

research  **ED**  
Scandinavia 2023

# Scandinavia in Haninge

FREDRIKA BREMERGYMNASIET

Haninge  
kommun



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#rEDScand23 • #rEDHan

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Fredrika Bremergymnasiet 6 May 2023

**Scandinavia 2023**

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ED**



# 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! WE HAD A VIRTUAL AND NOW WE ARE BACK ONSITE and ONLINE! HYBRID!

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 O'Shea**  
Founder



**Dr Eva Hartell**  
Ambassador for researchED  
in Scandinavia

## Welcome to Haninge



We are very honored that Haninge municipality has been given the opportunity to host researchED Haninge for the sixth time! We believe that working out what works together is the way forward. We are committed to developing

what and how our pupils learn, and by embedding formative assessment practices enabling us to better adapt what happens next to meet learners' needs. We understand the value of continuing evidence informed professional development and the importance of inspiring practices in the classrooms and beyond. We hope that you will enjoy the 2023 researchED Scandinavia conference. researchED – a movement and organization whose values we try to embrace.

Due to the unprecedented times during the pandemic, we decided to go virtual in 2021. It was a great success and by making it accessible to more people we had attendees from around the Globe. We are delighted to be back on site at Fredrika Bremergymnasiet and meet in person. However, learning beyond borders and bringing people together from around the world is more important than ever, so this time we are delighted to be able to offer livestreaming as well.

We look forward to meeting you, and hope that you will enjoy today's exciting presentations and participate in stimulating conversations that will continue beyond this day. We hope that you leave this day full of creative ideas to take into the future.

**Mr Henrik Lindh**  
Head of Department for 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.



Evidence Based  
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# 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.



SKOLFORSKNINGS  
INSTITUTET

Skolforskningsinstitutet verkar för att undervisningen i förskolan och skolan bedrivs på vetenskaplig grund. Det gör vi genom att sammanställa forskningsresultat och fördela forskningsbidrag för praktiktäna skolforskning.

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Skolforskningsportalen.se – Läs, lyssna och inspireras!

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[www.skolfi.se](http://www.skolfi.se)



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@skolforskningsinstitutet

# Speakers and Sessions

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## Ernest Ampadu

Associate Professor, KTH Royal Institute of Technology

Ernest Ampadu is an Associate Professor in Mathematics Education at the Department of Learning, School of Industrial Engineering and Management, Royal Institute of Technology- KTH, Sweden. Before joining KTH, Ernest worked as a senior lecturer at the Department of Teacher Education Education, University of Ghana. He also worked at the Richmond International University in London as an Assistant Professor of Mathematics and as a lecturer of mathematics and mathematics education at Anglia Ruskin University. Ernest's principal research interests lie in the field of Mathematics Education (curriculum development, assessment, pedagogy, and policy), students learning experiences and teacher development.

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## Jannica Andreasson

Head of Compulsory school Haninge Municipality

Currently Head of Primary Schools in Haninge municipality. Worked as a teacher in technology, mathematics, and science in junior high school. Always with a great curiosity about teachers impact on students learning and with a great interest in school development. Works currently to achieve greater equality by creating a clear structure for development. Strives to create standards and consensus throughout the education system by building networks and collegial learning.

**How a development organization can promote increased equality and quality and create an education that benefits every student.**

Topic of session: How a development organization can promote increased equality and quality and create an education that benefits every student. The content of the lecture will be management, organization and development. A summary of a long-term development work with a future perspective. The presentation will address questions about the future, how we develop our processes, how we can structure our work and how we work with competence provision.

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## Maria André

Professor, Department of Teaching and Learning, Stockholm University

Maria André is professor of science education at the Department of Teaching and Learning, Stockholm University and visiting professor at Mid Sweden University. She is also one of the scientific leaders of Stockholm Teaching & Learning Studies, head of the Graduate School for Teachers in Subject Didactics, and project leader of the participation of Stockholm University in the national program for research collaborations between schools and academia

(ULF försöksverksamhet). Her research focusses on student participation and learning in science education, particularly in relation to questions of curriculum, scientific literacy and citizenship. The overall aim of her research is to contribute to the development of theory relevant to teachers.

[www.su.se/english/profiles/marand-1.186457](http://www.su.se/english/profiles/marand-1.186457)

## Challenges of scientific literacy in Science Education

This session addresses questions concerning what kind of scientific literacy practices should be developed in compulsory science education. Science education aims at educating students to become scientifically literate citizens. The curricula emphasize supporting the development of student capabilities for participation in democratic society including critical examination and capabilities for decision-making in relation to many aspects of life. What is relevant in a society permeated by social media and affected by climate crises, pandemics and war? What kind of scientific literacy events will a young person need to be able to deal with in today's society?

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### Mathilda Appelgren

Physical education teacher, Fredrika Bremergymnasiet

Mathilda Appelgren has worked as a teacher in physical education and health since 2011 at Fredrika Bremergymnasiet. 2007 Mathilda graduated from the School of Sport and Science in Stockholm. Between 2019–2022 she was involved in ULF.



### Béatrice Gibbs

(fil.lic.) Lektor, Fredrika Bremergymnasiet

Béatrice Gibbs has worked as a teacher in physical education and business economics since 2008 at Fredrika Bremergymnasiet. In 2014 Béatrice took her licentiate degree and since then she also works as a lecturer with different assignments for the municipality. Between 2019–2022 she was involved in ULF.



### Hanna Mulder

Physical education teacher, Fredrika Bremergymnasiet

Hanna Mulder has worked as a teacher in physical education since 2011 at Fredrika Bremergymnasiet. 2008 Hanna graduated from the School of Sport and Science in Stockholm. Between 2019–2022 she was involved in ULF

## When students are allowed to make a specialization choice in physical education

The purpose of our practical study was to investigate the effect of students' self-determination (specialization choice) upon participation, motivation, engagement, goal attainment and grade level. Five classes at Fredrika Bremergymnasiet in Haninge were included in the study. In the beginning of autumn 2020, the students had the opportunity to make a choice between different specializations as a starting point for the learning objectives in movement and physical activity in the subject physical education. The specialization meant that the student studied the subject according to the syllabus and the central content, but the design of the learning activities was based on the chosen focus.



## Alva Appelgren

Author of the book *New Perspectives on Learning – Cognitive Science for Teachers*.

Alva Appelgren has a PhD in Cognitive Neuroscience from Karolinska Institutet. She studied how feedback influences cognitive performance and motivation. Alva is the author of the books "Nya perspektiv på lärande - kognitionsvetenskap för lärare" and "Motiverad: Feedback mindset och viljan att utvecklas". She is a TEDx speaker and a frequently booked lecturer.

