

SIG 9 Sessions

Session I Wednesday 21 st August					
Room 11:131			Room 11:128		
A1	Hanna Knutson	<i>Ways of seeing appropriate vocational mathematics knowing</i>	B1	Amjad Owais and Tanya Hathaway	<i>A phenomenographic investigation of Arabic-speaking first-year Engineering student conceptions and strategies of learning English as a foreign language</i>
A2	Rimma Nyman, Pernilla Mårtensson and Angelika Kullberg	<i>Prospective teachers' learning from learning studies about early mathematics</i>	B2	Wai Ming Cheung and Serene Chan	<i>The potential of Learning Study in enhancing cultural heritage learning for culturally diverse children in kindergarten</i>

Session II Wednesday 21 st August					
Room 11:131			Room 11:128		
C1	Lam, Ho Cheong	<i>Which is better, Induction, Contrast, or Control? An intervention study to test the conjecture of variation theory</i>	D1	Natia Bendeliani	<i>PBL tutors' conceptions of teaching problem-solving: A phenomenographic exploration</i>
C2	Anna Backman	<i>The concept of experiencing and imagining</i>	D2	Selma Music	<i>Critical aspects in problem solving tasks in preschool</i>

Session III Wednesday 21st August

Room 11:131			Room 11:128		
E1	Ulrika Bergstrand, Lena Bylund, Magnus Larsson	<i>What is meant by a professional arena at an upper secondary school in Sweden?</i>	F1	Giulia Polverini, Ebba Koerfer, Anna Eckerdal, Maja Elmgren, Lars-Henrik Eriksson, Roger Herbert, Felix Ho, Lisa Freyhult, Andreas Solders	<i>A phenomenographic study of university teachers' perceptions of mathematics in STEM disciplines</i>
E2	Hanan Innabi	<i>A learning opportunity for Quantitative Research Methods Course: A Variation Theory Perspective</i>	F2	Anja Thorsten, Alexander Wensby, Rebecca Holmberg, Karin Malmquist	<i>Teaching the evaluation of psychological perspectives' explanatory power in upper secondary school</i>
E3	Song Wang, Stanley M. Lo, Rou-Jia Sung, Thomas J. Bussey	<i>Agential Variation Theory: Post-humanist Performative Account of University Biochemistry Students Learning with External Representations of Protein</i>	F3	Yuxin Liu	<i>How do Chinese primary school literacy teachers conceptualise YuWen?</i>

Session IV Thursday 22nd August

Room 11:131			Room 11:128		
<p>Symposium: <i>What is powerful in powerful knowledge? Phenomenographic studies of powerful knowings</i></p> <p>Discussant: Gerlese Åkerlind</p>			<p>Symposium: <i>Investigating teaching-learning relationships for two different objects of learning and forms of teaching: teaching design, measuring learning outcome and moving beyond learning study</i></p> <p>Discussant: Malin Tväråna</p>		
G1	Ingrid Carlgren	<i>Powerfulness as capacity-building ways of knowing</i>	H1	Jenny Svanteson Wester, Ulf Ryberg, Åke Ingerman	<i>Towards a teaching design regarding the constitution of matter</i>
G2	Anja Thorsten	<i>Powerful knowledge in story-writing</i>	H2	Ulf Ryberg, Jenny Svanteson Wester, Åke Ingerman	<i>Addition and subtraction with negative numbers - a systematic study of the relation between teaching and learning</i>
G3	Gunn Nyberg	<i>Movement capability as powerful knowing</i>	H3	Ahoo Shokraiefard, Frank Bach, Åke Ingerman	<i>Exploring a validity process in test development in a learning study</i>
G4	Lotta Dessen Jankell	<i>Systems thinking as an aspect of powerful geographical knowing</i>	H4	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 instruction based teaching and discussion based teaching with small groups</i>

Session V Thursday 22nd August

Room 11:131			Room 11:128		
I1	Anthony Norman	<i>Engineering students' experiences of writing in groups during bachelor thesis projects</i>	J1	Irini Antoniadou, Astrid Lindgrens, Sebastiaan Meijer, Gunilla Björling, Karin Pukk Härenstam, Janet Mattsson	<i>Operating room nurses' perceptions of team communication when learning new technology in the operating room - a phenomenographic study.</i>
I2	Josefin Hellman	<i>Upper-Secondary School Students' Source-Based Writing Skills: Critical Aspects of Learning</i>	J2	Kris Troy, Alison Cerezo, Ruth Finkelstein, Marcos García-Ojeda, Stanley Lo, Michael Wilton	<i>Turns out, it's not "just basic biology": Natural gender and sexual diversity education in the undergraduate biology classroom</i>

Session VI Friday 23rd August

Room 11:131			Room 11:128	
			<p align="center">Symposium: <i>The potential of developing teaching practice in the school subjects of dance and theatre using variation theory</i> Discussants: Åke Ingerman, Viveca Lindberg, Vigdis Auune</p>	
K1	Hinna Abid	<i>Phenomenographic Research Methodology: Possibilities & Potential for the Context of Time, Space and Situational Circumstances through Bodily Experiences</i>	L1	Pernilla Ahlstrand & Ninnie Andersson <i>Embedded know-how in feedback: Studying performative knowing in theatre</i>
K2	Sophia Mavridi	<i>A phenomenographic investigation into international students' experiences of AI-assisted academic writing in UK higher education</i>	L2	Pernilla Ahlstrand & Ninnie Andersson <i>Variation theory as teaching theory in the theatre classroom</i>
K3	Kristina Ahlberg	<i>Structure and Meaning as Co-Constituting. Findings in Research on Students' Lived Experiences of Learning</i>	L3	Pernilla Ahlstrand & Ninnie Andersson <i>From tacit to explicit. A study exploring patterns of variation.</i>