Anna T. Danielsson

Personal information

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Date of birth: July 12th 1978
Pronouns: she/her

Academic Qualifications

2014 Associate Professor (docent) in Curriculum Studies (didaktik), Uppsala University.

2009 PhD in Physics, with specialisation in Physics Education Research, Uppsala University.

Doing Physics – Doing Gender. An Exploration of Physics Students' Identity Constitution in the Context of Laboratory Work
Available on-line: http://urn.kb.se/resolve?urn=urn:nbn:se:uu:diva-98907

Supervisors: Prof. Cedric Linder (Department of Physics and Astronomy) and Dr Tora Holmberg (Centre for Gender Research)

University of Oxford
Visiting student, Physical and Theoretical Chemistry Laboratory, April 2005.

2004 MSc in Physics, Uppsala University.

2004 BA in History, Uppsala University.

Current position

Professor of Science Education	Department of Teaching and Learning[1], Stockholm University. February 2021 –

Previous positions

January 15, 2018 – January 31, 2021	Professor in Curriculum Studies, Department of Education, Uppsala University.
November 2017 – November 2019	Visiting Professor in Science Education, School of Education, Communication & Society, King's College London.
July 1, 2011 – January 15, 2018	Senior Lecturer, Department of Education, Uppsala University
September 1, 2016 – August 31, 2017	Reader in Science Education, King's College London

[1] February – December 2021: Department of Mathematics and Science Education (merged with Department of Humanities and Social Science Education and Department of Language Education to form the Department of Teaching and learning January 1st 2022).

April 1, 2010 – March 31, 2012	Postdoctoral Fellow, Faculty of Education, University of Cambridge (fellowship awarded by the Swedish Research Council)
January 1 – March 31, 2010	Researcher (100%) Centre for Gender Research, Uppsala University
October 19 – November 27, 2009	Guest researcher (100%), Chalmers University of Technology, Gothenburg
September 1 – December 31, 2009	Researcher (25%) Centre for Gender Research, Uppsala University
August 1 – December 31, 2009	Temporary position as senior lecturer in physics (40%), Department of Physics and Astronomy, Uppsala University.
April 2009 – June 2009	Chair of organisation committee for the conference 'Challenging Education: Feminist and anti-oppressive strategies in teaching and learning', Centre for Gender Research, Uppsala University.
March 2004 – April 2009	PhD student in physics (80% research, 20% teaching). Department of Physics and Astronomy and Centre for Gender Research, Uppsala University.

Grants

Totally acquired funding: approx. 132 million SEK

Major grants

Project Research Grant from the Swedish Research Council (main applicant, co-applicants: Dr. Anders Johansson and Dr. Anne-Sofie Nyström), 2026-2029: Resonating with sciences: The transformative and democratizing potential of citizen science. 5.2 million SEK.

Project Research Grant from the Swedish Research Council (co-applicant, PI: Prof. Paola Valero Duenas), 2022-2025. Project title: In(ex)clusion in higher education mathematics and physics: Identity enactment in educational trajectories and scientific practices. 6 million SEK.

Grant for graduate school for teacher educators. (main applicant; co-applicants: Prof. Paola Valero Duenas, Prof. Lisa Boistrup Björklund and Prof. Leif Östman). Relevancing mathematics and science education: A graduate school for teacher educators 2. Swedish Research Council, 2022-2026, 39.5 million SEK.

Grant for graduate school for teacher educators. (co-applicant, main applicant Prof. Paola Valero Duenas). Relevancing mathematics and science education: A graduate school for teacher educators. Swedish Research Council, 2020-2024, 40 million SEK.

Project Research Grant from the Swedish Research Council (main applicant; co-applicant: Dr. Anne-Sofie Nyström), 2019-2021. Project title: The unlikely scientists: Exploring what has enabled students from under-represented groups to continue to higher education science studies. 4.4 million SEK.

Project Research Grant from the Swedish Research Council (co-applicant, PI: Dr. Maria Berge), 2015-2017. Project title: Remoulding Engineering: Knowledge and Identity Perspectives on Project Work in Engineering Education. 6.9 million SEK.

Project Research Grant from the Swedish Research Council (co-applicant, PI: Dr. Kristina Andersson), 2015-2018. Project title: In the borderland between academic disciplines and school science - Science faculty as teacher educators. 7.7 million SEK.

Grant for Graduate School for Teachers in Science (Stockholm University in collaboration with Uppsala University, main applicant was the vice-chancellor for Stockholm University, I was one of 10 co-applicants), 2014-2017. 9.8 million SEK.

Project Research Grant from the Swedish Research Council (main applicant; co-applicants: Dr. Maria Berge, Dr. Malena Lidar, Prof. Åke Ingerman and Prof. Leif Östman), 2013-2015. Project title: Power, knowledge and identity in science and technology classrooms: Teachers' enactments of disciplinary discourses as establishing inclusion and exclusion. 5.6 million SEK.

Project Research Grant from the Swedish Research Council (co-applicant; PI: Dr. Anita Hussénius), 2011-2013. Project title: Challenging science teacher education: Gender awareness in constructing knowledge of science and science teaching. 5.5 million SEK.

The Swedish Research Council Postdoctoral Fellowship in Education, 2010-2012. Project title: Caring for physics? Gender perspectives on primary school student teachers' constitutions of identities as teachers of science in the tension between 'feminine' primary teaching and 'masculine' physics. 676 000 SEK.

Minor grants

Gustaf VI Adolfs fond för svensk kultur. 20 000 SEK.

Åke Wibergs stiftelse, 2025. 50 000 SEK.

Carl Tryggers stiftelse för vetenskaplig forskning, 2025. 75 000 SEK.

Wenner-Gren Foundation, 2025. 150 000 SEK.

Kungliga patriotiska sällskapet, 2025. 40 000 SEK.

Magnus Bergvalls stiftelse, 2025. 50 000 SEK.

VFT funding of verification activities from Vinnova, 2024. 80 000 SEK (co-PI, PI: Anne-Sofie Nyström, UU).

Project research grant from 'Forum för ämnesdidaktiska studier' (Forum for discipline-based educational studies, Uppsala University), 2015. 100 000 SEK.

The Wenner-Gren Foundation Travel Grant to the BERA conference, 2012.

The Swedish Research Council Travel Grant to the APS/AAPT joint meeting, 2010

The Uppsala University Forum for Disciplinary-based Education Planning Grant, 2009 (together with Dr. Anita Hussénius). 100 000 SEK.

The Uppsala Student Union Publication Grant for printing of PhD thesis, 2009

Pedagogical Development Grant, Faculty of Science and Technology, Uppsala University, 2008 (together with Prof. Olle Björneholm).

The Uppsala University Vice-Chancellor's Travel Grant from the Wallenberg Foundation to the Gender and Education Association Conference, 2007

Travel Grant for PhD students in Education, Uppsala University, to the American Association of Physics Teachers Summer Meeting, 2007

Travel Grant for PhD students in Education, Uppsala University, to the Gender and Science and Technology 12 International Conference, 2006

Nominations

Nominated for the Pro Futura postdoctoral programme by the Faculty of Education, Gothenburg University, 2011.

Fellowships and honours

Honorary member [hedersledamot], Västmanlands-Dala nation, Uppsala, elected 2023.

Member of the Young Academy of Sweden, 2019-2024.

Visiting Fellowship, Wolfson College, University of Cambridge, 2010-2012.

Committee and service work

Committee work

Member of the The Royal Swedish Academy of Engineering Science working group on STEM-capital, 2026-

Member of the advisory board for Framtidens ingenjörer [Engineers of the future], an initiative by the Ny Teknik group, 2026-.

Member of the external advisory board for *Horizon Europe CLIMES doctoral network project*, 2026-2030.

Associate editor, *Journal of Research in Science Teaching (JRST)*, 2025-2029.

Member of the C14 (physics education) Commission of IUPAP (The International Union of Pure and Applied Physics), 2025-2027.

External member, The educational committee, The Royal Swedish Academy of Sciences, 2023-2028.

Participant in the RIFO (Sällskapet riksdagsledmöter och forskare/The Society for Members of Parliament and Researchers) – The Young Academy of Sweden network programme, 2023.

Board member, Stiftelsen Forskning & Framsteg, 2023-2027.

Member of the leadership group for the Young Academy of Sweden, 2022-2024.

Deputy member of the Department Board, Department of Teaching and Learning, Stockholm University, 2022-2023.

Member of the The Royal Swedish Academy of Engineering Science working group on science capital, 2021-2022.

Member of the Department Board, Department of Mathematics and Science Education, Stockholm University, 2021.

Member of the Faculty Board, Faculty of Education, Uppsala University, 2020-2021

Chair of the Equality and Diversity Committee, Faculty of Education, Uppsala University, 2020-2021

Member of the NARST Early Career Research Award Committee (ECRA), 2019-2022

Member of Research Committee, School of Education, Communication and Society, King's College London, 2016-2017

Member of the international advisory board for the research node 'Identity, power and knowledge',

Faculty of Educational Sciences, Uppsala University, 2016-2017

Member of the gender panel for the EU project Hypatia (aimed at promoting gender inclusion in science education), 2015-2018.

Member of the board for the Swedish Association for Research in Science Education, 2014-2016.

Deputy board member, Department of Education, Uppsala University, 2015-2016.

Member of the Academic Senate, Uppsala University, 2014-2016.

Board member, Uppsala University's Association for Female Researchers, 2013-2015

PhD student representative in Uppsala University's equality committee, 2008-2009.

PhD student representative in the equality group at the Department of Physics and Astronomy, 2006-2008.

Member of the working-group for Uppsala University's equality-plan regarding sexual orientation and gender identity, 2006.

PhD student representative in the recruitment committee for physics, Uppsala University, 2005-2006.

Reviewer for promotions, positions, research grants and higher education programmes

Pedagogical reviewer for promotion to professor in physics, Stockholm University, 2026.

Reviewer for position as 'førsteamanuensis', University of Bergen, 2026.

Reviewer of application for promotion to 'docent', Malmö University, 2026.

Reviewer of application for promotion to 'docent', University of Gothenburg, 2025.

Reviewer of application for promotion to 'docent', Malmö University, 2024.

Reviewer for position as professor of mathematics and science education, Luleå Technical University, 2024.

Chair of the evaluation committee for a PhD programme, Gothenburg University, 2022.

Member of the evaluation committee for project grants in discipline-based education research (ämnesdidaktik), the Swedish Research Council, 2022.

Reviewer of an application for promotion to full professor (University College London), 2022.

Peer reviewer of grant proposal, the Irish Research Council, 2022.

Evaluation of an application for promotion to full professor (University of Groningen), 2021.

Reviewer for the ESERA Summer School, Oxford University, 2020.

Reviewer of application for promotion to 'docent', Malmö University, 2019.

Reviewer for position as professor of chemistry education, Western Norway University of Applied Sciences, 2019.

Reviewer for position as senior lecturer in biology education, Karlstad University, 2019.

Evaluation of application for Junior Research Fellowship (Churchill College, University of Oxford) 2019.

Evaluation of an application for promotion to 'docent'/associate professor (Malmö University), 2018.

Peer reviewer of ESRC project grant proposal, 2018.

Evaluation of an application for promotion to 'excellent teacher' (University of Gothenburg), 2015.

Expert for the European Commission, evaluating proposals for the Horizon 2020 SEAC call (Science with and for Society 2014-2015 Work Programme), 2015.

Member of committee for the appointment of a researcher position, Centre for Gender Research, UU, 2014.

Disciplinary expert representing physics education research ('ämnesexpert') in the Swedish Higher Education Authority's quality evaluation of higher education in physics in Sweden, 2012-2013.

Member of conference organisation committees

"The future of truth", Wenner-Gren symposium, Stockholm, May 2025.

Another physics is possible! (conference about equitable and inclusive higher education physics teaching), Uppsala, October 2023.

NERA (Nordic Educational Research Association) conference, Uppsala, March 2019.

