HELEN MELANDER BOWDEN

Curriculum Vitae

Personal details

Born September 19, 1967 in Stockholm
Contact address: Skolgatan 13, 753 12 Uppsala
Telephone: +46 76 765 02 42

ORCiD: 0000-0003-4769-4479
Web of Science: AAE-8885-2020

Academic degrees

- Associate Professor (docent) of Education, 2017, Uppsala University
- PhD in Education, 2009, Uppsala University
- MA in French 2003, Uppsala University
- BA in Cultural Anthropology 1992, Uppsala University
- Poppius Journalistskola (Poppius School of Journalism), 1992, Stockholm

Academic Employment

- *Professor*, Department of Education, Uppsala University, 2021 –
- *Senior lecturer*, Department of Education, Uppsala University, 2015 – 2021
- *Assistant Professor (biträdande lektor)*, Department of Education, Uppsala University, 2011 – 2014
- *Researcher*, Department of Education, Uppsala University, Project name: LINT – Learning, interactive technologies and the development of narrative knowing and remembering, Aug. 2009 – 2013 (the project financed my position as Assistant Professor 2011-2013)
- *Doctoral student*, Department of Education, Uppsala University, Sep. 2004 – July 2009
- *Research assistant*, Department of Education, Uppsala University, Project name: FISK – Förskola och skola i samverkan, Feb. 2004 – Aug. 2004
- *Junior lecturer*, Department of Education, Uppsala University, Aug. 2003 – Jan. 2004
- *Research assistant*, Department of Education, Uppsala University, Project name: FISK – Förskola och skola i samverkan (Preschool and school in cooperation), May 2002 – July 2003

Administrative commissions

- *Vice Dean*, Faculty of the Educational Sciences, Uppsala University, 2019 – 2021
- *Deputy Head of Department*, Department of Education, Uppsala University, 2015 – 2017
- *Director of Studies, PhD and Advanced Levels*, Department of Education, Uppsala University, 2012 – 2014

In-service training

- Aktiverande undervisningsformer (Activating teaching methods), Avdelningen för universitetspedagogisk utveckling, Uppsala University, 2020
- Doktorandhandledning på djupet (A deep approach to doctoral supervision), Avdelningen för universitetspedagogisk utveckling, Uppsala University, 2018-2019
- Ekonomispelet (Economics), Kompetensforum, Uppsala University, 2016
- Juridik i praktiken (Law in practice), Kompetensforum, Uppsala University, 2015
- Arbetsrätt (Labor legislation), Kompetensforum, Uppsala University, 2015

- Basprogram för chefer (Management course), Kompetensforum, Uppsala University, 2014/15
- International Perspectives in Teaching and Learning, University of Groningen, 2013
- Handledarutbildning, steg II (Supervising doctoral students), Avdelningen för universitetspedagogisk utveckling, Uppsala University, 2010
- University Teacher Training Course, Avdelningen för utveckling av pedagogik och interaktivt lärande, Uppsala University, 2005

Scientific leadership

I am the scientific leader of the research group *CLIP* (Studies of Childhood, Learning and Identities as Interactional Practices) together with Ann-Carita Evaldsson. I have been an active participant in the seminar since its beginning in 2007, during several periods functioning as a coordinator of the seminar activities and of the Interaction seminar, when the latter existed (it has now been replaced by Samtalslabbet).

I am the scientific leader of the Interaction seminar (Sw. *Samtalslabbet*) together with Anna Lindström (Dep. of Scandinavian Languages), Ann-Carita Evaldsson (Dep. of Education), Clara Iversen and Marie Flinkfeldt (Dep. of Social Work) (2017-ongoing). I took the initiative for an application for a network grant with support from Circus, an application that was granted in 2024 for the period 2025-2026.

Research projects

2025-2026 *Uppsala Studies in Social Interaction and Discourse* (UPSIDE) (PI), Financial support for network activities, (main applicant), Centre for Integrated Research on Culture and Society, Dnr CIRCUS 2024/28

2023-2025 *Ett seriöst spel för utbildning emot desinformation* (co-applicant) Myndigheten för psykologiskt försvar, FÖR 2022:68.

2022-2023 *Icke-talande grundskoleelevers möjligheter att kommunicera i helklass* (co-applicant) Norrbacka-Eugeniastiftelsen. Project ID: 849/21

2016-2019 *Lärande i staden: Tidsrumsliga aspekter av en förskolepedagogik*." Learning in the city: Timespatial aspects of a preschool pedagogy" (co-applicant) Swedish Research Council, Project ID: VR2015-01260

2016-2018 *Mobility, informal learning and citizenship in the mobile preschool.* (co-applicant) Riksbankens Jubileumsfond, Project ID: P15-0543:1

2016-2018 *Homework support as shadow education* (co-applicant) Swedish Research council, VR 2015:0174

2015-2018 *Talking and texting on the move: Exploring children's media literacy practices in peer groups* (PI). Marcus och Amalia Wallenbergs minnesfond, Project ID: MAW 2014.0057.

