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RUglobal

Information and debate from Roskilde University

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Publishing information

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The two biology enthusiasts are in the process of preparing experiments for the upper-secondary school pupils; Johannes (right) and Asbjørn (left). Private photo.



Spreading the good word about RU

The past two months have been extremely busy for Johannes Lørup and Asbjørn Wejdling, who are Environmental Biology students, because they have been teaching upper-secondary class students in more than forty upper-secondary schools in Zealand. The passion for teaching comes from studying Environmental Biology at RU.

– “During the course of our RU studies and especially our Environmental Biology programme, we have spent a lot of time in the laboratory doing projects and courses. And now we thought it would be interesting to see whether we had acquired enough knowledge

to actually be able to teach at upper-secondary schools. We would like to spread the good word about RU and sow the seeds of interest among upper-secondary school pupils to study at our university”, says 24-year-old Johannes Lørup, and his friend Asbjørn Wejdling adds:

– “We get the drive to give the presentations because we can use all the skills we have acquired at RU. We’re both really pleased with our Environmental Biology studies, and the lectures there have been absolutely exceptional. The presentations we give here is our way of giving something back to Environmental Biology. Hopefully, it will bring some atten-

tion and attract more students to the Natural Sciences programmes at RU.

Seize the opportunity and stay on the track

The purpose of the two students’ presentations is to attract more students to study Natural Sciences at RU. However, they encourage all students – not just Natural Sciences students – to follow their example.

– “We want to encourage RU students to seize the opportunity, if they feel they have something to offer, and just do it! It is a lot of fun, exciting and educational – and we can highly recommend it. We’re not assuming that everybody would find Environmental Biology the most interesting subject in the world, and so we’ve structured the project in a way that students from all study programmes would be able to build and expand on it”, says Asbjørn Wejdling.

Currently, the two students are paid by the Student Council and RU which gave them the green light for the project in spring of 2011. The idea has been simmering for two years, but first several bodies needed to warm to the idea. Once the idea was launched, the month of September was quickly packed with presentations, and so Asbjørn and Johannes also spent the first two weeks of October on the project. Despite having to include part of October in the project, the two young teachers have had to turn down requests from many upper-secondary schools.



Asbjørn teaches a very active class at Solrød Strand Gymnasium. Private photo.

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Do crustaceans tolerate ‘Gammel Dansk’?

– A biology lesson with Asbjørn and Johannes from RU



The results of the experiment “Do crustaceans tolerate ‘Gammel Dansk’?” are carefully interpreted. Private photo.

The red box van with the RU logo is heading towards CPH West – an upper-secondary school in Ishøj (south of Copenhagen), where Johannes and Asbjørn will be teaching three classes. The van is loaded with test tubes, pipettes and little crustaceans, and the two Environmental Biology students from RU are ready to teach. When getting out of the van, Johannes and Asbjørn discuss the scale of the impact a visit from the university might have on the upper-secondary school pupils.

– “For some of the pupils here in Ishøj, we are their only contact to the university world – apart, of course, from their teachers. Many of the pupils’ parents have little or no education, and therefore gaining an insight into student life at the university means a lot to the pupils”, says Johannes and opens up the boot and unloads all the things they have brought with them.

The first lesson of the day is in class 1.x at HTX (Technical A-Level College). At 10:00 a.m. pupils are flooding in, curiously commenting on test tubes, pipettes and paper placed on the tables to make the room resemble a laboratory.

No large lobsters

The two teachers report that by accident V&S Wine and V&S Distillers (De Danske Spritfabrikker) discharged 37,000 litres of the alcoholic beverage Gammel Dansk into Trykgevælde



A class at Køge Gymnasium connecting their results with the theory that has been studied. Private photo.

å (stream in Zealand) in 2002. The discharge led to the death of thousands of fish and other living creatures, and for a period of time the stream was devoid of life.

