



Stockholms  
universitet

## Institutionen för pedagogik och didaktik

### Publikationslista högskolepedagogik

#### Politik, policy och kvalitetssystem för högre utbildning och forskning

Adamson, L & Flodström, A. (2010). *Ett kvalitetssystem ska värdera utbildningens kvalitet, inte studenternas* [A QA system should evaluate educational quality, not student quality]. *Vetenskapsrådets/The Swedish Research Council, Tentakel (4)*. Available [here](#)

Adamson, L. (2011). On Quality Assurance and Learning Outcomes: Evaluating students' work or institutional work with students? *European Network for Quality Assurance, ENQA, publications*. Available at [2012-01-24]: [http://www.enqa.eu/pubs\\_workshop.lasso](http://www.enqa.eu/pubs_workshop.lasso)

Barman, L., Josephsson, S., Silén, C., & Bolander-Laksov, K. (2016). How education policy is made meaningful—a narrative exploration of how teachers show autonomy in the development of teaching and learning. *Higher Education Research & Development*, 35(6), 1111-1124.

Bolander Laksov, K., Kettis, Å. & M. Alexandersson (2014) *Ledning för kvalitet i undervisning och lärande på grundnivå och avancerad nivå*. Rapport utgiven av Sveriges Universitets- och högskoleförbund (SUHF)/ Expertgruppen för kvalitetsfrågor. ISBN 978-91-979437-5-8

Adamson, L & Flodström, A. (2013). *EU and Bologna - A New Educational Agenda for the Knowledge Society and its Global Students*. In Camille B. K., and Weyers, M. (Eds.), *The Global Student Experience: An International and Comparative Analysis* (pp. 135 – 152). International Higher Education Series, RoutledgeTaylorFrancis.

Adamson, L. (2015). Political Interference in Higher Education Quality Assurance – The Swedish Case. *Science and Society*.

Carlhed, C. (2016). Resistances to scientific knowledge production of comparative measurements of dropout and completion in European Higher Education. Epub ahead of print September 16, 2016 as <http://doi.org/10.1177/1474904116667363> European Educational Research Journal.

Gougoulakis, P. (2015). 'New Public Management Regime and Quality in Higher Education', *ΕΠΙΣΤΗΜΗ ΚΑΙ ΚΟΙΝΩΝΙΑ [SCIENCE AND SOCIETY]*, 33(Spring 2015): 91-114.[ISSN 1108-3697]

Hubinette, T & Mählck, P (2015) The Racial Grammar of Swedish Higher Education and Research Policy: The Limits and Conditions of Researching Race in a Colour-Blind Context. In (eds) R. Andreassen and K. Vitus. *Affectivity and Race Formations. A Nordic Case Study*. Ashgate (In printing) 2015.

Laksov, K. B., Dornan, T., & Teunissen, P. W. (2017). Making theory explicit-An analysis of how medical education research (ers) describe how they connect to theory. *BMC medical education*, 17(1), 1-9.

McGrath, C & Bolander Laksov, K (2012) Laying bare educational crosstalk: a study of discursive repertoires in the wake of educational reform. *International Journal for Academic Development*, 1-11, iFirst  
<http://www.tandfonline.com/doi/abs/10.1080/1360144X.2012.716760#.UzrcfPaicXw>

Mählck, P & Fellesson, M (2014) Kunskapspolitikens blinda fläck- rasifieringens grammatik i akademien. i antologin *Att bryta innanförskapet: kritiska perspektiv på jämställdhet och mångfald i akademien* Makadam förlag. (Red) Kerstin Sandell p 173-196.

Mählck, P & Carbin, M (2012) (eds) Akademiens villkor. Temanummer om forskningspolitik *Tidskrift för Genusvetenskap* nr 1-2 (2012).

Mählck (2012), Situating Swedish research policy landscape in the global knowledge economy. Centre for Gender Excellence at Linköping University. Work in Progress Report Series Vol X. No 14 .