 [AlvaAppelgren](#) • [www.alvaappelgren.com/](http://www.alvaappelgren.com/)

### New Perspectives of Learning – Cognitive Science for teachers

The research field Cognitive Science includes a number of different disciplines such as psychology and neuroscience. In this session Alva Appelgren will deepen our understanding of cognitive science and research related to learning. She will talk about genetics, motivation, feedback and memory and the benefits in teaching these areas during teacher education and how that can benefit future students. Alva will give some examples of how cognitive science confirms established learning theories and when cognitive science can explain common myths on learning. This presentation is suited for teachers of preschool up to upper secondary education.



## Per Båvner

Senior officer at Swedish Teachers' Union (Sveriges lärare)

Per Båvner has a PhD in Sociology and works as a senior officer at Swedish Teachers' Union (Sveriges lärare). He has a background in teacher education at Stockholm University and Karlstad University.



## Sally Windsor

Sally Windsor is a Senior Lecturer in the IDPP, University of Gothenburg. Having come from Australia, she spent a number of years lecturing at the Melbourne Graduate School of Education where she taught Educational Foundations, Pedagogy, Geography, Indigenous Education, and the Sociology of Education to preservice teachers. Currently Windsor teaches Education for Sustainable Development courses, International and Global Education and educational research methods courses. Windsor's research interests include inequality and the unequal provision of school education, sustainability education in schools, social sustainability, international teacher workforce and policy comparisons, and the implications of globalization on school education.

### Induction and mentoring of new teachers in the Nordic countries Nordic e Nordic

This seminar introduces an overview of the current situation in the Nordic countries regarding induction and mentoring of new teachers and the historical development which has led to the current state of art. Induction aims for teachers to develop and strengthen their professional identity and to get into the professional everyday life at school. The project "New Teacher and Induction (NTI)" is rooted in a number of consecutive cross-sectorial network projects on induction and mentoring in five Nordic countries: Denmark, Estonia, Finland, Iceland, Norway and the Nordics.



## Maria Bengtsson Hurtig

Development Manager, SENCO. Sorunda RO Nynäshamns Municipality

Maria has served as a vice principal/development manager at a problem ridden school helping to turn it from chaos to positive results. She argues to focus a welcoming climate as well as teaching and support in the first year as lever for development. When children succeed and achieve the right prior knowledge in the first year their motivation increases. Raising levels from the start leads to raised expectations among teachers. Maria has worked from preschool to grade 9 in private as well as public schools. Apart from studying teaching and special education she has a background in economics and Chinese language.

 [mariabengtsson2](#) • [www.kulturpedagogik.se](http://www.kulturpedagogik.se)

### From chaos to raised standards - a case in Nynäshamn

Maria will analyse the journey of school development from chaos to raised standards in Sorunda. Proof of the development navigates the way into the world of research which has served to help: How to understand our context. How to create the welcoming climate through support and structural change. How to assess in the first year to challenge pupils and to visualize development. How to connect the abstract and concrete reality in order to be explicit in the classroom. How guided play is used for inclusion, leadership and flow. How to create structure, variation, and progress around play.



## Jessica Berggren

Lektor Hjulsta grundskola and researcher Department of Teaching and Learning, Stockholm University

Jessica Berggren is a language teacher and researcher. She works with the network for English and Modern languages in Stockholm Teaching & Learning Studies and teaches French and English in a lower secondary school. Her research interests involve task design, oral interaction, L2 writing and peer review.

 [jecka\\_b](#)



## Silvia Kunitz

Associate Professor, Linköping University

Silvia Kunitz completed her PhD at the University of Illinois at Urbana-Champaign and currently works at Linköping University. In her conversation-analytic research she explores how language learning environments are organized and how students and teachers do learning/teaching/testing as socially situated activities in and through embodied talk-in-interaction. In recent years Silvia has been part of the network for English and Modern Languages at Stockholm Teaching and Learning Studies, focusing on task design and oral interaction.

### From monologues to dialogues: Interactional competence and task design

How do we get pupils to really talk to each other in the language classroom? In this session we present findings from a five-year project in which teachers

and researchers worked together to improve pupil-pupil oral interaction. The background is that oral classroom activities tend to elicit so called parallel monologues or unauthentic exchanges of fixed phrases. By designing, testing, and revising tasks in several subprojects we have seen that problem-based tasks that include physical objects prompt collaborative and co-constructed pupil-pupil conversations. Find out how “What happened to Kim?” and “The excavation” get pupils to talk!

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## Michael Chiles

Assistant Principal & Principal Examiner. The King's Leadership Academy

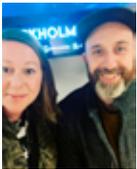
Michael is an experienced Senior Leader and Principal Examiner. He has delivered training Nationally and Internationally to support teachers in their approaches to implementing effective assessment and feedback practices. In his debut book with John Catt 'CRAFT', Michael has written about the importance of school leaders cultivating the right conditions to enable teachers to use assessment as a tool to support learning, in and out of the classroom, to support pupils in closing the knowledge gap. This was followed up with 'The Feedback Pendulum' in January 2021, his manifesto for enhancing feedback in education. Michael also sits on the Chartered College of Teaching Council.

 [m\\_chiles](https://twitter.com/m_chiles) • [www.geoghod.com](http://www.geoghod.com)

### Powerful Questioning

In this session, Michael will unpick the five core principles to delivering powerful questioning in the classroom to drive learning and retention over time. Michael will consider how questioning can be used as a mechanism to check for understanding both in and between lessons alongside how building a culture beforehand is important to delivering powerful questions.

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## Marcus Danielsson and Anna Danielsson

Lead teacher and CPD coach

Anna and Marcus Danielsson are siblings who for many years have shared a great interest, more precisely discussions about what works in school and how we as teachers can support our own continuing professional development. Together they have started a blog as a way of bringing their ideas together.

Anna works with professional development for schools in Haninge municipality and Marcus works with professional development for schools in Södertälje municipality. Marcus has completed a master's degree in didactics and more specifically about teacher's beliefs about knowledge.

 [FortBildaskolan](https://twitter.com/fortbildaskolan) • [www.fortbildaskolan.com](http://www.fortbildaskolan.com)

### Get their attention! Why attention is the foundation of learning.

We want to draw attention to why attention is necessary but not sufficient for learning in the classroom. Learning is closely linked to memory and cognitive science tells us that we can't learn (remember) anything if we don't think about it. But if we want students to think about important subject knowledge and skills, we first have to get their attention and motivate them to sustain it for the whole lesson. We will discuss how some pedagogical principles and practices related to attention are fundamental if we want to create a classroom focused

on learning. We will touch on topics such as background knowledge, habits of attention, learning targets and success criteria, intro- and exitpass, rules and relationships and the importance of explicit and formative teaching.

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## Pedro De Bruyckere

Lecturer and researcher, Utrecht University, Head of LeerPunt

Pedro De Bruyckere is a Flemish educational scientist living in Ghent, Belgium. He is the co-author of several books on youth and education and is an international public speaker on education. One of his strongest points is that he is funny when explaining serious stuff. He co-wrote the popular “Urban Myths About Learning and Education” books with Paul Kirschner and Casper Hulshof. He is also an avid blogger on new research in education at <http://TheEconomyOfMeaning.com>. In Summer of 2022 he published a follow-up book to his *The Ingredients for Great Teaching*, called *The Psychology of Great Teaching*.

