

research  **ED**
Scandinavia 2026

Scandinavia in Haninge

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Fredrika Bremergymnasiet 14 March 2026



Scandinavia 2026

**re
search
ED**



Welcome to researchED Scandinavia in Haninge!

Welcome to researchED Scandinavia in Haninge!

It's such an honor to be allowed to host the latest of many events in Sweden, and we are delighted you could make it!

Never let it be said that teachers and educators only care about their own classrooms. Here we see a community of practitioners who give up their time, to attend, to speak, to learn from one another. And why? Because nothing is more precious than our children, and nothing is more valuable than the quality of the world we leave

them to explore and live in. Which is why the quality of education we provide is crucial. Ones based on reason, evidence, wisdom and shared, structured, understood experience- driven by compassion and love- are systems we can be proud of. We hope you enjoy yourself and take part in the spirit of researchED: sharing, thinking, questioning, learning.

Have a great day



Tom Bennett
Founder and director,
researchED



Helen Galdin-O'Shea
Founder



Dr Eva Hartell
Ambassador for researchED
in Scandinavia

Welcome to Haninge where everyone is welcome



We are proud to welcome you to Haninge Municipality as we host researchED Haninge for the eighth time. This conference reflects our long-term

commitment to strengthening the quality of teaching through research-informed and evidence-informed practices, with the goal of ensuring success for every learner.

In Haninge, we believe that educational improvement begins with high-quality instruction. Understanding what works in teaching and sharing that knowledge openly and transparent is essential for sustainable school development. Research-informed practice forms a practical foundation for daily teaching, professional learning, and educational leadership.

Teachers are at the heart of this quest. Supporting and empowering the teaching profession is key to improving student outcomes.

By investing in professional development grounded in educational sciences, science of learning, formative assessment, and robust educational research, we aim to continuously strengthen teaching and learning across our schools and beyond.

As Head of the Department of Education in Haninge, I am honoured to continue the tradition of hosting researchED. In 2026, we are delighted to welcome participants both on-site at Fredrika Bremergymnasiet and online via livestream for a day of learning, collaboration, and shared inquiry on finding out what works that echoes beyond this day.

We hope this day inspires new thinking, practical insights, and renewed commitment to research-informed teaching. Together, we can continue to improve education for every learner.

Mattias Boström
Head of the Department of Education in Haninge

research ED

Thank you to all of the kind support from our sponsors, all of whom have made putting these events together so much easier.



What is researchED?

ResearchED is an international, grassroots education-improvement movement that was founded in 2013 by Tom Bennett, a London-based high school teacher and author. ResearchED is a truly unique, teacher-led phenomenon, bringing people from all areas of education together onto a level playing field. Speakers include teachers, principals, professors, researchers and policy makers.

Since our first sell out event, researchED has spread all across the UK, into the Netherlands, Norway, Sweden, Australia, the USA, with events planned in Spain, Japan, South Korea and more. We hold general days as well as themed events, such as researchED Maths & Science, or researchED Tech.

*"I didn't build
researchED,
It wanted to be built.
It built itself.
I just ran with it."*

Tom Bennett
Founder and director,
researchED

How does it work?

The goal of researchED is to bridge the gap between research and practice in education. Researchers, teachers, and policy makers come together for a day of information-sharing and myth busting.



Events on a
Saturday,
so more people
can attend without
asking school

Saturday events

We
want everyone to
be able to afford it-
that's why we're a
non profit

Rock bottom prices



Find
out ways you can
get involved on
the day

Teacher-led



Our
speakers range from
Professors to teaching
assistants

Open to all

Who are we?

Since 2013 researchED has grown from a tweet to an international conference movement that so far has spanned three continents and six countries. We have simple aims: to help teaching become more evidence-facing; to raise the research literacy in teaching; to improve education research standards; and to bring research users and research creators closer together. To do this we hold unique one day conferences that brings together teachers, researchers, academics and anyone touched by research. We believe in teacher voice, and short circuiting the top down approach to education that benefits no one.

ResearchED originated in the UK in 2013 and has since forged a community of tens of thousands of educators and of 100+ speakers who subscribe to our mission, waive their fees and make themselves available to speak at many of our conferences.

"It has the potential to be a revolutionary force in education, professional development, teacher training, and the way that teachers engage with research, and vice versa."



Professor Daniel Willingham
University of Virginia, USA



A new model for continuing professional development

The gathering of mainly teachers, researchers, school leaders, policymakers and edu-bloggers creates a unique dynamic. Teachers and researchers can attend the sessions all day and engage with each other to exchange ideas.

The vast majority of speakers stay for the duration of the conference and visit each other's sessions and work on the expansion of their knowledge and gain a deeper understanding of the work of their peers. Teachers can take note of recent developments in educational research, but are also given the opportunity to provide feedback on the applicability of research or practical obstacles.



Our aims and values

1. **To raise the research literacy of educators**, in order for them to possess the critical skills necessary to challenge and understand the quality of research they encounter.
2. **To bring together as many parties affected by educational research** - e.g. teachers, academics, researchers, policy makers, teacher-trainers - in order to establish healthy relationships where field-specific expertise is pooled usefully.
3. **To promote collaboration between research-users and research-creators** so that educators become more involved in the questions posed for research to answer, the data generated in that process, and in the consideration of the meaning of that data.
4. **To help educators become as aware as possible of significant obstacles** - e.g. biases - in their own understanding of learning and education, and to locate the best methods of empirical enquiry and analysis in those fields.
5. **To promote, where possible, research of any discipline** that has been shown to have significant evidence of impact in education, and to challenge research that lacks integrity, or has been shown to be based on doubtful methodologies.
6. **To explore 'what works' in the field of education**, to explore what the concepts contained in that statement might mean, and to consider the limitations of scientific enquiry in this area as well as the opportunities.



SKOL
FORSKNINGS
INSTITUTET

– undervisning på vetenskaplig grund

Skolforskningsportalen gör forskningen tillgänglig för verksamma i skolan och förskolan. Upptäck och utforska våra forsknings-sammanställningar med hjälp av

- diskussionsfrågor
- lärare tipsar lärare
- intervjuer och filmer
- poddar.



Overview speakers

Agneta Gulz, Professor of Cognitive Science, Lund University

Alex Fairlamb, Alex Fairlamb Consultancy LTD

Alva Appelgren, PhD, Author and Lecturer

Amrabeer Singh Gill, Teacher Educator, Ambition Institute & Greenshaw Research School

Andreas Jemstedt, Associate Professor of Education at Stockholm University

Andreas Hallström, Principal at Ribbybergsskolan Haninge Municipality

Andreas Larsson, Researcher and Director of the National Centre for Science and Technology Education (NATDID)

Angela Columbine, Camberwell Girls Grammar School, Melbourne, Australia

Anna Ekström, Fellow of the Royal Swedish Academy of Engineering Sciences (IVA) and a member of the steering committee "Future Knowledge Society" at IVA

Anna Stokke, Professor of Mathematics, University of Winnipeg

Anna Åkerfeldt, Project- process manager Ifous, Associate professor, Stockholm University

Anna Ålander, Museum Lecturer and Project manager at the Education Department at Nobel Prize Museum

Beth Greville-Giddings, Learning and Development Lead, Raleigh Education Trust

Bruce Robertson, CEO of Next Level Educational: powering up professional development for teachers and leaders

Cecilia Kozma, PhD, Manager ESERO Sweden and K-ULF, Vetenskapens Hus & KTH

Charlotte Forwood, Director of Research and Design, Camberwell Girls Grammar School; Professor of Practice, La Trobe University, Melbourne, Australia

Chebet Keter, Lead teacher, Hjulsta Grundskola

Christina Månberg, Deputy Director General, the National Agency for Education

Christine Arvidsson, Assistant Principal, Social Science Programme at Fredrika Bremer-gymnasiet, Haninge

Daniel Muijs, Professor of Education, Queen's University Belfast

Daniel Ahmadi, Master's student at KTH Royal Institute of Technology & K-ULF

Ellinor Lundström, Teacher at Mimers hus gymnasium, Kungälv

Elin Gawell, Teacher in mathematics and science, Gustavsbergs gymnasium, Värmdö

Emma Demir, PhD, Researcher, Stockholm School of Economics

Enni Paul, PhD, researcher and lecturer at the Department of Education at Stockholm University

Erik Winerö, Teacher and doctoral student at Gothenburg University

Eva Hartell, Docent, researcher Haninge municipality & KTH Royal Institute of Technology and Ambassador for researchED Scandinavia

Gustaf Öqvist Seimyr, PhD, Researcher at Karolinska Institutet, Founder & Head of Research at Lexplore

Hannah Bijlsma, Teacher and postdoc researcher in The Netherlands

Hanna Davidsson, Teacher at Mimers hus gymnasium, Kungälv

Hanna Palmér, Professor, Linnaeus University

Hans Olsson, Teacher at Fredrika Bremergymnasiet, Haninge

Ida Serneberg Wallin, High School and University teacher and entrepreneur

Ingela Netz, Consultant & Educator, Public Partner

Jannika Lindvall, PhD and Senior Lecturer,
Mälardalen University

Jenni Donohoo, PhD, Author and Education
Consultant – Praxis Engaging Ideas

Jessica Berggren, PhD, Lektor, Hjulsta Grundskola

Jessica Mellgren, Lead teacher at Vikingaskolan,
Haninge

Jonas Linderöth, Professor, University of Gothenburg

Jonas Vlachos, Professor of Economics, Stockholm
University

Jöran Dahl, Vocational Teacher in Electricity
at Tegelbruksskolan, Sweden

Kate Jones, Senior Associate for Teaching and
Learning at Evidence Based Education

Kennet Fröjd, Science of Learning Communicator
and podcaster at Fröjd's Toolbox

Linda Fälth, Professor of Pedagogy, Linnaeus
University, Sweden

Linnea Lindquist, Assistant principal at
Husbygdsskolan

Lisa Björklund Boistrup, Professor of Mathematics
Education

Lisa Heino, Content Developer Lärarstiftelsen

Magnus Haake, Associate Professor in Cognitive
Science at Lund University

Malin Tufvesson, General Secretary at Lärarstiftelsen

Marcus Danielsson, Teacher Developer, Södertälje
municipality

Marcus Lithander, Researcher and Course Designer,
Kungliga Tekniska Högskolan, KTH