Supervision of doctoral students

Ongoing

- Second supervisor, Nadia El Sayed-Sparr (PhD), 2026-
- Head supervisor, Paula Humborg (PhD), *Elevers deltagande i sexualundervisning* (Student participation in sexual education), 2025-
- Second supervisor, Lisa Högkil (PhD), *The social formation of musical beings*, 2024-
- Head supervisor, Elisabet Jagell (PhD), *Estetiska nycklar – undervisningsdesign för att uppmärksamma estetiska dimensioner i slöjd* (Aesthetic keys – teaching design to highlight aesthetic dimensions in Sloyd), 2024-

Completed

- Second supervisor, Urban-Andreas Johansson (PhD), *Professional narrative identities of regional LGBTQ certifiers. Accountability and resistance in change work*, 2019-June 13, 2025
- Head supervisor, Fabíola Stein (PhD), *The making of scientists. Instructional work and collaboration in everyday research activities*, 2019-March 7, 2025
- Head supervisor, Emma Abrahamsson, (PhD) *Att formulera problem i barnpsykiatriska samtal* (Formulating problems in child psychiatric conversations), 2013-September 8, 2023
- Head supervisor, Anette Hamerslag (PhD), *Ecological sustainability in preschools,* 2021-studies interrupted in January 2023
- Second supervisor, Klara Bertils, (PhD in Linguistics), *Feber i interaktion. Kropp, kunskap och legitmitet i Svenska primärvårdssamtal*. (Fever in interaction. Body, knowledge and legitimacy in Swedish primary care consultations), Department of Linguistics and Philology (UU), 2018-June 10, 2022
- Second supervisor, Olga Abreu Fernandes (prev. Kuvaldina) (PhD) *Nurturing a heritage language. Language-centered practices in everyday mother-child interactions in multilingual families,* 2014-June 8, 2022
- Head supervisor, Susanne Lundesjö Kvart (PhD), Swedish University of Agricultural Sciences, SLU, *Konsten att undervisa ryttare. En studie om ridlärares pedagogiska praktik* (The art of teaching riders. A study about riding teachers' pedagogical practice), 2016-April 24, 2020
- Head supervisor, Gabriella Gejard (PhD), *Matematiserande i förskolan. Geometri i multimodal interaktion* (Mathematizing in preschool. Geometry in multimodal interaction), 2015-October 5, 2018
- Second supervisor, Gabriella Gejard (lic.), *"Jag kan göra matte å plus å minus" Förskolebarns och pedagogers deltagande i matematiska aktiviteter* ("I can do math and plus and minus" Preschool children's participation in mathematical activities), 2012-November 7, 2014
- Second supervisor: Jonas Risberg (PhD), *Kunskap i interaktion på en nyhetsredaktion. Om kollegiala möten i den redaktionella vardagen* (Knowledge in interaction in a news editorial office. On collegial encounters in the editorial everyday life), 2012-March 28, 2014
- Second supervisor, Sofia Grunditz (lic.), *Små barns sociala liv på vilan* (Young children's social life during the daily rest), 2011-November 15, 2013
- Head supervisor, Anette Hamerslag (lic.), *Om barns deltagande och delaktighet vid projektarbete på en förskola med inspiration från Reggio Emilia* (On children's participation and involvement in project work in a preschool inspired by Reggio Emilia), 2011-April 19, 2013

Visiting scholar

Visiting PhD, University of California Los Angeles (UCLA), Center for Language, Interaction and Culture (CLIC), 2006-2007

Expert commissions

- *Swedish Institute for Educational Research*, Member of Skolforskningsnämnden, 2024-
- *Swedish Research Council*, Member of the Committee for the Educational Sciences, 2022-ongoing, Vice chair 2025-
- *Swedish Research Council*, Vice chair of the review panel for the educational sciences, Learning and teaching UV-2, 2021
- *Swedish Research Council*, Member of the review panel for the educational sciences, Learning and communication UV-2, 2019-2020

- *Swedish Research Council*, Member of the review panel for grants for recruiting international visiting researchers to Sweden, 2026-
- *Research Council of Finland*, Member of the review panel for the assessment of applications for Academy Project Funding and Academy Research Fellowships, 2026
- Review for scientific projects, *Democracy and Higher Education*, Uppsala University, 2024-2025
- Review for scientific project, *University of Applied Sciences and Arts*, Western Switzerland, 2013.
- *Utredning av förutsättningar för att inrätta ytterligare ett forskarutbildningsämne inom området utbildningsvetenskap på Mälardalens universitet* (Investigating the conditions for establishing another postgraduate subject in the field of the Educational Sciences at Mälardalen University), Mälardalen University, Ärendenummer 2024/0912, 2024
- *Uppsala universitetspedagogiska stöd – framtida utformning och organisation* (Uppsala University organization for Academic Teaching and Learning – future organization), Uppsala University, Dnr 2021/2253, Lead investigator, 2021-2022

Peer review for journals

I have conducted reviews for the following national and international journals: Barn; Economic and Industrial Democracy; EDUCARE; Journal of Pragmatics; Learning, Culture and Social Interaction; Classroom Discourse; Research on Language and Social Interaction; Research on Children and Social Interaction; Vocations and Learning; Scandinavian Journal of Educational Research; Linguistics and Education; Text & Talk; Social Interaction: Videobased Studies in Human Sociality; Journal of Applied Language Studies (APPLES); Computers & Education; Learning, Media and Technology; Frontiers of Learning Research; Children's Geographies; Instructional Science; European Early Childhood Education Research Journal; Högre utbildning; Nordisk tidsskrift for pedagogikk og kritikk; Journal of Human-Computer Interaction

External expert – promotions and employments

Regarding an application to be promoted to Docent in Education, Department of Behavioural Sciences and Learning, Linköping University, 2023

Regarding the recruitment of an Assistant Professor (biträdande universitetslektorat) in Pedagogic Practice, Department of Behavioural Sciences and Learning, Linköping University, 2023

Reviewer of applications for financed doctoral positions, Åbo Akademi University, Finland, 2021

Part of the expert committee for recruitment of a "Försteamanuensis i anvendt språkvitenskap" (tenure track position toward Associate Professor in Applied Linguistics) with a focus on professional and institutional communication, The Department of Language and Literature, Norwegian University of Science and Technology, NTNU, 2017).

