

research  **ED**
Scandinavia 2025

Haninge

Haninge
kommun



#rEDScan25

Fredrika Bremergymnasiet 15 March 2025



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 O'Shea

Founder



Dr Eva Hartell

Ambassador for researchED
in Scandinavia

Welcome to Haninge *where everyone is welcome*



We are truly honored that Haninge Municipality has been chosen to host researchED in Haninge for the seventh time! This conference represents our ongoing commitment

to fostering research-informed practices that ensures every learner's success. Together, we believe that working out what works—and sharing those insights—is the key to advancing education. In Haninge, we understand that supporting and empowering teachers is central to the success of every student. We deeply value the work teachers do and are committed to providing them with the tools, knowledge, and professional development opportunities they need to thrive. By evidence-informed strategies and focusing on embracing learning sciences and formative assessment practices, we aim to ensure that both teachers and students are equipped to navigate the challenges of education today and tomorrow. From the start, researchED has embodied these principles, and we are proud to support and celebrate this movement. This is the 7th time Haninge hosts researchED. In 2021, the challenges of the pandemic prompted a fully virtual conference, which allowed educators from around the

globe to connect. By 2023, a blended format was embraced, combining in-person gatherings with livestreaming to ensure accessibility for educators everywhere.

As the new Director of Education in Haninge, I am honored to welcome you to Haninge and take the baton and continue the tradition of hosting this magnificent event. Now, in 2025, we are delighted to once again welcome you on-site at Fredrika Bremergymnasiet and virtually via livestreaming for an inspiring day of learning, connection, and collaboration for a global audience.

We look forward to sharing this day with you, filled with inspiring presentations and thought-provoking discussions that spark new ideas and deepen our collective understanding. As you leave today, we hope you feel energized, brimming with innovative research informed strategies, and ready to carry forward the spirit of collaboration to create change in every classroom for the benefit of each child. Thank you for being part of researchED Scandinavia 2025. Together, we can make education better for every learner.

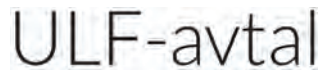
Helena Näslund,

Director of Education in Haninge



researchED

Thank you to all of the kind support
from our sponsors, all 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.

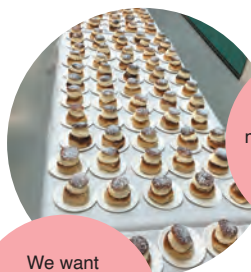
Since our first sell out event, researchED has spread all across the UK, into the Netherlands, Norway, Sweden, Australia, the USA, with events planned in Spain, Japan, South Korea and more. We hold general days as well as themed events, such as researchED Maths & Science, or researchED Tech.

*"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.



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

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

Rock bottom prices



Find out ways you can get involved on the day

Teacher-led



Open to all

Our speakers range from Professors to teaching assistants

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.



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.

Skolforskningsportalen.se – Läs, lyssna och inspireras!



www.skolfi.se



[@skolforskningsinstitutet](https://www.linkedin.com/company/skol-forskningsinstitutet)



[@skolforskningsinstitutet](https://www.facebook.com/skol-forskningsinstitutet)

Speakers and Sessions



Maria Andrée

Professor in Science Education, 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.

<https://www.su.se/profiles/marand-1.186457>

Tackling ethical dilemmas in close-to-practice research

Close-to-practice research in schools involving collaborations between teachers in schools and researchers at universities raises ethical concerns, particularly about protecting student anonymity and integrity. This session explores the interplay of values in such research, including ecological validity, dependencies, accountability for teaching and research, shared objectives within teacher-researcher groups, and recognition of stakeholder contributions. For research to contribute to the professional knowledge-base of teachers, professional ethics and ecological validity also has to be acknowledged.



Dr Alva Appelgren

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.

LinkedIn: Alva Appelgren, PhD, Instagram: @alva_appelgren

Facebook: Alva Appelgren EF <https://www.alvaappelgren.com/>

Learning – Cognitive Science in Teachers' Education

Teachers should help students acquire knowledge and learn democratic values. To do so, it is useful to know how and what can help students to collaborate, pay and sustain attention, solve problems and develop critical and abstract thinking. These skills and how to acquire them are studied in the research field Cognitive Science. In this session Alva Appelgren will give examples from Cognitive Science that can be of use in teachers education.

ROUNDTABLE Alan Baddeley, Kennet Fröjd, Kate Jones & Daniel Willingham

Working Memory and Learning [this session will be recorded for a podcast]

In this Roundtable with Fröjd's Toolbox podcast you will meet Professor Alan Baddeley, Professor Daniel Willingham and Kate Jones in conversation about working memory and learning from different perspectives. The beauty of a Roundtable is that it can evolve in many directions, but we will have our focus on working memory. It will be a dynamic and interesting session thanks to our participants and their rich expertise and experiences that gives such great synergies.



Alan Baddeley

Emeritus Professor, University of York, UK

Professor Alan Baddeley has been involved with the study of working memory for 50 years and with memory in general for rather longer. Responsible with hitch for the multicomponent working memory model which is still developing.

<https://www.york.ac.uk/psychology/staff/emeritusfaculty/ab50/>



Kennet Fröjd

Inclusion specialist, author, podcaster and founder of Fröjd's Toolbox

Kennet Fröjd is as a school leader. However, his passion is talking to experts on learning, teaching and leadership plus reading about these areas. He invests most of his own time on this. He is aiming at supporting teachers and school leaders in their work on helping every student to succeed. His main support tools are authoring books and running his podcast "Fröjd's Toolbox" with the focus on translating evidence into classroom practice.

Fröjd's Toolbox on Spotify, Podbean, Amazon ...



Kate Jones

Senior Associate, Evidence Based Education, UK

Kate Jones is a teacher, leader, bestselling author, blogger and award-winning international speaker. She is Senior Associate for Teaching and Learning at Evidence Based Education and the author of nine books including a bestselling series on retrieval practice. Kate is also the editor of The researchEd Guide to Cognitive Science. Kate writes extensively about education on her website and in various educational magazines including Teach Middle East Magazine and the TES and is also the founder of The Love To Teach Podcast. She has presented and worked with schools around the world.

@kaetjones_teach <https://evidencebased.education>



Daniel Willingham

Professor, University of Virginia, USA

Dan Willingham trained as a cognitive psychologist and conducted basic research on human memory for the first fifteen years of his career. Since 2005 all of his work has focused on translating findings from psychology to K-16 classrooms.

*@DTWillingham Facebook: DTWillingham TikTok: daniel_willingham
www.danielwillingham.com*



Dr Keven Bartle

Founder Mind your head

Keven was principal of a wonderfully diverse secondary school community in London from 2014 to 2023. Since leaving headship, he works to support school leaders in reflecting on and developing their practice by providing supervision and professional learning. Keven is a Doctor of Management, interested in complexity and organisational dynamics in times of uncertainty. He also holds a masters qualification in educational leadership and a diploma in group analytical psychodynamics.

@kevbartle www.mind-your-head.net

Rethinking school leadership myths to better recognise and respond to complexity and uncertainty

Leading schools is relentlessly and inescapably complex. Transformational leadership theories, which form the dominant discourse of our profession, promote myths that cover over this complexity. The results can be helpful but also harmful for schools and those who work in them. This session draws on research evidence to identify those myths, present an alternative way of thinking about school leadership practice, and outline ways in which we might do things differently.

PANEL Mattias Boström, Agneta Gulz, Emma Hammenstig, Jessica Mellgren, Fredrik Sandström & Lisa Heino (Chair)

Läsning i skolan– avgörande för framtiden? [in Swedish]



Mattias Boström

Superintendent compulsory school in Haninge

Mattias is the superintendent for the schools in the age group 6-16. He is a former principal and teacher as well as special pedagogue. Mattias has been in the education field all his working life and has more than 20 years experience in leading roles, most of them as principal.



Agneta Gulz

Professor of Cognitive Science, Lund University.

