

Curriculum Vitae – Maria Andrée (April 2019)

Maria Kristina Andrée
Born 1974 May 29th

E-mail: maria.andree@mnd.su.se
Department of Mathematics and Science Education
Stockholm University
106 91 Stockholm

Academic degrees

- 2015 Docent in Science Education (*Naturvetenskapsämnenas didaktik*) at the Faculty of Science, Stockholm University.
- 2007 PhD in Didactics (*Doktorsexamen Didaktik*), Stockholm University (Stockholm Institute of Education).
- 2000 Bachelor of Education for the Compulsory School (*Grundskollärarexamen*) Year 4-9 with a specialization in Mathematics and Science, Linköping University
- 2000 Bachelor of Arts (*Filosofie kandidatexamen*), main subject Education (*Pedagogik*), Linköping University

Education, other

- 2014-2015 “Chefsprogrammet” at Stockholm University (A one-year-long leadership program, 14 full days, for leaders at Stockholm University including topics of academic leadership, the role of being an employer and personal leadership).
- 2010 Completed course ”Forskarhandledning i teori och praktik” (Supervision of doctoral students in theory and practice), The Centre for Learning and Teaching, Stockholm University.
- 2010 Completed course ”Conducting performance reviews with academic staff”, The Human Resources Division, Stockholm University.
- 2009 Completed course ”Introduction to academic leadership” (Nyfiken på ledarskap), Stockholm University, The Royal Institute of Technology, Uppsala University and Karolinska institutet.
- 2006 Completed course ”ICT as a pedagogical tool in higher education”. Stockholm Institute of Education.
- 1999-2000 Evening courses in German at Volkshochschule Esslingen, Germany.

- 1999 (spring) Evening course in German for beginners at Folkuniversitetet Linköping.
- 1994 Technical program in upper secondary school with a specialization in building and construction, Nils Ericsonsgymnasiet, Trollhättan.
- 1991-1992 Exchange student at Powell County High School, Kentucky, USA.

Employment

Academic positions

- 2008 – present Senior lecturer in Science Education (Didaktik med inriktning mot naturvetenskapliga ämnen) at the Department of Education in Mathematics and Science, Stockholm University.
- 2007 Deputy senior lecturer in Education at the Department of Social and Cultural Studies in Education, Stockholm Institute of Education.
- 2002-2006 Doctoral studentship at the Department of Social and Cultural Studies in Education, Stockholm Institute of Education and the Swedish National Graduate School in Science and Technology Education (FontD).
- 2000 (fall)-2001 Project assistant at the Department of Social and Cultural Studies in Education, Stockholm Institute of Education.

Absence from research

- 2008-07-21 –
2009-03-16 Parental leave 8 months, child born 2008-07-21.
- 2004-09-13 –
2005-06-30 Parental leave 9 months, child born 2004-09-15.

Positions in school

- 2000 (spring term) Mathematics Teacher at the International School of Stuttgart, Germany.
- 1998 (summer) Summer school teacher in Mathematics and Natural Science subjects for 9th grade students with non-complete compulsory school certificates, Bengtsgården, Bengtsfors kommun.

Research projects

- 2018-2020 “Industrial initiatives in school – opportunities and challenges for science and technology education”. In collaboration with Lena Hansson, Kristianstad University. Funded by The Swedish Research Council (VR 2017-03657).
- 2015- Scientific leader for research- and development projects within ”Stockholm Teaching and Learning Studies (STLS)” (20% of full-time). In collaboration with Professor Inger Eriksson. Funded by

the City of Stockholm.

- 2014-2018 Supervisor PhD-project "Drama in Science Education". Funded by Vetenskapsrådet as part of the graduate school NaNO and by Huddinge kommun (local municipality).
- 2013-2015 Scientific leader for research- and development projects in science and technology education within "Stockholm Teaching and Learning Studies (STLS)" (20% of full-time). In collaboration with the scientific leaders for other subject matter networks (ämnesdidaktiska nätverk) Professor Ingrid Carlgren and Professor Inger Eriksson. Funded by the City of Stockholm.
- 2012-2014 Co-applicant and member of the Nordic network "Cultural, social and political perspectives on science education". Main director professor Malin Ideland, Malmö University. Funded by Riksbankens jubileumsfond.
- 2010 – ongoing Joint principal investigator with PhD. Lena Hansson "Recruitment to Science Education: Actors, Initiatives, Messages". Funded by Stockholm University and Kristianstad University.
- 2010-2015 Project leader PhD-project "Assessing scientific literacy as readiness to deal with civic issues concerned with science". Funded by Stockholm University.
- 2009-2013 Member of "The Network for Research on Literacy Practices" directed by Professor Leif Östman, Uppsala University. Funded by the Swedish Research Council.
- 2009-2012 Participating researcher in the project "Learning, interactive technologies and the development of narrative knowing and remembering (LINT)" directed by Professor Roger Säljö (director, Göteborg University). Funded by The Knut and Alice Wallenberg Foundation, The Bank of Sweden Tercentenary Foundation and The Swedish Research Council programme for the study of Learning and Memory in children and young adults.
- 2007 Project leader of a project on involving parents in classroom work through homework together with junior lecturer Max Strandberg. Funded by the Stockholm Institute of Education.
- 2001-2006 Thesis-project "School science as culture of knowledge" supervised by Professor Ingrid Carlgren (Stockholm Institute of Education), funded by the Swedish National Graduate School in Science and Technology Education, the Stockholm Institute of Education and the Swedish National Agency for Education.

