

Conference Schedule

Wednesday 24th

9:30-10:00 Registration

10:00-10:15 Opening of the conference: welcome and practical information – G-SALEN

10:15-11:15 Keynote 1: Ulla Runesson Kempe – G-SALEN

11:25-12:25 Parallel sessions I (2 presentations) - STALLET

12:30-13:30 Lunch

13:45-14:45 Parallel sessions II (2 presentations) - STALLET

14:45-15:15 Coffee break - STALLET

15:15-16:15 Parallel sessions III (2 presentations) - STALLET

16:20-16:40 Practical information – G-SALEN

Evening: Optional social event

Thursday 25th

9:15-10:45 Parallel sessions IV (3 presentations) - STALLET

10:45-11:15 Coffee break - STALLET

11:15-12:15 Parallel sessions V (2 presentations) - STALLET

12:30-13:30 Lunch

13:45-14:45 Keynote 2: Jennifer Case - G-SALEN

14:45-15:10 Coffee break - G-SALEN

15:10-16:40 Collaborative space - STALLET

16:40-17:00 Practical information - G-SALEN

Evening: Conference dinner

Friday 26th

8:30-9:30 Meet with the professors - STALLET

9:30-10:30 SIG9 forum - G-SALEN

10:30-10:50 Coffee break - G-SALEN

10:50-11:50 Parallel sessions VI (3 presentations) - STALLET

12:00-12:20 Conference closing and looking ahead - G-SALEN

12:30 Lunch

Session I	STALLET Building			
	Room A - 620		Room B - 720	
11:25-11:55	Sebastian Kilde Löfgren, Jonathan Weidow & Jonas Enger	<i>The Mechanical Paul Trap in the Upper Secondary Physics Classroom: A Design-based Approach to Developing Laboratory Exercises</i>	Lieze Boshoff, Zachary Simpson & Brandon Collier-Reed	<i>A phenomenographic investigation into how engineering students experience learning to think critically</i>
11:55-12:25	Shannon M. Chance, Mike Mimirinis & Inês Direito	<i>Research on Design and Creation in Architecture and Engineering</i>	Nicole A. Suarez & Stanley M. Lo	<i>Leveraging the Critical Incident Technique in Phenomenographic Research</i>

Session II	STALLET Building			
	Room A - 620		Room B - 720	
13:45-14:15	Miechie, Yuen Sze Michelle Tan & Douglas Adler	<i>Unpacking Pre-service Teachers' Novice Experiences of Lesson Planning with Variation Theory</i>	Kyriaki Doumas & Gunilla Gunnarsson	<i>Lesson studies and teacher students' didactic reasoning during teaching practice</i>
14:15-14:45	Marlene Sjöberg & Angelika Kullberg	<i>The use of variation theory in teacher conversations in a Subject Didactic Group in physical education</i>	William Zoppellini	<i>A phenomenographic analysis of teacher conceptions and practice of growth mindset pedagogy in British primary schools</i>

Session III	STALLET Building			
	Room A - 620		Room B - 720	
15:15-15:45	Angelica Kullberg, Camilla Björklund, Ulla Runesson, Jessica Elofsson & Anna-Lena Ekdahl	<i>The development of a teaching program for number and early arithmetic skills based on insights from multiple intervention studies with variation theory</i>	Pernilla Ahlstrand & Ninnie Andersson	<i>On BOUNCE! Practice-based feedback – A study of Theatre, Teaching and Dance Situations</i>
15:45-16:15	Ann-Sofie Jägerskog, Malin Tväråna, Mattias Björklund, Max Strandberg, Sara Carlberg, Robert Kenndal, Therese Juthberg, Per Sahlström, Marie Losciale, Patrik Gottfridsson & Bodil Kåks	<i>Visualising the complex and the changing: Identifying critical aspects of social science models</i>	Anna Backman	<i>Illuminating shadow as a light phenomenon in preschool reading activities</i>

Session IV	STALLET Building			
	Room A - 620		Room B - 720	
9:15-9:45	Ani Henttonen, Kristina Ahlberg, Max Scheja, Margareta Westerbotn & Bjöörn Fossum	<i>Deconstructing students' different ways to experience the writing of a bachelor's thesis</i>	Jenny Svanteson Wester	<i>Teaching mathematics with small-group discussions integrated in whole-class discussions</i>
9:45-10:15	Sanela Lazarevski	<i>Title: A Phenomenographic investigation into students' conceptions of independent digital learning</i>	Ulf Ryberg	<i>Investigating validity and generalizability of small-scale intervention studies: on teaching and learning the derivative</i>
10:15-10:45	Xiaoxia Wang & Julie-Ann Sime	<i>A phenomenographic analysis of the variation of HE academic's experience of designing MOOCs</i>	Åke Ingerman, Ulf Ryberg, Jenny Svanteson Wester & Ahoo Shokraiefard	<i>Learning study-developed designs for negative numbers and matter in two forms of teaching - A systematic comparison of whole-class teaching and small-group discussions</i>

Session V	STALLET Building	
	Room A - 620	
11:15-11:45	Martha Whitfield, Mike Mimirinis, Danielle Macdonald, Tracy Klein & Rosemary Wilson	<i>A Phenomenographic Exploration of Nurse Practitioner Capability</i>
11:45-12:15	Hanna Knutson & Angelika Kullberg	<i>What is afforded and what is required?</i>

Session VI	STALLET Building			
	Room A - 620		Room B - 720	
10:50-11:20	Maria Nord	<i>Teaching "the same" lesson about subtraction to first graders</i>	Mike Mimirinis & Elina Wright	<i>Variation in Black British students' conceptions of academic support</i>
11:20-11:50	Sophia Hutchinson	<i>How do students with Autism Spectrum Disorders experience groupwork in a Higher Education context?</i>	Nicole A. Suarez, Song Wang, Stacey Brydges & Stanley M. Lo	<i>Identity, Power, and Legitimacy: Higher Education Instructor Conceptions of Diversity in the United States</i>