Agneta Gulz is a full Professor at Lund University Cognitive Science and director of the Educational Technology Group (www.lucs.lu.se/research/educational-technology-group/home/). The group contributes to the development of theories and technologies that inform basic research on learning and instruction, as well as to real-world instruction practices. The group's research is characterized by an orientation towards schools' and preschools' ordinary activities together with the use of iterative processes of evaluation and re-design.



Emma Hammenstig

The Swedish Association of School Leaders (Skolledarna)

Emma has a long experience as a school leader and is now also member of the National Central board for the Swedish Association of School Leaders.



Jessica Mellgren

Teacher, Vikingaskolan, Haninge municipality & expert Expert Council for reading, Lärarstiftelsen

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 (Sveriges Lärare) and the Swedish Association of Teachers (Lärarstiftelsen). 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.

Instagram @sunnanaajessica <https://jessicamellgrenblog.wordpress.com>



Fredrik Sandström

Teacher and editor of Lektionsbanken

Fredrik Sandström is a teacher in Arboga, editor of Lektionsbanken and columnist for Vi lärare. He has shared many reading and writing ideas in various teacher forums. Fredrik has written teaching materials, the book Teaching with fiction - 99 activities, and has been editor of the anthologies I Läslyftets spår. Fredrik received the Swedish Academy's Swedish Teacher Prize in 2017.

<https://x.com/fredrikarboga> <https://www.vilarare.se/tag/fredrik-sandstrom/>



Lisa Heino [Chair]

Development Officer, Lärarstiftelsen

Lisa Heino works as a Development Officer at Lärarstiftelsen. She works with several events and projects for teachers and is a very experienced moderator.

www.lararstiftelsen.se

PANEL Läsning i skolan- avgörande för framtiden? / Reading in school- crucial for the future? [in Swedish]

Ett panelsamtal med Fredrik, Jessica, Agneta, Emma och Mattias med deras olika perspektiv på betydelsen av läsningen i skolan, för individen och samhället i framtiden. Vad hindrar och vad möjliggör läsningens roll i skolan framöver? Och vilken roll ska den spela? Samtalet är på svenska och leds av Lisa Heino. A panel discussion about the importance of reading in school, for the future for both the individual and for the society.

Panelsamtalet sker på svenska.



Sara Bruun

Teacher at Linnéskolan, Hässleholm and Pedagogical expert at Trelson Assessment, Stockholm

Sara is an experienced and appreciated speaker, language teacher and author from Sweden who is renowned for her expertise in digital education and language learning. Sara Bruun is, among others, the author of *Intensivläsning i helklass*, a popular resource focused on intensive reading in whole-class settings, which helps boost students' decoding skills.

@SaraBruun3

Linkedn: Sara Bruun

Instagram: sarabruunlarare



Agneta Gulz

Professor of Cognitive Science, Lund University

Agneta Gulz is a full Professor at Lund University Cognitive Science and director of the Educational Technology Group (www.lucs.lu.se/research/educational-technology-group/home/). The group contributes to the development of theories and technologies that inform basic research on learning and instruction, as well as to real-world instruction practices. The group's research is characterized by an orientation towards schools' and preschools' ordinary activities together with the use of iterative processes of evaluation and re-design.

Sara Bruun & Agneta Gulz [in Swedish]

Intensivläsning i helklass - en modell som inte borde behövas

I den bästa av världar hade eleverna kunnat läsa redan i årskurs ett och intensivläsning hade inte behövts, men alldeles för många elever kan inte läsa och skriva ordentligt. Intensivläsning i helklass är en konkret modell som hjälper eleverna utveckla sin förmåga att avkoda. I föreläsningen lär du dig om intensivläsning i praktiken samt vikten av att, parallellt, arbeta med skönlitteratur. Läsningen har två ben – båda behövs för att kunna stå!

Föreläsningen ges på svenska



Cecilia Caiman

Lecturer at Stockholm University

Dr Cecilia Caiman will have lecture on the role of aesthetics and art practice in elementary school science in which sustainability related issues is foregrounded. Different lines of ideas on 'science-and-art -in-the-making', 'learning as participation' and creativity processes jointly with empirical research findings are addressed. Utilized from authentic teaching in pre- and elementary schools, Cecilia provides with explanatory claims on how to design and support teaching in which student engagements and agency are of particular interest.

The role of aesthetics and art practice in elementary school science - creativity, meaning and engagement

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Björn Dahlman

Teacher at Tapströmsskolan, Ekerö

Björn is currently working as a teacher in special needs classes for students with autism. He's been a teacher since 1997 and has since worked in a wide variety of schools in different contexts. During the past 10 years he has taken part in the general debate about the Swedish school system on local and national level.

@dabbjo



Åsa Plesner

Co-founder, Tankesmedjan Balans & Doctoral Student Stockholm University

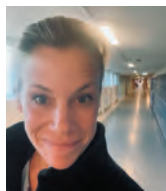
With a background as a school administrator, Åsa co-founded Tankesmedjan Balans in 2017, and has since then become a well-known profile in the public debate on Swedish school politics and public sector. She is currently at Stockholm University working on her PhD thesis *It's about time*, which analyzes if, when and how care workers can affect the control of their work.

@tsbalans on X, Instagram, Facebook. @asa.tsbalans.se on Bluesky
tankesmedjanbalans.se

Björn Dahlman & Åsa Plesner

Should teachers strike?

Swedish teachers haven't been on strike for 35 years. That time, they unsuccessfully fought the decentralisation of school governance(kommunaliseringen. When, how, and for what purposes are strikes useful? This session is a conversation between speakers and the audience, to think collectively about teachers' power.



Helena Dalivin

Teacher Nynäshamn

Helena works at Gröndalsskolan, in Nynäshamn. There she teaches Science, Technology and mathematics in grades 7-9. Her work also includes practical research of 20% since 2021 in K-ULF. Helena is passionate about working with method development in mathematics.

@helenadalivin



Agneta Jansson

Teacher, Gröndalsskolan, Nynäshamn.

Agneta works at Gröndalsskolan in Nynäshamn. She teaches mathematics in 7th–9th grade. Her position also includes practical research 20% of her assignment since 2021, in K-ULF. Agneta is passionate about develop methods in teaching and learning math and diversity in mathematics.



Raluca Simion

Teacher, Ekedalsskolan, Värmdö

Raluca teaches Mathematics and Science for grades 4-6 and holds a Master's degree in Educational Leadership. She is a Senior Teacher and Mathematics Education Developer in Värmdö Municipality. With a strong interest in practical research, she has conducted studies as part of the K-ULF project with KTH. Her current project investigates problem-solving strategies using vertical whiteboards and students' and teachers' perceptions of those. Previous studies explored integrating the Bar Model with Polya's Problem-Solving Strategies.



Ernest Ampadu

Associate Professor of Mathematics Education, KTH Royal Institute of Technology

Ernest Ampadu is an associate professor in mathematics education at KTH-Royal Institute of Technology. His research interest is in teacher professional development and students' learning experiences. Member of K-ULF.

<https://www.kth.se/profile/ernesta>

Helena Dalivin, Agneta Jansson, Raluca Simion & Ernest Ampadu

Problem-Solving Strategies with the Support of Vertical Whiteboards. Two Studies in in Two Municipalities in Grades 6-9

This study investigates critically whether vertical whiteboards enhance students' problem-solving skills, as well as their oral and written communication and collaboration in solving text-based tasks. A mixed-methods approach was applied, combining quantitative methods (pre-tests and post-tests) with qualitative methods (interviews and observations). Conducted as part of the K-ULF (Compensatory Teaching for Learning and Research) project, the study involved two cases at both primary and secondary school levels in Värmdö and Nynäshamn municipalities.

Näringslivets skolforum

En arena för diskussion om svensk grundskola – alltid med fokus på kunskapsresultaten och näringslivets kompetensförsörjning.