Supervision

Completed supervision of doctoral students

- Jens Anker-Hansen, (PhD), *Assessing Scientific Literacy as Participation in Civic Practice*. Defense October 2nd, 2015. (Main supervisor).
- Eva Björkholm, (PhD), *Konstruktioner som fungerar. En studie av teknikkunnande i de tidiga skolåren*. [Constructions in function : A study of technical knowing in primary technology education]. Defense September 18th, 2015. (Co-supervisor).
- Kerstin Danckwardt-Lillieström, licentiate thesis *Drama i kemisalen. En designbaserad studie av hur kreativt drama kan stödja gymnasieelevers lärande av kemisk bindning*. [Drama in the Chemistry classroom. A design-based study of how creative drama may support upper-secondary students' learning on chemical bonding]. Defense April 25th, 2019. (Main supervisor).

Ongoing supervision of doctoral students

- Jonna Wiblom, PhD thesis on a design-based research project focusing socio-scientific issues relating health and lifestyle in upper-secondary school Biology. (Main supervisor, planned defense of doctoral thesis January 2020).
- Kristin Persson, PhD thesis ecological literacy. (Main supervisor, planned defense of doctoral thesis spring 2022).
- Anders Gare Soraunet, PhD thesis on a design-based research project on education for sustainable development in upper-secondary agricultural school. Norwegian University of Life Sciences. (Co-supervisor, planned defense of doctoral thesis spring 2021).

Expert supervision

- Engaged as expert supervisor for Anne Solli, PhD-student at Gothenburg University on one of the publications included in her thesis. Defense March 8th 2019.

Supervision of degree projects

Completed supervision of 2 master theses in science education and 2 master theses (degree thesis) in teacher education at Stockholm University and 7 degree theses in teacher education at Stockholm Institute of Education.

Academic leadership and administration

Current

2016-2020	Treasurer of the <i>International Organization of Science and Technology Education</i> (IOSTE)
2018 - 2020	Vice Dean for the Mathematics and Physics Section and member of the Science Faculty Board, Stockholm University
2018-2020	Member of the academic appointments board (<i>lärarförslagsnämnd</i>) for the Mathematics and Physics Section at the Faculty of Science, Stockholm University.
2018-2020	Member of the board of <i>Vetenskapens hus</i> (House of Science Stockholm)
2018-2020	Substitute on the board of <i>Kemilärarnas resurscentrum</i> (Resource Centre for Chemistry Teachers)

Closed

2015-2018	Head (prefekt) of Department of Mathematics and Science Education, Stockholm University.
2012 - 2017	Member of the Science Faculty Board, Stockholm University
2014-2016	Secretary and treasurer of the <i>International Organization of Science and Technology Education</i> (IOSTE)

2014-2015	Deputy chair (ställföreträdande prefekt) of the Department of Mathematics and Science Education, Stockholm University.
2012 - 2014	Member of the board and regional representative for the Nordic countries for the <i>International Organization of Science and Technology Education</i> (IOSTE)
2013 - 2014	Member (substitute) of the board of the Department of Mathematics and Science Education, Stockholm University.
2011 (spring)	Member of select committee for teacher education at the Faculty of Science (Lärarytbildningsutskottet, LUS), Stockholm University.
2010 (fall)- 2011 (spring)	Director of doctoral studies, tertiary level, (with staff responsibilities for PhD students), Department of Mathematics and Science Education, Stockholm University.
2009 (spring)- 2011 (spring)	Member of board of the Swedish National Graduate School in Science, Technology and Mathematics Education Research (FontD).
2009 (spring) - 2010 (spring)	Director of studies at second and tertiary level (with staff responsibilities for PhD students), Department of Mathematics and Science Education, Stockholm University.
2008 (spring)	Coordinator of praxis developing research cooperation between university and schools, Regional Center for Development, Stockholm University.
2007	Director of studies with staff responsibilities at Division K (division of cultures of knowledge and curriculum theory), Department of Social and Cultural Studies in Education, Stockholm Institute of Education.
2002 (spring)- 2003 (fall)	Coordinator of the development of student teacher school placements and school-university cooperation in the area of Tullinge, Botkyrka municipality.
1995-2006	Several different commissions of trust, as a student and doctoral student; locally in student unions at Linköping University (e.g. vice chair of StuFF and LUSIL, member of faculty boards) and Stockholm Institute of Education (e.g. chair of <i>Doktorandrådet</i>) as well as nationally within the Swedish National Union of Students (e.g. board member, member of different committees)

Affiliations

- European Science Education Research Association (ESERA)
- The International Organization for Science and Technology Education (IOSTE)

Review work

Editorial

2019 – ongoing	Member of the editorial board of <i>Cultural Studies of Science Education</i>
2017 – ongoing	Member of the editorial board of <i>Research in Science Education</i>
2018	Editor IOSTE (<i>International Organization for Science and Technology</i>) proceedings.
2015 and 2017	Section editor ESERA (European Science Education Research Association) proceedings strand 7. <i>Discourse and argumentation in science education.</i>

Reviewer for journals

- Research in Science Education
- International Journal of Science Education: Part A
- Cultural Studies in Science Education
- International Journal of Science Education: Part B
- Science Education
- Nordic Studies in Science Education (NorDiNa)
- International Journal of Science and Mathematics Education
- Scandinavian Journal of Educational Research
- Learning, Culture and Social Interaction
- European Journal of Engineering Education
- Education Inquiry
- Utbildning och Demokrati
- Högre utbildning
- Forskning om undervisning och lärande
- Double Helix: A Journal of Critical Thinking and Writing
- Pedagogies: An International Journal

Conference proposals

- IOSTE (International Organization of Science and Technology Education) 2014, 2016, 2018 (organizing committee)
- ESERA (European Science Education Research Association) 2011, 2013, 2015 (strand chair), 2017, 2019 (strand chair)
- NFSUN (*Nordiskt symposium för undervisning i naturfag*) 2014

Conference proceedings

- IOSTE 2014, 2018
- ESERA (chair strand 7. *Discourse and argumentation in science education*) 2015, 2017 and 2019.