 [thebandb](#) • [www.theeconomyofmeaning.com](http://www.theeconomyofmeaning.com)

### The Psychology of Great Teaching

Erik Erikson once said that crisis means growth. If this is the case, psychology as a science has been growing a lot in the past decade. The replication crisis has had devastating effects. Insights that looked certain are gone, while others have received even stronger evidence. In his talk, Pedro De Bruyckere will discuss the findings from the forthcoming book *The Psychology of Great Teaching* in which he and his co-authors give a roundup of (almost) everything teachers and school leaders need to know about the current scientific knowledge in psychology.

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## Håkan Elderstig

Håkan teach technology and construction at SSIS in Kista, City of Stockholm. He is an experienced supervisor for teacher student, and he also supports teachers-students in their Master thesis work.

 [Elderstig](#) • [www.wikiskola.se](http://www.wikiskola.se)

K-ULF:  [kulf\\_ulf](#) • [www.kth.se/k-ulf](http://www.kth.se/k-ulf)

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## Jonathan Firth

Senior Teaching Fellow, University of Strathclyde, Scotland

Dr Jonathan Firth is a senior teaching fellow at the University of Strathclyde, and previously worked as a secondary school teacher for many years. His research interests include the psychology of cognition and metacognition, study skills, learning theories, and the cognitive basis of creativity. He writes school psychology textbooks and education support books, including ‘Psychology in the Classroom’ (with Marc Smith), ‘How to Learn’, and ‘The Teacher’s Guide to Research’. He also sends a free weekly newsletter on memory and metacognition which can be found at [firth.substack.com](http://firth.substack.com).

 [JW\\_Firth](#) • [www.jonathanfirth.co.uk](http://www.jonathanfirth.co.uk)

## Tackling Misconceptions About How to Study

Most students fail to spontaneously adopt effective study behaviours in their self-regulated learning. This may in part be due to flawed metacognition, including misunderstandings of which techniques will best support longer-term retention and transfer of learning. Evidence-based techniques such as spacing out practice, variation and retrieval are especially misunderstood. In this session, I will explain why misconceptions arise among students, and discuss powerful ways of supporting them towards better metacognition and more effective study habits.



### Elin Gawell

PhLic, math teacher at Gustavsbergs Gymnasium and math ed developer at Värmdö kommun.

Elin Gawell is a math teacher at Gustavsbergs Gymnasium and a math education developer at Värmdö Kommun. After earning a PhLic in pure mathematics, Elin was inspired to spread the joy of math and pursued a career in teaching. Currently, Elin is participating in K-ULF, a project for practice-based research. Motivated by the belief that everyone has the right to learn and the possibility to discover the beauty of mathematics, Elin strives to combine creativity with structure to achieve this goal. Elin also finds great joy in seeing her students experience aha-moments, those enlightening moments when a concept clicks and understanding dawns.”

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### Joshua Goodrich

Steplab, Founder and CEO | Deputy Principal, Aim North London

Founder/CEO @Steplab\_co | DP at Aim North London, English teacher, former MAT PD Lead | Blog <http://notes.steplab.co>

 [josh\\_CPD](#) • [www.steplab.co](http://www.steplab.co)

#### The Science of Instructional Coaching: From Simple to Complex

We will cover what the evidence tells us about instructional coaching: what it is and how to implement it effectively in schools. We will begin with a simple model of coaching and build it up in complexity, highlighting various sources of evidence (eg. how cognitive load constraints mean that practise is best conducted outside the classroom), and ending with a model of responsive instructional coaching which has the potential to help any teacher to improve.



## David Goodwin

Assistant Principal

David is an Assistant Principal, a Geography Teacher, and a writer and illustrator of education ideas. He is also a specialist leader of education (SLE) and evidence lead education (ELE). His debut book, co-authored with Oliver Caviglioli, was 'Organise Ideas, Thinking by Hand and Extending the Mind'. He also wrote and illustrated Annie Murphy Paul's the Extended Mind in Action alongside Emma Turner and Oliver Caviglioli and, more recently, Year One with Michael Chiles. David has a background in graphic design. You can find him on Twitter.



### The Extended Mind in Action

In this session, David Goodman the co authors of 'The Extended Mind - In Action' explain how teachers can benefit from the concept of the extended mind and explore how to integrate the ideas practically in the classroom. Building on the original book by Annie Murphy Paul, this session will look at how to take ideas and research from philosophy, cognitive science and evolutionary psychology to understand aspects of how humans learn, and look at how we can translate this into effective classroom practice.





## Beth Greville-Giddings

Learning and Development Lead, Raleigh Education Trust

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

 [bethgg](#) • [www.impressionthatiget.wordpress.com/](http://www.impressionthatiget.wordpress.com/)

### Rethinking CPD Evaluation

How can we take what we know about effective CPD and the way we learn to inform how we evaluate, and evaluate better? The focus on professional development as a means to educational improvement has never been greater, but how do we know what we're doing is working? This session will connect CPD process and models of teacher learning, with what we know about evaluating impact, and introduce a conceptual model of CPD evaluation that moves away from a detached tick-box exercise to an integrated process.



## Eva Hartell

Dr, Head of research at Department for Education in Haninge and researcher at KTH Royal Institute of Technology. Coordinator K-ULF.

Dr Eva Hartell is currently Head of Research in Haninge municipality and researcher at KTH Royal Institute of Technology. Eva is involved in several national and international practitioner-based research and development projects focusing bridging teaching and learning, such as ATS STEM and K-ULF, working closely with teachers and schools with the purpose of bridging teaching and learning in general and primarily in STEM education.

 [EvaHartell](#) • <https://www.kth.se/profile/chartell>

### Comparative judgement- digital facilitator for collaborative assessment

Comparative judgement has risen as an alternative assessment method for assessing competences and performances. This iterative process results in a collective professional consensus with high reliability and can be facilitated by digital tools providing promising results on how to facilitate increased affordances for teachers' assessment practices for the sake of learning. This session provides an overview of comparative judgement and how it can be applied in various collaborative settings, e.g., as a facilitator for peer assessment for both students and teachers with examples primarily undertaken in STEM education.

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## Claire Hill

Strategic Director at Steplab

Claire Hill is Strategic Director of Steplab and supports schools, trusts and training organisations to implement effective teacher development programmes with a core focus on instructional coaching. She is a former Trust Director of Improvement having led on teaching, curriculum and professional development, and continues to work with schools and trusts to support long-term, sustainable school improvement. Claire is also co-organiser of researchED Kent, an Expert Advisor for Ambition Institute's suite of NPQS, the Standards Officer for Litdrive, and is the co-author of 'Symbiosis: The Curriculum and the Classroom' with Kat Howard.