"För kvinnor i akademin/For women in academia" (Seminar in remembrance of Gunilla Strömholm), Uppsala University, September 2015.

"Didaktikdagen" (internal conference for the "didactics" group), Department of Education, Uppsala University, March 2015.

The 2011 Uppsala University Body/Embodiment Symposium 'Embodied and Marginalized Knowledges'. Centre for Gender Research, Uppsala University, November 2011. The keynote speakers included Linda Martín Alcoff and Carrie Paechter.

The second annual STeM mini-conference. Faculty of Education, University of Cambridge, November 2011.

The Wolfson Research Day. Wolfson College, Cambridge, May 2011.

Physics – past, present and future. A series of open physics lectures at the Ångström Laboratory, Uppsala University, 2009. The speakers included Maria Strømme and Susanne Aalto.

Challenging Education: Feminist and anti-oppressive strategies in teaching and learning. The First Nordic Conference on Feminist Pedagogies, Vaksalaskolan, Uppsala, June 14-16, 2009. The keynote speakers included Nancy Brickhouse and Bronwyn Davies.

Gender and science teaching. Workshop for teachers and educational researchers organised by the Centre for Gender Research, Uppsala University, October 28, 2008. The keynote speakers included Svein Sjøberg and Sylvia Benckert.

Crossing perspectives on gender and physics – a joint NorWiP and GenNa conference, the Ångström Laboratory, Uppsala, September 17-19, 2008. The keynote speakers included Sharon Traweek and Nora Berrah.

Gender research – crossings and coalitions. Half-day symposia on the account of the five year celebration of the Centre for Gender Research, Uppsala University, January 23, 2008.

Appointments as examiner and discussant

2025	Discussant for Maria Gedoz Tieppo's 50% manuscript, Lund University.
2023	Final reader for Elsa Szatek's PhD thesis manuscript.
2023	Discussant for Bruna Letícia Nunes Viana's 10% manuscript, Department of Teaching and Learning, Stockholm University.

2023	Discussant for Camilla Safrankova's final thesis manuscript, Malmö University.
2022	Final reader for Sara Planting-Bergloo's PhD thesis manuscript.
2022	External examiner for Nuril Munfaridah, University of Groningen.
2021	Discussant for Sebastian Björnhammer's 50% PhD manuscript, Department of Mathematics and Science Education, Uppsala University.
2021	Discussant for Juvêncio Nota's 90% PhD manuscript, Centre for Gender Research, Uppsala University.
2021	External examiner for Katia Bill Nielsen, PhD in Science Education, University of Copenhagen.
2021	'Førsteopponent' (external examiner) for Rie Malm, PhD in Geology Education Research, University of Oslo.
2020	Member of the examination committee for Lars Madej, PhD in Curriculum Studies, Uppsala University.
2020	Part of the reading group for Lars Madej's thesis manuscript, UU.
2019	Discussant for Alma Memišević's 60% PhD manuscript, University of Linköping.
2018	Part of the reading group for Hanna Hofverberg's thesis manuscript, UU.
2017	Member of the examination committee for Anne-Kathrin Peters, PhD in Computer Science Education, Uppsala University.
2017	'Andreopponent' (external examiner) for Marianne Løken, PhD in Physics Education Research, Oslo University.
2017-2019	Member of Chris Gosling's PhD committee, McGill University.
2016	Member of the examination committee for Tomas Persson, PhD in Curriculum Studies, Uppsala University.
2015	'Opponent' (external examiner) for Margareta Serder, PhD in Education specialising in science education, Malmö University.
2014	Member of the examination committee for Karin Rudsberg, PhD in Curriculum Studies, Uppsala University.
2013	Part of the reading group for Karin Rudsberg's thesis manuscript, Uppsala University.
2012	Discussant for Marie Ståhl's 10% PhD manuscript, Uppsala University.

Administration and leadership, research and graduate education

2022-	Coordinator for the graduate school Relevancing mathematics and science education: A graduate school for teacher educators 2 (RelMaS2), Stockholm University.

2021- Head of section, Department of Mathematics and Science Education, Stockholm University. (From 2022: Department of Teaching and Learning)

2017 Director for Centre for Research in Education in Science, Technology, Engineering & Mathematics (CRESTEM), King's College London.

2016 Deputy director for Centre for Research in Education in Science, Technology, Engineering & Mathematics (CRESTEM), King's College London.

Reviewer

Reviewer for the journals: Science Education (Wiley), Gender and Education (Routledge), Cultural Studies of Science Education (Springer), Men and Masculinities (SAGE), Educational Review (Taylor & Francis), Mind, Culture, and Activity (Taylor & Francis), Gender, Work & Organization (Wiley), African Journal of Research in Mathematics, Science and Technology Education (Taylor & Francis), International Journal of STEM Education (Springer), International Journal of Science Education (Taylor & Francis), International Journal of Science and Mathematics Education (Springer), Research in Science Education (Springer), Scandinavian Journal of Educational Research (Taylor & Francis), Studies in Science Education (Taylor & Francis), Research in Science & Technological Education (Routledge), Nature Physics, Physical Review Special Topics Physics Education Research, Nordic Studies in Science Education and Högre utbildning.

Reviewer for book chapters: Handbook of Research in Science Education.

Reviewer for book proposal: Bloomsbury Academic.

Reviewer for the conferences: Challenging Education: Feminist and anti-oppressive strategies in teaching and learning, Uppsala, June 2009, NARST Annual International Conference, Pittsburgh, March/April 2014, ECER (The European Conference on Educational Research), Budapest, September 2015, Copenhagen, September 2017, Bolzano, September 2018, and Hamburg, September 2019, ESERA, Copenhagen, August 2025.

Host of visiting students and scholars

2024 Rocío Lucero, PhD student, Pontificia Universidad Católica de Valparaíso.

2024 Rachele Toniolo, PhD student, University of Bologna.

2023 Cristiano B. Moura, Assistant Professor, Simon Fraser University.

2023 Miriam Comet, PhD student, University of Barcelona.

2022 Amy Smith, PhD student, Imperial College London.

2021 Nihat Kotluk, postdoctoral fellow, Ecole Polytechnique Federale de Lausanne.

2019 Sandra Takei, PhD student, King's College London.

2019 Kate Greer, PhD student, King's College London.

Teaching experience and professional development

Post graduate level teaching and supervision

Supervision

2024-2025 Co-supervisor for Sebastian Björnhammer, PhD student in Science Education,

Department of Teaching and Learning, SU.

2022- Main supervisor for Beatrice Hansen, PhD student in Science Education, Department of Teaching and Learning, SU. Planned PhD viva: 2027.

2021- Main supervisor for Thi Nhu Truong, PhD student in Science Education, Department of Teaching and Learning, SU. Planned PhD viva: 2026.

2020- Main supervisor for Carolina de Barros Vidor, PhD student in Curriculum Studies, Department of Education, UU. Planned PhD viva: 2026.

2019-2025 Co-supervisor for Härа Jess Haltorp, PhD student in Curriculum Studies, Department of Education, UU.

2019-2021 Co-supervisor for Carolina de Barros Vidor, PhD student in Physics Education Research, Fedral University of Rio Grande do Sul.

2016-2018 Main supervisor Sofie Birch-Jensen, PhD student in Science Education, King's College London.[2]

2016-2017 Co-supervisor for Maria Kallia, PhD student in computer science education, and Glyn Hawke, EdD student in Education, King's College London.[2]

2015-2020 Main supervisor for Anna Günther-Hanssen, PhD student in Curriculum Studies, Department of Education, Uppsala University (UU).

2014-2020 Co-supervisor for Martin Mickelsson, PhD student in curriculum studies, Department of Education, UU.

2014-2016 Main supervisor for Malin Olsson, Licentiat student in curriculum studies, Department of Education, UU.[2]

2014-2016 Co-supervisor for Dana Ehdwall, Licentiat student in curriculum studies, Department of Education, UU.[2]

2013-2021 Co-supervisor for Johanna Larsson, PhD student in physics education, Department of Physics and Astronomy and Centre for Gender Research, UU.

Other post graduate level teaching

2023-2024 Course development and teaching: Frontiers in science and mathematics 7.5 hp. Malmö University.

2023 Teaching: In/exclusion in mathematics and science education 7.5 hp. Stockholm University.

2023 Course leadership and teaching: Historical and epistemological perspectives on science, 10 hp, Stockholm University.

2023 Course leadership and teaching: Overview of science education research, 7.5 hp. Stockholm University.

2023 Course leadership and teaching: Research ethics in didactic research 7.5 hp, Stockholm University.

2022 Invited teaching about identity perspectives in STEM-education in the course Gender, science and technology, University of Barcelona.

2022 Teaching and course development: Qualitative Methods in Science Education, 3 ECTS. Department of Science Education, Copenhagen University.

2022 Teaching: Relevancing mathematics and science education for citizenship and social

[2] Supervision terminated due to change of position.

	justice 7.5 hp. Uppsala University.
2021	Teaching: In/exclusion in mathematics and science education 7.5 hp. Stockholm University.
2020	Course development and teaching: Relevancing mathematics and science education for citizenship and social justice 7.5 hp. Uppsala University.
2018	Teaching and course development: Qualitative Methods in Science Education, 3 ECTS. Department of Science Education, Copenhagen University. [Half-day session on 'Approaching subtle mechanism as gender, social background and ethnicity' co-taught with Angela Calabrese Barton; half-day session about interview methodology co-taught with Henriette Tolstrup; workshop on Gender interviews; feedback on PhD student projects.]
2015-2020	Course development and teaching: Research traditions in curriculum studies 7.5 hp [Didaktikens traditioner, fördjupningskurs], Department of Education, Uppsala University.
2015	Seminar about interview methodology: Introduction to research methods in disciplinary-based education research 7.5 hp [Introduktion till forskningsmetoder i ämnesdidaktik], Department of Mathematics and Science Education, Stockholm University.
2014	Course director, course development, and teaching: Interdisciplinary perspectives on science and science education, 7.5 hp, Intergender, Research school in interdisciplinary gender studies. The course was a collaboration between Uppsala University, Umeå University and University of Tartu.
2013	Lecture about interview methodology: Data Collection: Theory and Practice 7.5 hp, Department of Physics and Astronomy, UU.
2012	Seminar about "Transactional livings in science", Berlin-Uppsala Summer School "Diversity in the Cultures of Physics", Department of Physics and Astronomy, UU.
2011	Guest lecture: The National Graduate School in Home Economics, UU.
2009	Lecture and seminar: Science Teaching for Graduate Students, Gothenburg University. (Course taught Spring and Autumn terms.)
2009	Lecture/seminar about gender aware PhD supervision: Course for PhD supervisors [Handledning steg II, forskarnivå], Division for Development of Teaching and Learning, UU.

Teaching undergraduate and advanced level

2024-	Course leadership and teaching: Science Education - Science and Society, 6 hp [Ämnesdidaktik - naturvetenskap, individ och samhälle], SU.
2023-	Course leadership and teaching: Social and societal perspectives on mathematics and science education, 7.5 hp, SU.
2021-	Supervisor and examiner: Degree Project in Educational Sciences 1, 15 hp [Självständigt arbete, grundnivå inom lärarprogrammen]. SU.
2021-	Supervisor and examiner: Degree Project in Educational Sciences 2, 15 hp [Självständigt arbete, avancerad nivå inom lärarprogrammen]. SU.
2018-2020	Course development and teaching: Norms and Values in Education, 7.5 hp [Normer och värden i utbildning och undervisning]. UU.