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

Ett initiativ av Svenskt Näringsliv



**Näringslivets
skolforum**

SWEDISH ENTERPRISE SCHOOL FORUM



Läs mer



Pedro De Bruyckere (PhD)

Utrecht University, Head of Leerpunt

Pedro is an educational scientist from Ghent, Belgium. He currently is a lecturer at Utrecht University and head of Leerpunt, Flanders. He (co-) wrote several books on education such as *Urban Myths about Learning and Education* (finns på svenska).

@thebandb <https://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 his 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. E.g. what do you need to know about motivation?



Patricia Diaz

PhD student at the unit of Digital Learning, KTH Royal Institute of Technology

Patricia has been a full-time PhD student in the unit of Digital Learning at the Royal Institute of Technology (KTH) in Stockholm, Sweden since 2020. Her doctoral research focuses on studying how digital tools (and AI) are used in teacher education to support teacher students' learning and to develop their digital competence. She is, for example, interested in how digital response systems can encourage student participation. She has worked as an upper secondary teacher for ten years and is the author of several books on how to use digital tools to promote learning.

www.patriciadiaz.se www.x.com/patriciadiaz

How teacher students experience AI-generated feedback provided by a response system

This session presents teacher students' experiences of AI-generated feedback provided by a response system during synchronous educational activities. Given AI's rapid development, understanding how these technologies can be integrated into teacher education to support future teachers' digital competence is essential, as is exploring their perceived benefits and challenges. Participants will gain insights into how integrating digital tools, such as RSs and AI technologies, in teacher education programs potentially contributes to developing teacher students' digital competence.



David Didau

Author & education consultant

David Didau is an education consultant and writer. A prominent, often outspoken commentator on social media, his blog, The Learning Spy, is one of the most influential education blogs in the UK. He has written a series of books that challenge many of our assumptions on education such as Making Kids Cleverer, Intelligent Accountability and Making Meaning in English.

@DavidDidau www.learningspy.co.uk

How can we ensure all children experience success?

We often think of children's ability as a limiting factor in what kind of curriculum experience they will have, but what if ability is the consequence rather than the cause of children's experiences in school? The curriculum can - and should - aim to make children cleverer. This talk will outline some of steps needed to ensure all children can become more successful as a result of their experience of the curriculum.



Eren Durak

Teacher Centrum Vux, Haninge

Eren Durak is a dedicated language teacher at Centrum Vux, specializing in adult education. He currently teaches English and Swedish as a Second Language with a strong interest in distance learning and digital pedagogy.



Nellie Lindqvist

Teacher, CentrumVux, Haninge

Nellie is a language teacher at Centrum Vux, specializing in Swedish as a Second Language and English. She has a keen interest in finding new approaches to distance learning and digital pedagogy. Her goal is to make learning both accessible and engaging, whether in online environments or traditional classroom settings.



Kamila Makowska

Teacher, CentrumVux, Haninge

Kamila is a language teacher at Centrum Vux, where she teaches English and Swedish as a second language to adult learners. She is enthusiastic about integrating technology into education focusing on interactive distance learning. Kamila aims at creating an inclusive environment that helps learners to develop their language skills whether in a physical or virtual classroom.

Eren Durak, Nellie Lindqvist & Kamila Makowska

Elevating Distance Learning: Tools & Techniques for Increased Student Engagement

Distance learning within adult education (Komvux), focusing on planning courses with increased student engagement, through synchronous and asynchronous communication. We will cover strategies for effective student interaction using digital tools and group activities. The session will also highlight the importance of relationship-building, to introducing an authentic example of how to plan, conduct and evaluate a 10 week distance course with emphasis on feedback and interaction.



Håkan Elderstig

Lead teacher at Stockholm Science and Innovation School [SSIS]

[linkedin.com/in/håkan-elderstig-35b202a6](https://www.linkedin.com/in/håkan-elderstig-35b202a6)

ai.ssis.nu

Implementing AI in Education: Lessons Learned from Introducing TeachGPT at Our High School SSIS

We share our experience of introducing AI-powered tools in education, specifically the TeachGPT platform, at our high school. We discuss design, implementation, and teacher training, and provide preliminary results on the impact of TeachGPT on student learning. We also offer insights into the perspectives of school leaders, teachers, and students on AI in education.



Becky Clark

Fellow of RCSLT, RADLD Co-Founder, Director ClarkSLT

With a background in research and practice, Becky co-founded the global campaign Raising Awareness of Developmental Language Disorder (RADLD). At ClarkSLT, she leads a specialist team providing support to empower young people, parents and teachers.

[@BeckyClark22.bsky.social](https://www.bsky.social/BeckyClark22), [@BeckyClark22 \(X\)](https://twitter.com/BeckyClark22) www.clarkslt.co.uk

Becky Clark & Dr Charlotte Forewood

DLD Demystified - what all teachers need to know and why

Developmental Language Disorder (DLD) is five times more prevalent than autism, yet levels of awareness are low globally. It is a common but hidden condition with a prevalence of 1 in 14, so statistically every teacher will teach a student with DLD. This session provides key information about Developmental Language Disorder, evidence-based practices to support students with DLD and a collection of free, shareable resources to use in classrooms, with parents and families.



Dr Charlotte Forwood

Director of Learning Design and Development, Camberwell Girls Grammar School; Learning Intervention Lecturer, The University of Melbourne, Australia

Dr Charlotte Forwood is a Teacher/Speech Pathologist. She enjoys working with teams of talented educators to design responsive, rigorous and innovative learning. Charlotte has a particular interest in design thinking and helping students find their voice through developing their oral language skills. She enjoys tinkering with tech, and all things Lego. Charlotte is a member of ACEL's Victorian Branch Executive, Global Ambassador for Raising Awareness of Developmental Language Disorder (RADLD) and Co-coordinator of the Boroondara Gifted Network. Charlotte presents on two separate sessions.

[@talkinged19](https://twitter.com/talkinged19)

Dr Charlotte Forwood

Learning...BY DESIGN

Learn how the design thinking process has been leveraged to support and sustain change at system and classroom levels. Gain insights into the messiness of change through a design lens. Examples of design thinking in action will include the development of the co-designed, evidence-based ...BY DESIGN Learning Architecture, the implementation of explicit literacy instruction across primary and secondary years at Camberwell Girls Grammar School, the evolution of a design thinking program for secondary students linked to the UN Sustainable Development Goals, and the experience of being a case study school for Harvard GSE Project Zero's Idea Into Action Eco Toolkit, developed to support the implementation of sustainable change. Learn how design thinking has also played a role in the development of the Guiding Change for Inclusive Practice subject Charlotte co-designed and coordinates at the University of Melbourne, and the creation of the FARsighted Project (Feedback, Assessment and Reporting) alongside involvement in the University of Melbourne's New Metrics Project, developing new measurements of success. Learn about how Camberwell Girls Grammar School, Melbourne, Australia, apprentices staff and students to develop a designer mindset and skillset as well as some of our next steps.

THE PULSE IS RISING IN HANINGE

Welcome to a beautiful and rapidly
growing part of the Stockholm region.





Kennet Fröjd

Inclusion specialist, author, podcaster and founder of Fröjd's Toolbox

Kennet Fröjd's regular work is as a school leader. However, his passion is talking to experts on learning, teaching and leadership plus reading about these areas. He invests most of his own time on this. He is aiming at supporting teachers and school leaders in their work on helping every student to succeed. His main support tools are authoring books and running his podcast "Fröjd's Toolbox" with the focus on translating evidence into classroom practice.

Fröjd's Toolbox on Spotify, Podbean, Amazon ...

A session for principals by a principal: How you can let science be your friend, guiding you in leading your school towards success

In this session we will talk about how you as a principal/ school management can use evidence to lead your school as successful as possible. That will mean a base in the Science of Learning, but for you as a school leader you will also need to implement strategies that you will select. Therefore we will include evidence informed strategies that are valuable for you from that perspective, like collective teacher efficacy, trust and psychological safety.