– “Today, we will try to make a reconstruction of the accident by taking some freshwater with crustaceans and adding Gammel Dansk. Then we will study what happens to the creatures,” explains Johannes. Asbjørn further specifies what crustaceans they have brought to the class.

– “When we ask ‘do crustaceans tolerate Gammel Dansk?’, most people think of large

lobsters or some other gigantic creatures. But, we haven’t brought you any lobsters, and do you know why?”, he asks.

Several of the students showing a sincere interest in the subject taught, immediately put their hands up. It is expensive, lobsters are not natural to Danish freshwater, and you probably wouldn’t have many fingers left afterwards, are the pupils’ answers.

The pupils remain in their seats even though the two RU students continue to teach half way through their lunch break. They want to see the results which indicate that crustaceans

exposed to high concentrations of Gammel Dansk die faster than those exposed to a lower concentration. The experiments show that crustaceans subject to long-term exposure of Gammel Dansk will also die.

Presentations with an impact on the pupils’ choice of education?

Throughout the entire lesson, the class biology teacher, Charlotte Kragh, was present in the class room observing Johannes’ and Asbjørn’s presentation, and she was full of praise for the two RU students.

– “Their presentation was very interesting, and the pupils received a vast amount of knowledge in an incredibly short amount of time. I definitely believe that a visit from students like Asbjørn and Johannes may help to influence the pupils’ choice of education”, says biology teacher Charlotte Kragh, and the pupils in the class seem to agree with her.

– “Their presentation was very entertaining – they have really understood how to capture our interest. It was fun doing our own experiments. Despite it being a lot of fun, I am planning to go for a different education”, says Quyanh-Anh Dang from 1.x.

Following the visit, the red RU box van headed for Copenhagen. This was the last one out of 40 presentations, but if it were up to the two RU students, this was not the last time they worked as communicators.



The RU car is loaded, and the two speakers are ready to return home after having completed the day’s work. Private photo.

Big complements coming from IT developers with RU background

Two successful IT developers, who are both RU alumni, returned to their old university on 4 October to explain how they currently use their RU background and to provide some good advice. The meeting was held by Venture Cup, Computer Science and Informatics at RU.

– “What I learned, the people I met, the working methods and the approaches I acquired from studying at RU have in many ways formed the platform for many of the successful experiences I’ve had in the business community.”

Those were the opening lines of 32-year-old Søren Anderberg’s presentation on 4 October. Despite his young age, he has already been the development manager of two major Danish IT companies. Søren completed his master’s programme in Computer Science, and since then he has filled an executive position at Dandnell A/S and been Head of Sales & Business Development at Cohasio A/S. The company Digroli, of which he is founder and currently partner, is working to develop a digital shopping list which works in the following way:

– “You enter the shopping items you need on your mobile phone, and your items along with price examples are then displayed on your mobile phone screen. You can share your shopping list with others on Facebook and add ingredients to the list from recipe sites, and thus make your daily grocery shopping easier, much more interesting and with a social aspect.”

RU complexes unjustified

Søren encourages RU students to show off and to not lose self-confidence. However, he

remembers well how he questioned his own academic skills when he was a student at RU.

– “We asked ourselves whether we were as clever as the students from other programmes. I have studied at the University of Copenhagen and at the Technical University Denmark (DTU), and there students don’t ask themselves that question. I have given it a lot thought why

we are so damn insecure. Asking ourselves this question makes good sense; it shows that we reflect on things. Once we get out into the real world and our skills are put to the test, our role becomes extremely important. In fact it is a role that is considerably stronger than the role of many other graduates with a different post-secondary education programme,” says Søren



Anderberg who applies his RU background in many respects in his current worklife.

Søren Anderberg believes that RU graduates definitely deserve recognition – both in the business community and as innovative entrepreneurs.

– “The way we work, acquire knowledge and share that knowledge is unique. Explaining this skill at a job interview is of course difficult, but that doesn’t really matter – it should be reflected in your body language, the confidence in your eyes and not least in your performance. As a result, you will automatically be selected – both at the job interview and when candidates decide whether they want to work for your newly established company,” says Søren Anderberg who – in his presentation – spent a lot of time praising the RU students.