2017-2020	Course development and teaching: Theory, Method and Scientific Writing in Educational Sciences I, 7.5 hp [Vetenskapsteori, forskningsmetoder och vetenskapligt skrivande inom utbildningsvetenskapen]. UU.
2017-2020	Lecture and seminars about 'didactical transformations': Curriculum Theory and Didactical Perspectives on Education for Compulsory School Teachers, 10 hp [Lärande och utveckling med inriktning mot ämneslärare]. UU.
2017	Course director, course development and teaching: Recent developments in Science Education, MA Science Education, King's College London
2017	Lecture about gender and sexuality Education Policy and the City, MA Science Education, King's College London.
2016-2017	Course director, course development and teaching: The foundations of teaching and learning science, MA Science Education, King's College London.
2016-2017	Supervision and examination of MA Education dissertations, King's College London.
2016	Lecture about gender and education: Social justice and education policy, MA Education, King's College London.
2016-2017	Teaching and course development: Science PGCE, King's College London. The teaching involved both seminars about physics (e.g. electrical circuits) and seminars about science education.
2015	Lecture and seminar about norms in disciplinary cultures: Diversity and Learning for Teacher Education Programme, Upper Secondary School, 5 hp [Undervisning på kursen Mångfald och lärande med inriktning mot ämneslärare].
2014-2015	Lecture about gender and learning: Learning and Development for the Teacher Education Programme, 10 hp [Lärande och utveckling med inriktning mot ämneslärare].
2014-2015	Lecture and seminars about 'didactical planning': Curriculum Theory and Didactical Perspectives on Education for Compulsory School Teachers, 10 hp [Lärande och utveckling med inriktning mot ämneslärare].
2014-2016	Supervisor and examiner: Independent Project for Pre-school Teacher Education Programme, 15 hp [Självständigt arbete för förskollärarprogrammet].
2013	Course development, lecture and seminar about interview methodology: Theory, Method and Scientific Writing in Educational Sciences I, 7.5 hp [Vetenskapsteori, forskningsmetoder och vetenskapligt skrivande inom utbildningsvetenskapen].
2012-2013	Lecture and seminar about intersectionality: Diversity and Learning for Teacher Education Programme, Upper Secondary School, 5 hp [Undervisning på kursen Mångfald och lärande med inriktning mot ämneslärare].
2012-2013	Lecture and seminars about 'didactical planning': Conditions and Realization of Education, 15 hp [AUO II: Undervisningens villkor och genomförande].
2012-2014	Lecture and seminars about interview methodology: Theories and Methods in Educational Sciences, 7.5 hp [AUO III: Utbildningsvetenskaplig teori och metod].
2012	Seminar about research methods: Theories and Methods in Research in Curriculum Studies, 7.5 hp [Teorier och metoder inom didaktisk forskning].
2012	Seminar: Onsite Education 2 (Core Course) for Teacher Education Programme, 7.5 hp [AUO III: Verksamhetsförlagd utbildning inom allmänt utbildningsområde].
2012-2021	Examiner: General Educational Studies: Degree Project in Educational Sciences, 15

hp [Examensarbeten inom lärarprogrammet].

2012-2021 Supervisor (2 degree projects): General Educational Studies: 'Magister' Degree Project in Educational Sciences, 15 hp [Magisterarbeten i utbildningsvetenskap].

2011-2021 Supervisor (11 degree projects): General Educational Studies: Degree Project in Educational Sciences, 15 hp [Examensarbeten inom lärarprogrammet].

2011 Course development, lecture and seminars: Gender and physics, 7.5 hp [Genus och fysik] Department of Physics, Stockholm University.

2009-2010 Guest lecturer: Gender Studies: Science and Technology 7,5 hp, Lund University.

2007 Course development, teaching, and course director: Study skills 1 hp [Studieteknik], Bachelor of Physics Programme, Department of Physics and Astronomy.

2007 Seminar about gender and science: Science and science education for the curious 20 hp [Naturvetenskap och didaktik för nyfikna], Teacher Education Programme, Biology Education Centre, UU.

2006-2007 Teaching the physics part of Science for the curious, 30 hp [Naturvetenskap för nyfikna], Teacher Education Programme, Biology Education Centre, UU.

2006-2008 Course development, lectures and seminars: Physics for everyday life, 8 hp [Fysik i vardagen], Department of Physics and Astronomy, UU.

2006 Teaching assistant: Electromagnetism and wave optics 9 hp [Ellära och vågrörelselära] Aquatic and Environmental Engineering Programme and the Molecular Biotechnology Engineering Programme, Department of Physics and Astronomy, UU.

2004-2006 Seminar about gender and physics education: Physics education in practice 5 hp [Fysikundervisning i praktiken], Department of Physics and Astronomy, UU.

2003-2004 Course development and teaching: The physics cottage, 5 hp [Fysikstuga], Department of Physics and Astronomy, UU.

2000-2003 Supplemental Instruction (SI) introductory mechanics, advanced mechanics and wave optics at the Bachelor of Science programme, Department of Physics and Astronomy, UU.

Teaching, professional development for teachers at secondary school and university

2025 Workshop about "Gender and equality" [in English], Research supervision course, Centre for the Advancement of University Teaching, Stockholm University.

2024 Workshop about "Gender and disciplinary norms: Does it matter in my teaching?", Centre for the Advancement of University Teaching, Stockholm University.

2024 Workshop about "Gender and equality" [in Swedish], Research supervision course, Centre for the Advancement of University Teaching, Stockholm University.

2024 Workshop about "Gender and equality" [in English], Research supervision course, Centre for the Advancement of University Teaching, Stockholm University.

2024 Course development and teaching "Gender and science education", Centre for the Advancement of University Teaching, Stockholm University.

2023 Workshop about "Gender and disciplinary norms: Does it matter in my teaching?", Centre for the Advancement of University Teaching, Stockholm University.

2022 Workshop about "Gender and disciplinary norms: Does it matter in my teaching?",

	Centre for the Advancement of University Teaching, Stockholm University.
2021	Supervision of independent project in the course Professional development course 3 Teaching and Learning in Science and Mathematics, Centre for the Advancement of University Teaching, Stockholm University.
2021	Workshop about “Gender and disciplinary norms: Does it matter in my teaching?” (together with Susanne Kreitz-Sandberg), Centre for the Advancement of University Teaching, Stockholm University.
2021	Invited workshop about gender and physics for PhD students at the Department of Physics and Astronomy, Uppsala University.
2020-2021	Course development and teaching: The Role of Theory in Discipline-Based Education Research, Centre for Discipline-Based Education Research in Mathematics, Engineering, Science and Technology, UU.
2019	Course development and teaching: Introduction to Qualitative Methods in Discipline-Based Education Research. Professional development course for university teachers, Centre for Discipline-Based Education Research in Mathematics, Engineering, Science and Technology, UU.
2017-2020	Individual meetings with course participants Supervising Graduate Students, for observation of my PhD supervision and pre- and post reflective discussions about the supervision, Division for Development of Teaching and Learning, UU
2012	Guest lecture: Academic Teacher Training Course, KTH Royal Institute of Technology.
2009	Course development, course director, main teacher: Physics for lower secondary school (years 7-9), [Fysik för grundskolans senare år 30 hp (Lärarfortbildning inom ramen för ”Lärarlyftet”)], Department of Physics and Astronomy, UU.
2008	Guest lecture: Discipline-based education for university teachers [Ämnesdidaktik för universitetslärare], Division for Development of Teaching and Learning, UU.

Professional development regarding teaching

2016	Supervising PhD Students, King’s College London. (1 day)
2014	Supervising PhD Students, Division for Development of Teaching and Learning, Uppsala University. (3 weeks)
2013	Supervising Undergraduate Students, Division for Development of Teaching and Learning, Uppsala University. (2 weeks)
2009	Five Lenses for Queer Pedagogy, Division for Development of Teaching and Learning, Uppsala universitet. (1 week)
2007	Högskolepedagogisk grundkurs, Division for Development of Teaching and Learning, Uppsala University. (5 weeks)
2000	Training for Supplemental Instruction group leaders, Department of Physics and Astronomy, Uppsala universitet.

List of publications and presentations

Refereed scientific journal articles

1. Truong, N., Teig, N., Anderhag, P & Danielsson, A. Academic resilience in science: an examination of high achievers from low socioeconomic backgrounds. Accepted for publication in *LUMAT: International Journal on Math, Science and Technology Education*.
2. Truong, N., Anderhag, P. & Danielsson, A. Unpacking disciplinary academic resilience: A review of conceptualisations, potentials, implications for science education research. Accepted for publication in *Science & Education*.
3. Comet-Donoso, M., Romagosa-Torrallardona, M., Donoso-Vázquez, T., Danielsson, A.T., Folgueiras-Bertomeu, P, Estradé, S. No questions asked: a mixed-methods study of gendered participation patterns for physics undergraduates. *European Journal of Physics, 47*(2), 025704. DOI 10.1088/1361-6404/ae439f
4. Nyström, A.-S., Johansson, A., Danielsson, A. & Gonsalves, A. (2025). Resonating with physics: Physics students' stories about existential and affective relations to science in and beyond formal learning spaces. *International Journal of Science Education Part B*, *15*(4), 581-596. https://doi.org/10.1080/21548455.2024.2439140
5. Valero, P., Österling, L., Truong, N., Danielsson, A., Nunes, B., & Berge, M. (2025). First-year university students' mathematics capital and identities. *The Mathematics Enthusiast*, *22*(3), 311-334.
6. Haltorp, H.J., Backman-Prytz, S., Danielsson, A. & Almqvist, J. (2024) 'Shameful histories' – Shame and sex perceived by secondary school students in history education. *History Education Research Journal*, *21*(1), 7. https://doi.org/10.14324/HERJ.21.1.07
7. Johansson, A., Nyström, A.-S., Gonsalves, A. & Danielsson, A. (2023) Performing legitimate choice narratives in physics: possibilities for under-represented physics students. *Cultural Studies in Science Education*, *18*, 1255-1283. https://doi.org/10.1007/s11422-023-10201-3
8. Armstrong, E.S. & Danielsson, A.T. (2023) Science Butch Blues. *Queer-Feminist Science & Technology Studies Forum*, *8*. https://queersts.com/forum-queer-sts/queer-sts-forum-8-2023/science-butch-blues/
9. Gonsalves, A., Danielsson, A., Avraamidou, L., Nyström, A.-S. & Esquivel, R. (2023) Using story-based methodologies to explore physics identities: How do moments add up to a life in physics? *Physical Review Physics Education Research*, *19*. https://doi.org/10.1103/PhysRevPhysEducRes.19.020106
10. Larsson, J. & Danielsson, A. (2023) How women physics teacher candidates utilize their double outsider identities to productively learn physics. *Physical Review Physics Education Research, 19*(1). https://doi.org/10.1103/PhysRevPhysEducRes.19.010140
11. Danielsson, A., Johansson, A., Nyström, A.-S. & Gonsalves, A. (2023) Young peoples' online science practices as a gateway to higher education STEM. *Research in Science Education*, *53*, 759-770. https://doi.org/10.1007/s11165-023-10100-1
12. Danielsson, A., King, H., Godec, S. & Nyström, A.-S. (2023) The identity turn in science education research: A review of a consolidating field. *Cultural Studies in Science Education*, *18*, 695-754. https://doi.org/10.1007/s11422-022-10130-7
13. Gonsalves, A.J., Danielsson, A.T., Johansson, A. & Nyström, A.-S. (2022) Other spaces for young women's identity work in physics: Resources accessed through university-adjacent informal physics learning contexts in Sweden. *Physical Review – Physics Education Research*, 18(2). https://link.aps.org/doi/10.1103/PhysRevPhysEducRes.18.020118
14. Berge, M. and Danielsson, A. (2022) Klassklättring och matematik-kapital: En fallstudie. *Utbildning & Demokrati*, 31(1), 31-49. https://doi.org/10.48059/uod.v31i1.1866
15. Silfver, E., Gonsalves, A., Danielsson, A. & Berge, M. (2022) Gender equality as a