ROUNDTABLE Kennet Fröjd, Eva Hartell, Arnold Pears, Nidhi Sachdeva & Dylan Wiliam

AI in Education; Benefits, Opportunities, Challenges, and Risks This session will be recorded for a podcast



Dr Eva Hartell

Head of research for DoE in Haninge, Researcher at KTH, Ambassador for researchED

She has a background as a passionate teacher, and is now a passionate researcher deeply committed to improving education, and works closely with schools in national and international practitioner-based participatory research projects, like K-ULF. Additionally, she serves as the Ambassador for researchED Scandinavia. She also serves as co-host for Fröjd's toolbox.



Arnold Pears

Professor of Engineering Education, KTH Royal Institute of Technology

Professor and Head of the Department of Learning in Engineering Sciences, KTH Royal Institute of Technology, Stockholm, Sweden. Scientific research lead for K-ULF. Professor of Computer Science Education at Uppsala University (2017-present).



Dr. Nidhi Sachdeva

Teacher Educator, Researcher, Speaker. Ontario Institute for Studies in Education at the University of Toronto, Canada & Chair researchED Toronto

Dr. Nidhi Sachdeva is a leading Canadian Science of Learning researcher, specializing in evidence-informed learning design, post-secondary education, and edtech. She teaches online learning and microlearning from a cognitive science perspective at OISE's Department of Curriculum, Teaching, and Learning at the University of Toronto. A recognized expert in translating educational research into practical classroom strategies, she coauthors the globally-read Science of Learning newsletter and currently serves as Chair of researchED Toronto.

<https://www.linkedin.com/in/nidhi-sachdeva-toronto/scienceoflearning.substack.com>



Dylan Wiliam

Emeritus Professor, UCL Institute of Education, UK & USA.

Dylan Wiliam is Emeritus Professor of Educational Assessment at University College London. 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 www.dylanwiliam.net

ROUNDTABLE

Kennet Fröjd, Eva Hartell, Arnold Pears, Nidhi Sachdeva & Dylan Wiliam

AI in Education; Benefits, Opportunities, Challenges, and Risks

In this Roundtable with Fröjd's Toolbox podcast and co-host Dr Eva Hartell you will meet Professor Arnold Pears, Professor Dylan Wiliam and Dr Nidhi Sachdeva. AI in Education is something that concerns all of us working in Education. In this Roundtable we will talk about AI in Education from a Science of Learning perspective. The expertise and experiences of our participants are complementary to each other and will give synergies, and ensure a dynamic conversation.





Beth Greville-Giddings

Learning and Development Lead, Raleigh Education Trust, UK

Beth Greville-Giddings is Learning and Development Lead for Raleigh Learning Trust, and Research Lead at Westbury Academy (SEMH) in Nottingham, UK. 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 @bethgg.bsky.social

Glass half-empty; harnessing negative thinking

Abandon hope, suck lemons, Hoover up moods and explore how we should all embrace negative thinking to make everything better. Drawing on evidence from the worlds of psychology, industry and business, this session will look at how, far from being destructive, it's OK to be pessimistic and it might even be beneficial. We will look at examples of how we can use this to harness healthy negative thinking in schools.



Agneta Gulz

Professor of Cognitive Science, Lund University.

Agneta Gulz is a full Professor at Lund University Cognitive Science and director of the Educational Technology Group (www.lucs.lu.se/research/educational-technology-group/home/). The group contributes to the development of theories and technologies that inform basic research on learning and instruction, as well as to real-world instruction practices. The group's research is characterized by an orientation towards schools' and preschools' ordinary activities together with the use of iterative processes of evaluation and re-design.

Magnus Haake

Associate Professor, Lund University

Magnus Haake is Associate Professor at Lund University Cognitive Science (LUCS) and co-director of the Educational Technology Group (ETG; www.lucs.lu.se/research/educational-technology-group/home/). The research group contributes to the development of theories and technologies that inform basic research on learning and instruction, as well as to real-world instruction practices. The group's research is characterised by an orientation towards teaching and learning in K-12 using iterative processes of evaluation and re-design.

Why teachers should relate to “science” – robust, consolidated, empirical evidence – rather than single studies or ‘novel research’.

We will discuss characteristics of robust, consolidated, empirical evidence, as well as how this form of teacher knowledge needs to interact with teacher's own experiences and know-how. Also the notion of a profession's proven experience will be discussed.

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Dr Eva Hartell

Researcher in Haninge and at KTH, coordinator for K-ULF, and Ambassador for researchED Scandinavia

Dr. Eva Hartell is currently Head of Research at the DoEd in Haninge Municipality and a researcher at the KTH Royal Institute of Technology in Sweden. With a background as a STEM teacher, she is deeply committed to improving education and works closely with schools in national and international practitioner-based participatory research projects, like K-ULF. Additionally, she serves as the Ambassador for researchED Scandinavia.

<https://www.kth.se/profile/ehartell>

@EvaHartell @researchedscandinavia @tillit_till_it

Comparative judgement and the future of assessment in the time of GenAI

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



Dr Casper Hulshof

Teacher at the Educational Science department at Utrecht University

My name is Casper Hulshof. I am a psychologist who specializes in educational science. I love teaching, but I also enjoy critically evaluating past and present ideas about education. Together with Pedro de Bruyckere and Paul Kirschner I have published multiple books on 'urban myths' in education (available in Swedish), and on how (recent) psychology can help teachers improve their work.

@casperhuls

Urban myths in education: past, present, and future

In my session I will go into some of the ideas about education that we consider 'urban legends'. Some of these will surprise you! The past year we have been updating our earlier work, and I expect to be able to discuss some new topics and interesting developments.



Miriam Hussain

Assistant Principal. United Learning, UK.

Miriam Hussain is an Assistant Principal for United Learning in the United Kingdom. She is also a teacher of English and Author. Over her career she has worked as an Assistant Headteacher, DSL, Chair of Governors, Lead Practitioner and Head of Year. She is a Teach First Ambassador.

@MiriamHussain_ www.miriamhussain.education

Behaviour is Curriculum

This session will look at the importance of routines and habits being embedded into whole school culture and why this is so critical within our most challenging schools. Miriam will also explore how this is transformational for whole school culture, student daily habits and how this in turn leads to achieving the best outcomes.



Malin Jansson

Assistant professor, Digital learning, KTH Royal Institute of Technology.

Dr Malin Jansson is an assistant professor at KTH, specializing in digital learning. She holds a Master of Science in Engineering and in Education and a PhD in Technology and Learning. Her research explores how students learn within digital systems, with a particular interest in text-based chat. Malin investigates how learners take responsibility for their learning processes, including self-regulation and co-regulation, to better understand collaborative and individual learning in digital environments.

Student responsibility and regulation of learning in mathematics through online tutoring

This session focuses on research examining how students take responsibility for their learning in text-based chat systems, and its practical implementations. By employing self-regulation, students can organize, structure, and facilitate their cognitive processes, which are crucial for problem-solving. The study was conducted in mathematics, a subject requiring high engagement in critical thinking and problem-solving. It also showed the emotional aspects of learning, including anxieties, joy and frustration, highlighting the connections between emotions and problem-solving.



Andreas Jemstedt

Senior lecturer at the Department of Education at Stockholm University

Dr Andreas Jemstedt is a researcher with a background in cognitive psychology. He specialises in how we acquire knowledge, reduce forgetting and make decisions during learning. His research interests include memory, metacognition, self-regulated learning, and technology-enhanced learning, with a recent focus on artificial intelligence. He is dedicated to understanding and improving how we learn and apply knowledge in various educational settings.

[linkedin.com/in/andreas-jemstedt](https://www.linkedin.com/in/andreas-jemstedt) <https://www.su.se/profiles/anje6261-1.191060>

AI-Supported Course Development: Generating Practice Questions and Feedback to Enhance Student Learning

This session describes an ongoing project at Stockholm University that uses generative AI to support course development. The goal of the project is to provide students with AI-generated practice questions and feedback, making it easier for them to use spaced retrieval practice. The project also aims to facilitate course development by reducing the workload associated with providing students with practice questions and feedback.