Strömquist, G., & Sandgren, A. (2010) *Motivation and Incentives for University Entrepreneurialism in Eastern and Western Europe: A Comparative Analysis Based on the EUERK Project*. In Macleans A. Geo-Ja-Ja and S. Majhanovich (Eds.) *Education, Language and Economics: Growing National and Global Dilemmas*. Sense Publishers, Rotterdam/Boston/Taipei.

Thunborg, C. & Bron, A. (2012). Higher education and lifelong learning in Sweden. In: Maria Slowey, Hans Schuetze (Ed.), *Global perspectives on higher education and lifelong learners*. Abingdon, Oxon: Routledge.

## **Undervisning och lärarperspektiv i högre utbildning**

Barman, L., Bolander Laksov, K., & Silén, C. (2014). Policy Enacted - Teachers approaches to an outcome-based framework for course design. *Studies in Higher Education*.

Barman, L., Silén, C., & Bolander Laksov, K. (2014). Outcome based education enacted: teachers' tensions in balancing between student learning and bureaucracy. *Advances in Health Sciences Education*, 1-15. PMID: 24464366 <http://link.springer.com/article/10.1007/s10459-013-9491-3>

Bolander Laksov, K. (2013) Lärare och pedagogiska ledare. I Silén, C & Bolander Laksov, K (red) *Att skapa pedagogiska möten i medicin och vård*. Lund: Studentlitteratur.

Bolander Laksov, K., Boman, L. & Silén S. (2013) Implementation of Scholarship of Teaching and Learning via a new International Masters program on-line. Book chapter in *Cases on Professional Distance Education Degree Programs and Practices: Successes, Challenges and Issues*, eds. Kirk Sullivan and Peter Czigel.

Bolander Laksov, K., (2011) Case i : Nordquist, J., Sundberg, K. & L. Johansson *Case – verktyg för professionslärande*. Liber 978-91-47-09936-8.

Bolander Laksov, K., & Stenfors-Hayes, T. (2015). What do we mean when we rate a resident as 'good'?. *The clinical teacher*, 12(2), 141-141.

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Bolander Laksov, K., Liljedahl, M., Engqvist Boman, L. & Björck, E., (2014) Identifying Keys to Success in Clinical Learning: A Study of Two Interprofessional Learning Environments *Journal of Interprofessional Care*.

Brodin, U., Fors, U., & Bolander Laksov, K. (2010) The application of Item Response Theory on a teaching strategy profile questionnaire *BMC Medical Education*, 10:14  
doi:10.1186/1472-6920-10-14 PMID:20146802 <http://www.biomedcentral.com/1472-6920/10/14>

Conte, H., Jirwe, M., Scheja, M., & Hjelmqvist, H. (2015). Get it together: Issues that facilitate collaboration in teams of learners in intensive care? *Medical Teacher*. In press

Ekecrantz, S. (2015). Feedback and student learning? – A critical review of research. *Utbildning & Lärande / Education & Learning*, 2(9) [Accepted].

Ekecrantz, S., Parliiden, J., & Olsson, U. (2015). Teaching-research nexus or mock research? – Student factors, supervision and the undergraduate thesis in History, In Ludvigsson, D. & Booth, A. (Eds.) *Enriching history teaching and learning: Challenges, possibilities, practice*. Linköping: ISAK, Linköpings universitet, 15-32.

Elmberger, A., Björck, E., Liljedahl, M., Nieminen, J., & Laksov, K. B. (2019). Contradictions in clinical teachers' engagement in educational development: an activity theory analysis. *Advances in Health Sciences Education*, 24(1), 125-140.

Eulau, L., Sundman, C., Scheja, M., & Fossum, B. (2015). Assessing students' learning in student dedicated treatment rooms during clinical nursing education. *Nursing and Health* 3(1), 22-29. doi: 10.13189/nh.2015.030104.