Maria André, Professor, Stockholm University

Mattias Boström, Head of Department for Education
in Haninge municipality

Meg Lee, Co-Founder, Learning Science Partners

Miriam Hussain, Vice Principal and Author,
United Kingdom

Nancy Robottom, Deputy Head of Junior School,
Camberwell Girls Grammar School, Melbourne,
Australia

Nicolas Leal, STEM teacher, Ribbybergsskolan,
Haninge. K-ULF

Nidhi Sachdeva, PhD, University of Toronto, Canada

Oliver Caviglioli, Director of Teaching WalkThrus

Patricia Diaz, PhD in Technology and learning and
pedagogical developer at Digital Learning, KTH

Per Kornhall, PhD and Author

Richard Selfridge, Education Data Consultant,
Insight Tracking

Richard Wheadon, Secondary School Improvement
Partner – Wrexham Council

Sara Jonsson, Teacher at Fredrika Bremergymnasiet,
Haninge

Sara Bruun, Lead Teacher, Linnéskolan Hässleholm,
and educational expert at Trelson, Stockholm

Scott Harris, Founder of CRASHING INTO
POTENTIAL

Sebastian Björnhammer, PhD, National ULF
coordinator

Stuart Kime, Professor and Director, EBE

Tanja Nymark, PhD and Educational Developer at
Vetenskapens Hus (KTH & Stockholm university)

Thomas Johansson, Mathematics teacher at
Tegelbruksskolan, Klippan, Sweden

Tobias Richard, PhD, Researcher and lecturer at the
Centre for Principal Development at Umeå university

Veronica Sülau, PhD and Project leader at
Lärarstiftelsen

K-ULF, Practitioner based research initiative in STEM
education, at KTH Royal Institute of Technology

The Swedish National Agency for Education

**The National Agency for Special Needs Education
and Schools, SPSM**

Swedish Institute for Educational Research

Speakers and Sessions



Agneta Gulz

Professor of Cognitive Science, Lund University

Has since the late 90ies been engaged in classroom-oriented research on learning-& instruction, addressing e.g. students' motivation, perseverance and focus, students' handling of feedback and how this is affected by different teaching approaches; how reading and writing skills, and early math skills can be supported through teaching; potential and pitfalls for student's learning in digitalized learning environments. Gulz also addresses questions on scientific ground, evidence, ecological validity and requirements on knowledge communicated outside the research profession.

Rundabordssamtal lett av Kennet Fröjd

Panelsamtal med Lisa Heino.



Alex Fairlamb

Alex Fairlamb Consultancy LTD

Alex Fairlamb is a former Senior Leader in charge of Teaching and Learning, CPD and Secondary Literacy and a former Trust T&L Network Lead based in the NE. She is an SLE and an ELE. Alex is a proud member of the Historical Association Secondary Committee and the Schools North East Steering Board. Alex is a History teacher and former Lead Practitioner of History and Teaching and Learning, with a strong commitment to ensuring that curriculums are diverse. Alex is co-editor of 'What is History Teaching, Now?' and an OUP textbook author. Her most recent book is called 'The Scaffolding Effect' (written with Rachel Ball). She is also an NPQLL facilitator for Ambition Institute.

X: [lamb_heart_tea](#) • LinkedIn: [Alex Fairlamb](#)

Website: alexfairlamb.com

The Scaffolding Effect: Practical Strategies to Secure Success

This session will showcase a variety of scaffolding strategies which support the learning of all students. Drawing upon key research, the session will outline practical scaffolding techniques supported by examples and common pitfalls.



Alva Appelgren

PhD, author and lecturer

Alva Appelgren is an accomplished author and lecturer with expertise in cognitive neuroscience and education. She has published two books exploring how motivation, grit, feedback, and performance influence learning. Alva's work centers on understanding what drives individuals to invest effort in their own development and learning.

LinkedIn: [Alva Appelgren](#)

Website: alvaappelgren.com

Learning still takes effort – even with AI

Thanks to AI, we can effortlessly access information, generate texts, images, and videos, and receive feedback that enhances our efficiency. However, the responsibility to retain and apply this knowledge remains up to us. In this talk, Alva Appelgren explores human perception in the era of AI. She also highlights the importance of teaching motivation, ensuring that children continue to develop and strengthen their cognitive abilities without losing their grit.

Also co-presenting [The Future of Technology Education](#) with Anna Ekström.



Amarbeer Singh Gill

Teacher Educator, Ambition Institute & Greenshaw Research School

Amarbeer has a background in secondary maths and started exploring educational research as a way of finding solutions to common challenges he faced in his classroom. This led him to his current roles as a Teacher Educator for Ambition Institute and Assistant Director of Greenshaw Research School.

LinkedIn: [Amarbeer Singh Gill](#)

Blog: [Unpacking Education](#)

Why are students so bad at learning?

Why can students do something well on one day, but not the next? Why can they spend hours studying, but have very little to show for it? Building on his Strengthening the Student Toolbox 'In Action' book, Amarbeer will explore these common learning problems, what causes them, and what we can do about this. We'll delve into some of the key theories around learning and think about how they apply to practical strategies that we can use in our teaching.



Andreas Hallström

Principal at Ribbybergsskolan Haninge Municipality

Andreas Hallström has been the principal of Ribbybergsskolan in Haninge Municipality for the past 2.5 years and has a particular interest in data-driven school development. He has been a school leader since 2015 and is passionate about building a stable school organization that constantly strives to improve emphasizing importance of research. Andreas is involved in K-ULF school leasers' group.

Mathematics on the walls

Ribbybergsskolan is affiliated with K-ULF, a collaboration between teachers, schools, and researchers that aims to strengthen the link between research and classroom practice. In this session, Headmaster Andreas Hallström will discuss the importance of integrating research into teaching and school development, and how several new initiatives have emerged since the collaboration with K-ULF began. He will also describe how the school has followed the intervention closely and used data to support systematic, data-driven school development. Year 4–6 mathematics teacher Nicolas Leal will provide concrete examples of this work. He has been using vertical whiteboards as part of his retrieval practice toolbox to promote student engagement, improve communication skills, and strengthen mathematical literacy. Through these methods, students are encouraged to explain their thinking, collaborate with peers, and develop a deeper understanding of mathematical concepts.

Co-presenter: Nicolas Leal



Haninge schools are serious about raising student achievement.

We value diversity among our students as well as our employees, and believe working out what works together is the way forward.

Welcome to Haninge!

haninge.se



Andreas Jemstedt

Associate professor of education at Stockholm University

Andreas Jemstedt är docent i pedagogik vid Stockholms universitet. Hans forskningsintressen rör de processer som är involverade i lärande, glömska och metakognition. Mer specifikt handlar hans forskning om att förstå hur vi tillägnar oss kunskap, hur vi kan minska glömska samt hur vi gör bedömningar och fattar beslut när vi lär oss och använder det vi lärt oss.

LinkedIn: Andreas Jemstedt

Website: jemstedt.se

Undervisning på kognitionsvetenskaplig grund för nybörjare – Strategier för förankring

Detta är en av två presentationer som vänder sig till dig som är ny inom området: Undervisning på kognitionsvetenskaplig grund. Fokus i båda presentationerna ligger på centrala mekanismer i människans kognition och hur dessa kan användas för att skapa aktiviteter som leder till stabil och flexibel kunskap. I denna session, med fokus på strategier för förankring, går Andreas och Jonas igenom grunderna i New Theory of Disuse, önskvärda svårigheter och dess forskningsstöd. Deltagarna får en introduktion till olika former av minnesstyrka, det vill säga skillnaden mellan lagringsstyrka och återkallningsstyrka, och hur de strategier som kallas önskvärda svårigheter kan användas för att stärka minnets lagringsstyrka. Deltagarna får konkreta råd om hur man kan arbeta med strategier som minnesåterkallning och fördelad inläring för att ge förutsättning för mer varaktigt lärande.

Co-presenters: Jonas Linderoth



Andreas Larsson

Researcher and director of the National Centre for Science and Technology Education (NATDID)

Andreas Larsson is a researcher at Linköping University

Exploring a future in STEM

The session presents early findings from two studies investigating students' and teachers' perceptions of STEM (science, technology, engineering, and mathematics) and their orientation toward future career paths in STEM fields. These studies are part of Framtidens STEM-identitet – Lokal samverkan för hållbar kompetensförsörjning (STEM-3S), a Vinnova-funded initiative aimed at promoting sustainable skills development through local collaboration.



Angela Columbine

Camberwell Girls Grammar School (Melbourne, Victoria, Australia)

Angela is a primary school teacher at Camberwell Girls Grammar School. She designs interdisciplinary units that integrate literacy, numeracy, and STEM, and is passionate about building strong rapport with students through differentiated learning experiences. She is actively engaged in implementing Science of Reading instructional practices. Currently, Angela is collaborating with colleagues to develop an upskill program, providing upper primary students with targeted opportunities to strengthen skills, knowledge, and dispositions through explicit teaching and purposeful practice.

See Charlotte Forwood's session decription

Co-presenting with Charlotte Forwood and Nancy Robotom



Anna Ekström

Fellow of the Royal Swedish Academy of Engineering Sciences (IVA) and a member of the steering committee "Future Knowledge Society" at IVA

Anna Ekström has extensive experience in education policy, having served as Sweden's Minister of Education (2019–2022), Minister (2016–2019) and, prior to that, as Director-General of the Swedish National Agency for Education (2011–2016) and President of Saco (2001–2011). Anna Ekström is currently a fellow of the Royal Swedish Academy of Engineering Sciences (IVA) and also a member of the steering committee "Future Knowledge Society" at IVA. Anna is chairperson of the Board of Umeå University and of the Swedish Association for Folk Highschools.

The future of technology education

To meet future technology skills needs, technology teachers are vital for young people's interest in the field. The Royal Swedish Academy of Engineering Sciences has examined the conditions under which technology teachers work. Many technology teachers in Sweden's elementary schools lack the basic conditions for providing high-quality instruction. Results from the report, "Det bygger på oss – Tekniklärares syn på sina förutsättningar att undervisa i grundskolan" are discussed in this session. Presentation in Swedish.