Faculty 'opponent' – External reviewer

- Verneri Valasmo, *Powerful participants: Smartphones and videoconferencing in the enactment of student participation in classrooms*. Doctoral degree in Education. Department of Education, Åbo Akademi University, Finland, October 10, 2025
- Jessica Douglah, *Dans, mobilitet, multimodalitet. En interaktionell studie av lärandesituationer I showdansklasser* (Dance. Mobility, multimodality. An interactional study of learning situations in show dance classes). Doctoral degree in Scandinavian Languages. Department of Swedish Language and Multilingualism, Stockholm University, June 10, 2021

- Charlott Sellgren, *Training to become a master mariner in a simulator-based environment*. Doctoral degree in Education. Department of Education, Communication and Learning, University of Gothenburg, January 19, 2018
- Virginie Degoumois, *L'expressions d'opinions personnelles dans les interactions en classe : (dis)continuités dans la gestion des positionnements épistémiques entre l'école obligatoire et post-obligatoire*, PhD in Applied linguistics. Université de Neuchâtel, June 29, 2017
- Sara Dalgren, *Förskolans pedagogiska praktik som interaktion. En studie av vardagliga förskoleaktiviteter* (Preschool pedagogical practice as interaction. A study of everyday preschool activities). Licentiate degree in Pedagogic Practices. Department of Social and Welfare Studies. Linköping University, Campus Norrköping, June 5, 2014

Member of examining committees

- Adrian Rexgren, *Crossroads between translation pedagogy, translanguaging, and 21st century education in digital environments*, Department of Education, Stockholm University, June 8, 2026.
- Marwa Amri, *Doing project work in the L2 classroom: The interactional accomplishments of tasks, between-desk encounters and post-presentation discussions*, Department of Social Sciences and Humanities, Mälardalen University, May 29, 2026.
- Anja Rydén Gramner, Cold heart, warm heart. On fiction, interaction, and emotion in medical education, Department of Behavioural Sciences and Learning, Linköping University, April 29, 2022
- Leo Berglund, Kritiskt tänkande som utbildningsmål. Från modernistisk filosofi till policy för högre utbildning, Department of Education, Uppsala University, September 10, 2021
- Kristina Walldén Hillström, I samspel med digitala medier. Förskolebarns deltagande i multimodala literacypraktiker, Department of Education, Uppsala University, June 5, 2020
- Malva Kvist Holm, Responses to children's crying: Emotion socialization in a Swedish preschool, Tema Barn, Linköping university, May 29, 2020
- Stefan Norrthon, Teaterrepetitionens interaktion. Professionella praktiker i ett repetitionsarbete från manus till föreställning. Department of Swedish Language and Multilingualism, Stockholm University, April 17, 2020 (substitute)
- Judit Novak, Juridification of Educational Spheres. The case of Swedish school inspection, PhD in Education, Uppsala university, February 2, 2018
- Petra Petersen, Appar och agency. Barns interaktion med pekplattor, PhLic in Education, Uppsala university, September, 2015
- Susanne Lundesjö-Kvart, Ridlärares pedagogiska praktik—en verksamhetsteoretisk studie, PhLic in Education, Uppsala University, June, 2013
- Per Norlin, Bilderboksstunden i förskolan. Småflodhästarna och Kenta möter Piraten och Spenaten. PhLic in Curriculum studies, Uppsala University, March 20, 2013

Expert commentator on dissertations-in-progress

I have been an expert commentator on a number of dissertation-in-progress seminars at different universities: Gothenburg University (2009, 2011, 2013, 2016, 2022), Stockholm University (2010), Uppsala University (2011), Linköping University (2015), Karlstad University (2012, 2014, 2024), Södertörn University (2020), Norwegian University of Technology and Science, Trondheim (2022), and Malmö University (2023).

Invited speaker and keynote

- Melander Bowden, Helen (2022). *Children's embodied learning in a preschool: The emergent and contingent co-construction of pedagogical space on-the-move*, LISO-seminar, University of California Santa Barbara, November 18.
- Melander Bowden, Helen (2022). *Interaktionsanalyser av pedagogiska sammanhang och deras (outnyttjade) kritiska potential*, IPL conference "Critical social research and knowledge production", NTNU, September 22.
- Melander Bowden, Helen (2022). *Emergent collaborative writing. Composition, creativity, materiality*. Webinar on interaction research. Department of Teacher education, University of Jyväskylä, August 24.
- Melander Bowden, Helen (2019). *Reflections on the interactional organization of knowing and learning in situated activities*. Workshop "Researching learning in everyday practices. NTNU, Trondheim, May 22.
- Melander Bowden, Helen (2019). *The epistemics of help-seeking in student-tutor interactions*. Symposium "Working up – and working with – video data in EMCA today and tomorrow …", KTH, Stockholm, March 4.
- Melander Bowden, Helen (2018). *Learning in interaction in 'authentic' situations*. Keynote speaker at EARLI SIG 14 Learning and Professional Development, Conference theme: Interaction, Learning and Professional Development, Université de Genève, Sep. 12-14.
- Melander, Helen (2017). *Knowing and learning in interaction*. Keynote speaker at OFTI 35: Interaktion i formella och informella lärandesammanhang, Karlstad universitet, Sep. 21-22.
- Melander, Helen (2017). *The art of recording-perceiving-(re)presenting as situated practice*. Doing data: Doing Analysis. Workshop at NTNU, Trondheim Nov. 30-Dec. 1.
- Melander, Helen (2017). *Multimodal engagements and peer learning in children's media literacy practices*. Keynote speaker at Symposium Conversation analysis as a tool for professional practice, Tönsberg, April 20.