Gougoulakis, P. & Oikonomou, A. (2014). "University Pedagogy" [Πανεπιστημιακή Παιδαγωγική]. *Ekp@deftikos Kyklos*, Vol. 2, Nr. 1, 2014, s. 9-48, ISSN:2241-4576  
[http://www.educircle.kioulanis.gr/images/teuxos/2014/teuxos1/teuxos1\\_1.pdf](http://www.educircle.kioulanis.gr/images/teuxos/2014/teuxos1/teuxos1_1.pdf)

Koroma, E., Olsson, L., Vangelius, L. & West, T. (2013). *Future Learn – Öppna digitala resurser för ungdomsskolan och lärarutbildningen*. Projektrapport, Stockholms universitet. <http://dsv.su.se/futurelearn/avslutade-projekt>

Lindqvist, H, **Weurlander, M**, Wernerson, A & Thornberg, R. (2020) Talk of teacher burnout among student teachers. *Scandinavian Journal of Educational Research*. Published online. <https://doi.org/10.1080/00313831.2020.1816576>

Manninen, K., Henriksson, E., Scheja, M., & Silén, C. (2015). Supervisors' pedagogical role at a clinical education ward - An ethnographic study. *BMC Nursing*, 2015, 14: 55. doi:10.1186/s12912-015-0106-6

McGrath, C., Barman, L., Stenfors-Hayes, T., Roxå, T., Silén, C., & Laksov, K. B. (2016). The ebb and flow of educational change: Change agents as negotiators of change. *Teaching & Learning Inquiry*, 4(2), 1-14.

McGrath, C., Stenfors-Hayes, T., Roxå, T., & Bolander Laksov, K. (2017). Exploring dimensions of change: the case of MOOC conceptions. *International Journal for Academic Development*, 22(3), 257-269.

**McGrath, C.**, Gunnerstad, A., Storr, C., & Örnberg, Å. (2020). Making the case for virtual law cases: introducing an innovative way to teach law. *The Law Teacher*, 1-15.

**McGrath, C.**, Liljedahl, M., & Palmgren, P. J. (2020). You say it, we say it, but how do we use it? Communities of practice: A critical analysis. *Medical Education*, 54(3), 188-195.

Naimi-Akbar, I., Barman, L. & **Weurlander, M.** (2020) Engineering teachers' approaches to teaching and learning online. Abstract *IEEE Frontiers in Education Conference (FIE)*.  
Accepterad.

Palmgren, P. J., Sundberg, T., & Laksov, K. B. (2015). Reassessing the educational environment among undergraduate students in a chiropractic training institution: A study over time. *Journal of Chiropractic Education*.

Schwieler, E., & Ekecrantz, S. (2017). Towards a model of teaching disciplinary boundaries—History with Literature and Literature with History: Theoretical implications. *Arts and Humanities in Higher Education*, 16(2), 141-155.

## **Akademiskt lärarskap och pedagogisk utveckling**

Bolander Laksov, K. (2019). Lessons learned: Towards a framework for integration of theory and practice in academic development. *International Journal for Academic Development*, 24(4), 369-380.

Bolander Laksov, K., Elmberger, A., Liljedahl, M., & Björck, E. (2020). Shifting to Team-based Faculty Development: a Programme designed to facilitate change in Medical Education. *Higher Education Research & Development*, 1-15.

Bolander Laksov, K., & Huijser, H. (2020). 25 years of accomplishments and challenges in academic development—where to next?. *International Journal for Academic Development*, 25(4), 293-296.

Geertsema, J., & Bolander Laksov, K. (2019). Turning challenges into opportunities:(re) vitalizing the role of academic development. *International Journal for Academic Development*, 24(1), 1-6.

**Bolander Laksov, K.** (2020) Pedagogical Ambassadorship Programme as an approach to Academic Development, *Högre utbildning*, 10(2), 16-20

**Bolander Laksov, K., & McGrath, C.** (2020). Failure as a catalyst for learning: towards deliberate reflection in academic development work. *International Journal for Academic Development*, 25:1, 1-4

Laksov, K. B. (2020). The Pedagogical Ambassadorship Programme as an approach to academic development. *Högre utbildning*, 10(2), 16-20.