Co-presenter: Alva Appelgren



Anna Stokke

Professor of Mathematics, University of Winnipeg

Dr. Anna Stokke is a Professor of Mathematics at the University of Winnipeg and an Adjunct Professor in the School of Education at La Trobe University. She holds a PhD in mathematics and is a recipient of a 3M National Teaching Fellowship, Canada's highest award for post-secondary teaching. She is co-founder and President of Archimedes Math Schools, a non-profit delivering after-school math classes for children, and she hosts the popular math education podcast Chalk & Talk.

Social media: @rastokke

Website: annastokke.com

How Students Learn Math

Understanding how math concepts relate to one another and how students learn math helps guide effective math instruction. This session connects research with practice, focussing on working-memory limits, the instructional hierarchy, and what it means to be fluent. We will discuss why fluency with foundational math topics matters for learning more complex math, and participants will learn practical strategies for strengthening math learning for students.





Anna Åkerfeldt

Project- process manager Ifous, Associate professor, Stockholm University

Anna Åkerfeldt works at Ifous and is an Associate Professor (Docent) in Didactics at Stockholm University. Her research examines how digitalisation and AI transform teaching and learning, with particular emphasis on programming, AI literacy, distance education, and the evolving competencies required of teachers in increasingly technology-rich and hybrid learning environments. Beyond her academic research, Åkerfeldt plays a central role in bridging research, pedagogical practice, and educational technology through extensive collaborations with the non-profit organisation Ifous.

The five-step cycle – a didactic model for distance education

The five-step cycle – a didactic model for distance education

Co-presenter: Enni Paul



Anna Ålander

Museum Lecturer and Project manager at the Education Department at Nobel Prize Museum

My name is Anna Ålander, I work as a museum lecturer at the Education Department at the Nobel Prize Museum. I mainly work as a project manager with "Help a Scientist" - a project where almost 2000 students from all over Sweden work with a scientist at a Swedish University - an inspiring project where students feel important and seen. My background is in ecotoxicology and as a teacher in biology, chemistry and sustainable development.

Help a Scientist

Help a Scientist.



Beth Greville-Giddings

Learning and Development Lead, Raleigh Education Trust

Beth Greville-Giddings is Learning and Development Lead for Raleigh Education Trust, and Research Lead at Westbury Academy (SEMH) in Nottingham, with over 20 years working with SEND. She is a TDT Associate in CPD Leadership and an ELE for Derby Research School. Beth has written and presented widely on professional development and has supported the development of Education Journal Clubs internationally.

Social media: @bethgg.bsky.social

Developing Common Principles of Teaching and Learning

Join Beth for an in-depth case study on how her school used research evidence to shape whole-school teaching and learning principles. The session will explore identifying needs, building a shared professional language, communicating a clear rationale to staff, and transforming staff meetings into meaningful ongoing professional development and learning. Learn about the research underpinning the principles, the implementation process, and strategies that have helped sustain this work in practice.



Bruce Robertson

CEO of Next Level Educational: powering up professional development for teachers and leaders

Bruce Robertson is the CEO of Next Level Educational, specialising in high-quality professional development for teachers and school leaders. His best-selling books include The Teaching Delusion trilogy, Power Up Your Pedagogy and Power Up Your Questioning. Of Power Up Your Pedagogy, Professor Rob Coe of Evidence Based Education says: 'To all teachers I would say: study this book, learn from it and act on it'.

Social media: @BruceNextLevel

Website: nextleveleducational.com

Teaching Delusions: What's most likely to work best in our teaching? Why? And what's not?

An exploration of key messages from cognitive science and educational research about teaching practices that are most likely to be the most effective – and those that are not – with a focus on how principles can be applied in practice.



Cecilia Kozma

PhD, Manager ESERO Sweden and K-ULF, Vetenskapens Hus & KTH

Dr Cecilia Kozma is working at Vetenskapens Hus (House of Science), a science education center in Stockholm. She is manager for ESERO Sweden, an educational initiative by the European Space Agency, ESA and the Swedish National Space Agency. ESERO Sweden is a collaboration between KTH and the WISDOME arenas, five science centers in Sweden, with the aim to enhance K-12 students' literacy and competence in STEM-related subjects by using space as a context. She is also project manager for K-ULF.

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YouTube: [@ESEROSverige](https://www.youtube.com/ESEROSverige) • **LinkedIn:** [esero-sverige](https://www.linkedin.com/company/esero-sverige)

KTH: kth.se/profile/kozma • **K-ULF:** kth.se/en/k-ulf • **ESERO:** esero.se

Inspiring Young Minds: Using Space as a gateway to STEM

Space captivates the imaginations of children and youth everywhere, sparking their curiosity and passion. By integrating space technology with all STEM disciplines, we empower young minds to explore the universe. In this session, we will present two studies: one exploring the synergy between space and programming, and another examining how children grasp the concept of orders of magnitude. Join us on this exciting journey of discovery and learning!

Co-presenter: Tanja Nymark



Charlotte Forwood

Director of Research and Design, Camberwell Girls Grammar School; Professor of Practice, La Trobe University, Melbourne, Australia

Charlotte Forwood is a Teacher and Speech Language Pathologist, Professor of Practice at La Trobe University and a member of the SOLAR Lab team. She is also the Director of Research and Design at Camberwell Girls Grammar School and a Global Ambassador for Raising Awareness of Developmental Language Disorder (RADLD).

X: [@talkinged19](#) • LinkedIn: [Charlotte Forwood](#)

Teams, Tools and Tales: a Science of Learning story

Schools are dynamic places, and sustainable change is an ongoing challenge. This session tells the story of one school's ongoing alignment with the Science of Learning and how their use of the Project Zero at Harvard GSE Idea into Action Eco Toolkit supported the implementation of evidence-based reading and writing instruction. Charlotte Forwood, Nancy Robottom and Angela Columbine share their school's SoL journey and the long-term impact of strategic change to instructional practices.

Co-presenters: Angela Columbine and Nancy Robottom



Chebet Keter

Lead teacher, Hjulsta Grundskola

Chebet Keter is a förstelärare and English teacher at Hjulsta Grundskola in Stockholm. She is dedicated to creating an inclusive classroom where every student feels valued and supported.

From problems to solutions: The turnaround by Hjulsta grundskola

Co-presenter: Jessica Berggren



Christina Månberg

Deputy Director General, the National Agency for Education

Making it easier for teachers and school leaders to find, critically examine and use educational research in developing practice – three Swedish school authorities in collaboration

There is great potential in educational research and proven experience for developing the school system. However, teachers and school leaders testify to both possibilities and challenges in finding, evaluating and using scientific knowledge.

Swedish educational authorities present results from a joint survey on teachers' and school leaders' practices in using research to develop practice. Aiming to support education based on scientific knowledge and proven experience, the three authorities deepen their collaboration and take joint action.

Co-presenters: representatives from SPSM, Skolverket & Skolforskningsinstitutet



Christine Arvidsson, Hans Olsson, Sara Jonsson and Gustaf Öqvist Seimyr

Assistant Principal, Social Science Programme at Fredrika Bremergymnasiet, Haninge

Hans Olsson, Teacher at Fredrika Bremergymnasiet, Haninge. Sara Jonsson, Teacher at Fredrika Bremergymnasiet, Haninge. Christine Arvidsson, Assistant Principal at Fredrika Bremergymnasiet. Gustaf Öqvist Seimyr, PhD, Researcher at Karolinska Institutet, Founder & Head of Research at Lexplore.



Building Literacy Together: Follow-Up and Collaboration Between Teachers and Researchers

A description of our ongoing cross curricular reading project in the Social Science Programme at Fredrika Bremer Upper Secondary School and our pilot project in collaboration with Lexplore. The projects were developed in response to an identified need to support students in improving their reading skills and overall literacy.



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Daniel Muijs

Professor of Education, Queen's University Belfast

Daniel Muijs is Professor of Education at Queen's University Belfast. He has held key advisory posts in a range of academic and professional organisations, and is editor of the journals 'School Effectiveness and School Improvement' and 'Education Sciences'. He previously held professorial and leadership positions at universities in England and the Netherlands, and was Deputy Director for Research and Evaluation at Ofsted where he led the curriculum research programme.

LinkedIn: [Daniel Muijs](#) • X: [@ProfDanielMuijs](#)

Developing a knowledge-rich curriculum: lessons from Flanders

A knowledge-rich curriculum aligns with what we know about the importance of knowledge to learning, and evidence suggests it leads to better pupil outcomes. In this paper we will look at the development of new knowledge-rich curriculum goals in Flanders. We will explore the content of the goals and the process of developing them. We will look at strengths and weaknesses of the Flemish approach, and draw lessons on how we can develop strong curricula.

Improving schools in socially disadvantaged areas: 20 years on

In 2004 Daniel Muijs and colleagues produced an overview of research on improving schools in socio-economically disadvantaged areas. In this presentation we revisit this review. While the original findings still stand, we now know more about the importance of a knowledge-rich curriculum and place-based approaches to school improvement. We have also seen a growth of mental health issues among children in these communities. We discuss the implications of these findings to policy and practice.



Daniel Ahmadi

Master's student at KTH Royal Institute of Technology & K-ULF

Daniel is a master's student at KTH (K-ULF), and an entrepreneur with long teaching experience. During his degree project in Technology and learning, Daniel focused on how teachers can create conditions for a conducive learning environment through classroom leadership. The results led to a practical guide that teachers can take part of in order to improve the learning environment in their classrooms.

Classroom leadership – Create conditions for a conducive learning environment through rules, routines and the initial encounter with a new group of students

First, the purpose of the degree project and a background of the field will be presented. Thereafter, the method, result and conclusion will be summarized. Lastly, there will be time for some questions from the audience.



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www.vetenskapenshus.se
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www.esero.se
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- KTHs livslångt-lärande-kurser för lärare
www.kth.se/k-ulf/kurser/kurser-for-larare
- Forskarskolor.
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www.kth.se/lediga-jobb, <https://www.kth.se/k-ulf>

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Elin Gawell

Teacher in mathematics and science, Gustavsbergs gymnasium, Värmdö

Elin Gawell, a Senior Teacher in mathematics, holds a Licentiate of Philosophy (Phil.Lic.) in mathematics. She teaches mathematics and science at upper secondary level, is certified to teach artificial intelligence, and actively develops pedagogical methods across all educational stages. Elin is engaged in K-ULF.

