Johan Lundin

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BIOGRAPHY

English:

Dr. Johan Lundin was born in Göteborg, Sweden in 1975. He is married to Mona Lundin, and they have three children. Since 2018, he is full professor in Informatics at the department of applied IT, faculty of IT at University of Gothenburg. He holds a MSc in informatics (2000) and a Ph.D. in informatics (2005) from University of Gothenburg, Sweden. in 2012 Lundin was appointed associate professor in applied IT, at University of Gothenburg. In 2018 Johan was promoted to full professor in Informatics, with orientation towards learning, at the University of Gothenburg.

Johan is interested in how information technology changes the conditions and possibilities for learning and knowing. He explore the technology in action, conducting empirical and design oriented studies concerned with the analysis of how IT feature in social action and interaction. He researches the use of IT in educational practices, IT support for competence management at workplaces, and conduct design oriented research developing IT for learning and education. In particular he is interested in the use of mobile IT. His research have been conducted in close cooperation with several private and public organizations.

Johan has been engaged in teaching and supervision on bachelor, masters and research level since 2001. He has supervised bachelor, masters and PhDs theses. He regularly gives lectures to both academia and practitioners on his research.

In 2007 Johan was appointed as one of the members in the Linneaus Center for Research on Learning, Interaction, and Mediated Communication in Contemporary Society (LinCS) funded by the Swedish Research Council.

In 2008 Johan was asked to be part of coordinating a new university wide initiative on interactive learning - using IT and pedagogical methods to explore and enhance the possibilities for learning at University of Gothenburg.

In 2011 Johan was appointed head of the division of Learning, communication and IT at the department of applied IT.

In 2011 Johan was appointed as a board member of the teacher education board at University of Gothenburg.

In 2012 Johan was promoted to Associate Professor in applied information technology at University of Gothenburg.

In 2014 Johan was appointed as the project manager for the University of Gothenburg part of the collaborative project DigitaL - Learning in a digitalised region. A university cooperation research project between Univ. of Gothenburg and University West.

In 2016 Johan was appointed as a board member of the scientific board for the center for educational research and research on teaching.

In 2018 Johan was elected chairman of the board for the national graduate research school on the digitalisation of education - GRADE.

In 2018 Johan was promoted to Full Professor in Informatics with orientation towards learning at University of Gothenburg, Sweden.

In 2018 Johan was appointed as vice head of department with special responsibility for research and PhD education, at the department of Applied IT, University of Gothenburg

In 2018 Johan was appointed Guest Professor at University West, Trollhättan, Sweden.

In 2020 Johan was elected chairman of the board for the national research network GRADE, organising the three national graduate schools, (GRADE, UPGRADE and LIKED).

In 2022 Johan was appointed to the committee for Educational Sciences at the Swedish Research Council.

Swedish:

Johan Lundin föddes i Göteborg 1975, han är gift med Mona Lundin och tillsammans har de tre barn. Han arbetar som Professor vid institutionen för tillämpad IT, IT-fakulteten vid Göteborgs universitet (GU), och som gästprofessor på Högskolan Väst (HV). Johan har en MSc i Informatik (2000) och en PhD i Informatik (2005) från GU. 2012 antogs Johan som docent i tillämpad IT. 2018 befordrades Johan till professor i informatik med inriktning mot lärande vid Göteborgs universitet.

Johans forskningsintressen rör hur informationsteknik förändrar förutsättningar för lärande och kompetent agerande och hur IT kan nyttjas för att utveckla verksamheter med avseende på lärande och kompetent agerande. I synnerhet berör intresset mobil teknik, och hur denna påverkar och brukas i vardag och arbetsliv. Forskningen har bedrivits i, eller i nära samarbete med näringsliv, offentliga organisationer och skolan.

2007 blev Johan en av de seniora medlemmarna i forskningsmiljön "Lärande, interaktion och medierad kommunikation i det moderna samhället", LinCS, vid Göteborgs universitet, som finansieras av vetenskapsrådet.

2008-2010 koordinerade Johan utvecklingsarbetet i den universitetsgemensamma satsningen på pedagogisk utveckling och interaktivt lärande vid Göteborgs universitet.

2010 fick Johan uppdraget som områdesansvarig för Lärande och IT, vid institutionen för tillämpad IT.