Kate Jones

Senior Associate, Evidence Based Education, UK

Kate Jones is a teacher, leader, bestselling author, blogger and award-winning international speaker. She is Senior Associate for Teaching and Learning at Evidence Based Education and the author of nine books including a bestselling series on retrieval practice. Kate is also the editor of The researchEd Guide to Cognitive Science. Kate writes extensively about education on her website and in various educational magazines including Teach Middle East Magazine and the TES and is also the founder of The Love To Teach Podcast. She has presented and worked with schools around the world.

[@kaetjones_teach](https://twitter.com/kaetjones_teach) <https://evidencebased.education>

Evidence-informed feedback strategies

Feedback should be helpful, actionable and students must engage and embrace feedback, but the reality is this does not always happen in the classroom. Students receive feedback on a daily basis, from their teachers and peers, but how do teachers ensure this feedback helps learning and not hinders it? This session aims to answer this key question and provide a wide range of practical examples for the classroom. In the session Kate will explore a range of workload friendly strategies for the classroom focusing on feedback to move learners forward. Kate examines the ingredients of effective feedback, shows what actionable feedback can look like in practice, and there is exploration of verbal feedback approaches, with advice on peer and self assessment and tips about harnessing technology to support teacher workload whilst providing helpful feedback to learners.



Martin Karlberg

Senior Lecturer, Uppsala University

Martin Karlberg (PhD) is a teacher and researcher at the Department of Education at Uppsala University. Currently, he is the research leader of the IBIS study, where he educates and supervise approximately 300 Swedish schools in effective leadership and teaching. The IBIS program is based on the Positive Behavior Support program. The evaluation is ongoing.

Inclusive Behavioral Support in Schools (IBIS). A systematic approach to classroom management and inclusion.

The lecture is about IBIS-PBS, an evidence-based model for schools that focuses on classroom management and teaching to improve behavior, social skills, and academic performance. The model emphasizes structure, routines, rules, relationships, and conflict management. It is based on careful implementation, systematic approaches, and data-driven decision-making. IBIS-PBS is founded on Positive Behavior Support and learning theory, where a positive school environment promotes changes in behavior and performance.

Tryckt och digitalt

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Books visible in the stack:

- Åsa Birsh & Christian Lundahl (red.) HÅLLBAR BEDÖMNING
- Thomas Nygren (red.) VETENSKAPLIGA TEORIER FÖR LÄRARE
- Thomas Nygren (red.) VETENSKAPSTEORI OCH FÖRSKUNGSMETODER I UTBILDNINGSVETENSKAP
- Maria Andreea Gălbenețiu, Ingrida Gălbenețiu AMNEZIALÄRNINGSPROJEKT
- LEDBARSKAP, SOCIALA RELATIONER OCH KONFLIKTHANTERING FÖR LÄRARE
- UTBILDNINGENS ORGANISATION OCH VÄLKOR
- SPECIALPEDAGOGIK FÖR LÄRARE

K-ULF Marie Danielsson, Elin Gawell, Cecilia Kozma, Helena Isaksson-Persson & Tanja Nymark

K-ULF– a model for participatory practitioner-based research in STEM: An overview and two case studies

K-ULF [Kompensatorisk Undervisning för Lärande och Forskning] is a joint initiative involving KTH Royal Institute of Technology, Haninge, Lidingö, Nynäshamn, Värmdö, NTI Gymnasierna & Stockholm City.



Marie Danielsson (PhD)

Educational Developer House of Science (Vetenskapens Hus)

Marie Danielsson (PhD) works as an educational developer at Vetenskapens Hus, a science education center in Stockholm. There, she primarily coordinates and leads hands-on activities in chemistry and biology for K-12 students and has also served as a teacher educator. She is a participant in K-ULF—a consortium focused on practice-based research in education.

*@Marie_Dson, @kulf_ulf, @vetenskapenshus (instagram), www.kth.se/k-ulf
www.vetenskapenshus.se*



Elin Gawell

Ph.Lic., and teacher in mathematics and AI, Gustavsbergs gymnasium, Värmdö

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



Helena Isaksson Persson

Doctoral student and lecturer, KTH Royal Institute of Technology

Helena is a doctoral student and lecturer at the Department of Learning, KTH Royal Institute of Technology, Sweden. Her research focuses on technology education in lower and upper secondary school. Moreover engaged in the K-ULF initiative for practice based research and development. [linkedin.com/in/helena-isaksson-persson-b6bb2190](https://www.kth.se/en/k-ulf)

<https://www.kth.se/en/k-ulf> <https://www.kth.se/profile/helenaip>



Dr Cecilia Kozma

Manager ESERO Sweden and K-ULF, Vetenskaps Hus & KTH

Dr Cecilia Kozma works at Vetenskaps Hus (House of Science), KTH Royal Institute of Technology, in Sweden. She is manager for ESERO Sweden and project manager for K-ULF.

<https://www.kth.se/profile/kozma?l=en> <https://www.kth.se/en/k-ulf>



Tanja Nymark

PhD, Educational Developer at Vetenskaps 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 Vetenskaps 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.

[@kulf-ulf \(Twitter\)](#), [@vetenskapshus.se \(Instagram\)](#) <https://www.kth.se/k-ulf>, <http://www.vetenskapshus.se>

K-ULF Marie Danielsson, Elin Gawell, Cecilia Kozma, Helena Isaksson-Persson & Tanja Nymark

K-ULF– a model for participatory practitioner-based research in STEM: An overview and two case studies

This session offers insights into how practitioner-based participatory research can enhance STEM education through tackling authentic teaching problems and collaborative inquiry. Swedish schools are required to use evidence-based practices, yet much research remains inaccessible or irrelevant to educators. To address this, the Swedish Government introduced the practitioner-based research initiative ULF, including the K-ULF model, which fosters research literacy, collaborations between and active involvement of teachers, teacher-educators, teacher students, and researchers to produce practical, impactful findings.

K-ULF is a joint effort between KTH Royal Institute of Technology, Haninge, Lidingö, Nynäshamn, Värmdö, NTI Gymnasierna & Stockholm City. Cecilia provides an overview of the K-ULF-model, followed by two illustrative examples from the K-ULF initiative both focusing different challenges from teachers' and teacher educators perspective. Marie, Helena and Tanja provides some findings from a study involving teachers students as participants in a research study. Exploring the challenges and opportunities faced by teacher educators when involving teacher students observing K–12 students communication skills during practical STEM activities, iteratively refining observations protocols to improve validity.

Elin shares insights from an exploratory study on students using chatbots in an introductory programming course in upper secondary school (gymnasium), and its impact on students' achievement. Pre- and post survey showed increased engagement for programming and AI's real-world relevance, among students. Highlighting both the opportunities and challenges of AI integration in education.

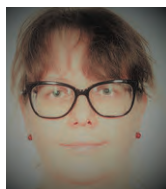


Dr Cecilia Kozma

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

Dr Cecilia Kozma is working at Vetenskapens Hus (House of Science), KTH Royal Institute of Technology, in Sweden. 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

<https://www.esero.se> <https://www.kth.se/profile/kozma?l=en> <https://www.kth.se/en/k-ulf>



Dr Helena Lennholm

Associate professor. KTH Royal Institute of Technology

Dr Helena Lennholm is a qualified and experienced educator in the field of chemistry and didactics. In addition to her role as an associate professor in wood chemistry at KTH, she is also a certified secondary school teacher in chemistry and natural sciences. She has been teaching at the university level for over a decade and has also taught in secondary schools for a similar amount of time. Dr. Lennholm works as an adjunct in technology didactics and teaches courses on teacher education at KTH. Her research interests include the study of authentic learning and how to promote sustainable development in education. Helena is involved in K-ULF

<https://www.kth.se/profile/lennholm>



Jenny Jansson

Teacher VBU Ludvika and teacher Ambassador for ESERO Sweden

Jenny Jansson is an engaging and inspiring teacher with over twenty years of experience in the education sector and is known for her work as an ESA/ ESERO ambassador. She uses space as a dynamic backdrop to teach and inspire and has developed innovative methods to make science accessible and exciting

Cecilia Kozma, Helena Lennholm & Jenny Jansson Introducing Esero as an educational resource för K–12 and Living and Surviving in Space

This session introduces ESERO Sweden and their resources. Continuing presenting an interdisciplinary, authentic educational project in chemistry and biology explores the conditions for human life in space. During the school year, the students have been working with three central tasks: 'living and eating in space', where the focus was on nutrition and sustainable food production in the space environment; 'exercising in space', where they examined the physiological challenges and adaptations required for training in microgravity; as well as 'medicine and health in space', which deals with medical aspects and how the body is affected by staying in space. The project aims to provide a deeper understanding of the interaction between humans, technology and natural science in extreme environments in Chemistry and Biology.