resource and a dilemma: interpretative repertoires in engineering education in Sweden. *Gender and Education*, 34(8), 923-939. https://doi.org/10.1080/09540253.2021.1963419.
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17. Danielsson, A., Engström, S., Norström, P. & Andersson, K. (2021). The making of contemporary physicists: Figured worlds in the university quantum mechanics classroom. *Research in Science Education*, 51, 1141-1152. https://doi.org/10.1007/s11165-019-09914-9
18. Danielsson, A. & Berge, M. (2020) Using video-diaries in educational research exploring identity: Affordances and constraints. *International Journal of Qualitative Methods,* 19, 1-19. https://doi.org/10.1177/1609406920973541
19. Larsson, J., Airey, J., Danielsson, A. & Lundqvist, E. (2020). A fragmented training environment: Discourse models in the talk of physics teacher educators. *Research in Science Education*, 50, 2559-2585. DOI https://doi.org/10.1007/s11165-018-9793-9
20. Vidor, C., Danielsson, A., Rezenda, F. & Ostermann, F. (2020). What are the Problem Representations and Assumptions About Gender Underlying Research on Gender in Physics and Physics Education? A Systematic Literature Review. *Revista Brasileira De Pesquisa Em Educação Em Ciências*, 20(u), 1133-1168. https://doi.org/10.28976/1984-2686rbpec2020u11331168
21. Günther-Hanssen, A., Danielsson, A. & Andersson, K. (2020). How does Gendering Matter in Preschool Science? Emergent Science, ”Neutral” Environments and Gendering Processes in Preschool. *Gender and Education*, 32(5), 608-625. https://doi.org/10.1080/09540253.2019.1632809
22. Berge, M., Lidar, M. & Danielsson, A. (2020). Storylines in the physics teaching content of an upper secondary school classroom. *Research in Science and Technological Education*, 38, 63-83. https://doi.org/10.1080/02635143.2019.1593128
23. Andersson, K., Gullberg, A., Danielsson, A., Scantlebury, K. & Hussénius, A. (2020). Chafing borderlands: Obstacles for science teaching and learning in teacher education. *Cultural Studies of Science Education*, 15, 433-452. https://doi.org/10.1007/s11422-019-09934-x
24. Lidar, M., Berge, M. & Danielsson, A. (2020). What is construed as relevant knowledge in physics teaching? Similarities and differences in how knowledge and power are staged in three lower secondary classrooms. *Research in Science Education*, 50, 1167-1186. https://doi.org/10.1007/s11165-018-9727-6
25. Gonsalves, A., Silfver, E., Danielsson, A. & Berge, M. (2019). “It’s not my dream, actually”: Students’ identity work across figured worlds of construction engineering in Sweden. *International Journal of STEM Education*, 6(13). https://doi.org/10.1186/s40594-019-0165-4
26. Berge, M., Silfver, E. & Danielsson, A. (2019) In search of the new engineer: Gender and social class in information about engineering educations. *European Journal of Engineering Education*, 44(5), 650-665. https://doi.org/10.1080/03043797.2018.1523133
27. Danielsson, A., Gonsalves, A., Silfver, E. & Berge, M. (2019) The pride and joy of engineering: The Identity Work of Male Working-Class Engineering Students. *Engineering Studies*, 11(3), 172-195. https://doi.org/10.1080/19378629.2019.1663859
28. Gullberg, A., Andersson, K., Danielsson, A., Scantlebury, K. & Hussénius, A. (2018) Pre-service teachers' views of the child - Reproducing or challenging gender stereotypes in science in preschool. *Research in Science Education*, 48(4), 691-715. https://doi.org/10.1007/s11165-016-9593-z
29. Mickelsson, M. & Danielsson, A. (2018). Scaling and subjectification in an ESD educational project. *Journal of Education for Sustainable Development*, 12(1), 28-46. https://doi.org/10.1177/0973408218773268

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31. Danielsson, A., Berge, M. & Lidar, M. (2018) Knowledge and power in the technology classroom: a framework for studying teachers and students in action. *Cultural Studies of Science Education*, 13(1), 163-184. https://doi.org/10.1007/s11422-016-9782-0
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36. Hussénius, A.T., Andersson, K., Danielsson, A. & Gullberg, A. (2014). Ämnesinnehåll och genusmedvetenhet i samspel för en mer inkluderande naturvetenskap. *Högre utbildning*, 4(2), 109-125. https://doi.org/10.23865/hu.v4.781
37. Danielsson, A.T. (2014). In the physics class: University physics students' enactment of class and gender in the context of laboratory work. *Cultural Studies of Science Education*, 9(2), 477-495, DOI: 10.1007/s11422-012-9421-3
38. Danielsson, A.T. & Lundin, M. (2014). Gender performativity in physics. Affordances or only constraints? *Cultural Studies of Science Education*, 9(2), 523-529, DOI: 10.1007/s11422-012-9420-4
39. Danielsson, A.T. & Warwick, P. (2014). "'You have to give them some science facts': Primary school student teachers' early negotiations of teacher identities in the intersections between discourses about science teaching and about primary teaching". *Research in Science Education*, 44(2), 289-305. DOI: 10.1007/s11165-013-9383-9
40. Danielsson, A.T. (2013). Science for whom? Case studies of two male primary school student teachers' constructions of themselves as teachers of science. *Nordic Studies in Science Education*, 9(2), 145-155.
41. Danielsson, A.T. & Warwick, P. (2013). 'All we did was things like forces and motion…': multiple Discourses in the development of primary science teachers. *International Journal of Science Education*, 36(1), 103-128. https://doi.org/10.1080/09500693.2012.734639
42. Berge, M. & Danielsson, A.T. (2013). Characterising Learning Interactions: A Study of University Students Solving Physics Problems in Groups. *Research in science education*, 43(3), 1177-1196. https://doi.org/10.1007/s11165-012-9307-0
43. Berge, M., Danielsson, A.T. & Ingerman, Å. (2012). Different stories of group work: Exploring problem solving in engineering education. *Nordic Studies in Science Education*, 8(1), 3-16.
44. Danielsson, A.T. (2012). Exploring woman university physics students 'doing gender' and 'doing physics'. *Gender and Education*, 24(1), 25-40. https://doi.org/10.1080/09540253.2011.565040
45. Danielsson, A.T. (2011). Characterising the practice of physics as enacted in university student laboratories using 'Discourse models' as an analytical tool. *Nordic Studies in Science Education*, 7(2), 219-231.
46. Danielsson, A. T., & Linder, C. (2009). Learning in Physics by doing Laboratory Work:

towards a new Conceptual Framework. *Gender and Education,* 21(2), 129-144. https://doi.org/10.1080/09540250802213081

47. Edvardsson, D., Danielsson, A., Karlsson, L., & Eland, J. H. D. (2007). An experimental and theoretical investigation of the valence double photoionisation of the ICl molecule. *Chemical Physics*, 332(2-3), 249-254. https://doi.org/10.1016/j.chemphys.2006.12.006
48. Molloy, R.D, Danielsson, A, Karlsson, L & Eland, J.H.D. (2007) Double photoionisation spectra of small molecules and a new empirical rule for double ionisation energies. *Chemical Physics*, 335(1), 49-54. https://doi.org/10.1016/j.chemphys.2007.03.016
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51. Danielsson, A., Avraamidou, L. & Gonsalves, A. (2023). Gender Matters: Building on the Past, Recognizing the Present, and Looking Toward the Future. In Handbook of Research on Science Education Volume III (eds. Lederman, N. Zeidler, D., & Lederman, J.). Taylor & Francis.
52. Danielsson, A. (2021). Identitet, normer och naturvetenskap/teknik – intervju som metod. In Vetenskapsteori och forskningsmetoder i utbildningsvetenskap (Ed. Thomas Nygren), p. 107-123. Natur & Kultur.
53. Gonsalves, A. & Danielsson, A.T. (eds) (2020) Physics Education and Gender: Identity as an Analytic Lens for Research. Springer.
54. Scantlebury, K., Danielsson, A., Hussenius, A., Gullberg, A. & Andersson, K. (2019) Using Spacetimemattering to Engage Science Education with Matter and Material Feminism. In Material Practice and Materiality: Too Long Ignored in Science Education (Eds. Catherine Milne and Kathryn Scantlebury), p. 233-244. Springer.
55. Scantlebury, K., Danielsson, A., Hussenius, A., Gullberg, A. & Andersson, K. (2019) Communicating through silence: Examining the unspoken and the unsaid in discussions about science. In Material Practice and Materiality: Too Long Ignored in Science Education (Eds. Catherine Milne and Kathryn Scantlebury), p. 39-50. Springer.
56. Danielsson, A. & Warwick, P. (2015). Gee's Discourse analysis as a way of approaching the constitution of primary science teacher identities. In Studying Science Teacher Identity: Theoretical Perspectives, Methodological Approaches and Empirical Findings, ed. Lucy Avraamidou. Sense Publishers.
57. Danielsson, A. T. (2010). Gender in physics education research: A review and a look forward. In M. Blomqvist and E. Lindsmyr (Eds.), Never mind the gap! Gendering Science in Transgressive Encounters. Centre for Gender Research: Uppsala.
58. Danielsson, A.T. (2009) Doing Physics – Doing Gender. An Exploration of Physics Students' Identity Constitution in the Context of Laboratory Work. PhD thesis, Uppsala University.

Other publications

59. Österling, L., Andersson, J., Danielsson, A., Hallström, J., Jeppsson, F. & Sumpter, L. (2026). *En kunskapsöversikt om intresse för STEM: Förklaringsmodeller och resultat.* Skolverket.
60. Danielsson, A. & Nyström, A.-S. (2025) Förebilder för fysik. *Fysikaktuellt*.
61. Nyström, A.-S., Danielsson, A. & Johansson, A. (2024) Fysik för ett gott liv? Tre

fysikstudenters berättelser om barndom, skolgång och utbildningsval, *KOSMOS: Fysikersamfundets årsbok*, vol. 100.
62. Sultan, Ulrika & Danielsson, A.T. (2023) Naturvetenskapligt kapital och inkluderande undervisning. *LMNT nytt*, nr 3.
63. The working group for Science capital, Royal Swedish Academy of Engineering Sciences. (2023) Vetenskapligt kapital med focus på teknik och naturvetenskap. En introduktion framtagen av projektet Framtidens kunskapssamhälle. Stockholm: Kungliga Ingenjörsvetenskapsakademin.
64. Danielsson, A. (2023). *En gruvans by. Bergsgården genom 700 år.* ISBN 978-91-527-8822-6.
65. Andersson, K., Hussénius, A., Gullberg, A., Danielsson, A. T., Elmgren, M., Engström, S. & Norström, P. (2019). Lärarutbildares naturvetenskap under lupp – en studie i gränslandet mellan ämnesdiscipliner och skolämnen. Resultatdialog 2019. Stockholm: Vetenskapsrådet.
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67. Berge, M., Danielsson, A., Gonsalves, A., Ingerman, Å., Ottemo, A. et al. (2018). Ingenjörsskap i förändring: kunskaps- och identitetsperspektiv på projektarbete i ingenjörsutbildning. Resultatdialog 2018. Stockholm: Vetenskapsrådet.
68. Mendick, H., Berge, M. & Danielsson, A. (2017). Post-Brexit politics and science engagement. Blog post drawing on the article 'A critique of the STEM Pipeline: young people's identities in Sweden and science education policy', published in the British Journal of Educational Studies. Blog post published in the British Science Association's blog. https://www.britishscienceassociation.org/Blog/post-brexit-politics-and-science-engagement
69. Mendick, H., Berge, M. & Danielsson, A. (2017). Science and gender policy reproduces privilege. Blog post drawing on the article 'A critique of the STEM Pipeline: young people's identities in Sweden and science education policy', published in the Gender and Education Association blog. http://www.genderandeducation.com/issues/science-and-gender-policy-reproduces-privilege/
70. Mendick, H., Berge, M. & Danielsson, A. (2017). Analysing knowledge and power in classrooms. Blog post drawing on the article 'Knowledge and power in the technology classroom: a framework for studying teachers and students in action', published in the journal Cultural Studies of Science Education. https://socialtheoryapplied.com/2017/03/29/analysing-knowledge-power-classrooms/
71. Hussénius, A., Andersson, K., Danielsson, A.T., Gullberg, A., & Scantlebury. K. (2014). "Här håller vi inte på med genus, här håller vi på med naturvetenskap". Resultatdialog 2014, p. 98-108. Stockholm: Vetenskapsrådet.
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75. Danielsson, A. (2007). "Kvinnliga fysikstudenter tar avstånd från femininitet." [Female physics students distance themselves from femininity] *Fysikaktuellt*, 2, 10.

