CV, Åke Ingerman, October 2025

Contact ake.ingerman@oru.se
Date of birth November 30th, 1973

Academic leadership (selection)

2025- *Vice-chancellor, Örebro University*

2015-2024 *Dean, Faculty of Education, University of Gothenburg.*

The role as dean at the University of Gothenburg is an academic leadership position directly under the university's vice-chancellor, with overall responsibility for personnel, work environment, safety, finance, quality and strategy at the faculty level. For more information about the Faculty of Education, see https://www.gu.se/larande-ledarskap-halsa.

from 2013 Initiator of and chairman of the steering group for Kriterium.

Kriterium is a platform for reviewing, publishing and distributing high-quality scientific books. See kriterium.se for more information.

National positions of trust

2025- Member of the Örebro County Administrative Board's Audit Committee

2024-2025 Executive member, SUHF working group for recommendations regarding the course Further development and analysis of quality in teaching (VAK)

2022-2025 Member of the board of Södertörn University

2022-2024 Member of the coordination group for the national ULF strategy (ULF–S), SUHF. ULF is a Swedish national project aiming to develop sustainable collaboration models between academia and schools in terms of research, school activities and teacher training (see ulfavtal.se).

Other leadership assignments of relevance, at and for the University of Gothenburg (selection)

2025 Chairman of the university's negotiation group (responsible for collaboration and negotiation with the unions)

2024-2025 Member, Employment Disciplinary Committee

2021-2025 Chairman, University Library Committee/Vice Chairman, University Library Board

2021-2023 Chairman, Steering Group for Developing Digitalization and IT Security

2021-2023 Steering Group for changes of the central university administration, , including its governance and financing model

2018-2024 Member, Swedsih Teacher Education Convention

2011-2014 Responsible for research, Department of Pedagogical, Curricular and Professional Studies

2010-2015 Member, Board for Faculty of Education

Leadership Training

HELP (SUHF's Higher Leadership Program). 2016-2018.

GOLD (University of Gothenburg's leadership program for deans). 2019-2020.

Scientific profile

My research has a subject-didactic focus on knowledge, learning and teaching in science, technology and mathematics. The majority of the studies where I have been project leader have been classroom studies in collaboration with teachers, from primary school to university. In most cases, methods linked to phenomenography, variation theory and learning study have been used, an area in which I am an internationally profiled method expert. My research has in recent years mainly concerned teaching development research in science and mathematics in primary school and most recently in a project funded by the Swedish Institute for Educational Research. My thesis and also large parts of later research are focused on higher education, with elements of practical development linked to education in physics in particular, but also students' experiences of both content-related and more general educational issues in science and technology education and how to support them in their development. This scientific perspective has also been valuable in my leadership in academia, and I have a scientifically based knowledge of the education sector in general.

Positions

Employments

2025- Vice-chancellor of Örebro University

2011- Professor of Science and Technology Education, Faculty of Education, University of Gothenburg

2007- 2011 Senior Lecturer in technology and physics education, Faculty of Education, University of Gothenburg

2005 –2007 Researcher in physics education, Chalmers University of Technology

2004 Researcher and guest lecturer. Fixed-term positions at Chalmers University of Technology, Lund University, Luleå University of Technology.

International stays

2015 International stay (5 months) as a visiting researcher at the International Centre for Classroom Research, Faculty of Education, University of Melbourne, Australia

2002 –2004 Post-doc in the Physics Education Group, Department of Physics, University of the Western Cape, South Africa and a shorter period at the Integrated Learning Centre, Queens University, Canada

PhD education

1997-2002 PhD student, Department of Physics and Applied Physics, Chalmers University of Technology

Parental leave

2005 –2014 Part-time parental leave of varying extent for three children, totalling approximately 30 months full-time

Academic degrees

2008 Associate Professor in Subject Didactics, Faculty of Educational Sciences, University of Gothenburg.

2002 PhD in Physics with a specialization in education, Chalmers University of Technology. The thesis was titled Exploring two facets of physics – Coherent current

transport in superconducting structures. Phenomenographic studies of sense-making in physics. The thesis has two parts with research in physics and education respectively, which are then linked together.

1997 MSc in Engineering Physics, Chalmers University of Technology

Academic merits and positions of trust (selection)

Major grants received for scientific projects as main applicant

2002 Postdoctoral grant from the Foundation for the Internationalisation of Higher Education and Research (STINT) for an 18-month stay at the University of the Western Cape, South Africa. Project title *Learning physics in higher education: physics, research and practice*. Completed 2004.

2004 Researcher grant for four years of research, from the Swedish Research Council (VR-UVK) with the project title *Expanding the physics discipline – considering issues of learning physics as a part of physics*. Completed 2009.

