

# CURRICULUM VITAE

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I obtained my Licentiate in Biology at the University of Barcelona and my Ph.D. in Plant Ecology at Stockholm University. Since 2008, I work in research and teaching in Science Education at the Department of Mathematics and Science Education, Stockholm University. My research focuses on science teaching and learning in informal learning settings as museums, science centers, botanical gardens and aquariums.

## Higher education degrees

**2020.** Associate Professor in Science Education. Stockholm University.

**2001.** Master of Education for the Upper Secondary School. Biology & General Science. Stockholm Institute of Education (Sweden).

**1985.** Licentiate in Biology. Universitat de Barcelona (Spain).

## Doctoral degree

**1999.** Ph.D. in Plant Ecology. Department of Botany. Stockholm University.

Herbivory, pathogens and population dynamics in the pseudoannual plant *Trientalis europaea*. Ph.D. Thesis. Stockholm University. ISBN 91-7153-897-6.

## Postdoctoral

**2022.** Research sabbatical. Department of Science Education. University of Copenhagen (Denmark).

**2018.** Teaching sabbatical. Department of Curriculum and Instruction. The Chinese University of Hong Kong (Hong Kong).

**2016.** Research sabbatical. Department of Science Education. University of Copenhagen (Denmark).

**2000.** Post-doctoral research. Institute of Ecology. Universidad Nacional Autónoma de México (México D. F., México).

## Current position

**2008-** Associate Professor in Science Education at the Department of Mathematics and Science Education. Stockholm University.

## Previous positions

**2006-2008.** Associate Professor in Science Education. Department of Curriculum Studies and Communication. Stockholm Institute of Education.

**2004-2006.** Guest Lecturer in Science Education. Department of Curriculum Studies and Communication. Stockholm Institute of Education.

**2002-2004.** Education Officer. Department of Education of the City of Stockholm.

**1999-2002.** Subject teacher. Biology and General Science. Blackeberg gymnasium (Upper Secondary School in Stockholm). Lectureship from 2001.

**1995-1999.** Doctoral position. Department of Botany, Stockholm University.

**1989-1995.** Doctoral studies. Department of Botany, Stockholm University.

**1986-1988.** Special Educator. Department of Justice. Government of Catalonia. Spain.

## **Research projects**

**2014-2017** Project leader: *Tools for museum educators profesional development*. In collaboration with the Swedish Museum of Natural History. Financed by the Swedish Arts Council.

**2010-2013.** Partner of the project: *Supporting teachers' agency and learning in teaching secondary school science*, directed by Prof. Per-Olof Wickman (Stockholm University). Financed by the Swedish Research Council.

**2010-2011.** Project leader: *Youths' encounter with the Human Journey*. In collaboration with the Swedish Museum of Natural History. Financed by the Swedish Arts Council.

**2000.** Project leader: *Population dynamics of understory plants in tropical rain forest*. Post- doctoral project at the Institute of Ecology. Universidad Nacional Autónoma de México (México D. F., México). Financed by Swedish Institute and Instituto Mexicano de Cooperación International (Government of México).

## **Grants**

**2022.** Research sabbatical grant. Stockholm University.

**2018.** Teaching sabbatical grant from The Swedish Foundation for International Cooperation in Research and Higher Education (STINT).

**2016.** Research sabbatical grant. Stockholm University.

**2014.** Museum research grant from the Swedish Arts Council.

**2010.** Museum research grant from the Swedish Arts Council.

**2000.** Post-doctoral grants from the Swedish Institute and Instituto Mexicano de Cooperación International (Government of México).

**1996-1997.** Swedish Academy of Science and Czech Academy of Science grant for research exchange.

## **Affiliations**

European Science Education Research Association (ESERA). Special Interest Group on Science Education in Out-of-School Contexts. National Association for Research in Science Education (NARST).

## **Administration and commissions**

**2013-** Member of Scientific Board at the House of Science (Stockholm University and Royal Institute of Technology).

**2012.** External expert for the project *Naturvetenskap och teknik för alla* (NTA, Swedish Academy of Science).

**2012-2013.** External evaluator of research projects for Agència de Gestió d'Ajuts Universitaris i de Recerca (Catalonia, Spain).

**2008-2016** External expert in evaluation of science centers for The Swedish National Agency for Education.

**2008-2017** International Departmental Coordinator. Department of Mathematics and Science Education. Stockholm University.

## **Languages**

Spanish (native), Swedish (excellent), English (excellent) and Catalan (good).