2011 utsågs Johan till avdelningschef för avdelningen Lärande, kommunikation och IT vid institutionen för tillämpad IT.

2011 utsågs Johan till ledamot i Lärarutbildningsnämden vid Göteborgs universitet.

2012 antogs Johan som oavlönad docent i tillämpad informationsteknologi vid Göteborgs universitet.

2015 utsågs Johan till projektledare för Göteborgs universitets deltagande i samarbetsprojektet DigitaL - Lärande i en digitaliserad region. Projektet är ett samarbete mellan Göteborgs universitet och Högskolan Väst och koordinerar forskning inom området för närmare 40 forskare och doktorander.

2016 utsågs Johan till ledamot i det vetenskapliga rådet för Centrum för utbildningsvetenskap och lärarforskning (CUL)

2018 utsågs Johan till ordförande för styrelsen för nationella forskarskolan GRADE - med fokus på skolans digitalisering

2018 befordrades Johan till Professor i Informatik med inriktning mot lärande vid Göteborgs universitet

2018 utsågs Johan till vice-prefekt för forskning och forskarutbildning vid institutionen för tillämpad IT, Göteborgs Universitet

2018 utsågs Johan till gästprofessor i Informatik vid Högskolan Väst, Trollhättan

2018 utsågs Johan till ordförande för styrelsen för nationella forskarskolan UP-GRADE - med fokus på lärarutbildningens digitalisering

2020 utsågs Johan till ordförande för det nationella forskningsnätverket GRADE, som organiserar de tre nationella forskarskolorna GRADE, UPGRADE and LIKED.

2022 utsågs Johan till ledamot av Utbildningsvetenskapliga kommittén i Vetenskapsrådet.

DEGREES

2018, *Professor* in Informatics with orientation towards learning. University of Gothenburg, Sweden.

2012. *Docent* in Informatics. University of Gothenburg.

Nov. 2005, *Ph.D*. Informatics University of Gothenburg, Sweden, Supervisors: Prof. Bo Dahlbom and Dr Urban Nuldén. Opponent: Prof. Gerhard Fischer. Grading committee: Associate Prof. Kristin Braa, Prof. Ole Hanseth & Dr. Carsten Sørensen.

Oct. 2000, *MSc*, Informatics, University of Gothenburg, Sweden

LANGUAGES

Fluent in spoken and written Swedish and English.

POSITIONS

Full professor, University of Gothenburg 2018-present
Employed at the Department of Applied IT, University of Gothenburg.

Guest professor, University West 2018-present
Employed at the school of business, economics and IT. University West.

Associate professor, University of Gothenburg 2012-2018
Employed at the Department of Applied IT, University of Gothenburg.

Guest lecturer, University West 2012 - 2014
Employed at the department of business and IT at University West.

Lecturer, University of Gothenburg 2010-2018
Employed at the Department of Applied IT, University of Gothenburg.

Research Project Manager/Post Doc, University West 2008-2011
Employed at the department of business and IT at University West.

Guest Lecturer, University of Gothenburg 2005-2010
Employed at the IT-faculty (the IT-university) at University of Gothenburg.

Assistant researcher, Viktoria Institute April 2000-April 2005
www.viktoria.se, A research institute co-owned by University of Gothenburg and Chalmers University of Technology. Johan worked in collaboration with, and supervised by Dr Urban Nuldén who also acted as supervisor on his thesis work.

APPOINTMENTS, AWARDS & ACTIVITIES

Member of the committee for Educational Sciences, Swedish research council 2022 - present
The Swedish Research Council's Committee for Educational Sciences supports research and post-doctoral education of the highest scientific quality of relevance to educational sciences. The Committee consists of eleven active researchers representing different scientific disciplines of relevance to research in the educational sciences.

Vice head of department for research and PhD-education, 2018 - present
Vice head with responsibility for issues concerning research and PhD-education

Chairman of the board for the national research network GRADEresearch organizing the two graduate schools on digitalisation of education and teacher education, GRADE, UPGRADE & LIKED January 2018 - present
The research network organizes PhD-students from nine collaborating universities

Member of the board of the teacher education programme KPU - 2018 - 2019
The programme allows students with a degree in STEM-subjects to take a teaching degree in shorter time

Member of the scientific board for the center for educational research and research on teaching - july 2016 - present
The center manages the university of Gothenburgs largest PhD programme.