Book reviews

2015 *The Imaginative Dimension of Science Education* for SpringerBriefs in Education series.

Faculty opponent and doctoral thesis assessments

2019 Opponent Mette Nordby, *School science for vocational students*, Norwegian University of Life Sciences.

2019 Examiner Malin Lavett-Lagerström, *Kontextbaserad undervisning i naturvetenskap. Elevers lärandeprogressioner och lärarens roll i undervisningen* (Licentiate thesis), Stockholm University.

2018 Opponent Kirsti Jegstad, *Science education for our common future: Education for sustainable development in science teacher education*, Norwegian University of Life Sciences.

2018 Assessment committee member Geraldine Fauville, *Digital technologies as support for learning about the marine environment*, Gothenburg University.

2017 Assessment committee member Anna Bergqvist, *Teaching and learning of chemical bonding models*, Karlstad University.

2017 Opponent Sofie Areljung, *Utanför experimentlådan. Kunskapsproduktion, tid och materia i förskolans naturvetenskapsundervisning*, Umeå University.

- 2016 Opponent Tomas Persson, *De naturvetenskapliga ämnesspråken*, Uppsala universitet.
- 2016 Opponent Fredrik Jensen, *The role of recruitment initiatives in young people's choice of STEM-education*, University of Oslo.
- 2014 Opponent/assessment committee member Peer Daugbjerg, *Entanglement of science teacher's lives and work*, Institut for Læring og Filosofi, Aalborg University.

Doctoral thesis manuscript reviews

- 2019 Final seminar (doctoral diss.) Marlene Sjöberg, Department of Pedagogical, Curricular and Professional Studies, Gothenburg University.
- 2018 Final seminar (licentiate thesis) Cecilia Eriksson, Department of Mathematics and Science Education, Stockholm University.
- 2015 Final seminar (doctoral diss.) Veronica Flodin, Department of Mathematics and Science Education, Stockholm University.
- 2014 Final seminar (doctoral diss.) Eva Hartell, School of Education and Communication in Engineering Science, KTH
- 2013 Planning seminar (doctoral diss.) Lotta Leden, Faculty of Education and Society, Malmö University.
- 2012 Half way seminar (doctoral diss.) Per Anderhag, Department of Mathematics and Science Education, Stockholm University.
- 2011 Final seminar (doctoral diss.) Kristina Andersson, the Centre for Gender Research, Uppsala University
- 2010 Half way seminar (doctoral diss.) Annie-Maj Johansson, Department of Mathematics and Science Education, Stockholm University.

Invited seminars and keynotes to universities and conferences

- 2019 Presentation *Erfarenheter från Stockholm Teaching and Learning Studies*. Presented at *Workshop om praktknära forskning*, April 26 2019, at Södertörn University.
- Presentation (together with I. Eriksson) *A research environment for teacher driven research - some demands and possibilities*. Presented at the symposium “Collective phronesis, An investigation of collective judgement and professional knowledge”, 28-29 March 2019, Centre for Studies in Practical Knowledge, Södertörn University.
- Member of panel “*Policy, research, practice*”, Nordisk Fagdidaktisk konferens (NoFa). May 15 2019. Stockholm University.
- 2017 Keynote ”Möjligheter och utmaningar i designbaserad forskning som modell för praktikutvecklande forskning”. *Lärarnas forskningskonferens 2017*. Stockholm Teaching & Learning Studies, Nacka gymnasium.
- Seminar “Undervisningsutvecklande forskning inom naturvetenskapsämnenas didaktik– exempel från Stockholm Teaching & Learning Studies”. Umeå University. June 14th. Invited by Professor Christina Ottander.

Keynote “Challenges of scientific literacy for science education” at *The Eighth Nordic Conference on Mathematics Education, NORMA 17*. Stockholm University. May 30th.

- 2016 Invitation to act as an expert in the seminar ”The Past, Present and Future of Science Education and Science Education Research: A Multi-perspectival Research Seminar” University of Luxemburg. June 2016. Invited by Professor Christina Siry.
- Invitation to act as discussant at the symposium ”Learning Study som forskningsansats” in the conference *Nationell Ämnesdidaktisk konferens 2016* i Malmö, April 2016. Invited by Professor Ingrid Carlgren.
- 2014 Seminar ”praksisudviklende forskning”, Professionshøjskolen UCC, Denmark. Invited by program director for ”Didaktik og Læringsrum” PhD Vibeke Schrøder.
- 2013 Seminar on Action Research Methodology, the Science, Mathematics, Engineering Education Research group (SMEER), Karlstad University. Invited by Professor Shu-Nu Chang Rundgren.
- 2012 Seminar on ”Identitet och deltakelse i naturfagundervisning”. Seksjonen for Læring og lærerutdanning, Norwegian University of Life Sciences, invited by Professor Erik Knain.
- 2007 Seminar ”Den levda läroplanen”. Departement of Science and Mathematics Education, Umeå University, invited by Professor Margareta Ekborg and Docent Christina Ottander.
- 2004 The EUDIST project on teacher-governed professional development. IPN/Kiel and Lund University in collaboration. Invited by Ass. Professor Piotr Szybek.
- 2003 Conference, the curriculum division at the Swedish National Agency for Education.
- 2002 Conference on classroom research, Department of Teacher Education and School Research, Oslo University. Invited by Professor Kirsti Klette.
Conference, the curriculum division at the Swedish National Agency for Education.
- Seminar on ethnography, Department of Social and Welfare Studies, Linköping University. Invited by Assoc. Professor Jan Schoultz.
- 2001 Conference, the curriculum division at the Swedish National Agency for Education.
- Seminar on cultures of knowledge in science education, Department of Behavioural Sciences and Learning, Linköping University. Invited by Professor Glenn Hultman.