# PUBLICATIONS

## Peer-reviewed articles

1. Piqueras, J., Achiam, M., Edvall, S., & Ek, C. (2022). Ethnicity and Gender in Museum Representations of Human Evolution. *Science & Education*. <https://doi.org/10.1007/s11191-021-00314-y>
2. Lavett Lagerström, M., Piqueras, J., & Palm, O. (2021). "Should we be afraid of Ebola?" A study of students' learning progressions in context-based science teaching. *Nordic Studies in Science Education*, 17(1), 64–78.
3. Piqueras, J., & Achiam, M. (2019). Science museum educators' professional growth: Dynamics of changes in research-practitioner collaboration. *Science Education*. 103(2), 389–417. <https://doi.org/10.1002/sce.21495>
4. Hamza, K., Piqueras, J., Wickman, P., & Angelin, M. (2018). Who owns the content and who runs the risk? Dynamics of teacher change in teacher-researcher collaboration. *Research in Science Education*, 48(5), 963–987.
5. Lavett Lagerström, M., Piqueras, J., & Palm, O. (2018). Planning for learning progressions with the didactical model organizing purposes: A study in context-based science teaching. *Nordic Studies in Science Education*, 14(3), 317-330.
6. Hamza, K., Palm, O., Palmqvist, J., Piqueras, J., & Wickman, P.-O. (2018). Hybridization of practices in teacher-researcher collaboration. *European Educational Research Journal*, 17(1), 170–18.
7. Piqueras, J. (2009). Interacción en el grupo y el encuentro con la exhibición: un estudio de aprendizaje en el museo de historia natural mediante el análisis de las epistemologías prácticas. *Enseñanza de las Ciencias, Número Extra*, 2080-2085.
8. Piqueras, J., Hamza, K., & Edvall, S. (2008.) The practical epistemologies in the museum: A study of students' learning in encounters with dioramas. *Journal of Museum Education*, 33(2), 153-164.
9. Piqueras, J. (1999). Infection of *Trientalis europaea* by the systemic fungus *Urocystis trientalis*: disease incidence, transmission and effects on performance of host ramets. *Journal of Ecology*, 87, 995-1004.
10. Piqueras, J. (1999). Herbivory and plant performance in the clonal herb *Trientalis europaea* L.. *Journal of Ecology*, 87, 450-460.
11. Piqueras, J., Klimeš, L. & Redbo-Torstensson, P. (1999). Modelling the morphological response to nutrient availability in the clonal plant *Trientalis europaea* L.. *Plant Ecology*, 141, 117-127.
12. Piqueras, J. & Klimeš, L. (1998). Demography and modelling of clonal fragments in the pseudoannual plant *Trientalis europaea* L.. *Plant Ecology*, 136, 213-227.

## Peer-reviewed conference contributions

13. Piqueras, J. & Achiam, M. (2019). *Talking about Evolution with natural history dioramas*. Paper presented at the symposium A 21st century perspective on dioramas. ESERA 2019 Conference, 26-30 August, Bologna.
14. Piqueras, J. & Achiam, M. (2017). *Dynamics in a professional development project for science museum educators*. Paper presented at ESERA 2017 Conference, 21–25 August., Dublin.
15. Lavett Lagerström, M. & Piqueras, J. (2017). "Should be afraid of Ebola" Using organizing purposes to plan and analyze learning progressions in science teaching. Paper presented at ESERA 2017 Conference, 21–25 August, Dublin.