Awarded the IT-faculty pedagogical price - 2018
Awarded the price pedagogical achievements for work in developing PhD-supervision and PhD-education

Head of the division for Learning, communication and IT at the department of applied IT - aug 2011 - feb 2021.
In 2011 the department of applied IT was divided in divisions with different focus. I was appointed head of the division for Learning, communication and IT with full responsibilities of staff, finance, planning, etc. During Johan's time as division manager the research oriented division grew from a handful of people to over 20 researchers and PhD-students.

Parental leave aug 2013 - feb 2014

Co-director of the theme: Education, teaching and learning with orientation towards information technology. 2014 - present
The theme is part of the large (60+ students) PhD-school of the centre for education science. The theme collects about 20 PhD-students and seniors.

Member of the board for the teacher training programme at University of Gothenburg - aug 2011- june 2016. (Re-elected in 2013).

The Programme for Teacher Training is the largest programme at University of Gothenburg , with close to 5000 students. The Board of Teacher Education is responsible for the programmes and the education that is conducted within many departments of the university.

Parental leave feb 2011 - sep 2011

Co-director of the Complete Milieu for Learning at the department of applied IT 2010 - 2014
Leading the strategic work concerning research, education and outreach within the area of learning at the department. (with Tom Adawi).

Program manager of the Learning, communication and IT, Masters program 2010 - 2017
Having the responsibility for the development, content and form, as well as management of the program(economy and staffing).

Area manager for Learning and IT 2010 - 2011
In 2010 Johan was appointed area manager for Learning and IT at the department of applied IT.

Coordinator of Interactive Learning 2008 - 2010
Appointed as coordinator of IT-support for learning in University of Gothenburg's new investment on Pedagogical Development and Interactive Learning (PIL). www.pil.gu.se

Member of the LinCS consortium 2007 - present
Appointed as one of the members in the Linneaus Center for Research on Learning, Interaction, and Mediated Communication in Contemporary Society. Financed by the Swedish Research Council.

Parental leave feb 2007 - sep 2007

University of Gothenburg pedagogical award nominee 2006
University of Gothenburg each year awards one of the teacher for outstanding pedagogical achievements. Dr. Lundin was one of nine nominees for 2006.

Equal opportunities ombudsman 2006-2007
Appointed by the faculty to work against discrimination on grounds of sex, ethnic background, disability or sexual orientation.

Program manager, Mobile Services Master Program 2004 - 2008
Having the responsibility for the content and form of the program as well as for economy and staffing. The program is a specialized masters program focusing on the construction, study and design of mobile services, where students from all over Sweden come to study the final two years of their masters.

PUBLICATIONS

H-index (google scholar citations): 13

PEER REVIEWED INTERNATIONAL JOURNAL PAPERS

1. Fischer, G., Lundin, J. & Lindberg, J.O. (2020) Rethinking and reinventing learning, education and collaboration in the digital age-from creating technologies to transforming cultures. International Journal of Information and Learning Technology, Vol. 37 No. 5, pp. 241-252. https://doi.org/10.1108/IJILT-04-2020-0051

2. Cerna, K., Grisot, M., Islind, A.S., Lindroth T., Lundin, J., & Steineck, G. (2020) Changing Categorical Work in Healthcare: the Use of Patient-Generated Health Data in Cancer Rehabilitation. Computer Supported Cooperative Work 29, 563 586 (2020). https://doi.org/10.1007/s10606-020-09383-z

3. Cerna, K., Weilenmann, A., Ivarsson, J., Rystedt, H., Sigridur Islind, A., Lundin, J. and Steineck, G. (2020). Nurses' work practices in design: managing the complexity of pain, Journal of Workplace Learning, Vol. 32 No. 2, pp. 135-146. https://doi.org/10.1108/JWL-05-2019-0062

4. Utterberg, M., Tallvid, M., Lundin, J. & Lindström, B. (2019). Challenges in Mathematics Teachers' Introduction to a Digital Textbook: Analyzing Contradictions. In Journal of Computers in Mathematics and Science Teaching. (pp. 337-359), 38(4).

5. Islind, A.S., Lundh Snis, U., Lindroth. T., Lundin, J., Cerna, K. & Steineck, G. (2019). The Virtual Clinic: Multi-sided Affordances in Consultation Practice. European conference on Computer-Supported Cooperative Work.