LinkedIn: [Elin Gawell](#)

Methods for learning multiplication tables

This study compared three instructional methods for mastering multiplication tables among approximately 1,000 students in grades 3, 5, and 8. The results indicate that different instructional approaches were more effective for different year groups. During the presentation, these methods will be described along with the results they produced.



Ema Demir

PhD, Researcher, Stockholm School of Economics

Dr Ema Demir is an educational researcher from the University of Cambridge, focusing on educational leadership, teacher collaboration, and organisational structures that promote equity in education, particularly emphasising how school leadership and organisational dynamics influence the school environment and educational outcomes. Leveraging her teacher background, she works on interdisciplinary projects at the Center for Educational Leadership and Excellence at Stockholm School of Economics to address educational policy and practice challenges concerning principal leadership, teacher professional learning, and the impact of school autonomy on educational outcomes.

LinkedIn: [Ema Demir](#)

School Turnaround: Strengthening Schools with Weak Academic Results

This presentation examines what it really takes to turn around underperforming schools. Drawing on a 12-year analysis of 77 Swedish schools, we show that there is no single “silver bullet.” Instead, multiple pathways - each shaped by local school conditions - can lead to improved academic outcomes. By identifying distinct configurations of factors that are necessary and sufficient for school turnaround, the presentation offers fresh insights for school improvement research and more context-sensitive education policy.



Enni Paul

Lektor i pedagogik, Institutionen för pedagogik och didaktik, Stockholms universitet

Enni Pauls forskning har två huvudsakliga fokus: i) Yrkesutbildning på gymnasiet och i vuxenutbildningen – särskilt arbetsplatsförlagt lärande, språkande och litteracitet i yrkesarbete och i yrkesämnen. ii) Flerspråkighet och litteracitet ur ett kritiskt perspektiv, med fokus på föreställningar om språk och hur sådana föreställningar påverkar praktiker och språkpolicy i olika verksamheter från de yngsta barnen till vuxenutbildningen. Hon har även arbetat med undervisningsutvecklande forskning i samverkan med lärare i flera olika projekt.

The five-step cycle – a didactic model for distance education

The five-step cycle – a didactic model for distance education.

Co-presenting with: Anna Åkerfält



Erik Winerö

Teacher and doctoral student at Gothenburg University

Erik Winerö is an experienced upper-secondary teacher and doctoral researcher in Applied IT at the University of Gothenburg. His work examines how generative AI reshapes teachers' assessment practices and conceptions of knowledge. Bridging research and practice, he focuses on balancing the use of generative AI with the science of learning and evidence-informed practices. Erik also provides professional development for teachers and school leaders on AI, learning science, and the implications for educational decision-making.

AI in Schools: Why Teachers and School Leaders Must Start with the Science of Learning

In this session, Erik Winerö draws on two decades of teaching experience and ongoing doctoral research to explore how schools can navigate generative AI and emerging predictive systems. He argues that using generative AI well requires professional competence; competence built by doing the very tasks AI now performs. This creates an expertise paradox: AI can both depend on and weaken expertise. Grounded in the science of learning, the session offers a framework for responsible AI integration across students, teachers, and school leaders.



Eva Hartell

Docent, researcher Haninge municipality & KTH Royal Institute of Technology and Ambassador for researchED Scandinavia

Dr. Eva Hartell (Docent) is Head of Research in Haninge municipality and a researcher in K-ULF at KTH Royal Institute of Technology. She leads national and international practitioner-based R&D-projects, working closely with schools to bridge research and practice, especially in STEM education. Promoting innovative assessment methods, including comparative judgment. Proud Ambassador for researchED in Scandinavia, connecting people and promoting evidence-informed practices.

Social media: @evaHartell • @tillit_till_it

Website: kth.se/profile/ehartell

From isolation to calibration—strengthening teachers' assessment literacy and self-efficacy in STEM

This session presents findings from an exploratory national pilot aimed at strengthening teachers' assessment literacy and self-efficacy. Using comparative judgment (CJ), an innovative, digitally supported assessment approach, technology teachers across Sweden collaboratively and realibly assessed over 1,100 authentic student responses. Combined with structured peer discussions, this approach meets teachers' need for professional arenas to calibrate assessment. The scalable model offers significant potential to enhance consistency and fairness in assessment and promote equity in education. This session is part of K-ULF.



Hanna Palmér

Professor, Linnaeus University

Hanna Palmér's research interests concern young students' (ages 0–12) learning in mathematics, as well as teachers' professional mathematics education competence. Her recent research projects have focused on problem solving and problem posing in early mathematics, the implementation of teaching that supports early number sense, and the use of digital tools and programming to promote mathematics learning.

From Not Knowing to Knowing: The development of numerical understanding

We know that early number sense is essential, but we also know that not all children develop this knowledge spontaneously. Furthermore, the mathematical competencies of toddlers (1–3-year-olds) are rarely supported through goal-oriented instruction, despite strong long-term effects of early experiences. This presentation focuses on how children's understanding of numbers and basic arithmetic can be challenged in preschool practice. In addition, the large-scale implementation of such education is addressed.



Ellinor Lundström and Hanna Davidsson

Teachers at Mimers hus gymnasium, Kungälv

Two upper secondary school teachers who work at Mimers hus gymnasium in Kungälv. Hanna teaches Swedish and religion, and Ellinor is a teacher of Swedish and theatre. Hanna also has a background in teaching Swedish as a second language at secondary school level. Together, they have been working at Mimers hus gymnasium since 2018 and won the 2025 'Sveriges stora läspris' (Sweden's Great Reading Prize).



Reading every day and working with fiction at Vehicle maintenance/repair and Transport Program and the Construction and Civil Engineering Program.

An inspirational session on how to work with reading every day and, based on this, use literature to discuss various issues related to adolescence, set writing assignments, work across subjects and develop reading comprehension. Our work has been carried out in vocational programmes, but can also be applied to other programmes or in secondary school classes.

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Hannah Bijlsma

Teacher and postdoc researcher in The Netherlands

Hannah Bijlsma is a primary school teacher, postdoctoral researcher at Radboud University, and content expert at the Netherlands Initiative for Education Research (NRO). Previously, she worked at the Dutch Inspectorate of Education as both an inspector and researcher. In 2022, she obtained her PhD on the measurement and improvement of lesson quality. Her work focuses on effective teaching, teaching quality, teacher education, and diversity in educational teams.

LinkedIn: [Hannah Bijlsma](#)

What makes good teaching, and how do you improve it?

High-quality teaching is essential for student learning. Understanding what teachers do well and where growth is possible helps schools work purposefully on improvement. But what is good teaching, how do you measure it, and how do you ensure sustainable development? In this session, we explore how to assess and strengthen teaching quality, combining solid research with practical strategies. School leaders and teachers interested in improving classroom practice are warmly invited to join.



Ida Serneberg Wallin

High school and University teacher and entrepreneur

Ida Serneberg Wallin is a university lecturer, a high school teacher and an entrepreneur. Much of her work takes place in classrooms where students come from vulnerable areas.

Rigiblick: [rigiblick.se](#)

Running the Swedish classroom

In this talk, Ida shows how teachers can run the room effectively and create the conditions for learning to happen. She also demonstrates how cognition, power and motivation combine into practical, teachable classroom leadership, and why the curse of knowledge quietly undermines instruction when teachers assume students possess not only academic understanding, but also the self-regulative and behavioural skills that many have never been explicitly taught.



Ingela Netz

Consultant & Educator, Public Partner

Ingela Netz has 25 years of experience in education as a teacher, principal, development leader, senior manager, and instructor in the national principal training program at Uppsala University. She co-founded the Swedish network for the Spirals of Inquiry and holds a Master's degree in Educational Leadership from Vancouver Island University. Ingela co-hosts the education podcast Kornhall & Netz and now works as a consultant in leadership and organizational development in the public sector.

LinkedIn: [Ingela Netz](#) • **Facebook:** [@ingela.netz](#)

Bluesky: [Ingelanetz.bsky.social](#) • **Public Partner:** [publicpartner.se](#)

Do you care about learning? We need to talk!

Do you care about learning? This session explores what happens when educators learn with each other — not in policies or platforms, but in shared purpose and conversation. Drawing on research on moral purpose, collective efficacy, and the systemic impact of networked learning, we examine why some colleagues spark insight and courage, how curiosity fuels meaningful improvement, and what it takes to build a culture where everyone can grow.

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Vi vill bjuda på de intressantaste samtalen om svensk skola – ofta utifrån erfarenheter från andra länder.



Läs mer





Jannika Lindvall

PhD and Senior Lecturer, Mälardalen University

Jannika Lindvall's research examines program theories for large-scale teacher professional development and the varied ways such initiatives influence teaching practice and student achievement across municipalities and national systems. She leads projects, in collaboration with municipalities, investigating how teachers' instructional practices evolve during professional development and how successful international programs can be adapted to the Swedish context. She also contributes to national policy work on professional development models for teachers.

Mälardalen University: mdu.se/staff?id=jnn07

Large-scale teacher professional development – What does it take to make a difference?

This session explores what it takes for large-scale teacher professional development (PD) to make a real difference. Drawing on meta-analyses and Swedish case studies, I discuss why typical PD often fails, what research-based programs achieve, and which mechanisms matter most. Learn how combining multiple approaches – such as coaching, peer observation, and curriculum materials – can improve teaching and student outcomes, and why quality, not quantity, is key to effective PD.



Jenni Donohoo

PhD, Author and Education Consultant – Praxis Engaging Ideas

Dr. Jenni Donohoo is a professional learning facilitator, author, and researcher with more than 25 years' experience in leading school improvement. Jenni has multi-year partnerships with numerous organizations and government agencies where she works alongside system and school leaders supporting high-quality professional learning designed to improve outcomes for all students. She is a five-time best-selling author, and her books have been translated in several languages.