List of publications

Disseration (monograph)

1. **Andrée, M.** (2007). *Den levda läroplanen. En studie av naturorienterande undervisningspraktiker i grundskolan.* [The lived curriculum. A study of science education practices in lower secondary school]. (Doctoral Dissertation.) Stockholm: HLS Förlag.

Peer-reviewed journals

2. **Andrée, M., & Eriksson, I.** (in press). A research environment for teacher-driven research—some demands and possibilities. *International Journal of Lesson and Learning Studies*. DOI 10.1108/IJLLS-02-2019-0015.
3. Anker-Hansen, J., & **Andrée, M.** (2019). Using and Rejecting Peer Feedback in the Science Classroom: A Study of Students' Negotiations on How to Use Peer Feedback When Designing Experiments. *Research in Science & Technological Education, 37*(3), 346-365.
4. Anker-Hansen, J., & **Andrée, M.** (2019). In pursuit of authenticity in assessment of scientific literacy, *Nordic Studies in Science Education, 15*(1).
5. Danckwardt-Lillieström, K., **Andrée, M.** & Enghag, M. (2018). Creative drama in chemistry education: a social semiotic approach, *Nordic Studies in Science Education, 14*(3), 250-266.
6. Eriksson, C., Lavett-Lagerström, M. & **Andrée, M.** (2018). Utmaningar i bedömning av elevers förmåga att planera systematiska undersökningar: Kritisk granskning av ett diagnostiskt stödmaterial för bedömning i NO åk 1-6. *Forskning om undervisning & lärande, 6*(1), 6-22.
7. Wiblom, J., Rundgren, C.J. & **Andrée, M.** (2017). Developing students' critical reasoning about online health information: A Capabilities Approach. *Research in Science Education*. E-publication ahead of print.
8. Ulfves, A., Fahrman, B., & **Andrée, M.** (2017). Om utveckling av elevers förmåga att resonera om friktion i de tidiga skolåren. *Forskning om undervisning och lärande, 1*(5), 47-63.
9. Björkholm, E., **Andrée, M.**, & Carlgren, I. (2016). Exploring technical knowledge in the primary technology classroom. *Australasian Journal of Technology Education, 3*. DOI: <http://dx.doi.org/10.15663/ajte.v3i1.23>.
10. Anker-Hansen, J. & **Andrée, M.** (2015). Affordances and constraints of using the socio-political debate for authentic summative assessment. *International Journal of Science Education, 37*(15), 2577-2596.
11. **Andrée, M.** & Hansson, L. (2014). Recruitment Campaigns as Social Reproduction of Scientific Communities – A case Study on how Scientists Invite Young People to Science. *International Journal of Science Education, 36*(12), 1985-2008.
12. **Andrée, M.** (2014). Biotechnology Education as Social and Cultural Production/Reproduction of the Biotechnology Community. *Cultural Studies of Science Education, 9*(1), 25-30.
13. **Andrée, M.** & Lager-Nyqvist, L. (2013). Spontaneous Play and Imagination in Everyday Science Classroom Practice. *Research in Science Education, 43*(5), 1735-1750.
14. **Andrée, M.** & Hansson, L. (2013). Marketing the 'Broad Line': Invitations to STEM education in a Swedish recruitment campaign, *International Journal of Science Education, 35*(1), 147-166.

15. **Andrée, M.** & Lager-Nyqvist, L. (2012). 'What do you know about fat?' Drawing on Diverse Funds of Knowledge in Inquiry Based Science Education. *Nordic Studies in Science Education*, 8(2), 178-193.
16. **Andrée, M.** (2012). Altering conditions for student participation and motive development in school science: learning from Helena's mistake. *Cultural Studies of Science Education*, 7(2), 425-438.
17. **Andrée, M.** (2007). Motsträviga medverkande och orädda genier. Om elevers deltagande och delaktighet i grundskolans NO-undervisning. *LOCUS* 3/07, 4-14.