6. Islind, A. S., Lindroth, T., Steineck, G., & Lundin, J. (2019). Co-Designing a Digital Platform with Boundary Objects: Bringing Together Heterogeneous Users in Healthcare. Health & Technology.

7. Islind, A. S., Lindroth, T., Lundin, J., & Steineck, G. (2019). Shift in translations: Data work with patient-generated health data in clinical practice. Health informatics journal, 1460458219833097.

8. Mona Lundin , Johan Lundin , (2016) "Learning the discourse of quality assurance: A case of workplace learning in online in-service training", *Journal of Workplace Learning*, Vol. 28 Iss: 3, pp.98 - 114

9. Lindroth, T., Lundin, J. & Svensson, L. (2015). Laptops in classroom interaction: deconstructing the networked situation. *Int. J. Cont. Engineering Education and Life-Long Learning*. 25(2). pp. 226-240.

10. G. Fauville, S. Dupont, S. von Thun, J. Lundin, Can Facebook be used to increase scientific literacy? A case study of the Monterey Bay Aquarium Research Institute Facebook page and ocean literacy (2014), *Computers & Education*, Available online 11 November 2014, ISSN 0360-1315, http://dx.doi.org/10.1016/j.compedu.2014.11.003.

11. Tallvid, M., Lundin, J., Svensson, L. & Lindström, B. (2014). Exploring the Relationship between Sanctioned and Unsanctioned Laptop use in a 1:1 Classroom. *Journal of Educational Technology & Society*.

12. Elf, M., Rystedt, H., Lundin, J. & Krevers, S. (2012). Young carers as co-designers of a web-based support system - the views of two publics. In *Informatics for Health and Social Care.*

13. Lundin, J., Lymer, G., Holmquist, L.E., Brown, B. & Rost, M. (2010). Integrating students' mobile technology in higher education. *International Journal of Mobile Learning and Organisation.* 4(1). 1-14.

14. Lundin, J., Svensson, L., Lundh-Snis, U. & Pareto L. (2008). Practice based design for learning at work. *International Journal of Advanced Corporate Learning*. 1(4), 17-23.

15. Lundin, J. & Nuldén, U. (2007) Talking about tools Investigating learning at work in police practice. *Journal of Workplace Learning.* 19(4), 222-239.

16. Laurier, E., Maze, R. & Lundin, J. (2006) Putting the Dog Back in the Park: Animal and Human Mind-in-Action. *Mind, Culture, and Activity.* 13(1), 2-24.

17. Lundin, J. (2004). Designing Computer Supported Collaborative Learning Activities for Specific Contexts. *Psychnology*. 2(2), 205 228. (www.psychnology.org)

18. Lundin, J. & Magnusson, M. (2003). Collaborative Learning in Mobile Work. In special issue on 'Wireless and Mobile Technologies in Education', *Journal of Computer Assisted Learning*. 19(3). 273-283.

BOOKS AND BOOK CHAPTERS

19. Nordström, L. & Lundin, J. (2014). Datorn som distraktion eller verktyg. I *Lärare i den uppkopplade skolan* (eds. Lantz, A. & Säljö, R.). pp. 111-128.

20. Tallvid, M., Lundin, J. & Lindström, B. (2012). Using TPACK for Analysing Teachers' Task Design: Understanding Change in a 1:1-Laptop Setting. In *Research Highlights in Technology and Teacher Education 2012.* (eds. Maddux, C. D. & Gibson, D.) SITE, Chesapeake, VA, USA

21. Svensson, L., Lundin, J., Lundh-Snis, U. & Pareto, L. (2009). Vad gör dom duktiga duktiga? - Konflikter som analytiska verktyg för att beskriva kompetens i vardag, informationssystem och sociokulturell teori. In *Samhälle, teknik och lärande*. (ed. Thomas Karlsohn). Carlssons Bokförlag. Stockholm. In swedish.

22. Lymer, G. & Lundin, J. (2007). Web-resurser i samtal: Att använda en wiki för instruktion och lärande. In *Lärande och människans redskap: Bildning för hand och tanke*. (eds. R. Säljö & H. Rystedt) Studentlitteratur. Lund. In swedish.