Forming groups outside RU

Each time Søren Anderberg has gathered together a team for a new project, he has drawn extensively on his RU skills.

continues



Dispelling myths about starting up your own IT company

Michael Flarup completed his bachelor programme in Communication and Informatics in 2008. Since then he has established two successful IT companies, namely Robocat and Pixelresort. The company Robocat is recognised for, among other things, its weather application “Outside” for iPhones that can be used to check weather forecasts.

When Michael Flarup was an RU student, he was, among other things, chairman of NAT-caféen (the night café), the founder of Ruscast, which is a podcast for tutors, and he worked as an IT supporter at Basic Studies in the Humanities. On 4 October, he returned to RU to talk about the myths related to starting up your own IT company.

Myth number 1: When starting your own IT company, getting a good idea is crucial!

Michael Flarup: “It’s not at all about getting the good idea. Having a good idea is of course always useful, but what I’m trying to say is that ideas are cheap. Before I eat my breakfast, I get five fresh ideas. Everybody gets ideas all the time. However, ideas are nothing without execution, and a general idea with a lot of execution is better than a good idea without execution. It is about creating activity. I think ideas are cheap – it’s much more important to produce something than to come by good ideas.”

Myth number 2: Starting your own business is something reserved for only a few special people. You must be really clever to be able to do it.

Michael Flarup: “I don’t agree at all. Businesses are set up in every class of society. Hard-working people are the ones setting up their own businesses. They have a passion. However, having a passion is not enough. It takes people who enjoy staying up until four in the morning to work on their favourite project.”

Myth number 3: Starting your own business is expensive.

Michael Flarup: “No, it isn’t. Actually, it’s incredibly cheap. It’s never been this easy and this cheap to start your own business now; especially within the IT industry. You can start your own business from your mum’s basement, if that’s what you want. Investing your time is a requirement, and it’s a good idea to have a special skill – otherwise it will be an expensive affair.”

Myth number 4: Starting your own business is hard work until you succeed – from then on it will just go on wheels.

Michael Flarup: “No, it’s not like that. Even if you run a business that is doing really well, there are always ups and downs. It’s a roller coaster ride, especially if you’re in IT, and it all moves very quickly.”

Myth number 5: You are always working

Michael Flarup: “In fact you are. I have to be honest and say that, yes, I work a lot. My mum once asked whether I was playing or working. I answered “What’s the difference?” If you make your hobby your job, you are always working.”

continued

– “At a birthday party, I presented my idea to a friend, and could see the excitement in his eyes. And I do remember this excitement from so many previous occasions when we were to form groups at RU. Then we asked ourselves: Is he a person I can work with? Is he a man I can trust? Is he a man who really wants this? And is he capable of setting things afloat. These were considerations I had previously made in relation to so many people at RU. Therefore, it was very easy for me to decide that this bloke I could work with very well,” says Søren Anderberg.

Saving DKK 6.5 million

Getting an overview of enormous amounts of material and extending a minimum of knowledge to an in-depth level of knowledge is also an expertise that Søren Anderberg acquired when he was a student at RU, he says.

– “I’ve found myself in a situation where I have thought ‘how on earth do I tackle this’. Who should I talk to and how should I approach it. I don’t know how to describe it, because I don’t know what knowledge is available in the field. And then gradually I gained an insight into the particular subject. In this specific situation, which I’m thinking of right now, I presented a solution to a client which saved the company DKK 6.5 million overnight,” says Søren Anderberg while emphasising that he



had copied his working procedures from project work procedures used at RU.

After the presentations, snacks and beverages were served, and the approximately 25 audience members took the opportunity to do some networking. The students asked the two competent entrepreneurs many questions – a living example of how skilled and hard-working RU students are and how much drive they have.