Book chapters

18. **Andrée, M.** (in press/2019). Att möjliggöra barns agens i de tidiga skolårens naturvetenskapliga undervisning – didaktisk mikroanalys av möjligheter i det oförutsedda. I Y. Ståhle, M. Waermö, & V. Lindberg (Red.). *Att utveckla forskningsbaserad undervisning – Exempel, analyser, utmaningar*. Stockholm: Natur & Kultur.
19. **Andrée, M.**, Dackwardt-Lillieström, K., & Wiblom, J. (in preparation/2019). Ethical challenges of symmetry in participatory science education research. In Otrell-Cass, K., Andrée, M., & Rye, M.-J. Eds., *Examining research ethics in contemporary science education research. Being responsive and responsible*. Dordrecht: Springer.
20. **Andrée, M.**, & Jouni, V. (2018). Argumentation and Discourse in Science Education. Introduction to strand 7. In O. Finlayson, E. McLoughlin, S. Erduran & P. Childs (Eds.) (2018). *Electronic Proceedings of the ESERA 2017 Conference. Research, Practice and Collaboration in Science Education*. Dublin, Ireland: Dublin City University. ISBN 978-1-873769-84-3. Part 7 (co-ed. M. Andrée & V. Jouni), (pp. 910-913).
21. **Andrée, M.**, Hansson, L., & Ideland, M. (2018). Political rationalities in science education: a case study of teaching materials provided by external actors. In A. Arvola-Orlander, K. Otrell-Cass, & M.K. Sillasen (Eds.), *Cultural, Social, and Political Perspectives in Science Education – A Nordic View*. Springer, Dordrecht.
22. **Andrée, M.**, Wickman, P-O. & Lager-Nyqvist, L. (2017). Remembering as instructional work in the science classroom. R. Säljö, P. Linell, & Å. Mäkitalo, (Eds.) *Memory practices and learning: Experiential, institutional, and sociocultural perspectives*. (Book series: Advances in cultural psychology: constructing human development). IAP.
23. **Andrée, M.**, & Jiménez-Aleixandre, M.P. (2016). Argumentation and Discourse in Science Education. Introduction to strand 7. In J. Lavonen, K. Juuti, J. Lampiselkä, A. Uitto & K. Hahl (Eds.), *Electronic Proceedings of the ESERA 2015 Conference. Science education research: Engaging learners for a sustainable future*, Part 7 (co-ed. M. Andrée & M.P. Jiménez-Aleixandre), (pp. 928-930). Helsinki, Finland: University of Helsinki. ISBN 978-951-51-1541-6.
24. **Andrée, M.** (2015). Borders/Border Crossing. In R. Gunstone (Ed.) *Encyclopedia of Science Education*, (pp. 132-133). Springer Dordrecht, Heidelberg, New York, London. DOI 10.1007/978-94-007-6165-0_354-3. (Invited & peer-reviewed).
25. **Andrée, M.** & Lundegård, I. (2013). Scientific literacy som argumentation och kritik. In E. Lundqvist, R. Säljö & L. Östman. (Eds.), *Scientific literacy. Teori och praktik*. (pp. 87-100). Malmö: Gleerups.
26. **Andrée, M.** (2012). Vardagsanknytning som pedagogiskt redskap. In Strömdahl, H. & Tibell, L. (Eds.), *Skola och naturvetenskap - politik, praktik, problematik i ett ämnesdidaktiskt forskningsperspektiv*. (pp. 95-111). Lund: Studentlitteratur.
27. **Andrée, M.**, Lager-Nyqvist, L. & Wickman, P-O. (2011). Play with Science in Inquiry Based Science Education. In C. Bruguière, A. Tiberghien & P. Clément (Eds.), *Science learning and Citizenship. The ESERA 2011 conference*. E-book: http://lsg.ucy.ac.cy/esera/e_book/base/table-of-content.html. (Peer-reviewed)

28. **Andrée, M.** (2010). Student participation and motive development in school science: The case of Helena's mistaken acid. In S. Dolinšek & T. Lyons (Eds.) *XIV IOSTE Symposium, Bled. Socio-cultural and Human Values in Science and Technology Education*. (pp. 94-101). IRI UL, Institute for Innovation and Development of University of Ljubljana. (Peer-reviewed)
29. **Andrée, M.** (2010). Levda läroplaner i individorganiserad NO-undervisning. In I. Eriksson, V. Lindberg & E. Österlind (Eds.). *Uppdrag: undervisning och lärande*. (pp. 97-107). Lund: Studentlitteratur.
30. **Andrée, M.** (2005). Ways of using 'everyday-life' in the science classroom. In K. Boersma, M. Goedhart, O. De Jong & H. Eijkelhof (Eds.). *Research and the Quality of Science Education*. (pp. 107-116). Dordrecht: Springer. (Invited & peer-reviewed).

Edited books

31. Otrel-Cass, K., Andrée, M., & Rye, M.-J. Eds., (in preparation/2019). *Examining research ethics in contemporary science education research. Being responsive and responsible*. Dordrecht: Springer.
32. **Andrée, M.**, Borgström, L. & Hammarström-Lewenhagen, B. (Eds.). (2007). *En klass för sig – om forskning och forskarutbildning vid Lärarhögskolan i Stockholm*. Stockholm: HLS Förlag.

Edited proceedings

33. Jobér, A., **Andrée, M.**, & Ideland, M. Eds., (2018). *Future educational challenges from science and technology perspectives. XVIII IOSTE Symposium Book of Proceedings*. Malmö University Press. Malmö.
34. **Andrée, M.**, & Jouni, V. (2018). Co-Editors strand 7 Argumentation and Discourse in Science Education. In O. Finlayson, E. McLoughlin, S. Erduran & P. Childs (Eds.) (2018). *Electronic Proceedings of the ESERA 2017 Conference. Research, Practice and Collaboration in Science Education*. Dublin, Ireland: Dublin City University. ISBN 978-1-873769-84-3.
35. **Andrée, M.**, & Jiménez-Aleixandre, M.P. (2016). Co-Editors strand 7 Argumentation and Discourse in Science Education. In J. Lavonen, K. Juuti, J. Lampiselkä, A. Uitto & K. Hahl (Eds.), *Electronic Proceedings of the ESERA 2015 Conference. Science education research: Engaging learners for a sustainable future*. Helsinki, Finland: University of Helsinki. ISBN 978-951-51-1541-6.