23. Lundin J. (2005). *Talking about work*. PhD Thesis. Gothenburg Studies in Informatics. Report 34.

24. Lundin J. & Larsson L. (2004). Guiding Design for Waiting. In Wiberg M. (Ed.) *The Interaction Society.* (pp. 319-344). Hershey, PA, Information Science Publishing.

25. Lundin, J. & Nuldén, U. (2003). Mobile Scenarios: Supporting Collaborative Learning Among Mobile Workers, In Wankel C. & DeFillippi R. (Eds.) *Educating Managers with Tomorrow's Technologies.* (pp. 173-190). Greenwich, CT: Information Age Press.

26. Lundin, J. & Nuldén U. (Eds.), (2001). *Proceedings of the Third Nordic Workshop on Computer Supported Collaborative Learning and Mobile Learning.* Göteborg, Sweden.

PEER REVIEWED CONFERENCE & WORKSHOP PAPERS & ABSTRACTS

27. Cerna, K., Lundin, J., Islind, A. S., & Steineck, G. (2019). Supporting appropriation of self-monitoring tools in clinical settings: the case of pain in cancer rehabilitation. In Proceedings of the 17th European Conference on Computer-Supported Cooperative Work-Demos and Posters. European Society for Socially Embedded Technologies (EUSSET).

28. Cerna, K., Islind, A. S., Lundin, J. & Steineck, G., 2018). Decision-support system for cancer rehabilitation: designing for incorporating of quantified data into an existing practice. Proceedings of the 10th Nordic Conference on Human-Computer Interaction. Oslo, Norway, ACM: 747-753.

29. Lindroth, T., Islind, A. S., Steineck, G., & Lundin, J. (2018). From Narratives to Numbers: Data Work and Patient-Generated Health Data in Consultations. *Studies in health technology and informatics*, 247, 491-495.

30. Utterberg, M., Tallvid, M., Lundin, J. & Lindström, B. (2018). Challenges in Mathematics Teachers' Introduction to a Digital Textbook: Analyzing Contradictions. In E. Langran & J. Borup (Eds.), Proceedings of Society for Information Technology & Teacher Education International Conference 2018 (pp. 2387-2396). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).

31. Utterberg, Marie & Lundin, Johan, "“What is the benefit of that?” Mathematics Teachers’ Motives in Discarding Digital Technology in their Teaching" (2018). Selected Papers of the IRIS, Issue Nr 8 (2017). 6. http://aisel.aisnet.org/iris2017/6

32. Utterberg, M., Tallvid, M., Lundin, J. (2017). Digital textbooks in mathematics education: teachers as active end-users and participants in design solutions. ICERI 2017. Sevilla.

33. Utterberg, M., Tallvid, M., Lundin, J. (2017). The paradox of differentiated instruction - a design trade off. ICERI 2017. Sevilla.

34. Utterberg, M., Lundin, J. (2017). Why does the expected activity not occur? Mathematics teachers who choose not to digitize their teaching. IRIS selected papers.

35. Utterberg, M., Lundin, J. & Lindström, B. (2017). Conditions Influencing Mathematics Teachers´ Uptake of Digital Tools a Systematic Literature Review. In P. Resta & S. Smith (Eds.), Proceedings of Society for Information Technology & Teacher Education International Conference 2017 (pp. 2016-2029). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE)

36. Svensson, L., & Lundin, J. (2016). Understanding the adoption of digitalized practices. In 9th annual International Conference of Education, Research and Innovation, Seville, Spain. 14-16 November, 2016 (pp. 1593-1593). IATED Academy.

37. Lundin, J & Svensson, L. (2016). Students’ technologies in practice a participant perspective of mobile IT in higher education. Proc. of Fourth Workshop on Cultures of Participation in the Digital Age, CoPDA'16, Gothenburg, Sweden, October 23, 2016, pp 49-53. CEUR-WS.org,

38. Lilja, P., & Lundin, J. (2015) Retrospective Tagging in Online Discussions as a Method for Collaborative Reflection and Learning In proceedings of CSCL 2015, Gothenburg, Sweden pp. 785-786.

39. Lundin, J., Svensson, L. & Lundh Snis, U. (2015). The illusion of structure: about harmonization and variation in competence management system practices in a public healthcare organization. ECIS 2015 Complete Research Papers. Paper 126. Münster, Germany.

40. Ekman, K., Lundin, J. & Svensson, L. (2015). Attitudes towards IT and use of LMS in Teacher Education: A Swedish case study. Fullpaper in *proceedings of SITE 2015*, Las Vegas, NV.