Scientific committee, international conferences

- Swiss Association of Applied Linguistics (VALS-ASLA), University of Neuchâtel, February 12-14, 2020.
- Interaction, Learning and Professional Development (EARLI SIG 14), University of Geneva, September 12-14, 2018.
- Interactional Competences and Practices in a Second Language (ICOP-L2), University of Neuchâtel, Switzerland, January 18-20, 2017.
- Nordic Interdisciplinary Conference on Discourse and Interaction (NORDISCO) 2016, University of Oslo, November 23-25, 2016.
- Interactional Competences in Institutional Practices (ICIP) 2014 University of Neuchâtel, University of Genève, University of Fribourg, Haute École de Santé ARC, September 21-22, 2014.

PUBLICATIONS

Peer-reviewed articles

Tegler, Helena; Melander Bowden, Helen; Skovholt, Karianne & Sikveland, Rein Ove (2025) The effectiveness of the Conversation Analytic Role-Play Method (CARM) on teachers' and classroom assistants' self-efficacy and interactional awareness: Identifying and responding to aided-speaking students' questions in whole class interaction. *Teaching and Teacher Education*.

Evaldsson, Ann-Carita & Melander Bowden, Helen (2024, online first). "Someone has taken all my tiaras" Preadolescent girls' emotional engagements with controversial online behaviors. *Learning, Media and Technology*. doi.org/10.1080/17439884.2024.2354701

Aarsand, Pål & Melander Bowden, Helen (2024). Mobile phones and moral order. Children's appropriation of and accounting for digital media rules in schools. *Childhood 31*(2), 230-246. doi.org/10.1177/09075682241246386

Melander Bowden, Helen (2024, online first). The many forms and functions of touch in educational settings: Shared attention and appropriate engagement. *Learning, Culture and Social Interaction*, special issue edited by Asta Cekaite and Vivien Heller: Uses of interpersonal touch in educational settings: organizing social relations, participation, and learning. doi.org/10.1016/j.lcsi.2024.100808

Tegler, Helena & Melander Bowden, Helen (2024, online first). Aided-speaking students' unsolicited questions in teacher-fronted talk. The use of speech-generating devices to ask questions. *Classroom Discourse*. doi.org/10.1080/19463014.2024.2322597

Stein, Fabiola & Melander Bowden, Helen (2024, online first). Disclaiming knowledge to encourage participation in research group meetings. *Discourse Studies 26*(6), 799-821. doi.org/10.1177/14614456241252598

Melander Bowden, Helen (2024). Barns berättelser om spel i kamratgruppen. *Pedagogisk forskning i Sverige 28* (4), 38-63. doi.org/10.15626/pfs28.04.02

Abreu Fernandes, Olga & Melander Bowden, Helen (2022). Designedly incomplete utterances as prompts for co-narration in home literacy events with young multilingual children. *Linguistics and Education 71*, 1-15. doi.org/10.1016/j.linged.2022.101089

Melander Bowden, Helen & Gustafson, Katarina (2022). Embodied spatial learning in the mobile preschool: The socio-spatial organization of meals as an interactional achievement. *Children's Geographies 20*(2), 234-250. doi.org/10.1080/14733285.2021.1936454

Norén, Niklas; Melander Bowden, Helen & Evaldsson, Ann-Carita (2022). Young students' treatment of synthetic voicing as an interactional resource in digital writing. *Classroom Discourse 13* (3), 241-263. doi.org/10.1080/19463014.2020.1814367

Lundesjö Kvart, Susanne & Melander Bowden, Helen (2022). Instructing equestrian feel: on the art of teaching embodied knowledge. *Scandinavian Journal of Educational Research 66* (2), 290-305. doi.org/10.1080/00313831.2020.1869076

Svahn, Johanna & Melander Bowden, Helen (2021). Interactional and epistemic challenges in students' help-seeking in sessions of mathematical homework support: Presenting the problem. *Classroom Discourse 12* (3), 193-213. doi: 10.1080/19463014.2019.1686998

Forsberg, Eva; Karlsson, Marie; Melander Bowden, Helen; Mikhaylova, Tatiana; Hallsén, Stina & Svahn, Johanna (2021). Läxhjälp as shadow education in Sweden: The logic of equality in "a school for all". *ECNU Review of Education 4* (3), 494-519. doi.org/10.1177/2096531120966334

Melander Bowden, Helen & Svahn, Johanna (2020). Collaborative work on an online platform in the context of video-mediated homework support. (Special issue) *Social Interaction. Video-Based Studies of Human Sociality 3* (3). doi.org/10.7146/si.v3i3.122600

Evaldsson, Ann-Carita & Melander, Helen (2020). Co-constructing a child as disorderly: Moral character work in accounts of upsetting experiences. (Special issue "The moral character of

emotion work in adult-child interactions") *Text & Talk 40* (5), 599-622. doi.org/10.1515/text-2020-2079.