1 warning 2 expulsions 4 examination 10 expulsions OR: Cooperation examination

By: LLM Niels Teglbjærg, Education and Internationalisation

On 1 May 2011, Roskilde University introduced a new set of rules with the nearly frightening title: “Regulations on disciplinary measures, etc. against students at Roskilde University”. It is, however, not completely new, because it has been based on the existing regulations and the university’s long-standing practice. When preparing the regulations, inspiration was also found from looking at the regulations of other universities.

Even though the disciplinary rules also comprise the duty of care to other students and the violation of the conduct and safety regulations, the majority of the most frequently occurring cases are about examination cheating. This is also the type of case that the university is giving very serious consideration. As a general rule, cases concerning examination cheating are always considered serious violations of the disciplinary rules.

For this reason, the new regulations also contain a list of the different types of examination cheating, thus enabling the readers to easier

quarantines from examinations during a 48-hour

get familiarised with the concept and what it comprises. The items on the list are, however, only examples, and there may therefore be other types of examination cheating. See the list in the fact box.

One of the purposes of the new regulations was to provide Rector with more possible sanctions in the specific cases. Apart from the well-known options of expelling students from examinations, issuing warnings and expelling

students temporarily or permanently from the university, Rector has now been given the possibility of imposing examination quarantines on students.

Examination quarantines entail that students are prevented from attending tests and examinations typically in the first semester. Such sanction is therefore more lenient than expulsion from for example the first semester, since, apart from prohibiting students from attending examinations, expulsion entails that students are not allowed to attend lectures, participate in project work, etc. The purpose of enabling the imposition of examination quarantines has, in fact, been to allow for more lenient sanctions to be imposed in the least serious cases.

The first part of the heading of this article sums up the sanctions imposed in cases of examination cheating since 1 May 2011. As indicated, examination quarantines have been imposed in four incidents. According to the previous provisions, expulsion from the university for one to two semesters would have been issued in those four cases. For the sake of completeness, in this context it should be mentioned that in cases of examination cheating, the sanction imposed will (also) practically always be expulsion from the examination subject to cheating. The total number of examination cheating cases having currently been finalised according to the new regulations is ten. Due to special circumstances, in three of those cases there was no basis for sanctions other than expulsion from the examination.

In the more serious end of the scale, two students have been temporarily expelled from the university. Expulsions will typically be issued to students for one to four semesters. In few very serious cases, expulsion could be of a long-term nature.

– Is it then allowed to cooperate on (for example) a 48-hour examination? The answer is 'no'. In connection with all examinations it is assumed that students prepare their own individual and independent assignments. Collaboration on such an assignment – for example in the form of discussions or the sharing of e-mails with others – would be comprised by the example stated in item 5(1) (ii) of the regulations.

Should you want to read or scan the disciplinary rules, please find below a link to section 3.7: <http://www.ruc.dk/om-universitetet/organisation/regelsamling/uddannelse/>

On the site: <http://www.ruc.dk/uddannelse/efter-og-videreuddannelse/lics/akademisk-skrivning/> you will find information on academic writing and useful links to articles on how to avoid plagiarism.

5. Students shall comply with the regulations laid down by the University or applying to it for the conduct of examinations and shall act in accordance with good academic and scientific practice. Among other things, it is not permitted to
 1. acquire or provide wrongful assistance to an examinee in connection with an assignment
 2. collaborate to solve individual examination papers
 3. bring and/or use aids not allowed during an examination
 4. use aids not allowed during a home examination
 5. pass another student's work off as work of one's own
 6. copy another student's text or own texts previously assessed or published texts or copy state-ments with no indication of sources and quotation marks, italisation, indentation or other clear marking
 7. in other ways copy another student's text or own texts previously assessed or published texts, statements, ideas or products with no indication of sources
 8. forge, produce or select/reject data, documents or the like with no indications thereof
 9. attempt to affect the assessment or change the basis for the assessment, including by continu-ing the assignment after the end of the examination.



Mikkel Wendelboe

In the game we are all equals...