2005 Project leader for a three-year research project from the Swedish Research Council (VR-UVK) with the title *Learning in groups: a multidisciplinary perspective on creating and participating in discursive spaces of learning*. Completed 2010.

2011 Project leader for a three-year research project from the Swedish Research Council (VR-UVK) entitled *On the exploration, expansion and expression of experiencing technological systems across contexts: learning technology in the Swedish compulsory school*. Completed 2015.

2018 Project leader and scientific leader for *A research school focused on sustainable development and classroom teaching of Swedish, social studies, and science in compulsory middle school*, with 4 licentiates, VR-UVK. Completed 2025

2020 Project leader for a three-year research project from the Swedish Institute for Educational Research entitled *Effects of teaching with content-based and theoretically designed group discussion in mathematics and natural sciences*. Completed 2024.

Supervision

Main supervisor for seven and assistant for five doctoral students who have defended their dissertations. Main supervisor for two and assistant for two active doctoral students.

Expert in quality reviews

Expert in the assessment panel for the Swedish Higher Education Authority's thematic evaluation of collaboration, 2024.

External examiner for the Doctor of Education Programme, Faculty of Education, University of Hong Kong, 2021-2023.

Expert in the Swedish Higher Education Authority's assessment of postgraduate education rights for pedagogical work, Dalarna University, 2017.

Assessment work in research councils

Education review panel, Research Council for Culture and Society at the Academy of Finland, January call 2010 and October call 2012.

Assessment group in didactics, Committee for Educational Sciences, Swedish Research Council 2012 and 2014.

Editorial work

Associate Editor for the journal Learning in Context (from 2024). Member of the *Editorial board* for the journals Educational Research Review (2010-2018) and International Journal of Technology and Design Education (from 2013). *Guest editor* for a special issue on phenomenography and variation theory in the Scandinavian

Journal of Educational Research (2016). *Editor* of the book series Acta Universitatis Gothoburgensis: Gothenburg Studies in Educational Sciences (2010-2021). *Chair of the steering group, initiator and initially also editor-in-chief* of the national publishing platform Kriterium (from 2013).

Chair of the doctoral student council at the Department of Physics and Applied Physics, Chalmers University of Technology, 1997-1998.

Member of the scientific council for NTA (Natural Sciences and Technology for All) on behalf of IVA (Royal Swedish Academy of Engineering Sciences), 2013-2022.

Discussant/reviewer at PhD education seminars and theses

Discussant at four planning seminars, three mid-term seminars, five final seminars. Member of eight *grading committees* (in Sweden) at the public defense and opponent/grading committee member at one public defense in Norway and one in Denmark. *Seminar leader* for doctoral education at the Faculty of Educational Sciences, University of Gothenburg 2012-2015, 2024-2025. *Examiner* for three theses (South Africa and Brunei) and one licentiate (Sweden).

Reviewer in promotions or appointments

Reviewer in promotions to associate professor (four), assistant professor (one), professor (two), in national rankings of researchers (South Africa), and appointment as senior lecturer (five).

Reviewer of manuscripts in journals and contributions to conferences.

Has been *reviewer* for 17 different scientific journals and of contributions to 10 scientific conferences. Reviews approximately five manuscripts annually.

Coordinator for EARLI SIG9 for Phenomenography and Variation Theory 2017-2021.

Organized SIG9 conference 2018, Birmingham and 2021, Gothenburg.

Academic publications (selection)

Kullberg, A., Ingerman, Å. & Marton, F. (2024). *Planning and analyzing teaching: Using the variation theory of learning*. WALS lesson study series, Routledge, [peer-reviewed book] https://doi.org/10.4324/9781003194903

Osbeck, C., Ingerman, Å. & Claesson, S. (Eds) (2018). *Didactical classroom studies: A potential research direction* Göteborg: Kriterium/Lund: Nordic academic press. [peer-reviewed book] https://www.kriterium.se/site/books/e/10.21525/kriterium.14/

Rovio-Johansson, A. & Ingerman, Å. (2016). Continuity and development in the phenomenography and variation theory tradition. *Scandinavian Journal of Educational research,* 60(3), 257-271. [peer-reviewed article]

Ingerman, Å. & Collier-Reed, B. I. (2011). Technological literacy reconsidered: A model for enactment. *International Journal of Technology and Design Education,* 21(2), 137. [peer-reviewed article]

Ingerman, Å., Johansson, G., Shumeiko, V. & Wendin, G. (2001) Coherent multiple Andreev reflections and current resonances in SNS quantum point contacts, *Physical Review B* 64, 144504. [peer-reviewed article]

Ingerman, Å. (2002) *Exploring two facets of physics – Coherent current transport in superconducting structures. Phenomenographic studies of sense-making in physics.* Göteborg: Chalmers tekniska högskola [thesis]