Gabriella Gejard & Melander Bowden, Helen (2020). Mathematizing in preschool: Children's participation in mathematical discourse. In Thiel, Oliver & Perry, Bob (eds.), *Innovative approaches in early childhood mathematics* (xx-xx). London: Routledge. (reprint of Gejard & Melander, 2018).

Melander Bowden, Helen & Aarsand, Pål (2020). Designing and assessing digital games in a classroom: an emerging culture of critique. *Learning, Media and Technology 45* (4), 376-394. doi: 10.1080/17439884.2020.1727500

Melander Bowden, Helen & Sandlund, Erica (2019). Knowledge talk in performance appraisal interviews. *Learning, Culture and Social Interaction* 21, 278-292. doi:10.1016/j.lcsi.2019.03.012.

Melander Bowden, Helen (2019). Problem-solving in collaborative game design practices: Epistemic stance, affect, and engagement. *Learning, Media and Technology* 44(2), 124-143. doi: 10.1080/17439884.2018.1563106

Gejard, Gabriella & Melander, Helen (2018). Mathematizing in preschool: Children's participation in geometrical discourse. *European Early Childhood Education Research Journal* 26(4), 495-511. doi:10.1080/1350293X.2018.1487143 (Special issue "Innovative approaches in early childhood mathematics")

Danby, Susan; Evaldsson, Ann-Carita; Melander Helen & Aarsand, Pål (2018). Situated collaboration and problem solving in young children's digital game play. *British Journal of Educational Technology* 49(5), 959-972. doi:10.1111/bjet.12636 (Special issue "Digital devices, internet enabled toys and digital games")

Rauniomaa, Mirkka; Haddington, Pentti; Melander, Helen; Gazin, Anne-Danièle; Broth, Mathias; Cromdal, Jacob; Levin, Lena & McIlvenny, Paul (2018). Parsing tasks for the mobile novice in real time: Orientation to the learner's actions and to spatial and temporal constraints in instructing-on-the-move. *Journal of Pragmatics* 128, 30-52.

Levin, Lena, Broth, Mathias; Cromdal, Jakob; Gazin, Ann-Danièle; Haddington, Pentti, McIlvenny, Paul, Melander, Helen & Rauniomaa, Mirkka (2017). Unpacking corrections in mobile instruction: Error-occasioned learning opportunities in driving, cycling and aviation training. *Linguistics and Education* 38, 11-23.

Evaldsson, Ann-Carita & Melander, Helen (2017). Managing disruptive student conduct: Negative emotions and accountability in reproach-response sequences. *Linguistics and Education* 37, 73-86.

Aarsand, Pål & Melander, Helen (2016). Appropriation through guided participation: Media literacy activities in children's everyday lives. *Discourse, Context and Media* 12, 20-31.

Melander, Helen (2013). Att lära av varandra. Om social mediering i en kamratgrupp. *Pedagogisk forskning i Sverige* 18, 1-2, 62-86.

Melander, Helen (2012). Transformations of knowledge within a peer group. Knowing and learning in interaction. *Learning, Culture and Social Interaction* 1, 232-248.

Melander, Helen (2012). Knowing how to play the game of jump rope. Participation and stancetaking in a material environment. *Journal of Pragmatics* 44, 1434-1456.

Melander, Helen & Sahlström, Fritjof (2009). Learning to fly – The progressive development of situation awareness. *Scandinavian Journal of Educational Research* 53(2), 151-166.

Melander, Helen & Sahlström, Fritjof (2009). In tow of the blue whale – Learning as changes in topic orientation. *Journal of Pragmatics* 41, 1519-1537.

Monograph

Melander, Helen (2009). *Trajectories of Learning. Embodied Interaction in Change*. Uppsala Studies in Education No 124. Uppsala: Acta Universitatis Upsaliensis (diss.).

Review articles, book chapters, books

Melander Bowden, Helen & Aarsand, Pål (2026). Embodied performance in gameplay narratives. In A. Cekaite; H. Melander Bowden & U. Mellström (eds.). *The social drama of everyday life. A festschrift for Ann-Carita Evaldsson*. Uppsala Studies in Education No 150 (63-76). Uppsala: Acta universitatis upsaliensis.

Cekaite, Asta; Melander Bowden, Helen & Mellström, Ulf (eds.) (2026). *The social drama of everyday life. A festschrift for Ann-Carita Evaldsson*. Uppsala Studies in Education No 150. Uppsala: Acta universitatis upsaliensis.

Stein, Fabiola; Melander Bowden, Helen & Svahn, Johanna (2026). Situated apprenticeship in the research lab: collaborative and epistemic dimensions of discovery work. In Filliettaz, Laurent et al. (eds.) *Interactional competences in work and training contexts.* Springer.

Melander Bowden, Helen & Evaldsson, Ann-Carita (2020). *Pedagogik: Lära tillsammans* [Education: Learning together]. In Broth, Mathias & Keevallik, Leelo (eds.), Agera tillsammans – multimodal interaktionsanalys (321-338). Lund: Studentlitteratur.