Instagram: [@jenni_donohoo](https://www.instagram.com/jenni_donohoo)

Website: [jennidonohoo.com](https://www.jennidonohoo.com)

Fostering Collective Teacher Efficacy

How can school leaders shape environments in which everyone shares the belief that they have the capability to impact positive change? Collective teacher efficacy is a powerful belief system that significantly enhances student outcomes. To help collective efficacy thrive in schools, we'll explore sources that strengthen educators' beliefs in their collective capabilities and potential. Dr. Donohoo will share how to create the conditions for collective efficacy in schools.



Jessica Berggren

PhD and lektor, Hjulsta Grundskola

Jessica Berggren is lektor and language teacher at Hjulsta Grundskola in Stockholm. She is also the network leader for English and Modern Languages in the collaborative research environment Stockholm Teaching & Learning Studies.

LinkedIn: [linkedin.com/in/jessica-berggren-a2345b1a0](https://www.linkedin.com/in/jessica-berggren-a2345b1a0)

From problems to solutions: The turnaround by Hjulsta grundskola

This presentation describes the turnaround made by Hjulsta grundskola. The school has successfully built an organisation to ensure “the best teaching for our pupils” by implementing teacher collaboration in subject-specific teams (e.g. PLC) and purposeful evaluations. The teams expose teaching challenges, map pupils’ misconceptions, and improve teaching by testing new approaches. Key principles guiding our work include long-term commitment, context-based solutions, and a shared conviction that teaching matters.

Co-presenter: Chebet Keter



Jessica Mellgren

Jessica Mellgren is a teacher of Swedish as a second language, and lead teacher in language development at Vikingaskolan, a f-6 school in Haninge municipality.

Jessica Mellgren is an experienced teacher who has taught Swedish as a second language for the past ten years. In 2023 she received the Swedish Academy’s Swedish Teacher Prize for her work with fiction. She is a member of the Expert Council for Reading, an independent council of teachers, preschool teachers and researchers established in 2024 by the Swedish Teachers’ Foundation (Läraryrket) and the Swedish Association of Teachers (Sveriges Lärare). The council works to ensure that teachers’ expertise is the obvious voice in the debate on how the school system in Sweden should promote reading.

Social media: @sunnanajessica

Blog: jessicamellgrenblog.wordpress.com

Fiction in second language teaching – what, why and how?

What role does fiction play in second language teaching? How can teaching be structured so that students develop both language skills and literary knowledge? In this session, Jessica will talk about various didactic issues that teachers need to consider in order for teaching to promote the development of language and literary understanding. Issues such as the purpose of reading, choice of literature, lesson planning and the support required for students to have a literary experience. This presentation will be held in Swedish.



Gör som läraren Ola på Mobergsskolan

Kombinera lärande, likvärdig bedömning och arbetsro med **KM** och **Exam.net**



Ola Brorson, engelsklärare på Mobergsskolan i Växjö, med 25 års erfarenhet, har utvecklat ett arbetssätt som kombinerar lärande, likvärdig bedömning och arbetsro. Med lång erfarenhet av Exam.net och KM, samt stöd av AI, har han effektiviserat både undervisning och återkoppling.

Tidigare brottades Ola med långsam feedback till eleverna, splittrad dokumentation och bristande fokus i det digitala klassrummet.

Idag skapar kombinationen av Exam.net och KM en helhet: Exam.net ger säkerhet, fokus och interaktion i stunden, eleverna kan arbeta ostört och få stöd i realtid via chatten. KM i sin tur står för struktur, uppföljning och likvärdighet i bedömningen.

Resultatet är bättre fokus, snabbare och mer relevant återkoppling samt tidsbesparing genom automaträttande uppgifter – vilket frigör tid för pedagogiskt arbete.

Mobergsskolan

- Fristående högstadieskola
- 200 elever i årskurserna 7-9

“ Mitt jobb handlar om att eleverna ska lära sig nya saker, förstå varför de är i skolan och ha kul på vägen. Med rätt verktyg blir klassrummet lugnare, mer rättvist - och lärandet bättre.

- Ola Brorson

Vill du veta hur KM och Exam.net kan effektivisera arbetet i din skola? Scanna QR-koderna för att starta en **gratis testperiod** eller kom och prata med oss i vår monter!



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Jonas Linderoth

Professor, University of Gothenburg

Jonas Linderoth är professor i pedagogik vid Göteborgs universitet. Linderoth arbetar för närvarande framförallt med vidareutbildning av lärare inom områden som evidensinformerad undervisning, kognitionsvetenskap och motivation.

Undervisning på kognitionsvetenskaplig grund för nybörjare – Strategier för inläring

Detta är en av två presentationer som vänder sig till dig som är ny inom området: Undervisning på kognitionsvetenskaplig grund. Fokus i båda presentationerna ligger på centrala mekanismer i människans kognition och hur dessa kan användas för att skapa aktiviteter som leder till stabil och flexibel kunskap. I denna session, om strategier för inläring, går Jonas och Andreas igenom grunderna i kognitiv belastningsteori, dess forskningsstöd och dess implikationer för det praktiska klassrumsarbetet. Deltagarna får en introduktion till arbetsminnets begränsningar, olika former av belastning och hur man minskar onödig belastning samtidigt genom olika undervisningsstrategier. Deltagarna får konkreta råd för hur man kan arbeta med sina presentationer så att centralt innehåll framträder tydligt och att elevernas uppmärksamhet leds mot det relevanta innehållet.

Co-presenter: Andreas Jemstedt



Jonas Vlachos

Professor of Economics, Stockholm University

Jonas Vlachos is Professor of Economics at Stockholm University. His research focuses on labor economics and the economics of education, with particular emphasis on empirical methods and the evaluation of public policy and institutions. He has published widely on topics such as school choice, accountability, and the organization of public services, and frequently contributes to policy discussions in Sweden.

Social media: @jonasvlachos.bsky.social

Website: sites.google.com/view/jonasvlachos

Classrooms as Workplaces: How Student Composition Affects Teacher Health

This session presents Classrooms as Workplaces: How Student Composition Affects Teacher Health. Using Swedish population registers on all lower- and upper-secondary teachers (2006–2024), the paper links student disadvantage to teachers' certified sickness absence, especially stress-related diagnoses. Exploiting within-teacher variation across cohorts, it separates sorting from exposure and finds that more disadvantaged student composition causally increases stress-related sick leave. Survey evidence suggests the mechanism operates through classroom conditions rather than workload or organization.



Jöran Dahl

Vocational teacher in electricity, Tegelbruksskolan Sweden

I am a vocational teacher in electricity at a high school in Klippan. I am a trained electrician and have worked as such for 20 years. I have retrained as a vocational teacher and have worked at Tegelbruksskolan since 2008.

Interdisciplinary teaching that works: Mathematics and electrician knowledge

The presenters will describe a collaboration between a mathematics teacher, an electrician teachers, and a researcher. In our talk we will provide examples of how it is possible to carry out inter-disciplinary teaching.

The talk will have an emphasis on what kind of knowledge that students get the opportunity to learn, but also on organisational aspects.

Co-presenters: Lisa Björklund and Tomas Johansson



Kate Jones

Senior Associate for Teaching and Learning at Evidence Based Education.

Kate Jones is an experienced teacher, leader, bestselling author, and international speaker. She is Senior Associate at Evidence Based Education and author of numerous educational books, focusing on evidence based pedagogy, and he was the editor of The ResearchEd Guide to Cognitive Science (2023). Kate works globally with schools to share evidence-informed, practical strategies that support teaching and learning.

Social media: @katejones_teach

Website: katejoneseducation.com

For better answers, ask better questions!

Questioning takes place in every classroom, every lesson, and every day.

It is at the heart of effective teaching and learning. It is vital to get this right! The purpose of questioning can vary from checking for understanding, encouraging student engagement and participation, assessing long term learning, and can be used for both formative and summative assessments. Effective questioning can not only support learners, but it can also help to inform the next steps for teachers with their planning and adaptive teaching.



Kennet Fröjd

Science of Learning Communicator and podcaster at Fröjd's Toolbox

Kennet is working towards inclusion, in the meaning of giving opportunities for every kid to thrive both in social emotional and academic learning. An important tool for him in doing this is Fröjd's Toolbox and its different ways of contributing to communicating the Science of Learning (SOL) and making it meaningful and accessible for school staff; podcast (Roundtable talks), books, networking. To always be grounded in reality he also works as a principal for a Swedish primary school – Celsiusskolan in Edsbyn – with a strong focus on SOL naturally including the Science of Reading, and on developing emotional intelligence skills.

A Roundtable especially for Teachers on AI and learning, How learning happens, and Early literacy

For Teachers: Developing students' reading skills is a central success factor for academic success. Our teaching in school naturally benefits from having implemented it based on how learning happens. AI affects us all and we must learn about and use AI wisely. In this Roundtable, we will be part of an initiated and engaging conversation that links, relates and provides perspectives on the Science of Learning (SOL), the Science of Reading and AI. The experts in today's conversation are Professor Linda Fälth (focus on reading), Professor Agneta Gulz (focus on SOL), Erik Winerö (focus on AI and learning). This Roundtable will be in Swedish language.

Co-presenters: Agneta Gulz, Linda Fälth and Erik Winerö

A Roundtable especially for School leaders on AI and learning, How learning happens, and Early literacy

For School Leaders: Developing students' reading skills is a central success factor for academic success. Our teaching in school naturally benefits from having implemented it based on how learning happens. AI affects us all and we must learn about and use AI wisely. In this Roundtable, we will be part of an initiated and engaging conversation that links, relates and provides perspectives on the Science of Learning (SOL), the Science of Reading and AI. The experts in today's conversation are Professor Linda Fälth (focus on reading), Professor Jonas Linderöth (focus on SOL), Erik Winerö (focus on AI and learning), and Mattias Boström, Head of Education Haninge Primary Schools (focus on SOL, reading, and AI from a school leader's perspective). This Roundtable will be in Swedish language.

Co-presenters: Mattias Boström, Linda Fälth, Jonas Linderöth and Erik Winerö

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Linda Fälth

Professor of Pedagogy, Linnaeus University (Sweden)

Linda Fälth is a Professor of Education at Linnaeus University, Sweden, with a background as a primary teacher and special educator. Her research focuses on reading and writing development, early intervention, and evidence-based literacy instruction. She has extensive experience supporting teachers in structured phonics and reading instruction. At the event, she will present her session "Phonics in Swedish," which will be delivered in Swedish.