 [claire\\_hill](#) • <https://steplab.co/>

### Curriculum: From Page to Practice

With the premise that curriculum development and teacher development go hand in hand, this session will explore how we can support teachers to develop and deliver an effective curriculum.

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## Åsa Hirsh

Associate professor University of Gothenburg

Åsa Hirsh is an associate professor at the University of Gothenburg, where she works issues of school development and leadership. Her research interest is in the intersection between the school's core processes of teaching and assessment, and principals' and middle leaders' leadership of such processes from a relational and situated perspective.



## Anette Jahnke

Researcher/project leader at Ifous and senior lecturer at Gothenburg University

Anette Jahnke has a broad experience of school development, from the classroom and organisational level to the policy level. Her interest in research concerns tacit knowledge, professional judgement and practical wisdom. She teaches and conducts research as a senior lecturer in pedagogy at the University of Gothenburg. She also works as a researcher in and project leader of R&D-programs at the research institute Ifous. She is an author of several books aiming at deepening the knowledge of professional judgement in the school practice.

 [anettejahnke](#) • <https://www.gu.se/om-universitetet/hitta-person/anettejahnke>

### Focus Instruction: An inside-out perspective

Shaping and developing instruction that meets the needs of a particular school's student base is probably one of the most important and perhaps most obvious tasks that the school's professionals face. However, this seemingly obvious task is not always self-evident. In this session, Åsa Hirsh and Anette Jahnke discuss what obstacles there may be, but above all how obstacles can be overcome so that needs-based instructional development becomes a reality.



## Maja Holmqvist

Erasmus+ Programme officer

Maja Holmqvist is an Erasmus+ programme officer at the Swedish Council for Higher Education. She works with mobility projects within the school sector. She has previously worked as an arts teacher in upper secondary education.



## Susanne Ribbesjö

Erasmus+ Programme officer

Susanne Ribbesjö is an Erasmus+ programme officer at the Swedish Council for Higher Education. She works with partnership projects and coordinates the school sector. She has previously worked as a language teacher in upper secondary education and at the teacher training program at Stockholm University.

<https://www.utbyten.se/>

### Erasmus+ and other possibilities of internationalization in education

International projects can serve both as an inspirational source of new knowledge for individual participants as well as an instrument for development of educational practices and institutions.

This session presents the international programs available for organisations within the educational field that are administered by the Swedish Council for Higher Education. The presentation will focus on opportunities in the Erasmus+ programme and how Erasmus+ projects can support competence development and contribute to systematic quality development.



## Anette Jahnke

Researcher/project leader at Ifous and senior lecturer at Gothenburg University

Anette Jahnke has a broad experience of school development, from the classroom and organisational level to the policy level. Her interest in research concerns tacit knowledge, professional judgement and practical wisdom. She teaches and conducts research as a senior lecturer in pedagogy at the University of Gothenburg. She also works as a researcher in and project leader of R&D-programs at the research institute Ifous. She is an author of several books aiming at deepening the knowledge of professional judgement in the school practice.

 [anettejahnke](https://twitter.com/anettejahnke) • <https://www.gu.se/om-universitetet/hitta-person/anettejahnke>

### To trust, or not to trust the elusive concept of proven experience, that is the question

What is proven experience? Does its meaning have any bearing on whether students learn? The lecture presents three perspectives on proven experience: personal professional knowledge, practice and documented development work. The perspectives provide practical guidance for dialogue, reflection and action to value, trust, use or create proven experience in schools.

# Tillsammans bildar vi Sverige.

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## Maria Jelmini

Science journalist at Svenska Dagbladet

Maria Jelmini is a science journalist at Svenska Dagbladet, and author of the book *Supermetoderna – forskarnas bästa knep för att lyckas i skolan*.

Her central question: how can students learn more effectively?

Maria has contacted researchers all over the world in psychology, neurology and pedagogy, to get an answer.

Her interest in learning was awakened when she covered education issues as a journalist. During visits to many schools in Sweden and Europe, she realized that many students lack the tools to study effectively. This laid the foundation for her book *Supermetoderna* and Maria's continued journalistic work with a focus on scientifically proven effective learning.

 [sundenjelmini](#) • [www.supermetoderna.se](http://www.supermetoderna.se)

### Yes, super methods of learning exist!

Just because we believe that we are learning, doesn't mean we are.

But there are scientifically proven methods that increase learning. Researchers around the world know quite well how students can study more effectively and learn more - without spending more time.

In her session, Maria Jelmini goes through the research behind effective learning and why certain methods work. Why should teachers mix fields more? And how can a mental image work as a cheat sheet on the exam?

Maria delivers research-based tools that can be used in teaching or distributed to students to use at home or in the classroom.



## Kate Jones

Senior Associate for Teaching & Learning with Evidence Based Education

Kate Jones is an experienced teacher and leader. Kate began her teaching career, as a teacher of history, in 2010 in the UK. In 2016 Kate relocated to teach at a British curriculum school in Abu Dhabi, returning to the UK in 2021. Currently, Kate is

Senior Associate for Teaching and Learning with Evidence Based Education. In addition to this role Kate has authored seven books, including the Retrieval Practice collection with three more books set to published. Kate is a writer for the TES and other educational magazines. Kate is very active on social media; you can find her on Instagram and Twitter

 [KateJones\\_Teach](#) • [www.lovetoteach87.com](http://www.lovetoteach87.com)

### Embedding Retrieval Practice

The session will combine evidence published about the benefits of retrieval practice in addition to my own reflections and experience as a classroom teacher. The session will begin by exploring research on working memory and long-term memory and what the implications for the classroom are. This will be followed by a discussion of multiple-choice question design, cued recall, free recall and verbal retrieval practice.



## Paul Kirschner

Emeritus professor at the Open Universiteit / Guest professor at Thomas More University of Applied Sciences / Owner kirschner-ED

Paul A. Kirschner, dr.h.c. is Emeritus Professor of Educational Psychology at the Open Universiteit (Netherlands), Guest Professor at the Thomas More University of Applied Science (Belgium), honorary doctor at the University of Oulu (Finland) and owner of kirschner-ED. He has published ±400 articles on learning and instructional design and is a prolific translator of educational research for teacher use. His most recent books are: *How Learning Happens: Seminal Works in Educational Psychology* and *What They Mean in Practice*, *How Teaching Happens: Seminal Works in Teaching and Teacher Effectiveness* and *What They Mean in Practice*.

 [P. A. Kirschner](https://twitter.com/P_A_Kirschner) • [www.kirschnered.nl](http://www.kirschnered.nl)

### What has cognitive psychology ever done for us as teachers?

When asked what educational- and cognitive psychology have given us I always think back to Monty Python's *Life of Brian* where John Cleese asks the, seemingly rhetorical, question "What have the Romans ever given us?". The answer ends up: "Alright! – but apart from the sanitation, medicine, education, wine, public order, irrigation, roads, freshwater system and public health, what have the Romans ever done for us?"