16. Hamza, K. M., Piqueras, J., Wickman, P.-O., & Angelin, M. (2016). *Using peer review to support epistemic school lab practices*. Paper presented at the symposium Current Challenges about Epistemic Practices and Scientific Practices in Science Education, Chair Jim Ryder, University of Leeds, National Association of Research in Science Teaching, April 2016, Baltimore.
17. Piqueras, J., Hamza, K. M., & Palm, O. (2015). *Usefulness and value of a theoretical framework in science teachers' practice*. Paper presented at the symposium Perspectives of professional learning at the European Science Education Research Association (ESERA) 2015 Conference. 31 August-4 September, 2015. Helsinki.
18. Hamza, K. M., Piqueras, J., Wickman, P.-O., & Angelin, M. (2015). *Using peer review to support epistemic school lab practices*. Paper presented at the symposium Current Challenges about Epistemic Practices and Scientific Practices in Science Education at the European Science Education Research Association (ESERA) 2015 Conference. 31 August-4 September, 2015. Helsinki.
19. Wickman, P.-O., Piqueras, J., Hamza, K. & Angelin, M. 2014. *How researchers can support teacher change: Lessons from Swedish secondary school*. Paper presented at the symposium Towards a sustainable change of teachers' professional development. Nordic Research Symposium on science education (NFSUN) 2014, Helsinki.
20. Hamza, K. M., Piqueras, J., Wickman, P.-O., & Angelin, M. (2013). *Risk taking and change in a science teacher professional development program*. Paper presented at the symposium *Using research insights to support teachers' learning and agency to teach science* at the European Science Education Research Association (ESERA) 2013 Conference. September 2-7, 2013. Nicosia.
21. Piqueras, J., Hamza, K. M., Wickman, P.-O., & Angelin, M. (2013). *Enacting the purposes of epistemic practices to promote learning in Secondary Science*. Paper presented at the symposium *Promoting epistemic practices in the secondary science classroom* at the National Association for Research in Science Teaching (NARST) 2013 Annual International Conference. 6–9 April, 2013, Puerto Rico.
22. Piqueras, J. & Edvall, S. (2012). *Youths' encounter with The Human Journey. A study of learning in an exhibition of the Swedish Museum of Natural History*. Paper presented at 1<sup>st</sup> International Workshop in Research on Museum Education. December, 12-14 December, 2012. São Paulo.
23. Piqueras, J. & Hamza, K. M. (2011). *Learning science in interaction with the exhibit in a museum of natural history*. Paper presented at the European Science Education Research Association (ESERA) 2011 Conference. September 5-9, 2011. Lyon.
24. Piqueras, J. (2009). *Interacción en el grupo y el encuentro con la exhibición: un estudio de aprendizaje en el museo de historia natural mediante el análisis de las epistemologías prácticas*. Paper presented at the 8<sup>th</sup> International Congress on Research in Science Education. Enseñanza de las Ciencias. September, 7–10, 2009, Barcelona.
25. Piqueras, J. (2009). *Analysis of Practical Epistemologies*. Paper presented at the symposium Informal science institutions and learning sciences: Intersections of theories, methods, and implications to practice. National Association for Research in Science Teaching (NARST) 2009 Annual International Conference. 17–21 April, 2009, Garden Grove, CL (USA).
26. Piqueras, J., Seneby, N., & Hamza, K. (2008). *Learning from young experts. A study of the interplay between students and young experts in a biology lab*. Paper presented at the National Association for Research in Science Teaching (NARST) 2008 Annual International Conference. March 30-April 2, 2008, Baltimore.

27. Piqueras, J. (2002). *Research projects with plants in secondary schools: anything for botanic gardens?* Paper presented at the 5<sup>th</sup> International Congress on Education in Botanic Gardens. Connecting with Plants: Lessons for Life. 29 September-4 October, 2002. Sydney.