A university means both knowledge and progress, but most of all it means diversity. It is a space with room for everyone, a space where differences can develop and not least a space for people to meet. This is exactly the kind of space you'll find in the most north-eastern corner of Campus. This is where there is a turf and where all the differences represented at the university meet every Thursday in a dedicated struggle to get at the leather ball.

Text and photo: Mikkel Wendelboe, RUGlobal

The sun is peeping through the clouds, which immediately puts a smile on my lips. Not that I'm in need of vitamin D, but as with any other sport, football is a lot more fun when played outdoors without the need for waders.

– After all, you are entitled to a bit of luck.

I'm sitting in my car, glancing slightly wearily over the heavily constructed RU sporting venue, which – like anything else – has been subject to heavy rainfall most of the day. The raindrops weigh heavily on the grass leaves and the goal posts, but still, I take a deep breath: The air is fresh. Full of opportunity.

It is actually many years since I last took to the turf wearing a Ronaldinho shirt and bold Adidas boots; however, I do sense that it doesn't really mean anything here. That's not why we are here. Sport has always had a ma-

gical impact on me and has formed the basis for wide-ranging social relations, – and that's why I'm now very excited. I'm excited to see who will be coming, what the level will be like and not least how many will actually turn up...

Because honestly, also this time I had to dig deep into the mouldering data files of the university to find out where the football training actually takes place, and therefore I suddenly feel a little bit ashamed. As the self-proclaimed RU sports fanatic, I – if anyone – ought to have found my way to the grass-covered Colosseum at least once before during my time as a student.

That very moment, the first fellow player turns up on the pitch, and I forget everything about my own bad conscience. Because I can already sense the tight feeling in my chest – a feeling I haven't had since the good times years back when I was the undisputed tank center forward for the now defunct Uvelse IF team of 88.

My boots are too tight, and I haven't been able to find any shin-pads, but it doesn't really matter because I'm caught by the atmosphere.

– The grass is green, the ball is round and anything is possible – frequently used clichés in the noble art of football commentating; however, never has it been this appropriate.

The football coach is named Jacob, and as so many times before, he is the first one to turn up. Jacob is vice chairman of RUSIS, or rather RU's sports association if you like, and he reveals that he started playing football, hoping that it would be possible to set up several teams to play each other.

In my view, indeed a beautiful thought, but in reality hardly such a rosy scenario. Because, unlike the University of Copenhagen or CBS, who both have several teams, tournaments and proud traditions on the turf, RU is facing a concrete problem, namely that the students simply don't live within cycling or walking distance from the training pitch. That means a loss of potential players and causes the training attendance to vary from week to week.

Is that, however, at all important? The relaxed, cosy atmosphere and social culture – isn't that precisely what RU is recognised for?

Where: The pitch at building P10 and Parking East.
When: Currently Thursdays at 3:00 p.m.
Who: RUSIS – rusic-info@ruc.dk
Further information: www.studenterraadet.dk/medlemsforeninger/rusic



Dribbles, tackles and passes – all done with a smile.

I look around and quickly see that the players present represent the entire university; international students, thesis students, basic students plus a single melancholic RUGlobal journalist. A motley crowd, but in the world of football that means absolutely nothing, and once the training session gets under way, I truly feel as if I'm back on the training pitch of my childhood. Bubbling with love of the game and the interaction with my fellow players and opponents alike. That is in truth what football means to me. That is what it's all about.

And when eventually I have to leave the pitch, it is therefore with the day's broadest smile on my face. My feet are covered in blisters, my thighs are burning and my lungs are vibrating like a pair of bellows – but it really doesn't matter. Because RU's football training is time spent fantastic whether your football ability means you play like Ronaldo or Randrup or not.

So to finalise this article in a slightly preachy manner, I will encourage everybody, including the ones with the most minuscule of leather ball capacities, to turn up on the pitch at building P10 on Thursdays at 3:00 p.m. No matter who you are, I can guarantee that you will end up falling for the charm of the training session. I did.....



The intense struggle to get at the ball also helps bond the players.