Conference presentations and proceedings

36. Eriksson, I. & **Andrée, M.** (2019). *A research environment for teacher driven research - some demands and possibilities*. Presented at the symposium "Collective phronesis, An investigation of collective judgement and professional knowledge", 28-29 March 2019, Centre for Studies in Practical Knowledge, Södertörn University.
37. **Andrée, M.**, & Eriksson, I. (2018). *STLS: en forskningsmiljö för lärardriven forskning – möjligheter och utmaningar*. Lärarnas forskningskonferens, Stockholm Teaching & Learning Studies, 30 November, Tumba.
38. Freerks, P., Reimark, J., Wennerström, P., Westman, F., Jahdadic, S., da Luz, J., Nordling, J., Lundström, J., Puck, S., Andersson, S., Dudas, C., Lavett Lagerström, M., PlantingBergloo, S., Wiblom, J., & **Andrée, M.** (2018). *Att designa epistemiska praktiker i NV-undervisningen - En studie om hur gymnasieelever producerar naturvetenskapligt undersökningsbara frågor*. Lärarnas forskningskonferens, Stockholm Teaching & Learning Studies, 30 November, Tumba.

39. Wiblom, J., **Andrée**, M. & Rundgren, C.J. (2018). *How students' dialogic versus argumentative encounters with a controversial issue about milk choices opened up for qualitatively different socioscientific reasoning in Science studies class*. XVIII IOSTE symposium, 13-17 August Malmö, Sweden.
40. Wiblom, J., **Andrée**, M. & Rundgren, C.-J. (2018). *Re-negotiating the biology curriculum: digital media challenges in biology education*. XVIII IOSTE symposium, 13-17 August Malmö, Sweden.
41. **Andrée**, M. & Caiman, C. (2018). *Kicking the habits of primary science education - Learning from children's science explorations in in-between-spaces*. XVIII IOSTE symposium, 13-17 August Malmö, Sweden.
42. Freerks, P., Reimark, J., Wennerström, P., Westman, F., Jahdadic, S., da Luz, J., Nordling, J., Lundström, J., Puck, S., Andersson, S., Dudas, C., Lavett Lagerström, M., PlantingBergloo, S., Wiblom, J., & **Andrée**, M. (2018). *Att utveckla gymnasieelevers förmåga att formulera, värdera och precisera naturvetenskapligt undersökningsbara frågor*. Nationell ämnesdidaktisk konferens. University of Kristianstad.
43. Freerks, P., Reimark, J., Wennerström, P., Westman, F., Jahdadic, S., da Luz, J., Nordling, J., Lundström, J., Puck, S., Andersson, S., Dudas, C., Lavett Lagerström, M., PlantingBergloo, S., Wiblom, J., & **Andrée**, M. (2018). *Att utveckla gymnasieelevers förmåga att formulera, värdera och precisera naturvetenskapligt undersökningsbara frågor*. Konferens om forskningsbaserad undervisning i naturvetenskap och teknik, NATDID, Linköping University.
44. **Andrée**, M., Hansson, L. & Ideland, M. (2017). *Political rationalities in science teaching materials provided by external actors*. Conference European Science Education Research Association, ESERA, in Dublin, August 2017.
45. Caiman, C. & **Andrée**, M. (2017). *The potentialities of in-between-spaces in elementary science education*. Conference European Science Education Research Association, ESERA, in Dublin, August 2017.
46. Danckwardt-Lillieström, K., **Andrée**, M., & Enghag, M. (2017). *Embodied chemistry: A design based study on creative drama in chemistry education*. Conference European Science Education Research Association, ESERA, in Dublin, August 2017.
47. Wiblom, J., Rundgren, C.-J., & **Andrée**, M. (2017). *Developing students' capability to critically reason when encountering conflicting health information online*. Conference European Science Education Research Association, ESERA, in Dublin, August 2017.
48. Danckwardt-Lillieström, K., **Andrée**, M., & Enghag, M. (2016). *Creative Drama as a Communicative Practice in the Chemistry Classroom*. IOSTE in Braga, Portugal July 2016.
49. Wiblom, J., Rundgren, C.-J., & **Andrée**, M. (2016). *Exploring and developing aspects of students' critical evaluation of health related online resources in science education*. IOSTE in Braga, Portugal July 2016.
50. **Andrée**, M. & Hansson, L. (2015). *Problematizing industrial engagement in STEM-initiatives*. Conference European Science Education Research Association, ESERA, in Helsinki. September 2015.
51. Anker-Hansen, J. & **Andrée**, M. (2015). *More Blessed to Give than Receive – A Study of Peer-Assessment of Experimental Design*. (Symposium International Organization of Science and Technology Education, IOSTE, Kuching, Malaysia, September 2014). *Procedia - Social and Behavioral Sciences*, 167, 65-69.
52. **Andrée**, M. & Hansson, L. (2015). *Recruiting the next generation scientists and industrial engineers: How industrial actors engage in and motivate engagement in STEM initiative*. (Symposium International Organization of Science and Technology Education,