Phonics på svenska

This session explores evidence-based reading and writing instruction for the early school years, with a focus on systematic phonics in a Swedish context. Based on recent systematic reviews, the presentation highlights how structured instruction in phoneme-grapheme correspondence, decoding, fluency, and early writing supports strong reading development for all learners. The session will be delivered in Swedish.

Linda Fälth is also co-presenting:

A Roundtable especially for Teachers on AI and Learning, How Learning Happens, and Early Literacy. Moderated by Kennet Fröjd.

A Roundtable especially for School Leaders on AI and Learning, How Learning Happens, and Early Literacy. Moderated by Kennet Fröjd.



Linnea Lindquist

Assistant principal at Husbygårdsskolan

Linnea Lindquist is a teacher but has worked for 15 years as a school leader in a particularly disadvantaged area. Linnea is passionate about children's right to the written word, and therefore reading has been the top priority at the schools where she has worked.

In her free time, Linnea writes columns for the editorial page of Expressen and for a range of other publications.

Social media: @rektor_linnea

Website: www.rektorlinnea.com

Don't waste any time. Teach reading in preschool class.

During this session, Linnea explains how to work with early reading instruction in the preschool class. We cannot afford to waste any time if we are serious about ensuring that all students attending schools in disadvantaged areas leave school with complete grades.

It is about structured phonics-based instruction, high expectations, and systematic work to practice the skills students need to master in order to meet the school's expectations.



Lisa Björklund Boistrup

Professor of mathematics education, Malmö University

One of Lisa's research interest is how mathematics in the teaching can be connected to other school subjects. Lisa has carried out several research projects with teachers, not least mathematics teachers and vocational teachers in collaboration.

Website: mau.se/en/persons/lisa.bjorklund.boistrup

Interdisciplinary teaching that works: Mathematics and electrician knowledge

The presenters will describe a collaboration between a mathematics teacher, an electrician teachers, and a researcher. In our talk we will provide examples of how it is possible to carry out inter-disciplinary teaching. The talk will have an emphasis on what kind of knowledge that students get the opportunity to learn, but also on organisational aspects.

Co-presenters: Jöran Dahl and Thomas Johansson



Lisa Heino

Content Developer Lärarstiftelsen

Lisa Heino is a Content Developer at Lärarstiftelsen. She works with different projects and cooperate with partners in creating different ways for teachers to develop their profession. Lisa is also an experienced moderator and has led a lot of conferences and seminars. She has e.g., curated a lot of program items at Bokmässan.

Läsning i hela skolväsendet – handlar om mycket mer än phonics på lågstadiet

Samtalet om läsning har fokuserat mycket på hur läsundervisningen i lågstadiet ska gå till. Men läsningen och lösningen kan inte stanna vid det. Hur kan man arbeta med läsning på högstadiet och gymnasiet? Vad spelar läromedlen för roll och hur kan läsning genomsyra hela skolväsendet? Ett panelsamtal med Agneta Gulz, professor i kognitionsvetenskap, Mattias Boström, utbildningsdirektör i Haninge, Ellinor Lundström, gymnasielärare Kungälv och Per Kornhall, ordförande i Läromedelsförfattarna.

*Co-presenters: Agneta Gulz, Mattias Boström, Ellinor Lundström and Per Kornhall
Moderator: Lisa Heino, verksamhetsutvecklare på Lärarstiftelsen*



Magnus Haake

Associate Professor in Cognitive Science at Lund University

Magnus Haake is Associated Professor in Cognitive Science, Lund University, and vice director of the research group SoL@LUCS (former Educational Technology Group). Since early 2000, Haake has directed much of his research towards the interplay between Cognitive Science, learning and instruction, i.e. what we now term Science of Learning. Together with Agneta Gulz he has authored the book "Det oundbärliga klassrummet – en framställning på kognitionsvetenskaplig grund".

Website: lucs.lu.se/research/sol-at-lucs/home

Handwriting and Learning

As a student, I sometimes resorted to some last-minute annotations on my arm or the inside of my palm. I found it funny that I never needed to check these annotations; they seemed burned into my memory.

With growing awareness of handwriting and the cognitive processes involved, handwriting is entering the spotlight of learning and instruction. In the midst of our AI-hype, my once 'funny' notation is reemerging as a powerful all-purpose tool for thinking.



Malin Tufvesson

General Secretary at Lärarstiftelsen

Malin Tufvesson is Secretary General of the Teachers' Foundation in Sweden, Lärarstiftelsen. The foundation works to create opportunities for teachers to develop in their profession and to publish and disseminate research on educational issues.

Malin Tufvesson is licensed primary school teacher year 1–7. She has a background as head of social policy at the Teachers' Union with responsibility for both political work and organizational development work. Previous experience as head of investigation, investigator and city council secretary in the city of Stockholm.

Social media: [linkedin.com/in/malin-tufvesson](https://www.linkedin.com/in/malin-tufvesson)

Creating a platform for teachers' proven experience

In this session, we will present the project on proven experience. We will provide background to the project, the purpose and aim of the work and give examples of how the work is carried out together with teachers. The presentation will be held in Swedish.

Co-presenter: Veronica Sülau



Marcus Danielsson

Teacher Developer, Södertälje Municipality

Marcus Danielsson is an instructional coach who supports schools in organising collaborative professional learning and guides teachers in their pedagogical development. He has previously worked as a middle school teacher and holds a master's degree in didactics. His work focuses on helping teachers turn research into practical methods that strengthen learning for every student. This spring, he is also releasing the book *Klassrumsmetodik: vetenskap, värdegrund och vardag*, published by Natur och Kultur.

LinkedIn: Marcus Danielsson

Website: fortbildaskolan.com

Turning Evidence Into Everyday Teaching

How do we move from theories about learning to teaching that truly makes a difference? In this session, Marcus opens the door to a practical classroom methodology where cognitive science, behavioral science and explicit instruction work together to support progress, strengthen classroom culture and engage every student. With clear and practical techniques, you will walk away with tools that sharpen your teaching, boost learning and help create more equitable outcomes.



Marcus Lithander

Researcher and Course Designer, Kungliga Tekniska Högskolan, KTH

Marcus Lithander is a researcher at KTH specialising in applied cognitive psychology and learning strategies. He develops courses for teachers and professionals within lifelong learning and has presented internationally on metacognition, neuromyths, and study techniques. In his session, he shows how teachers and students can work together using evidence based strategies such as retrieval practice, spacing, and self regulation to learn more effectively.

Website: www.kth.se/profile/mlit

Cognitive Psychology in Practice: Study Strategies for Teachers and Students

How can cognitive psychology move from theory to everyday teaching? In this session, we present a Study Strategies Booklet (studieteknikshäfte) designed for both teachers and students. It is research-based, playful, and built for real classroom use. The booklet combines cognitive psychology with nudging to kickstart behaviour change. We offer strategies that can be used while studying and continuously afterwards. Retrieval, spacing, and reflection are integrated into the learning workflow. Small habits. Big impact.



Maria Andrée

Stockholm University

Maria Andrée is Professor in Science Education at Stockholm University. She is engaged in close-to-practice research as scientific leader of Stockholm Teaching & Learning Studies and as a principal investigator and researcher of two ongoing projects with funding from the Swedish Institute for Educational Research. She is also deputy head of the Department of Teaching & Learning at Stockholm University.

Website: su.se/english/profiles/marand-1.186457

It's all about the details – how close-to-practice didactic research can strengthen STEM education

Seemingly small differences in teaching can have major impacts on student learning. This presentation explores how research aimed at developing teaching practices helps reveal the importance of such details. Drawing on examples from STEM education research—such as teaching the greenhouse effect, programming, and laboratory investigations—the presentation illustrates how close collaboration between teachers and researchers can lead to more inclusive, meaningful, and research-informed science and technology teaching.



Mattias Boström

Head of Department for Education in Haninge Municipality

Mattias Boström is currently the Head of the Department of Education for Pre-School and Compulsory Schools in the Municipality of Haninge. He is an experienced educational leader with a background as a special needs educator (special pedagogue) and upper-secondary school teacher, with extensive experience in school management and educational development.

Mattias Boström is also co-presenting:

Reading Across the Entire Education System – About Much More Than Phonics in Early Grades. Moderated by Lisa Heino.

A Roundtable especially for School Leaders on AI and Learning, How Learning Happens, and Early Literacy. Moderated by Kennet Fröjd.



Meg Lee

Co-Founder, Learning Science Partners

Meg Lee is the co-founder of Learning Science Partners and an internationally recognized advocate for evidence-informed teaching. After a 30-year career in U.S. public education, she now works with schools and systems internationally to connect research and practice with clarity, compassion, and a commitment to instructional equity. She co-authored *Mindsets for Parents*, serves as the United States ambassador for researchED, and partners with Dr. Jim Heal to help schools and districts translate learning science into coherent, sustainable professional learning.

Social media: @MegVertebrae • **LinkedIn:** [linkedin.com/in/megvertebrae](https://www.linkedin.com/in/megvertebrae)
[linkedin.com/company/learning-science-partners](https://www.linkedin.com/company/learning-science-partners)

Website: [learningsciencepartners.com](https://www.learningsciencepartners.com)

The Architecture of Understanding: How to Grow Sustainable, Evidence-Informed Practice

Lasting improvement in teaching does not come from collecting more strategies. It comes from building a shared, flexible understanding of how learning happens. In this session, we will explore why surface-level knowledge is brittle and why schools must slow down, build clarity, and create coherence across roles. We will look at the small shifts that strengthen teacher practice and the larger shifts that shape organizational decisions. Participants will leave with practical, human-centered ideas for scaling evidence-informed practice with integrity.



Miriam Hussain

Vice Principal and Author. United Kingdom.

“Miriam Hussain is a teacher of English, writer, and senior leader who believes that every child deserves access to high-quality education. She is committed to raising school standards and has spent her career serving in challenging contexts. As Vice Principal responsible for Quality of Education, Miriam’s leadership experience includes roles such as Assistant Headteacher, Designated Safeguarding Lead and Chair of Governors.