Why? Because since the cognitive revolution in psychology where what happens in our heads while learning moved from a behaviouristic black box to a translucent/transparent view of learning. Starting with George Millier's famous paper, "The Magical Number Seven, Plus or Minus Two..." that humans can effectively process no more than seven units, or chunks, of information, plus or minus two pieces of information, at any given time CogSci has initiated breakthroughs with respect to meaningful learning, information processing, dual coding, cognitive load, and desirable difficulties (Robert and Elizabeth Bjork) just to name a few giants and what they have done for us as teachers and researchers.

In my session I'll be discussing what learning is (as opposed to achievement), some of the giants upon whose shoulders we stand, and what their effects are on how we (should) teach.

### Good teaching is often counterintuitive: Paradoxes in teaching

If you just use your common sense then it all seems so simple. This applies to 'ordinary life' but also to education. Are the students not motivated to learn? Then let them decide for themselves what they want to do and learn and it will happen automatically. NOT! Teaching, and actually education, is often paradoxical and counterintuitive. Good teachers, for example, know what to do in situations where they don't know what to do. Why? They know how their students learn, which pedagogy and learning strategies can be linked to this, deeply know and understand the subject are they're teaching, which tools must be used where and when, and are pedagogically competent. This is just one of the paradoxical/counterintuitive aspects of being a teacher. Others are, for example, to learn well you have to make learning difficult but in a good way, what's good for performance (on a test) is often not good for true long-term learning, or that being active in class often does not lead to learning. I'll discuss these and more paradoxes in this session.



## Torkel Klingberg

Professor, Karolinska Institutet

Torkel Klingberg is professor of cognitive neuroscience at Karolinska Institutet. His research on children's development and brain training is at the international forefront. He has received several scientific awards, and in 2022 he received the Educational Literature Society's special award for "spreading knowledge through his writing and through contacts with the school about how learning works in the interaction between psychology and neuroscience".

 [TorkelKlingberg](https://twitter.com/TorkelKlingberg) • [www.klingberglab.se](http://www.klingberglab.se)

### Digital learning of the future

Computers and the Internet have changed every part of our society and it is impossible to summarize all the consequences. Where to start? Torkel Klingberg describes from his own field of research, the cognitive aspects, and describes the latest research on how digitization affects working memory, ability to concentrate and learning. Digitization is a transformative revolution with both good and bad sides. It is only when we have identified the negative sides that its potential can really be discerned, and that is when we can see how much development and what opportunities we have ahead of us.

Possible challenges and improvements are highlighted, where digitization and AI run as a common thread that will affect both our learning and society.



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## Cecilia Kozma

Project manager, K-ULF, KTH

Cecilia Kozma is the project manager for the K-ULF project at KTH. She has a background in engineering, a PhD in astronomy and many years of experience in education, both at K-12 and university level. As educator and director of Vetenskapens Hus, a science education center, during many years she got the opportunity to work with teachers and students of all ages. She is the manager of ESERO Sweden, a project that inspires and increase knowledge in the STEM-subjects using space as a context. At KTH she is a lecturer and supervises Master thesis work at the teacher education program.

K-ULF:  [kulf\\_ulf](#) • [www.kth.se/k-ulf](http://www.kth.se/k-ulf)

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## Mikko- Jussi Laakso

Turku Research Institute for Learning Analytics, University of Turku

Associate professor Mikko-Jussi Laakso (PhD) is the Director of the Turku Research Institute for Learning Analytics at the University of Turku, Finland. His main research interests are Learning analytics, Computer Assisted Learning, Math & Programming Education, Gamification, Learning Design, Learning at Scale, Learning Difficulties & Losses, Knowledge management, Machine Learning & AI in Education. He has 20 years of experience from university and research-based development of education through educational technology solutions. The institute is developing the UNESCO awarded #1 digital learning platform in Finland: ViLLE – the collaborative education tool. The unit is developing a unique nationwide Teaching and Learning ecosystem of Teaching and Learning to tackle education system disruptions with the teachers, the education field authors and researchers.

<https://scholar.google.com/citations?user=rEAcn1UAAA&hl=en&coi=aotrla.fi>

### Enhancing the education system with Teaching and Learning Ecosystem with Learning Analytics: A success story from Finland

The Research Institute for Learning Analytics at the University of Turku, Finland, received the UNESCO King Hamad Bin Isa Al-Khalifa Prize for the use of ICT in Education in 2021. The institute aims to advance the utilization of education technology and learning analytics for the entire span of the Finnish education system. The institute is a multidisciplinary research unit and main research areas are eAssessment, blended learning, math & programming education, gamification, digital pedagogies, learning analytics, machine Learning & AI in Education. It works in tight conjunction with the Finnish schools and institutions, Finnish education authorities to utilize research-based methods in teaching and learning in Finland, and serves as a national hub in its research field. The presentation starts with short introduction to the topics followed by describing "From teachers to teachers" – initiative. After that, Finnish success stories are presented. The final part of the presentation is focusing on principles of developing research-based & data-inspired Teaching and Learning ecosystem at large scale.



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## Karl Larsson

Director of Education, Swedish National Agency for Education

Karl Larsson is a Director of Education at the Department for Curriculum at the Swedish National Agency for Education where he specialises in curriculum development. Karl was a teacher in social studies and history in upper secondary, before he moved on to teacher education and specialisation in curriculum theory, assessment, and grading.

### Bildung and Lgr22 - what, how and why in Sweden's latest curriculum reform

Bildung is like an old friend that has accompanied education since the days of the enlightenment, or even longer. Yet in spite of its historical traits it somehow refuses to stay in the past. Time and again Bildung makes itself relevant as a perspective that adds to our understanding of education and pedagogical practice. Even though the word "bildning" is only used once in the national curricula it certainly is a central tenet. Connected to Didaktik it moreover offers a way of understanding the latest reform Lgr22 that favours realization of some of its intentions.

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## Emma Leijnse

Reporter at Sydsvenskan, Malmö

Emma Leijnse is a journalist and author and has covered issues about schools and the educational system for almost 15 years. She has written three books on different aspects of education, mostly differences depending on gender and class: "Fördel kvinna" (2017, Natur&Kultur) and "I en annan klass" (2022, Natur&Kultur).



[EmmaLeijnse](#) • [www.sydsvenskan.se](http://www.sydsvenskan.se)

### The price of inequality

For over twenty years, the difference between Swedish schools has grown steadily, and faster than in almost any other western country. Students with low educated parents gather in some schools, students with highly educated parents go to other schools. What are the consequences of the growing gap - for the children, the schools, and the society?

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## Jonas Linderoth

Professor, Department of education, communication and learning, University of Gothenburg

Jonas Linderoth is appointed as professor in two subjects, Education and MEB (Media, aesthetics and narration). He has worked as a professor at the The School of Informatics at University of Skövde, the Department of education, communication and learning at the University of Gothenburg, and at the department of War studies at the Swedish defense university. Linderoth's research is mainly about the educational usage of games in various settings.