Forsberg, Eva; Mikhaylova, Tatiana; Hallsén, Stina & Melander Bowden, Helen (2019). Supplementary tutoring in Sweden and Russia: a safety net weaved of numbers. In Elde Mølstad, C. & Petterson, Daniel (eds.), *New practices of comparison, quantification and expertise in education. Conducting empirically based research* (207-229). London: Routledge.

Aarsand, Pål & Melander Bowden, Helen (2019). Digital literacy practices in children's everyday life. Participating in on-screen and off-screen activities. In Erstad, Ola; Flewitt, Rosie; Kümmerling-Meibauer, Bettina & Peres Pereira, Iris Susana (eds.), *The Routledge Handbook of Digital Literacies in Early Childhood* (377-390). London: Routledge.

Melander, Helen (2018). *Multiple perspectives on the same event: Professional vision, tactility and embodied feeling.* In Favareau, D. (Ed.), Festschrift for professor Charles Goodwin (pp. 280-286). Tartu: University of Tartu Press.

Melander, Helen (2017). *Becoming a good nurse. Social norms of conduct and the management of interpersonal relations.* In S. Pekarek Doehler, A. Bangerter, G. de Weck, L. Filliettaz, E. González-Martínez & C. Petitjean (eds.), Interactional competences in institutional settings. From school to the workplace (171-196). London: Palgrave Macmillan.

Melander, Helen & Aarsand, Pål (2017). Practices of remembering: *Organizing math activities in a first grade classroom*. I Per Linell, Åsa Mäkitalo & Roger Säljö (eds.), Memory practices and learning: Interactional, institutional and sociocultural perspectives. (187-211). IAP publishers.

Sahlström, Fritjof & Melander, Helen (2015). *Laering i et samtalsanalytiskt perspektiv*. In Mikael Jensen (Ed.) Laeringens fundamenter – teorier og perspektiv. Århus: Klim. (translation to Danish of Sahlström, F. & Melander, H., 2011).

Aarsand, Pål; Melander, Helen & Evaldsson, Ann-Carita (2013). *Om media literacypraktiker i barns vardagsliv* [On media literacy practices in children's everyday life]. In Sangeeta Bagga-Gupta, Caroline Liberg, Ann-Carita Evaldsson & Roger Säljö (eds.), Literacypraktiker i och utanför skolan (41-63). Stockholm: Gleerups förlag.

Melander, Helen & Sahlström, Fritjof (2011). *Process eller produkt? Om samtalsanalysens möjligheter att studera lärande i interaktion* [Process or product? On the possibilites of studying learning in interaction with conversation analysis]. I Roger Säljö (red.) Lärande och minnande som sociala praktiker (287-316). Stockholm: Norstedts Akademiska förlag.

Sahlström, Fritjof & Melander, Helen (2011). *Lärande i ett samtalsanalytiskt perspektiv* [Learning from a conversation analytic perspective]. In Mikael Jensen (Ed.) Lärandets grunder – teorier och perspektiv (185-202). Lund: Studentlitteratur.

Melander, Helen & Sahlström, Fritjof (2010). *Lärande och interaktion* [Learning in interaction]. Stockholm: Liber.

Karlsson, Marie; Melander, Helen; Pérez Prieto, Héctor & Sahlström, Fritjof (2006). *Förskoleklassen – ett tionde skolår?* [The preschool class – a tenth schoolyear?] Stockholm: Liber.

Other texts

Gustafson, Katarina & Melander, Helen (2018). *Berättelser om måltider i en mobil förskola*. [Narratives about lunchmeals in a mobile preschool] (pp. 19-36). Vänbok Héctor Perez Prieto. Karlstad: Karlstad University Studies 2018:3.

Peer-reviewed conference contributions

Melander Bowden, Helen (2026). *Den interaktionella organiseringen av mobiltelefonvisningar i ungdomars vardagliga samtal*. Området för forskning om tal och interaktion, OFTI, Linköpings universitet, 17-18 september.

Tegler, Helena & Melander Bowden, Helen (2026). *Lärares och elevassistenters epistemiska handlingar som resurser för att positionera elever med omfattande funktionsnedsättning som tänkande och kompetenta*. Området för forskning om tal och interaktion, OFTI, Linköpings universitet, 17-18 september.

Tegler, Helena & Melander Bowden, Helen (2025). *Unsolicited questions by students with speaking-aids in teacher-led classrooms*. Atypical interaction conference, Linköping University, Sweden, June 10-12.

Melander Bowden, Helen (2024). *Composing a blog post: Emergent collaborative writing on a digital device*. Panel Literacy events as interactional encounters in ECEC and primary school. Panel organizers: Sara Routarinne, Riitta Juvonen & Helen Melander Bowden. NERA, Malmö University, March 6-8.

Norén, Niklas & Melander Bowden, Helen (2024). *Synthetic speech as an unreliable resource in students' collaborative writing on tablets*. Panel Literacy events as interactional encounters in ECEC and primary school. Panel organizers: Sara Routarinne, Riitta Juvonen & Helen Melander Bowden. NERA, Malmö, March 6-8.

Stein, Fabiola & Melander Bowden, Helen (2022). *Epistemic disclaimers in research group meetings: managing expertise and epistemic stances for joint knowledge construction*. DMCA (Digital Meeting for Conversation Analysis), October 31-November 4.