Jonas Linderoth

Professor, University of Gothenburg

Jonas Linderoth is a professor of education with a strong focus on implementing evidence-informed teaching strategies in his own teaching, with particular attention to resource efficiency. Linderoth has been a critical voice in the Swedish educational debate, advocating for more effective, research-based approaches while considering the practical constraints and workload faced by teachers in various settings.

<https://www.gu.se/om-universitetet/hitta-person/jonaslinderoth>

Teaching the teachers: Cognitive science-informed pedagogy as a model for future teachers

In this presentation, Professor Jonas Linderoth will explore how he has applied evidence-informed, cognitive science-based teaching strategies in higher education, particularly in courses for future teachers. He will address the unique challenge of teaching student teachers, where the approaches used can influence their future teaching practices, and how to implement state-of-the-art strategies within realistic resource constraints.



Jessica Mellgren

Teacher in Swedish as a second language and lead teacher in language development at Vikingaskolan, Haninge municipality. teacher, Vikingaskolan, Haninge & expert Expert Council for reading, Lärarstiftelsen

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 (Sveriges Lärare) and the Swedish Association of Teachers (Lärarstiftelsen). 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.

Instagram @sunmanajessica <https://jessicamellgrenblog.wordpress.com>

Schools teach children to read but how do we make them readers?

The reading ability of Swedish students is declining. According to PIRLS 2021, we see a growing gap between students with Swedish and foreign backgrounds. The proportion of multilingual students has increased since PIRLS 2016 and the results for this group have deteriorated. In her talk, Jessica Mellgren will discuss fiction as the main source of experiences and knowledge. How teaching with the text at the centre can develop students' reading skills and make reading meaningful for them.



Johanna Mufic

Postdoctoral researcher Linköping University, Associate Professor at Stockholm University

Johanna Mufic's research is driven by a strong commitment to quality in education, adult learning, and lifelong learning. She earned her PhD in 2022 with a dissertation on how quality is shaped in adult education. Currently, Johanna is a postdoctoral researcher at Linköping University and an Associate Professor in Education at Stockholm University. Her work spans national and international contexts, including studies in Canada and South Korea, focusing on quality in adult education systems.

@JohannaMufic *Linkedin: Johanna Mufic* *Instagram: JohannaMufic*

Quality "problems" in (Adult) education

Johanna has long been intrigued by the origins of the concept of quality, its introduction into the educational field, and its far-reaching effects on those involved. In her presentation, she will guide the audience through the historical evolution of the concept of quality and explore its sometimes paradoxical and even absurd consequences in today's educational environments.



Daniel Muijs

Professor of Education, Queen's University Belfast, Northern Ireland

Daniel is Professor of Education and Head of the School of Social Sciences, Education and Social Work at Queen's University Belfast. He previously worked at universities in England, the Netherlands and Belgium, and at Ofsted, the English school inspectorate. Daniel's research on educational effectiveness includes work on pedagogy, curriculum and school effectiveness.

Bluesky: @danielmuijs.bsky.social. @ProfDanielMuijs. Linkedin: Daniel Muijs

Improving Schools in Disadvantaged Areas: an updated review of research

Twenty years on from the publication of the article 'Improving schools in socioeconomically disadvantaged areas—A review of research evidence' this presentation will look at updated evidence of what we can do to improve schools serving disadvantaged communities. We will look at what the evidence says about classroom practice, leadership, relations with parents and community, behaviour and culture; and what this evidence means for policy and practice.

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Mehria Muquri Habib

Senior teacher in STEM, Lidingö.

Mehria is a certified teacher and trained molecular biologist, currently working as a lead teacher in STEM subjects. She is actively involved in KULF, where she integrates research-based methods with practical teaching. Her work focuses on language development strategies in STEM, enhancing students' understanding and subject knowledge. Combining her expertise in molecular biology with innovative pedagogy, she creates inclusive learning environments that foster critical thinking and help students achieve their full potential. Mehria is involved in K-ULF



Nicolas Leal

Teacher, Ribbybergsskolan, Haninge.

Nicolas is a Year 4–6 teacher in math, science, technology and Spanish at Ribbybergsskolan in Haninge municipality. He uses, among other methods, vertikal whiteboards as a mean to teach students math. Member of K-ULF.



Ernest Ampadu

Associate Professor of Mathematics Education, KTH Royal Institute of Technology

Ernest Ampadu is an associate professor in mathematics education at KTH-Royal Institute of Technology. His research interest is in teacher professional development and students' learning experiences. Member of K-ULF.

<https://www.kth.se/profile/ernesta>

Mehria Muquri Habib, Nicolas Leal & Ernest Ampadu

Improving subject knowledge and language development in STEM

Part of the K-ULF initiative, this session explores strategies for integrating language development with STEM education. Nicolas highlights and critically examines how Vertical whiteboards functions in Mathematics and in Science education. Discussion how they can be mean to motivate and encourage active participation, peer tutoring, and language development especially for silent and/or moblie students. Using data from Magma, Nicolas can follow his student progress, while supporting his students to focus and think hard. Mehria presents the Unpacking the text project, involving a data-based approach using Lexplore data to enhance reading comprehension and critical thinking in STEM subjects.

Preliminary results show improved academic outcomes in both these teacher-led research projects. Participants will gain practical strategies for fostering engagement, improving language skills, and creating inclusive learning environments through evidence- informed practices.



Diane and James Murphy

Co-Founders, Thinking Reading, UK and New Zealand

James and Dianne are highly experienced teachers who use their background in special education to design teaching and training programmes to help schools ensure that the weakest readers catch up quickly and completely and all students leave secondary school reading well.

@HoratioSpeaks @ThinkReadTweet <http://thinkingreading.com>



Transforming lives through literacy

Adolescents with reading difficulties experience a wide range of negative psychological, behavioural and emotional impacts. Conversely, enabling these students to catch up to their peers very quickly results in remarkable transformations in behaviour, self-image and motivation.

PODCAST

Kornhall & Netz live podcast introducing Pedro de Bruyckere

Live podcast Kornhall & Netz with guest Pedro de Bruyckere.

Interview and conversation on essential topics from de Bruyckere's research and thinking.



Ingela Netz

Podcast host and management consultant

Ingela is one of two hosts of the well-renowned podcast Kornhall&Netz. Researchers, policymakers, educators, leaders and students are interviewed on essential issues within the educational system. Ingela has 25 years of experience in education as a teacher, principal and district leader and is also one of the founders and leaders of the Swedish network for Spirals of Inquiry, a part of the NOIIE international. Ingela is now working as a management consultant in the public sector. She is currently also finishing a Master of Education in Educational Leadership at Vancouver Island University, Canada.



Per Kornhall (PhD)

Author and independent consultant and podcast host

Per Kornhall (PhD) Author and independent consultant Per Kornhall (PhD) is an author and consultant in education. He has written a dozen or so books ranging from political debate over school reforms to handbooks for teachers and principals. He is also founder of the reknown Kornhall & Netz podcast.

kornhall.net



Pedro De Bruyckere (PhD)

Utrecht University, Head of Leerpunt

Pedro is an educational scientist from Ghent, Belgium. He currently is a lecturer at Utrecht University and head of Leerpunt, Flanders. He (co-) wrote several books on education such as Urban Myths about Learning and Education (finns på svenska).