## Erik Winerö

Upper secondary teacher and PhD-student University of Gothenburg

Erik Winerö has worked as an upper secondary teacher for almost 20 years. Since a couple of years ago, he has also started a doctorate in applied IT towards education science where his research primarily focuses on how digital technology such as AI affects teaching and assessment practices in schools. Winerö has also, together with Jonas Linderöth been conducting research on how educational design based upon the notion of cognitive load theory affects educational practice in higher education.

 [winero.se](https://twitter.com/winero.se) • [www.winero.se](http://www.winero.se)

### The price of evidence-based education - What would it take to implement evidence-based practice in Swedish schools?

In this talk, Linderöth and Winerö discuss how the Swedish school market combined with a goal oriented curriculum obstructs the conditions for an evidence-based practice. Based on their chapter in the book “Skolan efter marknaden” (The school after the market) they share their thoughts on what would be required in order to enable evidence-based practices in Swedish classrooms.



## Marcus Lithander

Research Engineer and Instructional Designer

Marcus Lithander is an experienced instructional designer, educational developer, and researcher at the Royal Institute of Technology (KTH) in Stockholm, Sweden. He earned his Ph.D. in Applied Cognitive Psychology from the University of Massachusetts and has since focused his research on student learning, metacognition, educational misconceptions, and critical thinking.

Currently, he is working on developing courses in lifelong learning at KTH, which will benefit students in their continuing education and professional development. Lithander's research and teaching approach are grounded in evidence-based practices, and he is committed to improving education through innovative course design and research.

 [Lithandersbrain](https://twitter.com/Lithandersbrain) • <https://www.kth.se/profile/mlit>

### Case and Quiz

Retrieval practice and explicit instructions are essential components of effective classroom activity design. Furthermore, step-by-step instructions provide an organized framework for students to complete the activity, allowing them to focus on understanding the material instead of trying to figure out the activity structure. By utilizing these three elements, teachers can create engaging and effective classroom activities.

Drawing on a combination of evidence-based strategies and the presenter's experience in developing online classes, the talk will discuss how these methods can help to improve the learning process for students.



## Åsa Melander

PhD candidate, University of Roehampton

Åsa Melander is a doctoral researcher at the University of Roehampton. Her main interests are equality, equity, and school organisation, with a focus on high-achieving students. She worked with school organisation in Hackney, London, for ten years, which made her interested in how equality and equity is considered in different school systems and societies. Her ongoing doctoral study examines English and Swedish schools' practices, and attitudes, in relation to equitable education for all. In 2021, she published a book on high-achieving students in Sweden, which was based on interviews undertaken in 1995, 2009 and 2020 (Skola och begåvning, Studentlitteratur).



[melanderasa](#) • [www.asamelander.wordpress.com](http://www.asamelander.wordpress.com)

### Equitable support for all students, including high achievers: options and difficulties

Schools can successfully focus on high achievers as well as lower achievers, who may struggle to meet targets. This is what my ten years of working with school organisation in the London Borough of Hackney taught me. My ongoing PhD study looks into if, and how, any organisational factors might improve schools' opportunities to support both groups, and how attitudes towards this may impact the outcome. My session will describe my practical experience and my current research findings (work in progress).

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## Elisabet Nihlfors

Professor

Elisabet Nihlfors is professor of pedagogy with a focus on leadership. Governance of schools and democratic issues, from the superintendent's perspective recur in her research. Currently, she is helping to draw up an agreement between the Swedish state and the three school owners' organizations regarding cooperation on research that will contribute to a strengthened scientific basis in the school system and teacher and pre-school teacher training. Research based on the professions' need for new knowledge in relation to the existing research.

### Genuine collaboration for increased knowledge

Many issues in a teacher's everyday life, at school or at the institution of higher education, require collaboration where different knowledge and experiences come together to find possible explanations and ways forward. This also applies in research. Research environments where meetings take place regularly, are symmetrical and complementary lay the foundation for new knowledge. The lecture will present how a national agreement can give the professions the conditions to contribute in and to this.

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## Arnold Pears

Professor, Department of Learning in Engineering Sciences, KTH, Sweden

Arnold Pears is Professor of Science and Engineering Education at KTH the Royal Institute of Technology in Stockholm, Sweden. He is the President elect of the IEEE Education Society and a well-known international scholar with a focus on computing and engineering education research. His major research interests are pedagogies and academic cultures which engage underrepresented groups in science and engineering.



[Arnold Pears](https://www.kth.se/profile/pears) • <https://www.kth.se/profile/pears>

### AI In Education, implications, and opportunities

In the world of ChatGPT teachers can no longer hide behind our academic habit of assessing learning and professional process by examining and assessing characteristics of artefacts! This practice of assessing artefacts is academically unsound, and always has been. The artefacts have been a convenient proxy for the processes we found difficult and costly to observe at scale (e.g., in 50 or 700 student classes). Instead, we should be asking how we can craft learning situations that help us to assess process, and here making learning meaningful and motivated at the individual student level is crucial. Here, despite its limitations, AI or ML used in truly advanced learning analytical systems may help us. However, we must also avoid the normative pressure such systems might create. Creativity is of its essence non-normative and thus difficult for aggregate inferential systems such as today's ML and AI to recognize and reward. In fact, it may be impossible for such systems to be used to detect the truly brilliant and innovative solutions, since these would be unrelated to the success patterns embedded in the hearts of these systems.



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## Petra Petersen

Ph.D, senior lecturer, Department of child and youth studies, Stockholm University

Petra Petersen has a Ph.D. in pedagogy and is a senior lecturer in preschool didactics with a background as a preschool and primary school teacher. In her studies, she focuses on young children's learning, specifically second language use, translanguaging activities and heritage language use, often in combination with the possibilities of digital resources, to include all of the children's language competencies into the educational environment. She also manages the language didactics courses at Stockholm University Preschool Teacher Education.

### Translanguaging and Expressing Agency with Digital Resources - Everyday translanguaging activities in preschool

This session illustrates the possibilities and challenges of using digital technologies to create translanguaging activities in day-to-day preschool environments. For multilingual children, the opportunity to hear and use all their language repertoire can be seen as a form of agency. Examples from ethnographic studies illustrate how children's languages/national minority languages/heritage languages were included using digital tablets. Cultures of recognition and the social aspect of agency is highlighted, in relation to children's use of all their languages in early childhood education. When digital

resources are used to actively include the children's mother tongues or national minority languages in educational settings, this can be understood as Digital Pedagogical Translanguaging, but translanguaging also has many multimodal aspects, which are important to take into account.

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## Jenny Sellberg

Director of education, Swedish National Agency of Education

Jenny Sellberg works at the Swedish National Agency for Education as a Director of Education focusing on digitalization in the school system. Within that area she works with topics related to national infrastructure, teaching and learning, as well as organizational development. Jenny was, for 3 years, responsible for the Agency's trial of digital national exams.