Sandlund, Erica & Melander Bowden, Helen (2022). *Sequential organization of assessments at junctures of praise and critical feedback in performance appraisal interviews*, ALAPP, September 15-17, University of Jyväskylä, Finland.

Stein, Fabiola; Melander Bowden, Helen & Svahn, Johanna (2022). *Epistemic challenges in hands-on apprenticeship: Construction of knowledge and skilled practitioners in scientific laboratory research*, ALAPP, September 15-17, University of Jyväskylä, Finland.

Stein, Fabiola & Melander Bowden, Helen (2021). *Epistemic relations in scientific encounters: claiming and attributing expertise or ignorance in knowledge construction activities*. NORDISCO, November 17-19, Uppsala University, Sweden.

Aarsand, Pål & Melander Bowden, Helen (2021). *Children talk about mobile phones: negotiating norms and rules at school*. NORDISCO, November 17-19, Uppsala University, Sweden.

Melander Bowden, Helen (2020). *Emergent collaborative writing on an iPad: composition, creativity, and materiality*. VALS-ASLA Applied Linguistics in the Digital Age, February 12-14, Neuchâtel, Switzerland.

Melander Bowden, Helen (2019). *Learning to 'speak': explorations of interactional change during a trainee journalist's internship*. Panel Longitudinal CA: Documenting change in interactional practices over time. Panel organizers: Arnulf Deppermann and Simona Pekarek Doehler. IIEMCA, July 2-5, Mannheim, Germany.

Gustafson, Katarina & Melander Bowden, Helen (2019). *Making space for meals in a mobile preschool*. Nordic Educational Research Association (NERA), March 6-8, Uppsala, Sweden.

Karlsson, Marie, Melander Bowden, Helen & Svahn, Johanna (2019). *Homework support as supplementary tutoring. Teaching, learning, and identities*. Nordic Educational Research Association (NERA), March 6-8, Uppsala, Sweden.

Evaldsson, Ann-Carita & Melander Bowden, Helen (2018). *The emotionality of character loss: Children's collaborative problemsolving on social networks*. NORDISCO, November 21-23, Aarhus University, Denmark.

Risberg, Jonas; Melander Bowden, Helen & Sandlund, Erica (2018). *The ordinariness of a trainee journalist's 45'' report in Sports Television*. NORDISCO, November 21-23, Aarhus University, Denmark.

Melander, Helen (2018). *Multimodal engagements, problem-solving strategies, and peer learning in children's media literacy practices*. Panel Analyzing change in interactional practices within different learning environments and time scales. Organizers: Helen Melander, Simona Pekarek Doehler (Université de Neuchâtel) & Johannes Wagner (Syddansk universitet). ICCA International Conference on Conversation Analysis, July 11-15, University of Loughborough, UK.

Sandlund, Erica; Melander, Helen; Asmuss, Birte; Lehtinen, Esa & Mikkola, Piia (2018). *Displaying competence through third party complaints in performance appraisal interviews*. ICCA International Conference on Conversation Analysis, July 11-15, University of Loughborough, UK.

Evaldsson, Ann-Carita & Melander, Helen (2017). *The emotionality of character loss. Problem-solving through affectivity and co-narration in children's social networking*. International Pragmatics Conference (IPrA), July 16-21, Belfast, Northern Ireland.

Evaldsson, Ann-Carita & Melander, Helen (2017). *The emotionality of blaming. Escalated moral character work and negative affect in problems-telling among children and teachers*. Intersubjectivity in Action (IIA), May 11-13, Helsinki University, Helsinki, Finland.

Melander, Helen & Sandlund, Erica (2016). *'Knowledge talk' in performance appraisal interviews: Situated management of organizational learning*. NORDISCO, November 23-25, Oslo and Akershus University College of Applied Sciences, Oslo, Norway.

Evaldsson, Ann-Carita & Melander, Helen (2016). The emotionality of blaming. Moral character work and negative affect in telling and retelling problems in teacher-child interactions. NORDISCO, November 23-25, Oslo and Akershus University College of Applied Sciences, Oslo, Norway.

Gejard, Gabriella & Melander, Helen (2016). *Mathematizing in preschool children's everyday block play interaction*. NORDISCO, November 23-25, Oslo and Akershus University College of Applied Sciences, Oslo, Norway.

van der Burgt, Danielle; Gustafson, Katarina & Melander, Helen (2016). *Mobility, informal learning and citizenship in the mobile preschool*. American Association of Geographers (AAG) Annual Meeting, March 29-April 2, San Francisco, US.

Melander, Helen (2014). *Bodies and objects in transformation. Nursing students learning insertion techniques for intravenous cannulation*. ALAPP International conference, Applied Linguistics and Professional Practice, September 10-12, Université de Genève, Switzerland.

Melander, Helen (2014). *Authenticity in simulated action. Nursing students learning insertion techniques for intravenous cannulation*. ICCA International Conference on Conversation Analysis, June 25-29, UCLA, Los Angeles, US.

Evaldsson, Ann-Carita & Melander, Helen (2014). *Managing disruptive classroom conduct: Embodied affective stances and participation in the doing of classroom accountability*, LISO (Language and Social Interaction), Santa Barbara, UCSB. February, 2014

Evaldsson, Ann-Carita & Melander, Helen (2013). *Affective stances and accountability. Managing disruptive conduct and challenging teacher authority in a SEN classroom*. IPrA, September 8-13, New Delhi, India.