Alongside her school leadership, Miriam writes about teaching, leadership, and pedagogy on her website www.miriamhussain.education and engages with the wider sector on X @MiriamHussain_. A Chartered College of Teaching member, she also speaks at national and international education events, contributing to professional conversations about best practice and school improvement.

Social media: @MiriamHussain_
Website: [miriamhussain.education](http://www.miriamhussain.education)

Driving School Improvement

This session explores how embedding a consistent, research-informed approach to pedagogy can drive whole school improvement. Grounded in *Rosenshine’s Principles* and *Teach Like a Champion*, it shares how a clear instructional model, responsive questioning, and routines can improve teaching quality, student outcomes, and teacher development with a focus on attention in the classroom. Miriam will share practical strategies for implementing a shared teaching and learning approach that raises standards across classrooms and departments.



K-ULF

Kompensatorisk Undervisning för Lärande och Forskning

ett konkret exempel på hur samverkan mellan skola och akademi kan organiseras genom strukturer som stärker ett hållbart och mer vetenskapligt förankrat utbildningssystem, med potential att utgöra grunden för en långsiktig strategi för framtidens STEM-undervisning.

TEMATISKA OMRÅDEN 2023–2025

- Språket
- Laborationer
- Kompensatoriska uppdraget i STEM

Lärarstudenter, lärare, skolledare & forskare i ögonhöjd

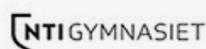
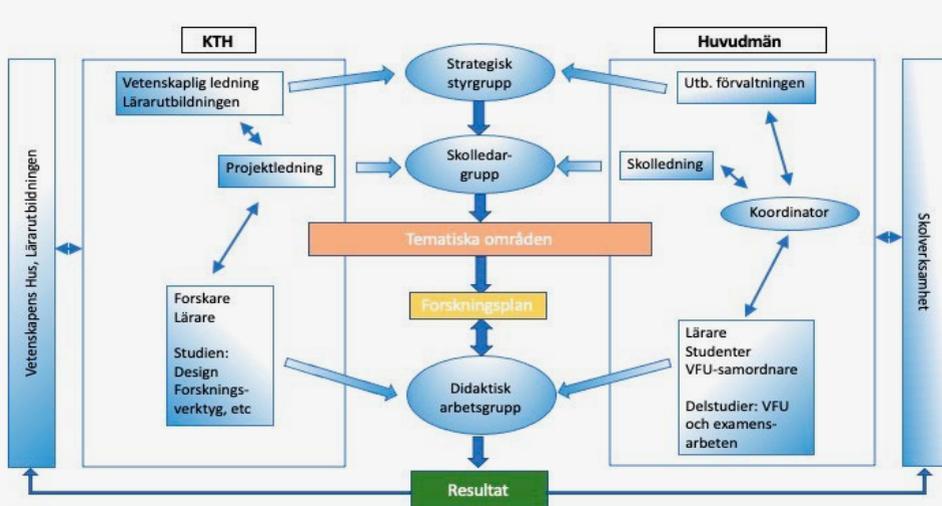
Vad som är på gång just nu

- **Exjobb [mastersnivå]** t.ex. GenAI, studiestrategier, distraktioner, demokrati, kompetensutveckling
- **Systematiska utvecklingsarbeten** t.ex. matematik uppåt väggarna, GenAI i matematik, startuppgifter
- **Forskningsstudier** t.ex. VFU observationer, SoL in STEM, GenAI, feedback, stärka lärares bedömningspraktiker,
- **Meriterande för professionsprogrammet** t.ex. kurser att handleda VFUstudenter 3+4,5 hp, rymden, hållbar utveckling, kognitiv psykologi för lärare samt via medverkan i praktikinära forskning
- **Ringar på vattnet** t.ex. studiebesök, utbyten, kollegiala nätverk, konferenser



Kontakt och mer information
<https://www.kth.se/k-ulf>

Alla barn ska ges förutsättningar att nå skolans mål oberoende av kön, språkfärdigheter, föräldrarnas utbildningsnivå eller under vilken socioekonomisk miljö man växer upp i. K-ULF vill bidra med ökad kunskap och insikter gällande hur undervisningens utformning bidrar till att stärka skolans kompensatoriska uppdrag i STEM. Genom en organisation och miljö där lärare, lärarstudenter, skolledare och forskare gemensamt bidrar till utveckling av undervisning i STEM i ögonhöjd.





Nancy Robottom

Deputy Head of Junior School, Camberwell Girls Grammar School, Melbourne, Australia

Nancy Robottom is an accomplished educator with extensive experience in both the UK and Australia. She specialises in curriculum leadership, particularly in Mathematics, continually striving to enhance explicit instructional practices. Nancy is also highly proficient in school operations, fostering effective management strategies that facilitates staff collaboration and enhance student achievement.

Co-presenters: Charlotte Forwood and Angela Columbine



Nicolas Leal

STEM teacher, Ribbybergsskolan, Haninge. K-ULF

Nicolas Leal is a mathematics and science teacher for grades 4–6 at Ribbybergsskolan, Haninge, Sweden.

He has been a senior teacher in mathematics and an active teacher for twelve years.

Nicolas has implemented methods and approach of using vertical whiteboards as a workspace for students. This has been very successful in terms of both social interaction between students and mathematical understanding and vocabulary. Nicolas is active in K-ULF.

Mathematics on the walls

Ribbybergsskolan is affiliated with K-ULF, a collaboration between teachers, schools, and researchers that aims to strengthen the link between research and classroom practice.

In this session, Headmaster Andreas Hallström will discuss the importance of integrating research into teaching and school development, and how several new initiatives have emerged since the collaboration with K-ULF began. He will also describe how the school has followed the intervention closely and used data to support systematic, data-driven school development.

Year 4–6 mathematics teacher Nicolas Leal will provide concrete examples of this work. He has been using vertical whiteboards as part of his retrieval practice toolbox to promote student engagement, improve communication skills, and strengthen mathematical literacy. Through these methods, students are encouraged to explain their thinking, collaborate with peers, and develop a deeper understanding of mathematical concepts.

Nicolas Leal is co-presenting Andreas Hallström's session.



Nidhi Sachdeva

PhD, University of Toronto, Canada

Dr. Nidhi Sachdeva starts with a simple belief: When we understand how people learn, we can change how we teach—and that changes everything.

She's a leading Canadian researcher in the Science of Learning who explores the space where educational technology meets evidence-informed design. Her work spans teacher education, post-secondary instruction, and continuing professional learning – always guided by one question: How can we design learning that sticks, scales, and serves everyone?

At the University of Toronto's Ontario Institute for Studies in Education, Nidhi teaches online learning and microlearning through the lens of cognitive science. She's known for making research usable—for translating complex findings into classroom practices that actually work.

She coauthors the globally-read Science of Learning Newsletter and leads as Chair of researchED Toronto, helping educators connect research with purpose – because she believes that when teachers thrive, students do too.

Social media: [linkedin.com/in/nidhi-sachdeva-toronto](https://www.linkedin.com/in/nidhi-sachdeva-toronto)

Website: scienceoflearning.substack.com

The Transient Information Effect: Why Great Explanations Don't Always Stick

Spoken words and fleeting visuals vanish as soon as they're presented, overloading working memory. Even though John Sweller has called transient information “the greatest generator of cognitive load,” it is often overlooked because it directly challenges long-standing delivery habits, is less visible than other forms of cognitive load, and requires shifts in how information is presented—not just what is presented. This session will explain what the transient information effect is, why it matters, and how to counter it with pacing controls, stable visuals, and worked examples. It will challenge you to rethink how you deliver information and what truly aligns with how humans process information.



Oliver Caviglioli

Director of Teaching WalkThrus

Oliver was a special school head teacher for a decade before moving to training, writing books and illustrating educational concepts and processes. He has written several books on visual teaching strategies and, with Tom Sherrington, created the Teaching WalkThrus collection.

Social media: @olicav olicav.com

Website: walkthrus.co.uk

Organise Ideas

Learning happens when students create meaning. And that happens when they organise the incoming information into coherent patterns. This sessions shows you the four main types of reasoning humans use to encode information into knowledge.



Patricia Diaz

PhD in Technology and learning and pedagogical developer at Digital Learning, KTH

Patricia holds a PhD in Technology and Learning and works as a pedagogical developer at the Digital Learning unit at KTH in Stockholm. Her research explores how digital response systems and generative AI support learning and the development of teacher students' digital competence. Her expertise includes student participation, formative assessment, feedback, and AI. She has ten years of experience as an upper secondary teacher and has authored several books on using digital tools for teaching and learning.

Social media: [linkedin.com/in/diazpatricia](https://www.linkedin.com/in/diazpatricia) • [instagram.com/patriciadiaz.se](https://www.instagram.com/patriciadiaz.se)

Website: [patriciadiaz.se](https://www.patriciadiaz.se)

How teacher students relate their experiences of AI-generated feedback to future teaching practice

This session presents findings on how teacher students experience AI-generated feedback embedded in a response-system-supported think-pair-share activity and how they relate these experiences to their future teaching. Participants will gain insights into trust hierarchies, ethical considerations, and how generative AI might function as a participatory resource that supports reflection and discussion. The session discusses implications for strengthening feedback literacy and developing AI literacy in teacher education.



Per Kornhall

PhD and Author

Independent author and consult in education.

Website: [kornhall.net](https://www.kornhall.net)

On “purposeful agnosticism”, or why Swedish school reforms got so messy

Swedish national politicians now tries to retake control of the country's school system. But how come it became so devolved and hard to govern? In 1992 OECD experts wrote that the Government with their market liberal school reforms accepted a degree of “purposeful agnosticism as to both the directions and outcomes of policy.” The question for the talk is if that ideological deviation from Swedish policymaking was what created a chaotic situation where we now see a “difficulty of changing course when reforms generate unexpected results” –to quote another OECD report.

Per Kornhall is also co-presenting Lisa Heino's session.