## Chapter in book and non peer-reviewed publications

28. Piqueras, J., & Chan, K. (2021). An online international teaching initiative on communication in the science classroom. *The Newsletter of the East-Asian Association for Science Education*, 14(1), 6–9.
29. Piqueras, J. & Achiam, M. (2020). Falando sobre Evolução com dioramas de história natural [Talking about Evolution with natural history dioramas]. In M. Marandino, G. Scalfi, & B. Milan (Eds.), “Janelas para a natureza”: explorando o potencial educativo dos dioramas (pp. 63-70). São Paulo: FEUSP, 2020. ISBN: 978-65-87047-00-3 (E-book). DOI: 10.11606/9786587047003
30. Piqueras, J., Hamza, K., & Edvall, S. (2019). Learning science through encounters with museum dioramas themes and patterns in students' conversations. In A. Scheersoi, & S. D. Tunnicliffe (Eds.), *Natural history Dioramas – Traditional exhibits for current educational themes: Science educational aspects* (pp. 185-204). Cham: Springer International Publishing.
31. Piqueras, J. (2018). STINT Teaching Sabbatical. Final report. Website Stiftelsen för internationellisering av högre utbildning och forskning STINT. Retreived 2019-02-13.
32. Piqueras, J., Edvall, S., & Ek, C. (2018). Metod för arbete med utställningar. På egen hand. Naturhistoriska riksmuseet. <https://www.nrm.se/forskolor/ak79/paegenhand/arbetamedutställningarna.9005602.html>. Retreived 2019-03-13.
33. Piqueras, J. (2016). Naturvetenskapsundervisning i extramurala miljöer. *LMNT-nytt*, 1, 12–13.
34. Hamza, K., Olander, C., Palm, O., Piqueras, J., & Wickman, P.-O. (2016). Den tredje förmågans innehörd och centrala komponenter - årskurs 1–3. Website Lärportalen: Skolverket. Retreived 2019-02-13.
35. Hamza, K., Olander, C., Wickman, P.-O., Piqueras, J., & Palm, O. (2016). Syften och progression i undervisning av förmåga 3 - årskurs 1–3. Website Lärportalen: Skolverket. Retreived 2019-02-13.
36. Olander, C., Hamza, K., Palm, O., Piqueras, J., & Wickman, P.-O. (2016). Språkets roll för att utveckla förmågan att använda begrepp, modeller och teorier. Website Lärportalen: Skolverket. Retreived 2019-02-13.
37. Piqueras, J. (2014). Vad lär sig eleverna när undervisning flyttar till museet? In B. Jakobson, I. Lundegård & P.-O. Wickman (Eds.) *Lärande i handling. En pragmatisk didaktik* (pp. 99-108). Lund: Studentlitteratur.
38. Hamza, K., Piqueras, J., & Wickman, P-O. (2013). Risktagande och förändring i samarbetet mellan lärare och forskare under ett skolutvecklingsprojekt. Resultatdialog 2013. Swedish Research Council. Stockholm.
39. Piqueras, J., Wickman, P.-O. & Hamza, K. M. (2012). Student teachers' moment-to-moment reasoning and the development of discursive themes – an analysis of practical epistemologies in a natural history museum exhibit. In E. Davidsson & A. Jakobsson (Eds.), *Understanding interactions at science centers and museums. Approaching sociocultural perspectives* (pp. 79-96). Rotterdam: Sense Publishers.
40. Piqueras, J. & Edvall, S. (2011). Ungdomars möte med Den mänskliga resan: En studie av meningskapande i museet. In F. Svanberg (Ed.) *Forskning vid museer* (pp. 97-109). Stockholm: Studies 19 / The Museum of National Antiquities. ISSN 0349-8182.

41. Piqueras, J. & Hamza, K. M. (2011). Learning science in interaction with the exhibit in a museum of natural history. In C. Bruguière, A. Tiberghien & P. Clément (Eds.), *E-Book Proceedings of the ESERA 2011 Conference: Science learning and Citizenship*. Part 8 (co-eds. Miriam Ossevoort and Graça Carvalho), (pp.105-109) Lyon, France: European Science Education Research Association.
42. Piqueras, J. (2007). Extramural lärande i lärarutbildningen [*Informal learning in teacher education*]. *Didaktikens Forum*, 1, 56-74.
43. Piqueras, J. (2004). Research projects with plants in secondary schools: anything for botanic gardens? In Hobson, C. (Ed.), *Papers from the 5<sup>th</sup> International Congress on Education in Botanic Gardens: Connecting with Plants: Lessons for Life* (pp. 135-138). Botanic Gardens Conservation International. ISBN 0 9539141 6 X.

### **Popular science presentations**

44. Piqueras, J. (2021). Online teaching activities that promote a more inclusive international Exchange. The Swedish Council for Higher Education Internationalisation Day Conference. 10 November 2021, Stockholm.
45. Hamza, K. M. & Piqueras, J. (2013). Forskning kan omsättas i undervisningen. Public Lecture at Stockholm University. May 5th, 2013. Stockholm.
46. Piqueras, J. & Edvall, S. (2013). Exploring the exhibition. The 9th Hands On! International conference. Explore! 7-11 October. Stockholm.
47. Piqueras, J. & Hamza, K. M. (2012). Hur kan man stödja lärande progression? Skolforum. October 31th. Stockholm.
48. Piqueras, J. (2008). Nature centre-a Storyline in Science teacher Education. Storyline/ Education for Sustainable Development Nordic Conference. 11-12 April 2008, Gothenburg.
49. Piqueras, J., Seneby, N., & Hamza, K. (2008). Learning from young experts. A study of the interplay between students and young experts in a biology lab. Swedish Association for Research in Science Education (FND) Conference. October, 20-21, 2008. Stockholm.
50. Piqueras, J. (2003). How can we use an aquarium as a pedagogic resource in Storyline? International Storyline Conference 2. 3-5 November 2003. Elsinore.