Evaldsson, Ann-Carita & Melander, Helen (2012). *Accounting for disruptive classroom conduct. Affective stances and accountability in remedial exchanges within a special teaching group*. NORDISCO, November 21-23, Linköping University, Sweden.

Aarsand, Pål; Melander, Helen & Evaldsson, Ann-Carita (2012). *Media literacy practices in children's everyday life*. Symposium on Literacy and Didactics. September 18-21, ECER (European Conference on Educational Research), Cádiz, Spain.

Melander, Helen (2012). *Transformations of knowledge within epistemic ecologies. Knowing and learning in interaction*, March 21-23, DCC (Discourse, communication, conversation) conference, Loughborough, UK.

Melander, Helen & Sahlström, Fritjof (2011). *Embodied epistemic claims in educational settings,* August 30 – September 2, EARLI, Exeter, UK.

Melander, Helen & Sahlström, Fritjof (2011). *Non-verbal epistemic claims in educational settings,* July 3-8, IPrA, Manchester UK.

Melander, Helen (2011). *"I'm being taught by Birgitta now" Materializations and transformations of knowledge in an epistemic ecology*. Children Socializing Children, Tema Barn, April 5, Linköping, Sweden.

Melander, Helen (2010). *Learning as Situated Cognition in Change*. OFTI, Områdesgruppen för forskning om tal och interaktion, 28, September 16-17, Linköping, Sweden.

Melander, Helen & Sahlström, Fritjof (2010). *Epistemic stance in explanations in learning situations*. ICCA, International Conference on Conversation Analysis, July 4-8, Mannheim, Germany.

Sahlström, Fritjof & Melander, Helen (2010). *Longitudinal by default? On the trajectorial orientation of learning situations*. ICCA, International Conference on Conversation Analysis, July 4-8, Mannheim, Germany.

Melander, Helen (2010). *Trajectories of Learning. Embodied Interaction in Change*. Nordic Educational Research Association (NERA) conference, March 11-13, Malmö, Sweden.

Melander, Helen (2008). *Learning to Fly – Co-constructing a Flight Manoeuvre on the Ground and in the Air*. Title of Symposium: Contexts, transfer and extra-situational sequentiality: Longitudinal micro-analyses of learning and identity. Annual Meeting of the American Educational Research Association (AERA), March 24-28, New York, USA.

Melander, Helen & Sahlström, Fritjof (2008). *Content Orientation as Constitutive of Sequential Changes in Interaction*. Nordic Educational Research Association (NERA) conference, March 6-8, Copenhagen, Denmark.

Martin, Cathrin & Melander, Helen (2008). *Embodied Remembering and Learning as Interaction*. Nordic Educational Research Association (NERA) conference, March 6-8, Copenhagen, Denmark.

Sahlström, Fritjof, Melander, Helen & Sundblad, Mette (2008). *"I think I get it." Doing Learning, Knowing, and Remembering: Epistemic Stance Changes in Educational Interaction*. Nordic Educational Research Association (NERA) conference, March 6-8, Copenhagen, Denmark.

Melander, Helen & Sahlström, Fritjof (2006). *In Tow of the Blue Whale – Tracing Learning as Changes in Content Orientation*. International Conference on Conversation Analysis (ICCA), May 10-14, Helsinki, Finland.

Melander, Helen (2006). *Learning in Interaction*. Nordic Educational Research Association (NERA) conference, March 9-11, Örebro, Sweden.

Melander, Helen (2005). *The Constitution of a Social Practice of Reading. A Starting Point for the Analysis of Learning as Changes in Participation*, Poster presented at JURE (Junior Researchers of Earli), August 22-23, Nicosia, Cyprus.

Melander, Helen & Sahlström, Fritjof (2005). *The Constitution of a Social Practice of Reading. A Starting Point for the Analysis of Learning as Changes in Participation*, Childhoods 2005, June 26 – July 3, Oslo, Norway.

Lectures - installations

Melander Bowden, Helen (2021). *Lära tillsammans. Om interaktion i pedagogiska sammanhang*. [Learning together. On interaction in educational contexts] Professor of Education, November 15, Uppsala University

Melander, Helen (2017). *Interaktion i pedagogiska sammanhang. Kunskap, lärande och affekt.* [Interaction in educational contexts. Knowledge, learning and affect] Associate Professor in Education, May 5, Faculty of the Educational Sciences, Uppsala university

Popular science presentations

Karlsson, Marie and Melander Bowden, Helen (2019). *Läxhjälp som skuggutbildning. Bilder från ett forskningsprojekt.* Presentation för Röda korsets läxhjälpare. April, 25, Uppsala.

Melander, Helen (2010). *Mänskligt samspel i lärandeprocesser och ett utmanat kunskapsbegrepp.* Invited Speaker. Vuxenutbildningskonferensen, March 15-16, Stockholm, Sweden.

Melander, Helen (2008). *Lära tillsammans – ett teoretiskt perspektiv på lärande som socialt fenomen.* Invited Speaker. Förskolebiennalen, October 20-21, Norrköping.

Melander, Helen (2008). *Interaktiva konstruktioner av lärande i situerade praktiker.* Utbildningsvetenskapliga rådets forskningsdag, May 14, Uppsala.