Richard Selfridge

Education Data Consultant, Insight Tracking

Richard is an English Primary School teacher and author of *Databusting for Schools* (2018), *Dataproof Your School* (2022) (with James Pembroke) and *A Guide to Using Student Data* (2024). Along with James Pembroke, he hosts an annual series of *Data in Schools Conferences* (DISCOs), and regularly contributes to educational events in England including the Festival of Education, BETT and researchED. He publishes on Insight Inform, Insight's evidence-based analysis of what's happening in schools.

Social media: @richardselfridge • @bsky.social (BlueSky) • @databusting (X)

Website: insightinform.co.uk

England's Lessons in Student Data from the last decade

How has the data collected by the UK government affected the behaviour of those in the school system in England in the past decade? How have schools reacted to this datafication of education and how have they developed their own use of student data? Richard explores both the last ten years and the current trends likely to influence the use of student data in the coming decade in England and elsewhere.



Richard Wheadon

Secondary School Improvement Partner – Wrexham Council

Richard Wheadon is a School Improvement Partner for Wrexham, supporting several secondary schools to improve outcomes and reduce in-school variation. A former senior leader and author of the best-selling book *Learning Habits*, he brings extensive experience in curriculum development, staff leadership, and effective teaching strategies. Richard has presented at conferences nationally and internationally, sharing practical insights to help educators and learners develop habits that drive success, resilience, and long-term academic growth.

Social media: x.com/RichardWh84

How to support students in making better decisions.

Students often know what leads to better learning, yet choose comfort over challenge. Why do learners make poor decisions, and how can we help them choose better? This session explores the psychology of student decision-making, the pull of short-term gratification, and the habits that shape classroom behaviour. Drawing on cognitive science and ideas from his book *Learning Habits*, you will examine simple strategies for building students' mental models for long-term learning.



Sara Bruun

Lead Teacher, Linnéskolan Hässleholm, and educational expert at Trelson, Stockholm

Sara Bruun is a passionate English teacher with extensive experience in engaging diverse classrooms, particularly in schools where many students speak Swedish as a second language. She combines research-based strategies with practical classroom innovation to enhance literacy, comprehension, and student agency. Sara is known for developing creative lesson designs that support both language acquisition and critical thinking. At ResearchEd Scandinavia, she will share insights on inclusive teaching practices and evidence-informed methods that help every student thrive.

LinkedIn: Sara Bruun • **Instagram:** sarabruunlarare

Website: sarabruun.se

Help Students Focus: Design Learning to Reduce Cognitive Overload

What if student focus is less about motivation and more about learning design? In this session, I present how Focus Rooms function as a form of intentional learning design, grounded in Cognitive Load Theory and a recent research study on Fokusrum. From a teacher-to-teacher perspective, I show how clearer structures, fewer choices, and consistent routines reduce cognitive overload – supporting sustained attention, calmer classrooms, and more effective teaching.



Scott Harris

Scott Harris, Founder of CRASHING INTO POTENTIAL

Scott B Harris is a youth speaker, author and educator who helps students and teachers understand resilience, neurodiversity and how the brain responds under pressure, and works closely with Professor John Hattie on research-informed approaches to resilience and wellbeing in education. After sustaining a life-changing brain injury in 2008, Scott rebuilt his life through rehabilitation and determination. He is the founder of the CRASHING INTO POTENTIAL framework, which equips young people with practical tools around mindset, choices, goals and perseverance, and delivers keynotes, workshops and professional learning across Australian schools.

Social media: @theinjuredbrain

Website: scottbharris.com.au

CRASHING INTO POTENTIAL: Turning Adversity into Measurable Impact

In this joint session, Scott B Harris and Professor John Hattie explore how resilience can be taught, embedded, and measured in schools. Born from lived experience and validated through research, Crashing Into Potential was evaluated using two standardised resilience scales and achieved a mean effect size of 0.65. Together, they unpack what this means for classrooms, discuss neuro-inclusive design, and show how wellbeing can move from inspiration to evidence-based practice.



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Sebastian Björnhammer

PhD and National ULF coordinator

Sebastian Björnhammer is the National Coordinator of ULF (Education, Learning, Research). He has 15 years of experience as a teacher and several years working in school–university collaboration. He holds a PhD in science education, focusing on scientific inquiry as a knowledge-oriented learning objective in secondary education. Sebastian is committed to strengthening the ULF infrastructure to enable knowledge production grounded in the school professions' need for new knowledge in relation to the existing body of research.

Social media: [linkedin.com/in/sebastian-bjornhammer-77166222a](https://www.linkedin.com/in/sebastian-bjornhammer-77166222a)

The Ecosystem of Knowledge Production in Educational Sciences

Drawing on research within ULF (Education, Learning, Research), this session explores the ecosystem of knowledge production in educational sciences. ULF studies show how research–practice partnerships create new knowledge grounded in the school professions' needs and the existing body of research. In this process, the school professions are producers of knowledge. In the context of evidence-based practice, the session highlights scientific processes that reach beyond isolated studies to explore the meaning of a scientific foundation.



Stuart Kime

Professor and Director, EBE

Stuart is a teacher, leader, researcher and professional learning designer. He believes the science of learning is so much more than the cognitive stuff, he loves cooking and cycling, and forever feels that he's only just scratched the surface of what he wants to learn about teaching.

Social media: [linkedin.com/in/stuart-kime-ebe](https://www.linkedin.com/in/stuart-kime-ebe)

Website: evidencebased.education

Evidence-based professional learning

What does it mean to be 'evidence-based' as an educator? And what is 'evidence-based professional learning'? These are the two questions Stuart will answer in this session.



Tanja Nymark

PhD and Educational Developer at Vetenskapens Hus (KTH & Stockholm university)

Tanja Nymark holds a PhD in astronomy and has dedicated much of her career to outreach, aiming to inspire children of all ages with the wonders of astronomy and physics. She currently works as a lecturer and educational developer at Vetenskapens Hus, a science education center in Stockholm. There, she coordinates physics activities for visiting school groups and is actively involved in K-ULF, a project focused on practice-based research in education.

Social media: [@vetenskapenshus.se](https://www.instagram.com/vetenskapenshus.se) (Instagram)

Website: kth.se/k-ulf • vetenskapenshus.se

Inspiring Young Minds: Using Space as a gateway to STEM

Space captivates the imaginations of children and youth everywhere, sparking their curiosity and passion. By integrating space technology with all STEM disciplines, we empower young minds to explore the universe. In this session, we will present two studies: one exploring the synergy between space and programming, and another examining how children grasp the concept of orders of magnitude. Join us on this exciting journey of discovery and learning!

Co-presenter: Cecilia Kozma



Thomas Johansson

Mathematics teacher at Tegelbruksskolan, Klippan, Sweden

Worked as a teacher for 20 years in mathematics and physics. Has a great interest in practical work. Teaches mathematics and electrical subjects at high school where we work interdisciplinary between mathematics and vocational subjects.

Interdisciplinary teaching that works: Mathematics and electrician knowledge

The presenters will describe a collaboration between a mathematics teacher, an electrician teachers, and a researcher. In our talk we will provide examples of how it is possible to carry out inter-disciplinary teaching. The talk will have an emphasis on what kind of knowledge that students get the opportunity to learn, but also on organisational aspects.

Co-presenters: Jöran Dabl and Lisa Björklund



Tobias Richard

PhD and Researcher and lecturer at the Centre for principal development at Umeå university

Tobias Richard is a sociologist and researcher in educational leadership. He recently completed his PhD at Umeå University, where his dissertation examines why novice school leaders change jobs and how organizational and working conditions shape leadership sustainability. His research combines large-scale quantitative data with qualitative analyses and focuses on school leadership turnover, working environments, and the conditions required for sustainable school organizations.

Website: tobiasrichard.com

Why Do New School Leaders Leave? What Research Tells Us About Sustainable Leadership

Why do newly appointed school leaders choose to leave their jobs, often within just a few years? Drawing on his PhD research based on national register data, surveys, and interviews, Tobias Richard explores how organizational conditions, workload, and working environments shape leadership sustainability. The session discusses what distinguishes sustainable school organizations from those that drive turnover, and what school systems can do to create conditions where leaders can stay, grow, and lead effectively.



Veronica Sülau

PhD and Project leader at Lärarstiftelsen

Veronica Sülau is a licensed and experienced teacher in English, Mathematics and Science as well as a special education teacher. She has a PhD in pedagogical work. Veronica works as a researcher and development leader at Frida Professional, and as a project leader of proven experience at Lärarstiftelsen. Her research is linked to pedagogical work and action research with a special focus on school development, professional learning and professional learning communities among teachers and leaders.

Creating a platform for teachers' proven experience

In this session, we will present the project on proven experience. We will provide background on the project, the purpose and aim of the work and give examples of how the work is carried out together with teachers. The presentation will be held in Swedish.

Co-presenter: Malin Tufvesson



K-ULF

Practitioner based research initiative

K-ULF is an arena for participatory, practitioner-based research in STEM education, involving teachers, student teachers, teacher educators, school leaders, and researchers. It is hosted by the Department of Learning at KTH Royal Institute of Technology in collaboration with Haninge, Värmdö, NTI, Vendestigen, Stockholm City, Lidingö, and Nynäshamn.

K-ULF: kth.se/en/k-ul

K-ULF the Swedish model for participatory practitioner-based research in STEM at KTH Royal Institute of Technology

Swedish schools are mandated to use evidence-informed practices, yet research often remains inaccessible or insufficiently relevant to educators. To bridge this gap, the government has introduced practitioner-based research initiatives, including the successfully evaluated K-ULF model. This presentation highlights and key findings from several research and development initiatives. Offering insights into how participatory practitioner-based collaborative research can strengthen the connection between research and educational practices in STEM education.



SPSM, Skolforskningsinstitutet och Skolverket

The Swedish National Agency for Education ensure that all children and students have access to the same high-quality standard of education in secure environments.

The National Agency for Special Needs Education and Schools ensure that children, young people and adults – regardless of functional ability – have adequate conditions to fulfil their educational goals.



The Swedish Institute for Educational Research promote and encourage learning and development to improve children's and pupil's learning outcomes.



Känner du Sveriges bästa tekniklärare?

Nominera en behörig tekniklärare i grund- eller gymnasieskola som uppvisar engagemang, nytänkande och utveckling av undervisning som är relevant i en tid präglad av snabb teknikutveckling till IVAs Lärarpris i Teknik.

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