76. Danielsson, A. & Martinson, I. (2006), Anna Beckman och hennes vetenskapliga gärning. [Anna Beckman and her scientific career] KOSMOS 2006
77. Andersson, G., Danielsson, A., Martinson, I., Sorensen, S., Thörngren Engblom, P., Wiesner, K. (2004), Kvinnor i fysik. [Women in physics] KOSMOS 2004

Conference contributions

78. Danielsson, A., Österling, L., Truong, N., Berge, M., Nunes, B. & Valero, P. (2026). IMMPACT – In-exclusion and Materialities in Mathematics and Physics enACTments. Scandinavian Network on Youth Science Capital, Science Interest and Science Identity Workshop, Copenhagen, August 2026.
79. Nyström, A.-S., Johansson, A. & Danielsson, A. (2026). Report from the project "Unexpected Scientists": Empirical, theoretical and methodological contributions. Scandinavian Network on Youth Science Capital, Science Interest and Science Identity Workshop, Copenhagen, August 2026.
80. Danielsson, A., Nyström, A.-S., Johansson, A. & Gonsalves, A. (2026). Resonance and epistemic cultures in informal science: a Bildung perspective. NERA, Aarhus, March 2026.
81. Nyström, A.-S. & Danielsson, A. (2025). Oväntade utbildnings- och karriärvägar? Workshop, the National Equity Conference, Uppsala, November 2025.
82. Danielsson, A., Valero, P., Bašić, V., Ates, A. & Olander, C. (2025). Exploratory seminar: Postgraduate science education for an uncertain future? ESERA, Copenhagen, August 2025.
83. Danielsson, A., Berge, M., Valero, P., Österling, L., Nunes, B. and Truong, N. (2025). Becoming with spaces and materialities: Physics student identity as material-discursive. ESERA, Copenhagen, August 2025.
84. Johansson, A., Nyström, A.-S., Danielsson, A. & Gonsalves, A. (2025). A wellspring of resonance: 'Slow science education' as an antidote to alienation. ESERA, Copenhagen, August 2025.
85. Österling, L., Truong, N., Valero, P., Danielsson, A., Berge, M. & Nunes, B. (2025). Patterns of mathematics capital among Swedish higher education mathematics students. CERME, Bolzano, February 2025.
86. Valero, P., Österling, L., Berge, M., Danielsson, A., Nunes, B. and Truong, N. (2024). University Mathematics Students' Mathematics Capital and Identities. The 15th international congress on mathematical education, Sydney, July 2024.
87. Danielsson, A., Nyström, A.-S., Johansson, A. & Gonsalves, A. Playing around with Laclau and Mouffe's discourse theory to find 'unexpected' articulations of physics. 4S-EASST, Amsterdam, July 2024.
88. Danielsson, A. & Berge, M. Methodological Challenges in Exploring Materiality and Subjectification in Education Practices (symposium). ECER, Glasgow, August 2023.
89. Truong, N., Anderhag, P. & Danielsson, A. Understanding Disciplinary-specific Academic Resilience: Case Study of a Southeast Asian Scholar in Higher Education in Sweden. ERC/ECER, Glasgow, August 2023.
90. Nyström, A.-S., Danielsson, A., Johansson, A. & Gonsalves, A. Possibilised by Physics: Students' Retrospective Narratives about Safe Spaces and Emancipation. ECER, Glasgow, August 2023.
91. Johansson, A., Nyström, A.-S., Gonsalves, A. & Danielsson, A. (2022). Choice narratives of "unexpected" physics students. NORNDiP Conference, Reykjavik, August 2022
92. Johansson, A., Nyström, A.-S., Gonsalves, A. & Danielsson, A. (2022). Following or defying expectations – the choice narratives of "unexpected" physics students. NERA, Reykjavik, May/June 2022.
93. Nyström, A.-S., Gonsalves, A., Danielsson, A. & Johansson, A. (2022). Possibilities in physics: Students' retrospective narratives about safe spaces, beautiful boundaries, and

emancipation. NERA, Reykjavik, May/June 2022.

94. Danielsson, A., Johansson, A., Nyström, A.-S. & Gonsalves, A. (2022). Young peoples' online science practices as a gateway to higher education STEM. NERA, Reykjavik, May/June 2022.
95. Gonsalves, A., Danielsson, A., Johansson, A. & Nyström, A.-S. (2022). Other spaces for young people's identity work in physics: resources accessed through informal physics education in Sweden. NERA, Reykjavik, May/June 2022.
96. Johansson, A., Danielsson, A. T., Nyström, A.-S., & Gonsalves, A. J. (2023). De oväntade naturvetarna: Vad kan vi lära av studenters olika vägar in i universitetsfysik? Include conference, Malmö University, April 2023.
97. Danielsson, A., King, H., Godec, S. & Nyström, A.-S. (2021). Science identities: A systematic review of a consolidating field. ESERA, August/September 2021.
98. Danielsson, A., Nyström, A.-S., Johansson, A. & Gonsalves, A. (2021). The exceptional physics girls – grown up. ESERA, August/September 2021.
99. Danielsson, A., Nyström, A.-S., Johansson, A. & Gonsalves, A. (2021). Higher education physics students 'storying' their identity trajectories. NARST, April 2021.
100. Danielsson, A. & Ligoza, F. (2020). Inclusions and exclusions in science teaching: A conversation between two research fields. Symposium accepted to ECER (conference cancelled due to COVID-19), Glasgow, August 2020.
101. Carlone, H., Kayumova, S., Le, P., Gonsalves, A., Danielsson, A., Holmegaard, H., Avraamidou, L., Smith, T., Ibourk, A. (2020). Storied-Identities as a Lens to Studying Science Identity. Symposium accepted to NARST (conference cancelled due to COVID-19), Portland, April 2020.
102. Silfver, E. & Danielsson, A. (2019). The outsider within: Giftedness and geekiness as potential signifiers of belonging in science education. ESERA, Bologna, August 2019.
103. Danielsson, A., Engström, S., Norström, P. & Andersson, K. (2019). Figured worlds in the university quantum mechanics classroom. ESERA, Bologna, August 2019.
104. Nyström, A.-S. & Danielsson, A. (2019). Bridging questions of 'who' and 'what' in science education research. ESERA, Bologna, August 2019.
105. Ottemo, A., Gonsalves, A. & Danielsson, A. (2019). (Dis)embodied masculinity and the meaning of (non)style in physics, computer science and engineering education. ESERA, Bologna, August 2019.
106. Gonsalves, A., Silfver, E., Danielsson, A. & Berge, M. (2019). "Brunkers and brave heroes": Students' positioning around dominant subject positions in figured worlds of construction engineering. AERA, Toronto, April 2019.
107. Danielsson, A., Silfver, E., Gonsalves, A., Ottemo, A. & Berge, M. (2019). Video-diaries in engineering identities research: Some methodological considerations. NERA, Uppsala, March 2018.
108. Andrée, M., Arvola-Orlander, A., Berge, M., Caiman, C., Danielsson, A., Grande, V., Günter, K., Günther-Hanssen, A., von Hausswolff, K., Jobér, A., Johansson, A., Nyström, A.-S., Ottemo, A., Palmer, A., Peters, A.-K., Planting-Bergloo, S., Silfver, E., Ståhl, M. & Sumpter, L. (2019). Social justice in science, technology, engineering and mathematics education: Establishing a platform for conversation. Round table presentation NERA, Uppsala, March 2018.
109. Engström, S., Norström, P. & Danielsson, A. (2018). Universitetsundervisning i fysik för blivande ämneslärare – Bourdieus symboliska kapital som lins. FND conference (Forskning i naturvetenskapernas didaktik/Research in science education), Malmö, November 2018.
110. Danielsson, A., Silfver, E. & Berge, M. (2018). Engineering Identities: Affordances and Constraints of Different Methods for Exploring Engineering Students' Identity Work. ECER, Bolzano, September 2018.
111. Mickelsson, M. & Danielsson, A. (2018). Scaling and subjectification in an ESD

educational project. ECER, Bolzano, September 2018.

112. Günther-Hanssen, A., Andersson, K. & Danielsson, A. (2018). Emergent Science, 'Neutral' Environments and Gendering Processes in Preschool. ECER, Bolzano, September 2018.
113. Silfver, E., Gonsalves, A., Danielsson, A. & Berge, M. (2018). Snuff and IKEA candles: female students' narratives about entering engineering workplaces. ECER, Bolzano, September 2018.
114. Silfver, E., Gonsalves, A., Danielsson, A. & Berge, M. (2018). Snuff and IKEA candles: 'material moments' in female students' narratives about entering engineering workplaces. IOSTE, Malmö, August 2018.
115. Lidar, M., Berge, M. & Danielsson, A. (2018). Methodological considerations in the analysis of the co-production of knowledge and power in secondary school physics classrooms. ECER, Bolzano, September 2018.
116. Andersson, K., Blomqvist, M., Danielsson, A., Elmgren, M., Engström, S., Gullberg, A., Hussénius, A. & Norström, P. (2018). Normer och värden i naturvetenskapliga ämnesmiljöer - får det betydelse för blivande lärares professionsutveckling? Forskning om Högre Utbildning, Lund, May 2018.
117. Danielsson, A., Silfver, E. & Berge, M. (2017). Masculinities and social class in conceptualisations of the engineering mechanics programme. ESERA, Dublin.
118. Norström, P., Engström, S. & Danielsson, A. Stretching the comfort zone of physics education? ESERA, Dublin.
119. Danielsson, A. & Gonsalves, A. (2017). Identity, masculinity and materiality: mapping out new terrain in physics education research. ESERA, Dublin.
120. Berge, M., Ingerman, Å., Danielsson, A. & Silfver, E. (2017). Searching for a viable approach to project work in engineering education. SEFI 2017 Conference.
121. Silfver, E., Danielsson, A. & Berge, M. (2017). "It's a very wide education": Class and gender in students' conceptualisations of the engineering mechanics programme. Gender and Education Conference, London.
122. Danielsson, A., Silfver, E. & Berge, M. (2017). "'Although we are engineers, we will work with people too…': Troubled and untroubled positions in students' narratives about becoming female engineers." Gender and Education Conference, London.
123. Engström, S., Andersson, K., Danielsson, A., Norström, P., Gullberg, A., Husseinus, A., & Elmgren, M. (2016). Lärarutbildares naturvetenskap under lupp–en studie av gränslandet mellan ämnesdiscipliner och skolämnen. FND conference (Forskning i naturvetenskapernas didaktik/Research in science education), November 2016, Dalarna University.
124. Berge, M., Lidar, M. & Danielsson, A. (2016) Powerful Stories in the Physics Classroom. Accepted to ECER, Dublin, Ireland, August 23-26.
125. Lidar, M., Berge, M. & Danielsson, A. (2016). Power in Teaching and Learning Processes in the Physics Classroom. ECER, Dublin, Ireland, August 23-26.
126. Andersson, K., Danielsson, A., Hussénius, A., Gullberg, A., Elmgren, M., Engström, S., Blomqvist, M., Scantlebury, K., & Hasse, C. (2016). Science faculty as teacher educators – a feminist perspective. Part of the symposium Gender and Didactics: From Curricula to Classroom Practices. ECER, Dublin, Ireland, August 23-26.
127. Danielsson, A., Wiksten Folkeryd, J., Berge, M. & Lidar, M. (2016). Scientific Norms and Evaluative Language Use – A Lesson Example From Grade 9 (Physics). ECER, Dublin, Ireland, August 23-26.
128. Silfver, E., Danielsson, A., Ingerman, Å. & Berge, M. (2016). The New Engineer: Gender and Social Class in Information about Engineering Educations. ECER, Dublin, Ireland, August 23-26.
129. Andersson, K., Danielsson, A., Hussénius, A., Gullberg, A., Elmgren, M., Engström, S., Blomqvist, M., Scantlebury, K., & Hasse, C. (2016). In the borderland between academic

disciplines and school science – feminist perspectives on science teacher education. Gender and Education Association Biennial Interim Conference 2016, Linköping, June 15-17.