<https://www.linkedin.com/in/jenny-sellberg-6ba31aba>

### What changes and challenges do we see as the education system in Sweden becomes more digital?

To fully understand the changes and challenges we see as the education system becomes more digital, we need to define and explain concepts and terms in a relevant context. How is technology implemented? How widespread is access to digital tools for children, pupils, and staff? How do digital tools and systems affect practice?

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## Corinne Settle

Senior Educational Lead, SSAT (Schools, Students and Teachers network)

With a history of transforming culture and outcomes in schools across the north of England as a Head of Science and Senior Leader, Corinne joined SSAT (Schools, Students and Teachers network) as a Senior Educational Lead in 2014. Corinne led on the bid and subsequent highly successful research trial of the Embedding Formative Assessment (EFA) programme with the Education Endowment Foundation (EEF). Working with Emeritus Professor Dylan Wiliam, Corinne has gone on to further develop the full support programme, maximising its reach, impact and scale working with schools in the UK and internationally.

 [CorinneSettle](https://twitter.com/CorinneSettle) • [www.ssatuk.co.uk/cpd/teaching-and-learning/embedding-formative-assessment/](http://www.ssatuk.co.uk/cpd/teaching-and-learning/embedding-formative-assessment/)

### Implementing and Embedding Formative Assessment (EFA)

The EFA project is the first EEF large-scale professional development research trial to have a whole-school impact on student GCSE outcomes. Better evidence collection and better decisions lead to better learning every lesson. Formative assessment, moment by moment in lessons is habit based. Changing teacher habits to become even better, bridging the knowing-doing gap, isn't easy. In this session Corinne shares the strong evidence base for the programme, key learning from its effective implementation, and how teachers are supported through the structure and processes of the programme to make lasting change to their practice.



## Anda Raluca Simion

Senior Teacher at Ekedalsskolan and Math Education Developer in Värmdö Municipality

Anda-Raluca Simion teaches Math and Sciences at middle school level for grades 4-6. She also has a Master's degree in Educational Leadership and works as Senior Teacher and Math Education Developer in Värmdö Municipality. She is very interested in practical research. She has conducted a study as part of the K-ULF project in collaboration with KTH. Her project aims to investigate whether the integration of the Block Model, combined with Polya's Problem Solving Strategies, can affect the learning of students in year 2. It also investigates how students, and their teachers perceive these strategies in problem solving.

K-ULF:  [kulf\\_ulf](#) • [www.kth.se/k-ulf](http://www.kth.se/k-ulf)

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## Olga Viberg

Associate Professor, KTH

Olga Viberg is associate professor and docent in Media Technology with specialization in Technology-Enhanced Learning at the Department of Human-Centered Technology at KTH Royal Institute of Technology. Viberg's research includes a focus on the learning analytics in higher education, the application of mobile technology in education, mobile learning analytics, integration of formal and informal learning environments, design for learning, self-regulated learning, computer-assisted collaborative learning, cross-cultural research and responsible use of student data in education, focusing on the issues of privacy and trust. She serves as the Editor-in-Chief of the International Journal of Learning Analytics.

 [OlgaOvi](#)

### Practicable Learning Analytics

Learning analytics have been argued as a key enabler to improving student learning at scale. Yet, despite considerable efforts by the learning analytics community across the world over the past decade, the evidence to support that claim is hitherto scarce, as is the demand from educators to adopt it into their practice. In this talk, I will introduce the concept of practicable learning analytics to illuminate what learning analytics may look like from the perspective of practice, and how this practice can be incorporated in learning analytics designs so as to make them more attractive for practitioners. As a framework for systematic analysis of the practice in which learning analytics tools and methods are to be employed, we use the concept of Information Systems Artifact (ISA) which comprises three interrelated subsystems: the informational, the social and the technological artefacts. The ISA approach entails systemic thinking which is necessary for discussing data-driven decision making in the context of educational systems, practices, and situations.



## Jonas Vlachos

Professor, Stockholm University

Jonas Vlachos is professor of economics and has worked extensively on the economics of education. In particular he has discussed the how market forces affect the school system. He is currently involved in a research project on the impact of accountability and competition on teachers' work environment. In addition to research, he has written numerous reports on the Swedish school system.

 [jonasvlachos](#) • [www.ekonomistas.se](http://www.ekonomistas.se)

### Testing and teacher health

Between 2009 and 2013, standardized testing expanded substantially in Sweden. The session presents ongoing research on the impact on teacher health and sick leave absence by the reforms to the testing system.



## Barbara Wasson

Professor & Director, Centre for the Science of Learning & Technology (SLATE), University of Bergen, Norway

Barbara Wasson is Professor at the Department of Information Science and Media Studies, University of Bergen, Norway, and Director of the Centre for the Science of Learning & Technology (SLATE), the national competence centre for learning analytics funded by the Norwegian Ministry of Education. Her research work in the field of technology-enhanced learning (TEL) has ranged from AI in education, computer-supported collaborative learning, mobile learning, learning games, learning analytics and data literacy. Currently Wasson is a member of the Council of Europe's expert group on AI in Education, and a member of the Norwegian Government's task force on learning analytics.

 [barbarawas](#) • [www.slate.uib.no](http://www.slate.uib.no)

### Data literacy: Prioritise Concepts

Data is everywhere and is both a prerequisite and a product of all digital technologies, gadgets, and services—from social media to online stores, fitness watches, the Internet of Things and artificial intelligence. Data brings opportunities and challenges, and it is important to increase our data literacy so we can participate in discussions and make wise choices about data in our professional and daily lives. In this workshop participants are introduced to a future educational scenario where digital technologies and data are central. Then they engage in an exciting collaborative hands-on activity where groups reflect over data literacy concepts—ranking them from highest to lowest priority.



## Andrew Watson

President and Founder, Translate the Brain

Andrew Watson has been teaching high school English since 1988, studying psychology and neuroscience since 2008, and combining all three fields since 2012. As a consultant and conference speaker, he works with students and teachers to explain the practical classroom implications of cognitive science research. The ultimate goal: to make learning easier and teaching more effective. Andrew has published three books, and is a long-time education blogger; he writes frequently on memory, attention, motivation, schema theory, and skepticism.

 [andrewwatsonTB](https://twitter.com/andrewwatsonTB) • [www.translatethebrain.com](http://www.translatethebrain.com); • [learningandthebrain.com/blog](http://learningandthebrain.com/blog)

### The Surprising Science of Classroom Attention

All teachers have asked this baffled question: “why don’t students just pay attention?” Decades of neuroscience and psychology research have shown that – surprise! –attention is not one unified brain process. Instead, the behavior we call “paying attention” results from a just-right balance of three (yes, 3!) distinct mental functions. When teachers foster those three cognitive processes, children find that ideal cognitive balance where they can focus: in the classroom, while doing homework, and at home.