**Bolander Laksov, K. & Scheja, M.** (2020). *Akademiskt lärarskap*. SULF:s skriftserie XLII. Sveriges universitetslärare och forskare.

Bolander Laksov, K. (2021). In partnership with heads of department for sustainable educational development. *International Journal for Academic Development*, 1-13.

**McGrath, C.** (2020). Academic developers as brokers of change: insights from a research project on change practice and agency. *International Journal for Academic Development*, 25(2), 94-106.

## **Examination och bedömning i högre utbildning**

Benyamine, I., Åkerfeldt, A., West, T. & Selander, S. (2013). Bedömning i högre konstnärlig utbildning – ett designteoretiskt, multimodalt perspektiv. I B. Olsson (red.) *Värderingskriterier och bedömningsnormer inom det konstnärliga området (Assessment in higher arts education) – ett pedagogiskt forsknings- och utvecklingsprojekt*. Sid. 43-63. Rapport till Myndigheten för nätverk och samarbete inom högre utbildning, NSHU. Göteborgs universitet.

Ekecrantz, S. (2015). Examination för lärande? *Utbildning & Lärande / Education & Learning*, 2(9) [Accepted].

Marchese, M., Adamson, L., Jansson, C-G. & Flodström A., (2015). The EIT ICT Labs Master School: a Program to foster the Education of Entrepreneurial, Innovative and Creative Students. In Banerjee B., and Seri, S. (Eds.), *Creating Innovation Leaders*. Springer.

McGrath, C., Ståhle, Y., & Geijer, L. (2021). What's in a Grade? Teacher Candidates' Experiences of Grading in Higher Education: A Phenomenographic Study. *Education Sciences*, 11(8), 422.

Schwieler, E., & Ekecrantz, S. (2015). Towards a model of teaching disciplinary boundaries – History with Literature and Literature with History: Theoretical implications. *Arts & Humanities in Higher Education*. 1-15 (ahead-of print).

Schwieler, E., & Ekecrantz, S. (2011). Normative values in teachers' conceptions of teaching and learning in higher education: a belief system approach. *International Journal for Academic Development*, 16(1), 59-70.

## Studenters lärande i högre utbildning

Berman, A. H., Biguet, G., Stathakarou, N., Westin-Hägglöf, B., Jeding, K., McGrath, C., ... & Kononowicz, A. A. (2017). Virtual patients in a behavioral medicine massive open online course (MOOC): a qualitative and quantitative analysis of participants' perceptions. *Academic Psychiatry*, 41(5), 631-641.

Bolander Laksov, K., McGrath, C., & Josephson, A. (2014). Students' understandings of integration. *Advances in Health Sciences Education*. DOI 10.1007/s10459-014-9499-3. PMID: 24604665 <http://link.springer.com/article/10.1007/s10459-014-9499-3>

Bonnevier, A., Josephson, A., & Scheja, M. (2012). Potentialities for learning in medical students' ways of approaching a diagnostic task. *Higher Education*, 64, 371-384.

Bälter, O., Cleveland-Innes, M., Pettersson, K., Scheja, M., & Svedin, M. (2013). Student approaches to learning in relation to online course completion. *Canadian Journal of Higher Education*, 43(3), 1-18.

Conte, H., Scheja, M., Hjelmqvist, H., & Jirwe, M. (2015). Exploring teams of learners becoming "WE" in the intensive care unit - a focused ethnographic study. *BMC Medical Education*. In press

Ekecrantz, S. (2017). Academic Critical Thinking, Research Literacy and Undergraduate History. *History Education Research Journal*, 15(1), 103-117

Ivarson, J., Zelic, L., Sondén, A., Samnegård, E., & Bolander Laksov, K. (2021). Call the on-call: a study of student learning on an interprofessional training ward. *Journal of interprofessional care*, 35(2), 275-283.