- IOSTE, Kuching, Malaysia, September 2014). *Procedia - Social and Behavioral Sciences*, 167, 75-78.
53. Anker-Hansen, J. & **Andrée**, M. (2015). More Blessed to Give than Receive – A Study of Peer-Assessment of Experimental Design. Presentation at the symposium of the International Organization of Science and Technology Education, IOSTE, Kuching, Malaysia, September 2014.
 54. **Andrée**, M. & Hansson, L. (2015). *Recruiting the next generation scientists and industrial engineers: How industrial actors engage in and motivate engagement in STEM initiative*. Presentation at the symposium of the International Organization of Science and Technology Education, IOSTE, Kuching, Malaysia, September 2014.
 55. Anker-Hansen, J. & **Andrée**, M. (2014). *Principles for designing authentic assessment of scientific literacy*. Nordic Research Symposium on Science Education, Helsinki, June, 2014.
 56. **Andrée**, M. & Hansson, L. (2014). *How industrial actors engage in and motivate engagement in STEM initiatives*. Nordic Research Symposium on Science Education, Helsinki, June, 2014.
 57. Wiblom, J., Rundgren, C.-J., & **Andrée**, M. (2014). *Exploring web design principles for joint meaning-making in health-related issues*. Nordic Research Symposium on Science Education, Helsinki, June, 2014.
 58. **Andrée**, M. & Hansson, L. (2013). *How scientists invite young people to the scientific community*. Conference European Science Education Research Association, ESERA. Nicosia, Cyprus.
 59. **Andrée**, M. & Wickman, P.-O. (2013). “Remembering as access points for scientific literacy”. Contribution to the symposium hosted by professor Åsa Mäkitalo *Access points to scientific literacy: learning arrangements and student meaning making*. Conference of the European Association for Research on Learning and Instruction, EARLI. München, Germany.
 60. **Andrée**, M. (2012). *Developing Inquiry Literacy*. Presentation at the European Conference on Educational Research, Cadiz, Spain.
 61. **Andrée**, M. & Lundegård, I. (2012). *Who is the democratic citizen?* Contribution to round table by M. Ideland, M. **Andrée**, A. Arvola-Orlander, P. Hillbur, I. Lundegård, M. Lokken, C. Malmberg & M. Serder (2012). *Who fits into the science classroom? Critical Perspectives on Pedagogical Models in Science Education*. IOSTE Symposium, Tunisia.
 62. **Andrée**, M. & Lundegård, I. (2012). *Argumentation and Critique in Science Citizenship Education and Scientific Literacy*. Presentation at the European Conference on Educational Research, Cadiz, Spain.
 63. **Andrée**, M. & Hansson, L. (2011). *Fler ungdomar till naturvetenskapliga utbildningar? Om rekryteringsförsök, kunskapsemfaser och identitet*. Presented at the NFSUN conference, Linköping, 14-16 June.
 64. **Andrée**, M. & Lager-Nyqvist, L. (2011). *”Vad vi vet om fett” – en studie av att ta elevers erfarenheter som utgångspunkt för NO-undervisning*. Presented at the NFSUN conference, Linköping, 14-16 June.
 65. **Andrée**, M., Lager-Nyqvist, L. & Wickman, P.-O. (2011). *Play with Science in Inquiry Based Science Education*. Presented at the ESERA conference in Lyon, France, 5-9 September.
 66. **Andrée**, M. (2010). *Student participation and motive development in school science: The case of Helena’s mistaken acid*. Presented at IOSTE, Bled Slovenia, June 2010.

67. **Andrée, M.**, Lager-Nyqvist, L. & Wickman, P-O. (2010). *Students' Ways of Using Prior Experience in Inquiry Based Science Education – the case of NTA*. Presented at the ECER conference in Helsinki, Finland 25 - 27 August.
68. **Andrée, M.** (2007). *Bodily formation of students in the school science laboratory*. Paper presented at the ESERA Conference in Malmö, Sweden, 21-25 August 2007.
69. **Andrée, M.** (2005). *Making Salts in the School Science Laboratory: an Analysis of Educational Content Constituted in Classroom Practice*. Paper presented at the NERA conference 10-12 March in Oslo.
70. **Andrée, M.** (2004). *Utbildningsinnehåll som konstituerat i klassrumspraktiken - exempel från grundskolans NO-undervisning*. Paper presented at the NERA conference 10-13 March in Reykjavik.
71. **Andrée, M.** (2003). *'Everyday-life' in the Science Classroom*. Paper presented at the ESERA Conference in Noordwijkerhout, the Netherlands, 19-23 August 2003.
72. **Andrée, M.** (2002). *The Construction of Educational Content in Science Classrooms. Developing an Anthropological Perspective*. Paper presented at the Conference on Classroom Research, University of Oslo, 22-24 May.
73. **Andrée, M.** (2002). *Konstruktionen av innehåll i grundskolans naturorienterande undervisning*. Paper presented at the NERA conference 7 – 9 March in Tallin.
74. **Andrée, M.** (2001). *Kunskapskulturer i grundskolans NO-undervisning*. Paper presented at the NERA conference 15-18 March in Stockholm.

Commissioned Reports

Andrée, M. (2005). *Det allmänna utbildningsområdet i lärarutbildningen – En kort översikt av konstruktionen av det allmänna utbildningsområdet vid olika lärosäten*. Arbetsrapport utarbetad på uppdrag av UoF-avdelningen, Lärarhögskolan i Stockholm.

Outreach work

Boards

- Spring 2018 – ongoing Member of advisory board for Anna Withlock upper secondary school, Stockholm.
- Spring 2016- ongoing Member of scientific advisory board for the school development program *Naturvetenskap och teknik för alla*, NTA (Science and Technology for All).
- Fall 2004-2014 Member of editorial board for LMNT-nytt. A journal for members in the association for teachers in mathematics, science and technology (LMNT).

Review work for outreach publication

- May 2019 Reviewer framework for assessment and grading at Anna Withlock upper secondary school.
- April 2019 Reviewer Ellström, P-E. (2019). "NTA-rapport Effektiv kompetensutveckling - Ett ramverk för analys av NTA-programmet" (Report on the NTA-program as a model for professional development).
- August 2017 Reviewer "NTA Kemiförsök" (including text book, teacher guidelines and student worksheets).

Outreach Publications

- Andrée, M. (2017). Naturvetenskaplig litteracitet – inte bara en fråga om språk. *LMNT-nytt* 2017: 1, 12-13.
- Andrée, M. (2014). Aktuell forskning i naturvetenskapsämnenas didaktik. *LMNT-nytt* 2014:2.