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## Dylan Wiliam

Emeritus Professor of Educational Assessment at the UCL Institute of Education

Dylan is Emeritus Professor of Educational Assessment at the UCL Institute of Education. In a varied career, he has taught in urban public schools, directed a large-scale testing program, served a number of roles in university administration, including Dean of a School of Education, and pursued a research program focused on supporting teachers to develop their use of assessment in support of learning.

 [dylanwiliam](https://twitter.com/dylanwiliam) • [www.dylanwiliam.org/Dylan\\_Wiliams\\_website/Welcome.html](http://www.dylanwiliam.org/Dylan_Wiliams_website/Welcome.html)

### How can educational research help school improvement?

Opening address



## K-ULF

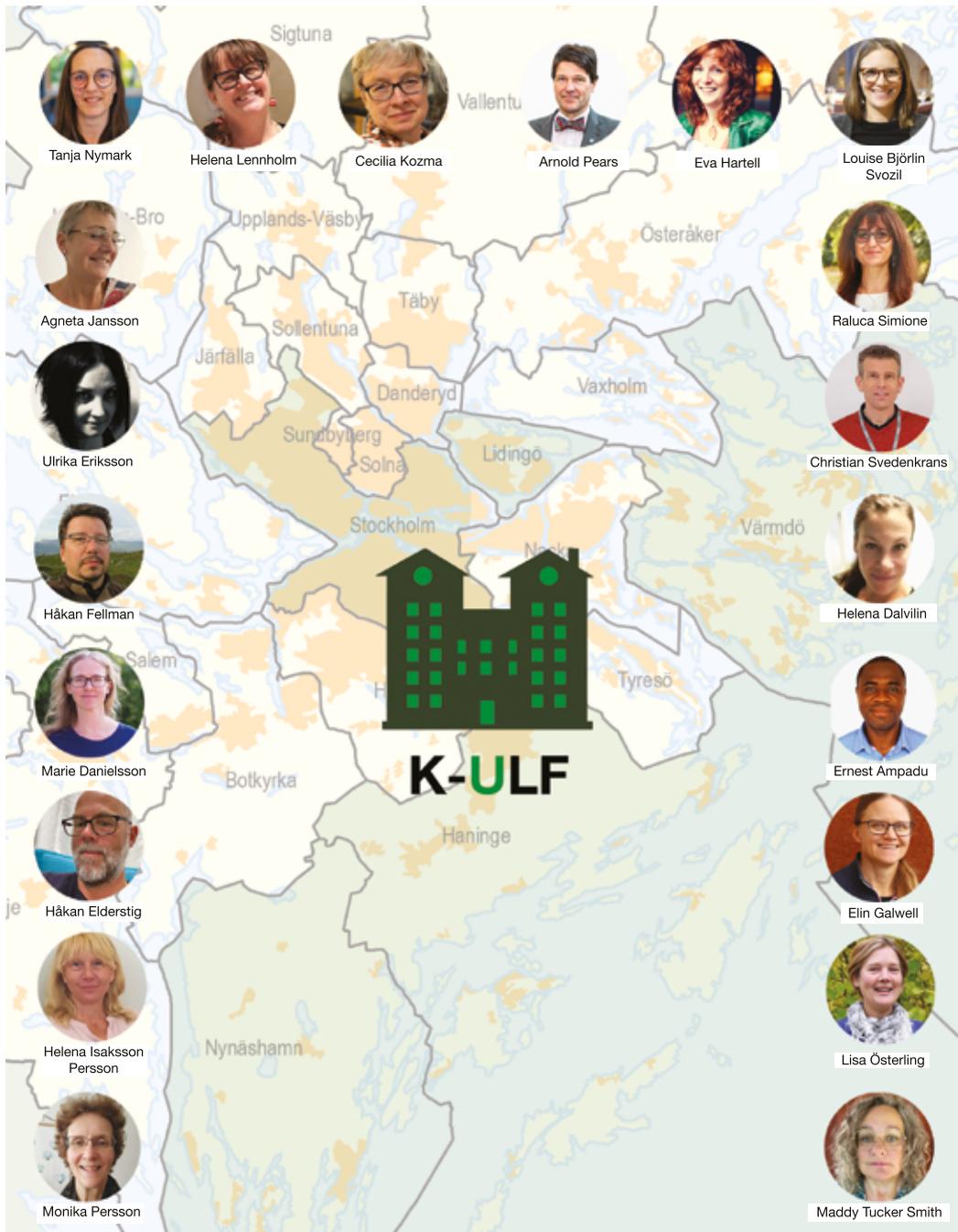
[Kompensatorisk Undervisning för Lärande och Forskning]

The K-ULF project is part of a national pilot project called ULF-avtal. The pilot project, on behalf of the government initiative, will develop and test sustainable collaboration models between academia and school in terms of research, school activities and teacher education. K-ULF project is run in collaboration between KTH and the following six school authorities (huvudmän); the city of Stockholm, Haninge municipality, the city of Lidingö, Nynäshamn municipality, Värmdö municipality and NTI. They have worked together and identified three key areas that contribute to the work with their school's compensatory mission: Digitalization, Boys 'and girls' knowledge results; Language development methods through laboratory work and practical work in mathematics, technology/engineering, and science education.

 [kulf\\_ulf](https://twitter.com/kulf_ulf) • [www.kth.se/k-ulf](http://www.kth.se/k-ulf)

### K-ULF –an agile model for participatory practitioner-based research in STEM education

This presentation describes a project which develops STEM education, and a social justice and equal opportunity agenda, in which the school's egalitarian mission is seen as an imperative to support every child regardless of background. The K-ULF project (compensatory teaching and learning through practice-lead research, takes an exploratory approach in developing and evaluating models for participatory practice-lead research. The initiative is a joint venture between academia and the Swedish school system. Traditionally teachers have seen more as the objects of study, rather than active agents in the creation of research questions, design or even results. The growing interest in evidence informed practice is gaining ground internationally, however the results of earlier studies may not always be relevant or when relevant not embedded in the learning and school culture in which they are used. The need for arenas where academia and practice collaborate, co-create, and learn from each other is desperately needed. Our aim is to develop models for participatory collaborative research where both researchers and teachers contribute, share, and create knowledge together. This approach has huge potential in terms of strengthening the research base for educational practices in schools and integrating the teaching profession and its development through collaboration with research and teacher education. K-ULF contributes to making research more relevant for educational practice in STEM education. The conference presentation presents the K-ULF model and its agile structure, including concrete examples from teachers, teacher-students and researchers inviting the audience to recontextualize our research into their own setting.



Tanja Nymark



Helena Lennholm



Cecilia Kozma



Arnold Pears



Eva Hartell



Louise Björlin Svozil



Agneta Jansson



Raluca Simione



Ulrika Eriksson



Christian Svedenkrans



Håkan Fellman



Helena Dalvlin



Marie Danielsson



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Lisa Österling



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# Boka en demo av våra digitala UVK-antologier



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