Johannsen, A., Bolander-Laksov, K., Bjurshammar, N., Nordgren, B., Fridén, C., & Hagströmer, M. (2012). Enhancing meaningful learning and self-efficacy through

collaboration between dental hygienist and physiotherapist students – a scholarship project. *International Journal of Dental Hygiene*, doi: 10.1111/j.1601-5037.2011.00539.x PMID: 22257302

<http://onlinelibrary.wiley.com/doi/10.1111/j.1601-5037.2011.00539.x/abstract>

Laksov, K. B., Boman, L. E., Liljedahl, M., & Björck, E. (2015). Identifying keys to success in clinical learning: a study of two interprofessional learning environments. *Journal of interprofessional care*, 29(2), 156-158.

Lewitt, M., Ehrenborg, E., Scheja, M., & Brauner, A. (2010). Stereotyping at the undergraduate level revealed during interprofessional learning between future doctors and biomedical scientists. *Journal of Interprofessional Care*, 24(1), 53-62.

Liljedahl, M., Boman, L. E., Fält, C. P., & Laksov, K. B. (2015). What students really learn: contrasting medical and nursing students' experiences of the clinical learning environment. *Advances in Health Sciences Education*, 20(3), 765-779.

Liljedahl, M., Björck, E., Kalén, S., Ponzer, S., & Bolander Laksov, K. (2016). To belong or not to belong: nursing students' interactions with clinical learning environments—an observational study. *BMC medical education*, 16(1), 1-10.

Liljedahl, M., Björck, E., Ponzer, S., & Bolander Laksov, K. (2019). Navigating without a map: how medical students interact with clinical learning environments. *Studies in Higher Education*, 44(2), 275-286.

Manninen, K., Welin-Henriksson, E., Scheja, M., & Silén, C. (2013). Authenticity in learning - nursing students' experiences at a clinical education ward. *Health Education*, 113(2), 132-143.

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Palmgren, P., Chandratilake, M., Nilsson, G. H. & K. Bolander Laksov (2013) Is there a chilly climate? An educational environmental mixed method study in a chiropractic training

institution. *Journal of Chiropractic Education*: Spring 2013, Vol. 27, No. 1, pp. 11-20. PMID: 23518905

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3604959/>

Palmgren, P. J., Sundberg, T., & Laksov, K. B. (2015). Reassessing the educational environment among undergraduate students in a chiropractic training institution: A study over time. *Journal of Chiropractic Education*, 29(2), 110-126.

Parkes, K.A., Daniel, R., West, T. & Gaunt, H. (2015). Applied music studio teachers in higher education: Exploring the impact of identification and talent on career satisfaction. *International Journal of Music Education*, August 2015 33: 372-385, doi:10.1177/0255761415581281.

Pettersson, A., Bolander Laksov, K., & Fjellström, M. (2013). Portfolio: Ett verktyg för lärande och synliggörande av kompetens. *Fysioterapi*(02), 32-37. <http://www.diva-portal.org/smash/record.jsf?pid=diva2:612246>

Pettersson, A. F., Bolander Laksov, K., & Fjellström, M. (2015). Physiotherapists' stories about professional development. *Physiotherapy theory and practice*, 31(6), 396-402. Liljedahl, M., Engqvist Boman, L., Björck, E., & Bolander Laksov, K. (2015). Participation in a clinical learning environment. *The clinical teacher*.

Pettersson, K., Svedin, M., Scheja, M., & Bälter, O. (2018). Approaches to studying in first-year engineering: comparison between inventory scores and students' descriptions of their approaches through interviews. *Higher Education*, 75(5), 827-838.

Scheja, M. (2015). Exploring potentialities for cosmopolitan learning in Swedish teacher education. *Policy Futures in Education*, 13(6), 775-787.

Scheja, M., & Bonnevier, A. (2010). Conceptualising students' experiences of understanding in medicine. *Journal of the Hellenic Psychological Society*, 'Special issue on Experiences of learning and academic understanding in higher education'. 17(3). 243-258.

Scheja, M., & Pettersson, K. (2010). Transformation and contextualisation: Exploring students' conceptual understandings of threshold concepts in calculus. *Higher Education*. 59(2), 221-241.