- Andrée, M. (2013). Hemexperiment – ett sätt att utveckla undervisning om systematiskt undersökande i grundskolans tidigare år, *LMNT-nytt* 2013:1.
- Andrée, M. (2009). Några nya avhandlingar. *LMNT-nytt* 2009:1, 34-35.
- Andrée, M. (2008). Recension: Elfström, Nilsson, Sterner & Wehner-Godée: Barn och naturvetenskap, upptäcka, lära, forska. *LMNT-nytt* 2008:2, 42.
- Andrée, M. (2007). Ny forskning om naturvetenskapens och teknikens didaktik. *LMNT-nytt* 2007:2, 26-28
- Andrée, M. (2006). Vems vardag?! Om vardagsanknytning i grundskolans NO-undervisning, *LMNT-nytt* 2006:2.
- Andrée, M. (2006). Om den svenska skolans förändring under de senaste decennierna. *LMNT-nytt* 2006:1 april, 29.

Outreach lectures and seminars

- Sept. 2017 Seminar ”Undervisningsutvecklande forskning – möjligheter, utmaningar och modeller för forskning i skolan”. Leda lärande, konferens för förstelärare, lektor, skolledare och chefer vid utbildningsförvaltningen i Stockholms stad.
- Sept. 2016 Seminar “Scientific literacy – inte bara en fråga om språk”. Leda lärande, konferens för förstelärare, lektor, skolledare och chefer vid utbildningsförvaltningen i Stockholms stad.
- Sept. 2016 Seminar “Klassrumsfrågor som forskningsfrågor”. Leda lärande, konferens för förstelärare, lektor, skolledare och chefer vid utbildningsförvaltningen i Stockholms stad.
- Sept. 2015 Seminar “Att främja och synliggöra förmågor i de naturvetenskapliga ämnena - erfarenheter från FoU-projekt inom NT-satsningen i Stockholms stad”. Leda lärande, konferens för förstelärare, lektor, skolledare och chefer vid utbildningsförvaltningen i Stockholms stad.
- Sept. 2015 Seminar “Stockholm Teaching & Learning Studies – Exempel på undervisningsutvecklande ämnesdidaktisk forskning”. Leda lärande, konferens för förstelärare, lektor, skolledare och chefer vid utbildningsförvaltningen i Stockholms stad.
- Sept. 2014 “Professionellt kollegialt lärande”, lecture at Kungsholmens gymnasium.
- Jul. 2014 Seminar in Almedalen, “Lärare 3.0”, Stockholm University (Publicerat på <http://www.su.se/play/public-lectures/1%C3%A4rare-3-0-s%C3%A4krad-uppdatering-hela-yrkeslivet-1.196750>)
- Feb. 2014 Workshop for teachers on writing proposals for R&D-projects, City of Stockholm
- Nov. 2013 Workshop for teachers on writing proposals for R&D-projects, City of Stockholm
- Oct. 2013 Whole-day seminar on ”Pedagogiskt ledarskap med sikte på elevernas lärande”, för skolledare i Dalsland, Bengtsfors kommun.
- April 2013 Open lecture ”Fantasi, lek och lärande i naturvetenskaplig undervisning”, Stockholm University. (Publicerat på <https://www.youtube.com/watch?v=ClAuRe-LxLM>).
- Oct. 2012 Seminar on school development for head masters. Bengtsfors municipality.
- Nov. 2011 Lecture ”Varför fysik i skolan?!”. NRCF/Sollentuna kommun.
- June 2008 Lecture at symposium on conditions for development of science education, Kunskapsskolan head quarter, Stockholm.
- March 2008 Lecture on 'the lived curriculum' for head masters, Motala municipality.
- March 2008 Lecture on 'the lived curriculum' at Skolportens rikskonferens, conference on educational research for school developers, school leaders and teachers.

Fall 2007 Seminar on the development of tools for assessment, Falkbergsskolan (lower secondary school), Botkyrka municipality.

Presentations 2002, 2003 and 2004 of my ongoing PhD-thesis at days of public research information at the Stockholm Institute of Education.

Media Appearances

Herngren, M. (2017). Panelen. ”Hur tycker du att förskolans nya läroplan skall uppmärksamma lek i förskolan?”. *Modern barndom*, Nr. 4/17, p. 4.

Lerner, T. (2017). Genom lek tar barnen kommando över sitt eget lärande. *Dagens Nyheter*, June 8, 2017.

Bjärvall, K. (2016). ”Våga vara komplex.” *Lära Stockholm*, nr 6. Utbildningsförvaltningen Stockholms stad.

Utbildningsradion (2015), *Seminar in Almedalen, “Lärare 3.0”*, Stockholm University. Broadcast February 11th, 2015 on Kunskapskanalen, SVT.

Nordin, G. (2014). *Samsyn i Almedalen om satsning på lärares kompetensutveckling*. <http://www.su.se/lararutbildningar/om-oss/evenemang/almedalsveckan/samsyn-i-almedalen-om-satsning-p%C3%A5-1%C3%A4rares-kompetensutveckling-1.197340>, July 2014.

Lundström, H. (2013). Hon vill lyfta fram lekens betydelse för lärande. *Läraryrket*, Stockholms universitet, May 2013.

Stendahl, E. (2012). Hallå där Maria Andrée... *Pedagogiska magasinet*, 3(12), 21.

Lytsy, A. (2008). När målen blir målet. In A. Lytsy & M. Dahlstrand, *Man måste tycka om dem! Skolportens årsbok 2008*. (pp. 18-27). Skolporten.

Lindgren, H. (2007). Dalslänningen Maria Andrée: I Dalsland känner hon sig hemma. *Dalslänningen*, Thursday 31st July 2007, p. 20.

Tufvesson (2006). Maria forskar på Lärarhögskolan. *Läraryrket*, (4), 10-11.