130. Johansson, A., Hussénius, A., Andersson, S. & Danielsson, A. (2016). Reaching out across epistemological borders. Gender and Education Association Biennial Interim Conference 2016, Linköping, June 15-17.
131. Scantlebury, K., Danielsson, A. Hussenius, A., & Gullberg, A. & Andersson, K. (2016) Apparatus from a Baradian perspective: Implications for practice, Paper presented in the symposium Why Matter Matters in Science Education: Implications for Practice for National Association for Research in Science Teaching (NARST) Annual Meeting, Baltimore, MD.
132. Lidar, M., Danielsson, A., & Berge, M. (2016). Investigating power in teaching and learning processes in the physics classroom. NERA2016, Helsinki, March 9-11.
133. Berge, M., Lidar, M. & Danielsson, A. (2015). The power within the 'didactical contract': An exploration of questions in science and technology classrooms. ESERA2015, Helsinki, August 31 – September 4.
134. Danielsson, A., Lidar, M. & Berge, M. (2015). The enactment of power within 'didactical contracts' of classroom teaching. Feminisms, Power and Pedagogy: 10th Biennial Conference of the Gender and Education Association, University of Roehampton, June 24-26.
135. Scantlebury, K. Hussenius, A., Andersson, K., Gullberg, A. & Danielsson, A. (2015). Communicating through silence: Examining the unspoken and the unsaid in discussions about science. NARST Symposium "An International Perspective on Decolonizing Research Methodologies in Science Education", National Association of Research in Science Teaching (NARST) Annual Meeting, Chicago, IL.
136. Scantlebury, K., Hussenius, A., Andersson, K., Gullberg, A. & Danielsson, A. (2015). Using spacetimemattering to engage science education with matter and material feminism. Paper in NARST Related Paper Set Material practice and materiality: too long ignored in science education and possibly the NGSS?, National Association of Research in Science Teaching (NARST) Annual Meeting, Chicago, IL.
137. Scantlebury, K., Hussenius, A., Andersson, K., Gullberg, A. & Danielsson, A. (2015). Using spacetimemattering to engage science education with matter and material feminism. Paper in AERA Related Paper Set Material practice and materiality: too long ignored in science education and possibly the NGSS? American Education Research Association (AERA) Annual Meeting, Chicago, IL.
138. Scantlebury, K. Hussenius, A., Andersson, K., Gullberg, A. & Danielsson, A. Communicating through silence: Examining the unspoken and the unsaid in discussions about science. Paper in AERA symposium Decolonizing Research Methodologies in Science Education, American Education Research Association (AERA) Annual Meeting, Chicago, IL.
139. Danielsson, A., Lidar, M., Berge, M., Svensson, M., Östman, L. & Ingerman, Å. (2014). Studying Power and Knowledge in the Technology Classroom: Towards a Conceptual Framework. BERA Annual Conference 2014, London, September 23-25.
140. Danielsson, A., Berge, M., Lidar, M., Svensson, M., Östman, L. & Ingerman, Å. (2014) Power and Knowledge in the Technology Classroom: The Development and Illustration of a Conceptual Framework. ECER 2014 "The Past, the Present and Future of Educational Research in Europe", Porto, September 1-5.
141. Scantlebury, K., Andersson, K., Gullberg, A., Hussénius, A. & Danielsson, A. (2014). Engaging Science Education with Material Feminism. ECER 2014 "The Past, the Present and Future of Educational Research in Europe", Porto, September 1-5.
142. Danielsson, A.T., Berge, M., Lidar, M., Ingerman, Å., Östman, L. & Svensson, M. (2014). A bridge to understanding? An approach for analysing the construction of

power/knowledge in a technology classroom. CSSE International Exploratory Workshop. University of Luxembourg, June 17-19.

143. Berge, M., Danielsson, A., Lidar, M., Östman, L., Ingerman, Å. & Svensson, M. (2014) Constructions of power and knowledge in the technology classroom. Nordic Research Symposium on Science Education (NFSUN), Helsingfors, June 4-6.
144. Scantlebury, K., Andersson, K., Gullberg, A., Hussénius, A. & Danielsson, A. (2014). Making matter matter to make feminism and gender matter in science. Nordic Research Symposium on Science Education (NFSUN), Helsingfors, June 4-6.
145. Andersson, K., Gullberg, A., Danielsson, A., Hussénius, A.& Scantlebury, K. (2014). Critiquing science, thinking gender in science teacher education. Gender and STEM Conference, Berlin, July 3-5.
146. Gullberg, A., Andersson, K., Hussenius, A., Danielsson, A. & Scantlebury, K. (2014). Can the ambition to individualize pedagogy limit the children in pre-school? AERA Annual Meeting 2014, Philadelphia, April 3-7.
147. Danielsson, A., Andersson, K., Gullberg, A., Hussenius, A. & Scantlebury, K. (2014). Where is Science? An Exploration of the Places Student Teachers Associate with Science Learning. NARST Annual Meeting 2014, Pittsburgh, March 30 - April 2.
148. Andersson, K., Gullberg, A., Hussenius, A., Danielsson, A. & Scantlebury, K. (2014). Chafing Borderlands: Obstacles for Science Teaching and Learning in Teacher Education. NARST Annual Meeting 2014, Pittsburgh, March 30 - April 2.
149. Scantlebury. K., Andersson, K., Danielsson, A., Gullberg, A. & Hussenius, A. (2014). Can material feminism make gender matter in 21st science education research? NARST Annual Meeting 2014, Pittsburgh, March 30 - April 2.
150. Gullberg, A., Andersson, K., Hussenius, A., Danielsson, A. & Scantlebury, K. (2014). Gender Knowledge as an Important but Neglected Aspect of Pedagogy of Science. NARST Annual Meeting 2014, Pittsburgh, March 30 - April 2.
151. Danielsson, A.T., Andersson, K., Gullberg, A., Hussénius, A. & Scantlebury. K. (2013). Science = nature? An exploration of the places primary school student teachers associate with science. ESERA2013 Conference, Nicosia, September 2-8.
152. Andersson, K., Danielsson, A.T., Gullberg, A., Hussénius, A. & Scantlebury. K. (2013). Chafing borderlands – Student teachers' meeting with feminist critique in science courses. ESERA2013 Conference, Nicosia, September 2-8.
153. Hussénius, A., Scantlebury, K., Gullberg, A., Danielsson, A. & Andersson, K. (2013). Teaching science - teaching gender. ATGENDER Spring Conference, Gothenburg, April 26-28.
154. Danielsson, A., Andersson, K., Gullberg, A. & Hussénius, A. (2013). Introducing science faculty to feminist pedagogical practices. ATGENDER Spring Conference, Gothenburg, April 26-28.
155. Gullberg, A., Andersson, K., Hussénius, A. & Danielsson, A. (2013). Does gender matter? Preschool student teachers' perspectives on gender, their teaching role and children. ATGENDER Spring Conference, Gothenburg, April 26-28.
156. Gullberg, A., Andersson, K., Hussénius, A. & Danielsson, A. (2012). Kan en individualiserad barnsyn försämra barns möjlighet att lära sig naturvetenskap? FND (Svensk Förening för Forskning i Naturvetenskapernas Didaktik) conference, November13-14, Uppsala University.
157. Danielsson, A.T., Andersson, K., Gullberg, A. & Hussénius, A. (2012). Challenging primary student teachers' conceptions of gender and science: The initial phases of a research and intervention project. Poster presented at the BERA Annual Conference, September 4-6, University of Manchester.
158. Danielsson, A.T. & Warwick, P. (2012). Becoming a primary science teacher? Primary student teachers' negotiations of teacher identities in the intersections of Discourses about science teaching and about primary teaching. Paper presented at the BERA Annual

Conference, September 4-6, University of Manchester.

159. Danielsson, A.T. (2012). ”The motherly role you got to step off”: Resistance to and renegotiation of gendered teacher discourses among pre-service primary teachers. Presentation at GEA 2012 - Gender and democracy: Gender research in times of change, the Gender and Education Association Interim Conference, April 11-13, 2012, Gothenburg University.
160. Andersson, K., Danielsson, A., Gullberg, A., & Hussénius, A. (2012). Chafing borderlands – pre-service teachers' meetings with different cultures in their education. Presentation at GEA 2012 - Gender and democracy: Gender research in times of change, the Gender and Education Association Interim Conference, April 11-13, Gothenburg University.
161. Danielsson, A.T., Gonsalves, A. and Pettersson, H. (2011). Embodied Practices in the Physics Laboratory. Poster presented at *Bodies Knowing Bodies: Interrogating Embodied Knowledge* The 3rd Uppsala University Body/Embodiment Symposium, Uppsala, November 2011.
162. Hussenius, A., Andersson, K., Danielsson, A., Gullberg, A., Scantlebury, K. and Salminen-Karlsson, M. (2011) Gender awareness in constructing knowledge of science and science teaching. Paper presented at the European Science Education Research Association Conference, Lyon, France, September 2011.
163. Danielsson, A.T. (2011). Caring for physics? Gender perspectives on primary school student teachers’ constitutions of identities as teachers of science. Paper presented at the Gender and Education Association Conference, Exeter, April 2011.
164. Hussénius, A., Andersson, K., Danielsson, A. & Gullberg, A. (2010). Hur lärare uppmärksammar genus i naturvetenskaplig undervisning. Att kommunicera naturvetenskap i teori och praktik – ett möte mellan lärarutbildning, skola och NV-didaktisk forskning, November, 2010, Kristianstad.
165. Berge, M. and Danielsson, A.T. (2010) Characterizing group work in science in higher education – Storylines in the local and the global context. Paper presented at “Moving through cultures of learning” the joint meeting of EARLI SIG10 (Social Interaction in Learning and Instruction) and SIG 21 (Learning and Teaching in Culturally Diverse Settings), September, 2010, in Utrecht, The Netherlands.
166. Danielsson, A. (2010). Elementary teachers’ constitution of identities as teachers of physics. Poster presented at the APS/AAPT joint meeting, Washington D.C., February 2010.
167. Danielsson, A. (2009). Fysikdidaktik i praktiken: Lärarinspiration från en fysikdidaktisk avhandling. [Physics education research in practice: Inspiration for teachers from a PhD thesis in physics education research]. Paper presented at Konferens i universitetspedagogik [University pedagogy conference], Uppsala, October 2009.
168. Danielsson, A. (2009). Doing Physics – Doing Gender: A PhD thesis in physics education research. Paper presented at Gender and Education Association Conference, London, March 2009.
169. Danielsson, A., Götschel, H., Scheich, E., Thörngren, P., Wennerholm, S. (2008). Crossing perspectives on gender and physics. Poster presented at Women shaping science conference, Vilnius, June, 2008.
170. Berge, M. & Danielsson, A. (2008). The storylines of learning physics in groups – perspectives on becoming a physicist. Paper presented at Higher Education Close-up 4 Conference, Cape Town, South Africa, June 2008.
171. Danielsson, A. (2008). “Fysikstudenters könade identitetsskapande.” [Physics students’ gendered identity constitution] Utbildningsvetenskapliga doktorandrådets forskningsdag, Uppsala University, May, 2008.
172. Danielsson, A. (2008). Att lära sig bli fysiker – en könad process. [Learning to become a physicist – a gendered process] Paper presented at NU2008 Lärande i en ny tid [Learning

in a new time], Kalmar, May, 2008.