@thebandb <https://theeconomyofmeaning.com>



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Ben Newmark

History Teacher Assistant Principal for Teaching and Learning at a Catholic comprehensive school in England

Ben has been a history teacher and school leader for over twenty years. He has a special interest in inclusion and how best to help those who find learning more difficult.

@bennewmark.bsky.social bennewmark.wordpress.com

True inclusion?

In this session Ben will look into why children who find learning more difficult - those often identified with Special Educational Needs in England - are so vulnerable to poor practice. He will argue that many common so called "intervention" have little or no evidence behind them, explore reasons for this and then suggest what might be done to improve provision for those who need true expertise most.



Elisabeth Nihlfors

Professor, Uppsala University

Elisabet Nihlfors, professor in pedagogy with focus on leadership. Her research concerns school governance and leadership, policy issues and democracy issues. For several years she has contributed to developing ULF [<https://www.ulfavtal.se/w/ul/>], research driven by school leaders and teachers' need for new knowledge.

Superintendents and principals are the guardians of democracy

The role of education cannot be emphasized enough. Knowledge and skills for lifelong learning in a wicked world place demands on the abilities of school leaders. Knowledge must be converted into capacity for the staff and the students. Demographic and geographical differences, local society, and civil society challenge the supply of skills. How can school leaders, on a scientific basis and with proven experience, create high-quality education to guarantee society's democratic development?

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Josefin Nilsson

Assistant director at The National Centre for Swedish as a Second Language (NC), Stockholm University

Josefin has a PhD in Language Education, has long experience of teaching in multilingual contexts, and is now assistant director at The National Centre for Swedish as a Second Language (NC). NC is a resource centre working for improved conditions for language and knowledge development of second language learners. Josefin's research has a critical orientation and focuses on opportunities for teachers and school leaders to improve teaching quality for students with Swedish as their second language.

<https://www.su.se/nationellt-centrum-for-svenska-som-andrasprak/> <https://www.su.se/english/profiles/evni9099-1.290484>

What's REALLY the problem with second language learning in Swedish – and what can we do about it?

In the Swedish school system, as in many others, students for whom the language of instruction is a second language achieve, at group level, lower results than students with the language of instruction as their mother tongue. Although this problem is far from new, many efforts to improve teaching quality continue to miss this student group. In the presentation, Josefin points out why ambitious school improvement initiatives risk missing the target and gives valuable suggestions for what national as well as local teaching development work needs to contain in order to make a difference for the students for whom teaching needs to be improved.



Eva Norén

Professor, math ed, Stockholm University

Eva Norén has researched in multilingual mathematics classroom for 20 years, when she started as a phd-student. She has for example written articles about bilingual teaching of mathematics, mathematical word problems, students' agency in mathematics classrooms and gender and programming in mathematics classrooms. Her theoretical lenses have varied over the years, but most of her research is situated within sociopolitical frames.

<https://www.su.se/english/profiles/evno3667-1.186426>

Multilingual students in mathematics classrooms in Sweden

All around the world it is more common to be multi- than monolingual. To relate to one's mother tongue when learning (mathematics) is fundamental. A huge challenge in the mathematics classroom, for students struggling with the Swedish language, is to solve mathematical word problems. This session will tackle some examples relating to this challenge, drawing on empirical data from classrooms in lågstadiet, mellanstadiet and högstadiet.



Thomas Nygren

Professor, Uppsala University

Thomas is a professor of history and civics education at the Department of Education, Uppsala University. My research interests focus on educational challenges in history and civics education, for instance, AI in school, international understanding, the digital impact on education, critical thinking and human rights. My previous research, also conducted at Umeå University and Stanford University, has moved across disciplines and been published in books and journals of education, information and computer science, history and digital humanities. I am PI in the projects the News Evaluator, Digital Literacy Across Disciplines, and SEGA:D and served as an expert for the European Commission on education against disinformation. In 2022 I was awarded the Uppsala University pedagogical prize and also the national award "the golden magnifying glass" for my work to promote digital critical thinking.

@thnygren <https://www.uu.se/en/contact-and-organisation/staff?query=N12-2113>

Impact and side-effects from promoting critical thinking in a world of AI

This session will present results from impact studies where students in classrooms engage with the complicated task of navigating digital (mis) information. The session will address the nuances of using interventions to support critical and constructive thinking in diverse classroom settings. Our research findings suggest that, when implemented thoughtfully, such instructional designs equip students with the skills needed for responsible digital citizenship and foster an informed youth population prepared to navigate the digital landscape's complexities and use AI critically and constructively. This presentation will contribute to understanding how educational practices can be effectively designed and adapted to support students in becoming discerning and responsible consumers of information with better AI-literacy.



Helena Näslund

Director of education, Haninge municipality

Helena started as a passionate teacher and is now passionate director of education in Haninge.

linkedin.com/in/helena-näslund-b1999458

The school lottery– who will get the chance to succeed?!?

All of us who work in education have one of the most important jobs in the world. Even so, we sometimes tend to leave student success to themselves. If we don't make a difference for them, who will?



Ellen Olsson

MSc in Engineering and Education, KTH Royal Institute of Technology



Linnea Svensson

Master of science in engineering and education, KTH Royal Institute of Technology

Earlier this year (2025), Ellen and Linnea graduated from KTH with a Masters of Engineering Sciences and Education. With their qualifications, they can work as either engineers and as teachers—Ellen in mathematics and technology, and Linnea in mathematics and chemistry. During their studies, they discovered the book Classroom Psychology – from Theory to Practice by Nick Rose and David Didau. This inspired them to write their Master thesis within the field of cognitive psychology, which they did within the K-ULF consortium.

Study strategies and their impact on exam performance

The speakers will present their Master thesis, where they investigated different study strategies and exam performance in upper secondary school mathematics. Previous research suggests that certain strategies are more effective for longtime learning. The speakers conducted an experimental intervention where they tried to implement some of these strategies in real life classrooms. Some of the results will be discussed. The presentation will also recommend some study strategies, which teachers can embed in their classroom practices.



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Arnold Pears

Professor of Engineering Education, KTH Royal Institute of Technology

Professor Arnold Pears BSc(Hons) 1986, PhD 1994, La Trobe Uni., Melbourne, Australia. Professor and Head of the Department of Learning in Engineering Sciences, KTH Royal Institute of Technology, Stockholm, Sweden. Scientific research lead for K-ULF. Professor of Computer Science Education at Uppsala University (2017-present). Broad experience of tertiary education and leadership in Australia, France and Sweden including roles in the Uppsala University Academic Senate, Programme Director IT Engineering Uppsala Univ., Disciplinary education research expert in TUR the pedagogical advisory council of the Faculty of Technology and Natural Sciences, Multiple terms on the Boards of Studies (TUN and NUN) of Uppsala University (2010-2016). Prof. Pears coordinates KTH's participation in 3 Swedish Research Council funded graduate schools, and leads research projects funded by the Swedish government, EU and NordPlus. Publications include 6 book chapters, 40 journal articles and more than 150 refereed conference papers.

<https://www.kth.se/profile/pears> [linkedin.com/in/arnold-pears-34a606](https://www.linkedin.com/in/arnold-pears-34a606)

Why AI matters for education - equipping future generations for success

AI as a professional skill. People should understand the role of education in developing of AI skills in citizens.



Mark Roberts

Director of Research, Carrickfergus Grammar School, Northern Ireland

Mark Roberts is author of the bestselling books *Boys Don't Try?* and *The Boy Question*. Mark also writes regularly for Tes on subjects including pedagogy, behaviour and educational research. Having previously worked in schools in Devon and Manchester, Mark now works at Carrickfergus Grammar School in Northern Ireland, taking up a position as the country's first Director of Research, a role that he combines with teaching English. His latest work *The Behaviour Whisperer* was published by Routledge in July 2024. Carrickfergus Grammar School successfully hosted the very first researchED Belfast in 2024.

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

The Behaviour Whisperer

When it comes to classroom behaviour, how teachers communicate with students has a massive influence on whether behaviour will improve or deteriorate. This session will offer practical, evidence-informed strategies to help all teachers improve their behaviour management. It will outline the most effective communication techniques for challenging situations that teachers face in the classroom, providing helpful examples of verbal and non-verbal communication, ensuring that students become more reasonable, more responsive and more driven to succeed.