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Stöhr, C., Stathakarou, N., Mueller, F., Nifakos, S., & McGrath, C. (2019). Videos as learning objects in MOOCs: A study of specialist and non-specialist participants' video activity in MOOCs. *British Journal of Educational Technology*, 50(1), 166-176.

Weurlander, M., Scheja, M., Hult, H., & Wernerson, A. (2014). The struggle to understand. Exploring medical students' experiences of learning and understanding during a basic science course. *Studies in Higher Education*. Doi: 10.1080/03075079.2014.930122



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**Weurlander, M** (2020) Becoming a physician involves learning to manage uncertainty and learning how to fail. Commentary. *Medical Education*, 54: 776-778. doi:[10.1111/medu.14255](https://doi.org/10.1111/medu.14255)

Wilhelmsson, N., Dahlgren, L. O., Hult, H., Scheja, M., Lonka, K., Josephson, A. (2010). The anatomy of learning anatomy. *Advances in Health Sciences Education*, 15(2), 153-165.

Wilhelmsson, N., Bolander-Laksov, K., Dahlgren, L. O., Hult, H., Nilsson, G., Ponzer, S., . . . Josephson, A. (2013). Long-term understanding of basic science knowledge in senior medical students. *International Journal of Medical Education*, 4, 193-197.  
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Öhrstedt, M., & Lindfors, P. (2018). Linkages between approaches to learning, perceived stress and expected and actual academic outcomes among first-semester psychology students. *Journal of further and higher education*, 42(1), 116-129.

Öhrstedt, M., & Lindfors, P. (2019). First-semester students' capacity to predict academic achievement as related to approaches to learning. *Journal of Further and Higher Education*, 43(10), 1420-1432.

## Villkor för studier och lärande i högre utbildning

Barman, L., McGrath, C., & Stöhr, C. (2019). Higher Education; for free, for everyone, for real? Massive Open Online Courses (MOOCs) and the Responsible University: history and enacting rationalities for MOOC initiatives at three Swedish universities. In *The Responsible University* (pp. 117-143). Palgrave Macmillan, Cham.

Bolander Laksov, K., & Tomson, T. (2017). Becoming an educational leader—exploring leadership in medical education. *International Journal of Leadership in Education*, 20(4), 506-516.

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Bron, A. (2015). Researching higher education students' biographical learning: In: Antikainen, Ari, Goodson, Ivor, Andrews, Molly & Sikes, Pat International Handbook on Narratives and Life History. London Routledge (in print)

Bron, A. Thunborg, C. (2015). Biographical interviewing. The case of non-traditional students in higher education. *SAGE Research Methods Cases*. <http://srmo.sagepub.com/page/help-1/help>

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Finnegan, F., Fleming, T. & Thunborg, C. (2014). Enduring inequalities and student agency: theorizing an agenda for change in higher education. In: Fergal Finnegan, Barbara Merrill and Camilla Thunborg (Eds.), *Student voices on inequalities in European higher education: challenges for theory, policy and practice in a time of change*. London: Routledge.

Laksov, K. B. (2018). Att bedöma pedagogisk skicklighet—är det verkligen så svårt?—en studie av skillnader i bedömningar mellan vetenskapligt och pedagogiskt sakkunniga. *Högre utbildning*, 8(2), 55-68.

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McGrath, C., Palmgren, P. J., & Liljedahl, M. (2021). Beyond brick and mortar: staying connected in post-pandemic blended learning environments. *Medical Education*.

Söderhjelm, T., Björklund, C., Sandahl, C., & Bolander-Laksov, K. (2018). Academic leadership: management of groups or leadership of teams? A multiple-case study on designing and implementing a team-based development programme for academic leadership. *Studies in Higher Education*, 43(2), 201-216.

Thunborg, C., Bron, A. & Edström, E. (2013). Motives, commitment and student identity in higher education: experiences of non-traditional students in Sweden. *Studies in the Education of Adults*, 45(2), 177-193.

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