173. Danielsson, A. & Airey, J. (2008) Qualitative methods in physics education research. 1st Conference on PhD Students' Research in Physics, Uppsala University, April, 2008.
174. Danielsson, A. & Linder, C. (2007). Doing physics/doing gender: The gendered identity formation of physics students in relation to laboratory work. Paper presented at Gender and Education Association Conference, Dublin, Ireland, March, 2007
175. Danielsson, A. & Friis Johannsen, B. (2007) Physics Education Research: What's that? PhD student day, The Physics Division, Uppsala University, January, 2007.
176. Danielsson, A. & Linder, C. (2006). Gendered identities in the physics student laboratory. Paper presented at Gender and Science and Technology 12 International Conference, Brighton, England, September, 2006.
177. Danielsson, A. & Linder, C. (2006). Gender in the student laboratory. Poster presented at Third Scandinavian Symposium on Research in Science Education, Karlstad, February, 2006.
178. Danielsson, A. (2005). Gender in the student laboratory. An exploration of students' experiences of doing laboratory work in university physics. Poster presented at Physics Education Research Conference, Salt Lake City, Utah, August 2005.
179. Danielsson, A., Lippmann Kung, R. & Linder, C. (2005). Female Physics Majors' Experiences of Doing University Laboratory Work. Paper presented at American Association of Physics Teachers Summer Meeting, Salt Lake City, Utah, August, 2005.
180. Lippmann Kung, R., Danielsson, A. and Linder, C. (2005). Metacognition in the student laboratory: Is increased metacognition necessarily better? Paper presented at 11th European Conference for Research on Learning and Instruction, Nicosia, Cyprus, August, 2005.
181. Danielsson, A. (2005). University students' experience of doing laboratory work in physics. Poster presented at Junior Researchers for EARLI Pre-conference at the 11th European Conference for Research on Learning and Instruction, Nicosia, Cyprus, August, 2005.

Keynote addresses

182. Danielsson, A. (2025). "Diversifying STEM higher education: Resources, resonance and recruitment". Keynote address at the National Equity Conference, Uppsala, November 2025.
183. Danielsson, A. (2025). "Science: A love story." Keynote address at the conference Embracing diversity in STEM, University of Vienna, February 2025.
184. Danielsson, A. (2024). "Gender, identity & culture in physics education". Keynote address at the Physics days, Helsinki, March 2024.
185. Danielsson, A. (2023). "Unexpected trajectories into higher education physics: Perspectives on gender, identity and culture". Keynote address at GIREP-EPEC conference, Košice, Slovakia, July 2023.
186. Danielsson, A. (2023) "Gender and physics: Perspectives on culture and identity in physics education". Keynote address at Fysikdagarna/The Physics days, Stockholm, June 2023.
187. Danielsson, A. (2023). "Teaching and learning. Meeting across disciplinary boarders". Keynote address at the internal research and development conference, Department of Teaching and Learning, Stockholm, June 2023.
188. Danielsson, A. (2023). "Identity perspectives in science education research. What's in it for university teachers?". Keynote address at the Conference on Higher Education Pedagogy organized by the Faculty of Science and Technology, TUK 2023, Uppsala, March 2023.
189. Danielsson, A. (2022). "Unexpected trajectories into a 'hard' science: Gender, identity, and culture in physics". Keynote address at GeDiMIRT: Gender dimension in physics and

math-intensive research and teaching, Lund University, June 2022.

190. Danielsson, A. (2021). "Perspectives on identity in contemporary science education research". Keynote address at Korea National Association for Science Education (KASE) conference, January 2021.
191. Danielsson, A. (2018). "'A culture of no culture'? Gender perspectives on university physics". Keynote address at the conference "Diversifying Epistemic Perspectives. Gender and Diversity for Participation in Science & Engineering" at the Technical University Dresden, September 2018.
192. Danielsson, A. (2018). "Power, knowledge and identity in science classrooms". Keynote address at the workshop The Role of Science Education in a Changing World, The Lorenz Centre, Leiden, January 2018.
193. Danielsson, A. (2017). "'Ingenjörernas ingenjörer det är maskintekniker' – klass och kön på ingenjörsutbildningar" ['Enginering mechanics, that's the engineering of engineers' – class and gender in engineering educations.] Keynote address at "Konferens om Genus i profession" [Conference about gender in professions], Malmö University, February, 2017.
194. Danielsson, A. (2012). "En tillgängligare naturvetenskap? Tidigarelärares identitetsförhandlingar i mötet med naturvetenskap." Keynote address at the FND conference (Forskning i naturvetenskapernas didaktik/Research in science education), Uppsala University, November 2012.

Other invited conference presentations

195. Danielsson, A. (2025). Presentation about gender and physics at the Nuclear Energy Agency Global Forum Rising Stars Workshop 2025, KTH, December 2025.
196. Danielsson, A. (2024). "Science and technology for the next generation Perspectives from science education research." Presentation at the The 2nd Y-KAST International Conference, Jeju Island, South Korea, March 2024.
197. Danielsson, A.T. & Gonsalves, A. (2018). Physics Education and Gender: Identity as an analytic lens for research. Symposium invited to NARST 2018, Atlanta, by the ESERA board.
198. Danielsson, A., Silfver, E. & Berge, M. (2018). Masculinities and social class in the engineering mechanics programme. Part of the symposium Science Identities: Embracing the Diversity and Multiplicity of Theory and Research, invited to NARST 2018, Atlanta, by the NARST International Committee.
199. Danielsson, A.T., Andersson, K., Gullberg, A., Hussénius, A. & Scantlebury, K. (2017). "In biology class we would just sit indoors…": Experiences of insideness and outsideness in the places student teachers' associate with science. Invited presentation in the CSSE-symposium, ESERA, Dublin.
200. Danielsson, A.T. (2010). "Doing Gender in the Physics Student Laboratory". Invited talk at the APS/AAPT joint meeting in the session 'Unconventional Laboratories', Washington D.C., February 2010.

Other invited talks

201. "Science capital/naturvetenskapligt kapital". Invited professional development workshop for staff at the science center Universeum, Gothenburg, August 2026.
202. "Science capital." Invited talk for NTA (naturvetenskap och teknik för alla [science and technology for all]) educators, March 2026.
203. "Student trajectories to higher education. Time-line interviews as data generation method". Invited workshop at University of Luxembourg, January 2026.
204. "Naturvetenskapligt kapital". Invited talk NTA's (naturvetenskap och teknik för alla [science and technology for all]) development groups, Malmö, December 2025.
205. "Resonating with physics: Science education for Bildung and a life well-lived." Invited talk at King's College London, October 2025.

206. “I resonans med naturvetenskap: Bildning, välmående och meningsfullhet” [In resonance with science: Bildung, well-being & meaningfulness]. Invited talk at Linköping University, October 2025.
207. ”I resonans med naturvetenskap: Om bildning, engagemang & meningsfullhet [In resonance with science: Bildung, engagement & meaningfulness]. Invited talk at Ingvar Lindqvistdagen [the Royal Swedish Academy of Sciences teaching awards for teachers in science, technology, and mathematics], Royal Swedish Academy of Sciences, April 2025.
208. “Hur vi kan fylla barns och ungas ryggsäckar med mer STEM?” [How can young people’s rucksacks be filled with more STEM?] The Swedish STEM-strategy: from disinterest to engagement, seminar organized by the Royal Swedish Academy of Engineering Sciences, the Swedish Research Council, and the Royal Swedish Academy of Sciences, April 2025.
209. “Science capital.” Invited talk for NTA (naturvetenskap och teknik för alla [science and technology for all]) educators, March 2025.
210. “Forskningsansökningar” [Research applications]. Invited presentation at Malmö University, December 2024.
211. “Girls and STEM: What matters?”. Presentation at the China-EU Great Wall Seminar – How to realised a more inclusive STEM education and increase the participation of women in STEM, Hangzhou, October 2024.
212. “In(ex)clusion in STEM: Gender and identity perspectives”. Presentation for the the QSCI female faculty network at the School of Science, Royal Institute of Technology, Stockholm, September 2024.
213. “Oväntade naturvetare. Att möjliggöra icke-traditionella utbildningsval” [Unexpected scientists. To make untraditional education choices possible]. Presentation for the Nordic ministers of education, Stockholm, May 2024.
214. “Students’ trajectories to higher education physics: Gender and identity perspectives”. Invited talk at Seoul National University, April 2024.
215. “Science capital.” Invited talk for NTA (naturvetenskap och teknik för alla [science and technology for all]) educators, March 2024.
216. Valero, P., Berge, M. Danielsson, A., Nunes Viana, B.L., Österling, L. & Truong, N. ” Understanding in-exclusion and Materialities in higher education Mathematics and Physics”. Invited talk at Umeå Mathematics Education Research Centre, Umeå University, January 2024.
217. “Gender, identity and culture in physics.” Invited talk in the Curiositas seminar series, Max Planck Institute for the Chemical Physics of Solids, Dresden, November 2023.
218. “Understanding young people’s science engagement. Science identity, science capital and beyond”. Invited talk at a workshop for the international ROSES project team, Stockholm, October 2023.
219. ”Oväntade naturvetare? Valfrihet, ojämlikhet och icke-traditionella utbildningsval.” [Unexpected scientists? Freedom of choice, inequity and non-traditional educational choices]. Invited talk at Ingvar Lindqvistdagen [the Royal Swedish Academy of Sciences teaching awards for teachers in science, technology, and mathematics], Royal Swedish Academy of Sciences, March 2023.
220. “Gender, identity and culture in physics”. Invited talk, University of Aalborg, May 2023.
221. “Science capital.” Invited talk at the national conference for NTA (naturvetenskap och teknik för alla [science and technology for all]) coordinators, March 2023.
222. Danielsson, A. & Ekstrand, C. Vetenskapligt kapital med fokus på naturvetenskap och teknik. Invited talk at The Royal Swedish Academy of Engineering Science, February 2023.
223. “Gender, identity and culture in physics.” Invited talk at the Department of Physics, Stockholm University, December 2022.
224. ”Gender perspectives and physics education”. Talk invited by Comissió d'Igualtat de

Física, University of Barcelona, November 2022.

225. “Kvinnor i fysik: Då och nu” [Women in physics: Past and present]. Invited talk at the celebration for Betty Pettersson 150 years, Uppsala University, September 2022.
226. Danielsson, A. & Ekstrand, C. “Naturvetenskapligt kapitel” [Science capital]. Invited talk at The Royal Swedish Academy of Engineering Science, March 2022.
227. “Physics education and gender”. Invited talk, Department of Physics, Lund University, October, 2021.
228. “Gender, identity and culture in physics”. Invited talk in the seminar series Gender, gender equality and natural sciences, Stockholm University, September, 2021.
229. “’A culture of no culture?’ Physics and gender”. Invited talk at the Smart X workshop, Stockholm University, April, 2021.
230. “Att skriva forskningsansökningar: Mellan ’blue sky research’ och genomförbarhet” [presentation about writing grant applications], Department of Science and Mathematics Education, Umeå University, February, 2020.
231. “Science education research at the Department of Education: Perspectives from ongoing projects”. Invited talk at the Comparative didactics and professional development network meeting, Uppsala University, November, 2019.
232. “Identity perspectives in science education research”. Invited talk in the STEM education seminar series, Faculty of Science and Technology, Uppsala University, April, 2019.
233. “Gender, identity, and science learning”. Invited Pedagogic lunch seminar at SLU (Swedish University of Agricultural Sciences), December, 2018.
234. “Engineering Masculinities – The Identity Work of Male Working-Class Engineering Students.” Invited talk at King’s College, London, December, 2018.
235. Berge, M., Danielsson, A. & Silfver, E. “Engineering education: Knowledge and identity perspectives on identity work.” McGill University, Montreal, June, 2018.
236. “Young people’s science identities: A critique of the STEM pipeline”. Invited lecture at University of Cambridge, March 2017.
237. ”A Critique of the STEM Pipeline: Young People’s Identities In Sweden And Science Education Policy”, Invited seminar, CPPR seminar, King’s College London, February 2017.
238. “Power in teaching and learning processes in the physics classroom”. Invited talk at Umeå University, March, 2016.
239. “Masculinities in higher education physics”. Invited talk at Lancaster University, October, 2015.
240. “Studying power and knowledge in science classrooms”. Invited talk at King’s College, London, October, 2015.
241. Invited discussant at the Royal Society International Scientific Meeting (ISM) on "Rich Teaching and Learning of Science", Chicheley Hall, September 2014.
242. Scantlebury, K. (presenter), Hussénius, A., Andersson, K., Gullberg, A. & Danielsson, A. (2013). Making gender matter in science education research: Theoretical constructs from material feminism. Urban Science Education Researchers-Seminar (USER-S) City University of New York (CUNY), New York, December 2013.
243. Hussénius, A., Scantlebury, K. (presenter), Andersson, K., Gullberg, A. & Danielsson, A. (2013). Interweaving feminist critique into science, education, and teaching for preservice teachers. Urban Science Education Researchers-Seminar (USER-S) City University of New York (CUNY), New York, September 2013.
244. “Physics students’ identity formation, gender and social class.” Invited talk at the workshop Investigating Identities in Academia, Institute of Philosophy and Semiotics, University of Tartu, Estonia, May 2013.
245. “Genusperspektiv på naturvetenskap? Inspiration från ett pågående forsknings- och interventionsprojekt.” Invited talk at Umeå University, May 2013.
246. ”Den (o)tillgängliga naturvetenskapen - Identitetsförhandligar hos lärarstudenter inriktade

mot grundskolans tidigare år." Invited talk at Dalarna University, October 2012.