Bruce Robertson

Director of Next Level Educational, UK

Bruce Robertson is the director of Next Level Educational, which focuses on high-quality professional development for teachers and school leaders. His books include 'The Teaching Delusion' trilogy and 'Power Up Your Pedagogy: The Illustrated Handbook of Teaching', published by John Catt Educational. 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'.

@Bruce_NextLevel NextLevelEducational.com

Power Up Your Pedagogy

Why is high-quality questioning so important in great teaching and how can you power up your questioning, taking this to the next level? Through a focus on key messages from cognitive science and educational research, and with an emphasis on practical techniques you can implement in lessons, this session explores both of these questions. Your questioning is guaranteed to be EVEN BETTER than it is already as a result of it!



Simon Skau

Senior lecturer, Karlstad University

Dr Simon Skau is a cognitive neuroscientist who works as a senior lecturer at Karlstad University. His research focuses on the neurocognitive mechanisms involved in solving mathematical tasks in elementary school.

Contributions of Neuroscience to the Science of Learning

In this talk, I will begin by presenting neuroscientific perspectives on learning and memory, discussing how these insights can inform our understanding of what learning is. From there, I will address the 'bridging problem'—that is, whether neuroscience can be directly linked to educational science without involving psychology. I will argue that this problem stems from misunderstandings about both the capabilities of neuroscience and what is relevant in an educational context.



Attila Szabo

Senior lecturer Stockholm Education Administration, affiliated researcher Stockholm University

Attila Szabo, PhD, is a senior lecturer, author of textbook series for secondary school mathematics. Board member of the Swedish Institute of Educational Research, of the International Committee at the International Group for Mathematical Creativity and Giftedness and of the ICMI-Sweden (SKM). His research focuses mathematical giftedness, problem solving and the use of dynamic geometry software in mathematics education.

Gifted students in the mathematics classroom

Do mathematically gifted students enjoy group work? Are they creative in mathematics? And how should we teach mathematics for gifted students? The seminar focuses mainly on teaching methods with the potential to develop the mathematical abilities of the gifted. I will problematize their social situation at school and the pedagogical methods that are intended to develop their potential. The notion of creativity in mathematics will also be discussed. Mathematically gifted students are essentially non-conformist individuals who are thinking outside the box and enjoying solving complex problems. Consequently, pedagogical and organizational approaches should be adapted to their level of knowledge and potential. However, a systematic review indicates that acceleration and working with gifted peers in pull-out groups may have good effects on their mathematical development. Since many mathematically gifted students are highly sensitive persons, some of them are facing difficulties in their social interaction. Therefore, an encouraging, inspiring and nurturing educational climate is crucial for these students.



Annabelle Taylor

Deputy Head Ricards Lodge High School

Annabelle Taylor is Deputy Head at Ricards Lodge High School an outstanding local authority school in Wimbledon London with overall responsibility for Teaching and Learning and Professional Development. Annabelle has been teaching in London for over twenty years, originally training as a teacher of Design Technology. Annabelle is passionate about profession development for herself and colleagues. She has completed the National Professional Qualification for Headship and currently works as a facilitator on the NPQ Leading Teaching Programme. During her teaching career, she has held a number of different leadership posts and works alongside the SSAT as a Embedding Formative Assessment Ambassador supporting schools to embed the programme in their daily practice. Annabelle is passionate about providing all students with the tools they need to move onto the next stage of their education and to be an active member of the wider community.

@ricardstweets

Embedding Formative Assessment; a senior leaders perspective.

Annabelle Taylor

Embedding Formative Assessment; a senior leaders perspective.

In education, time is one of our most precious resources—especially when it comes to planning and delivering professional development. For professional development to truly make a difference, it must be of the highest quality, engaging, and provide teachers with practical tools to enhance their practice. This session will explore the transformative power of formative assessment, drawing on the experiences of Ricards Lodge High School, an early adopter of the Embedding Formative Assessment approach.



Andrew Watson

President, Translate the Brain, USA

Having taught high-school English for 20 years, Andrew Watson now translates cognitive science for teachers, students, administrators, and parents. He has partnered with schools and presented at conferences – both nationally and internationally – focusing on memory, attention, and motivation. Andrew’s three books and weekly blog explore the uses and limitations of cognitive science research in the classroom. His goal: use research to make learning easier and teaching more effective.

@AndrewWatsonTTB bluesky www.learningandthebrain.com/blog

Presentation 1 What Does the Research Say? Critically Evaluating ‘Research-Based’ Teaching Advice

Teachers regularly receive advice that “comes from brain research.” How can we distinguish between reliable research-based teaching advice and the guidance based on hunches and misrepresentations?

This talk offers specific, practical strategies. When teachers know the questions to ask, the web resources to check, and the research headings to explore, we can ensure that research-based advice truly deserves our trust. The result: reliable teaching guidance that fits our classroom, our curriculum, and our students.

Presentation 2 Thinking Creates Learning: The Essentials of Working Memory

If “learning” requires “thinking,” how does “thinking” work? To answer this question, this talk explores an essential cognitive function: working memory. Working memory allows students to connect new information to prior knowledge, and to reorganize knowledge into new ideas. When teachers understand working memory – its function, importance, and limitations – we can anticipate, recognize, and solve many problems that hinder learning. Lively and practical, this workshop uses research to make learning easier and teaching more effective.



Dylan Wiliam

Emeritus Professor, UCL Institute of Education, UK & USA.

Dylan Wiliam is Emeritus Professor of Educational Assessment at University College London. 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 www.dylanwiliam.net

Roundtable discussion on AI in Education; Benefits, Opportunities, Challenges, and Risks with Kennet Fröjd, Eva Hartell, Nidhi Sachdeva & Arnold Pears



Daniel Willingham

Professor, University of Virginia, USA

Dan Willingham trained as a cognitive psychologist and conducted basic research on human memory for the first fifteen years of his career. Since 2005 all of his work has focused on translating findings from psychology to K-16 classrooms.

@DTWillingham Facebook: DTWillingham TikTok: daniel_willingham
www.danielwillingham.com

Welcome

Dan will offer good wishes from Virginia :)

Roundtable with Alan Baddeley, Kennet Fröjd & Kate Jones.





Erik Winerö

PhD student University of Gothenburg & High School Teacher Lerum Gymnasium

Erik Winerö works both as a teacher, where he explores how insights from educational science can be applied in practice, and as a researcher in his PhD project, where he studies how generative AI affects teachers' assessment practices and views on knowledge.

www.linkedin.com/in/erikwinero <https://winero.se>

The Assessment Paradox

In Sweden, increasing demands for summative assessments and grade inflation have led to a stronger emphasis on standardized tests, now transitioning to digital formats. However, unfamiliarity with these systems diminishes their validity. With the rise of generative AI, teachers are reverting to traditional exams, heightening test focus, which negatively impacts student well-being. In this session, Erik explores how insights from cognitive psychology can offer solutions to this paradox: needing both less and more assessment at once.

Erik Winerö & Jenny Sellberg

Contradictory reforms regarding grades and assessment– fixing or fuelling the problems

Both the official report of the Swedish Government on grades and the digitization of the national tests aim for the school to solve problems with equivalence in assessment and grade inflation. But both lead to an increased focus on assessments and more test situations. At the same time, the reform GY25 is introduced, which means a transition from course grades to subject grades with the aim of reducing the focus on assessment. How does this go together? Should the school both accelerate and brake at the same time?



Jenny Sellberg

Digitaliseringsstrateg/Digitalization strategist, Vaxholm.

Jenny has worked for a long time with digital tests and assessment, both as a high school teacher and director of education at the Swedish National Agency for Education. She also worked on developing strategies and action plans for the school's digitization and creating sustainable operational change in which digitization is one of several important tools to reach set goals.

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

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Fredrika Bremergymnasiet 15 March 2025