goSL33wxQfXJCcL5ErTEOVg61mdMyi4CX1fLk0T-xKuQgA>
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