247. "Learning to teach primary science – a negotiation of multiple discourses". Invited talk in the STeM seminar series at the Faculty of Education, University of Cambridge, February 2012.
248. "Using Gee's discourse analysis in education research: An application in exploring teacher identities in primary science". Invited talk for the CREE Theory Focus Group, University of Cape Town, February 2012.
249. "Doing Physics – Doing Gender: Gender perspectives on physics students' identity constitution" Invited talk at Goldsmiths College, University of London, January 2011.
250. "Doing Physics – Doing Gender. Perspectives on physics, learning and gender." Invited talk at Lund University, November 2009. (Part of the course Gender, Science and Technology, but also offered as an open lecture.)
251. "Gender perspectives on physics education research: How university physics students learn to become physicists". Invited talk in the STeM seminar series at the Faculty of Education, University of Cambridge, October 2010.
252. Participated in the panel debate at the conference TUK2010, Teknisk-naturvetenskapliga fakultetens Universitetspedagogiska Konferens 2010, Uppsala University, May 2010.
253. "Att blir fysiker – ett lärande präglat av genus" [To become a physicist – a gendered learning] Invited talk at University of Gävle, March 2010.
254. "Doing Physics – Doing Gender. Perspectives on physics, learning and gender." Invited talk at Lund University, November 2009. (Part of the course Gender, Science and Technology, but also offered as an open lecture.)
255. Danielsson, A., Abraham, G. and Ottemo, A. "Identity and literacy with a focus on gender and language/ethnicity." Invited presentation at the workshop The SA-SW-lincs project: Developing strategies for promoting scientific literacy, Gothenburg University, October 2009.
256. Danielsson, A. and Hussénius, A. "Science Education - Identity Constitution and Gender Awareness". Invited talk in the UD Department of Education Colloquium Series Fall 2009, University of Delaware, September 2009.
257. "Hur gör(s) fysiker? Genusperspektiv på fysikstudenters identitetsskapande". [How are physicists made? Gender perspectives on physics students' identity constitutions] Invited talk at Växjö University, September 2009.
258. "Who is a physicist? A student perspective." Invited presentation at Educating the Global Engineer 8th CeTUSS Workshop, Uppsala, June 2009.
259. "Learning the gendered culture of physics". Invited talk at the AlbaNova and Nordita Colloquium, Stockholm University, May 2009.
260. "Doing Physics – Doing Gender. Perspectives from physics education research". Seminar at Department of Science Education, University of Copenhagen, May 2009.
261. Danielsson, A. & Holmberg, T. Genus och naturvetenskap i forskning och undervisning. [Gender and science in research and teaching] Invited seminar at Malmö University, May 2009.
262. "Att bli fysiker. Genusperspektiv på fysikstudenters identitetsskapande i relation till arbete i laboratoriet" [To become a physicist. Gender perspective on physics students' identity constitution in relation to laboratory work] Seminar at Department of Education, University of Gothenburg, May 2009.
263. "Genusperspektiv på fysikens didaktik" [Gender perspectives on physics education research] Invited talk at Uppsala Computing Education Research Group, May, 2008.
264. "Doing gender in the physics student laboratory." Invited talk at the Department of Nuclear and Particle Physics, Uppsala University, June, 2007.

Other research presentations

265. Danielsson, A. & Airey, J. (2022). Commentary on Carl Wieman's keynote 'Discipline-

based education research; teaching expertise; and the transformation of university teaching' at the NU2022 conference, Stockholm University, June 2022.

266. Danielsson, A. (2017). Kunskapens makt. Hur lärare möjliggör elevers deltagande och kunskapande i NO- och teknikklassrum. Presentation at Vetenskapsrådets Resultatdialog, Stockholm University.
267. Danielsson, A. and Lundqvist, E. "Science Education Research at Uppsala University: Perspectives from four on-going research projects" presentation at the network meeting "Research and education within and across disciplinary boundaries in a digital era", Stanford University, April 2016.
268. Seminar about applying for research funding organised by 'Forum för ämnesdidaktiska studier' (Forum for discipline-based educational studies, Uppsala University), February 2014.
269. Presentation of my postdoctoral project to the primary PGCE teaching team at the Faculty of Education, University of Cambridge, February 2012.
270. Presentation of my postdoctoral project "Caring for physics?" at the STeM Academic Group Brown Bag Seminar, Faculty of Education, University of Cambridge, December 2011.
271. Commentary on Carrie Paechter's keynote 'Girls and their bodies: approaching a more emancipatory physical education' at The Third Uppsala University Body/Embodiment Symposium Bodies Knowing Bodies: Interrogating Embodied Knowledges, Centre for Gender Research, Uppsala University, November 2011.

Popular presentations and outreach

272. Danielsson, A. Varför naturvetenskap? Bildning, engagemang & meningsfullhet. Invited talk in the seminar series STEMverkan, Norrköping, February 2026.
273. Danielsson, A. I resonans med naturvetenskap. Invited workshop at Vetenskapens hus [House of Science], Stockholm, January 2026.
274. Danielsson, A. Diversity, equity, and inclusion. Invited talk for PhD students in Wallenberg Centre for Quantum Technology (WACQT), KTH, November 2025.
275. Danielsson, A. Gender and equality. Invited workshop for PhD students in the Engineering School of Sciences, KTH, November 2025.
276. Participated in panel discussion about women and engineering at Women@ALTEN, Stockholm, November 2024.
277. Danielsson, A. Studiebakgrund, genus och identitet: "oväntade naturvetares" väg till fysiken. Skolportens fysikkonferens, January 2024.
278. Danielsson, A. Vetenskapligt kapital - en förutsättning för lärande? Kunskapsfesten, Eskilstuna, September 2023.
279. Project leader for and teacher at the summer school Forskarmöten [Researcher meetings] organised by The Young Academy of Sweden, Abisko, August 2023.
280. Project leader for and teacher at the summer school Forskarmöten [Researcher meetings] organised by The Young Academy of Sweden, Norrbyskär, August 2022.
281. Danielsson, A. (2022). Science education research. Invited presentation at Engelska skolan, Liljeholmen, March 2022.
282. Participated in Vetenskap & Allmänhet ('Science & Public') day about Vetenskapen och jag [Science and I], October 2021.
283. Research presentation at Forskarfredag [European Researchers' Night], 2020.
284. Teacher at the summer school Forskarmöten [Researcher meetings] organised by The Young Academy of Sweden, Fiskebäckskil, August 2020.
285. Danielsson, A. (2020). Naturvetenskap, normer och identiteter [Science, norms, and identity], Invited presentation for the Uppsala Engineering Physics Student Society, Uppsala University, November 2020.
286. Danielsson, A. (2019). Naturvetenskap, normer och identitet [Science, norms, and identity],

Invited talk at seminar organised by the Royal Engineering Academy in connection with Lärargalan [The teacher gala], November 2019.

287. Danielsson, A. (2018). Naturvetenskap och normer [Science and norms]. Invited presentation for 'Genius' (The Faculty of Science and Technology Gender Student Association), Uppsala University, February 2018.
288. Danielsson, A. (2013). "Att bli fysiker – ett lärande präglat av genus" [To become a physicist – a gendered learning process]. Presentation for the board of "Kvinnor i fysik" (sektion i Svenska fysikersamfundet) ["Women in physics" (a section of the Swedish Physicist Association)], October 2013.
289. Participated in "Genusdialog" [Gender dialogue] with the theme gender in school in Riksdagen [the Swedish Parliament], February 2013.
290. Danielsson, A. (2012). Att undervisa naturvetenskap för yngre barn. Presentation at Forskning pågår "Lärande utan gränser", Regionalt utvecklingscentrum vid Uppsala universitet, October 2012.
291. Danielsson, A. (2011). Caring for physics? Presentation at the Wolfson College Research Day, Cambridge, May 2011.
292. Danielsson, A. (2010). Gender and Physics. Presentation at the book launch of 'Never mind the gap!', Centre for Gender Research, Uppsala University, October 2010.
293. Danielsson, A. (2010). "Fysik, lärande och genus" [Physics, learning and gender]. Presentation at the 5th CGEx Workshop, Centre for Gender Research, Uppsala University, March 2010.
294. Participant in panel debate about "Hur queer är vetenskapen?" [How queer is science?]. The Nobel Museum, Stockholm, May, 2008.
295. Participant in panel debate about "Hur queer är vetenskapen?" [How queer is science?]. Europride, Stockholm, August, 2008.
296. Danielsson, A. (2008). "Att utbilda sig till fysiker – en könad process" [To become a physicist – a gendered process] Seminar for journalists at Centre for Gender Research, Uppsala University, February 2008.
297. Demonstrations of popular physics experiments at 'Open House', the Ångström Laboratory, 2001 and 2004.

Presentations of pedagogical development

298. Danielsson, A. & Andersson, K. (2012). "Att få vara som man är" Motstånd och reflektion hos NV-lärarstudenter i möte med ett feministiskt forsknings- och interventionsprojekt. Dalarna University, October 2012.
299. Workshop: Feminist and anti-oppressive strategies in – the physics laboratory? Challenging education: Feminist and anti-oppressive strategies in teaching and learning. The first Nordic conference on feminist pedagogies, Vaksalaskolan, Uppsala, June 2009.
300. Workshop: Genusmedveten laborationsundervisning i fysik [Gender aware teaching in the physics student laboratory]. Genus och naturvetenskaplig undervisning [Gender and science teaching], Uppsala University, October, 2008.
301. Danielsson, A. & Belanger-Champange, C. (2008). Workshop: The physics student laboratory. Crossing perspectives on gender and physics, Uppsala University, September, 2008.
302. Presentation of a laboratory exercise about electrical circuits. Fysikdagarna [The physics days], Uppsala University, October, 2007.

Articles in manuscript

Moura, C. & Danielsson, A. Who *cares* about science? Building relationships to knowledge through identity work and explorations of nature of science. *Submitted*.

Österling, L., Truong, N., Danielsson, A., Berge, M., Nunes, B. & Valero, P. Constellations of

subject-specific capital among first semester university students in mathematics and physics. *Submitted*.
Valero, P., Danielsson, A., Österling, L. & Berge, M. Researching students' mathematical identification as material-discursive becoming. *Submitted*.
Danielsson, A., Nunes, B., Berge, M., Österling, L., Truong, N. & Valero, P. 'Interest, utility, and imagined futures: First-year university physics and mathematics students' motives for educational choices. *Submitted*.