41. Lundin, J., Svensson, L. & Lundh Snis, U. (2014). The sociomateriality of designing and using competence management systems. International conference on organisational learning, knowledge and capabilities. OLKC. Oslo, Norway.

42. Tallvid, M., Lundin, J. & Lindström, B. (2014). Teachers' arguments for NOT using laptops in the 1:1 classroom. Fullpaper in *proceedings of SITE 2014*, Jacksonville, FL.

43. Lundin, J, Lars Svensson, and Lundh Snis, U (2012), Studying Competence Management Systems in the Making: A Sociomaterial Approach, in *the proceedings of IRIS 35*, Informations systems Research Seminar in Scandinavia, Uppsala, Sweden, 12-15 August 2012.

44. Tallvid, M., Lundin, J. & Lindström, B. (2012). Using TPACK for Analysing Teachers' Task Design Understanding Change in a 1:1-Laptop Setting. Fullpaper in *proceedings of SITE 2012*, Austin, US. (TPACK SIG Paper Awards Winner).

45. Nordström, L., Svanberg, P., Lundin, J. & Svensson, L. (2011). Developing metrics for analyzing IT supported student-teacher interaction in higher education. *Selected Papers of the 34th IRIS seminar*.

46. Nordström, L., Svanberg, P., Lundin, J. & Svensson, L. (2011) Developing Metrics for analyzing IT-supported Student-Teacher Interaction in Higher Education. Short paper presented at SITE 2011, Nashville, US.

47. Pongolini, M., Lundin, J. & Svensson, L. (2011). Global Online Meetings in Virtual Teams from Media Choice to Interaction Negotiation. in *Proceedings of the 5th International Conference on Communities and Technologies*. (acceptance rate 29%). ACM. Brisbane. Australia. pp. 108-117.

48. Lundin J., Pongolini M. & Svensson L. (2009) Communication in boundary practices from media choice to interaction negotiation?. Paper presented at IRIS 32. Molde, Norway.

49. Lundin, J., Nuldén, U. & Svensson, L. (2008). A new agenda for research on higher education and information technology. Paper presented at IRIS 31. Åre, Sweden.

50. Lundin, J., Svensson, L., Pareto, L. & Lundh Snis, U. (2008). Coping with dualities in network action research: methodological issues. Paper presented at IRIS 31. Åre, Sweden.

51. Svensson, L., Bernheim, B-G., Lundin, J., Lundh-Snis, U., Pareto, L. (2008) Supporting Competent Acting in the new Workplace, *Proceedings of E-Learn 2008*, Las Vegas, USA

52. Bernheim, B-G, Lindroth, T, Lundh Snis, U, Lundin, J, Nilsson, S, Pareto, L, Svensson, L, Östlund, C. (2007). Designing for Learning in Network Organizations. The 10th Uddevalla Symposium 2007, 14-16 June 2007.

53. Brown, B., Lundin, J., Lymer, G., Rost, M., and Homquist, L.E. (2007). Seeing Ethnographically: Teaching ethnography as part of CSCW. In *Proceedings of ECSCW 2007*. pp. 411-430.

54. Lymer, G., J. Lundin, B. Brown, M. Rost and L. E. Holmquist (2007): Web based platforms in co-located practice The use of a wiki as support for learning and instruction. In *Proceedings of CSCL 2007*. Lawrence Erlbaum Associates, pp. 476-485.

55. Lindroth T. & Lundin J. (2006). Everyday interaction - an empirical study of a mobile practice. In *proceedings of the information systems research seminar in Scandinavia* (IRIS 29), Helsingör, Denmark.

56. Lundin J. & Nuldén U. (2005). Coordinating police work with mobile information technology. In *proceedings of the information systems research seminar in Scandinavia* (IRIS 28), Kristiansand, Norway.

57. Lundin J. & Nuldén U. (2004), "Supporting workplace learning for police officers Looking for design implications in mobile situations" In *proceedings of the information systems research seminar in Scandinavia* (IRIS 27), Falkenberg, Sweden.

58. Lundin J. (2003).Designing for Computer Supported Collaborative Learning in Work. In *proceedings of the information systems research seminar in Scandinavia* (IRIS 26), Porvoo, Finland.

59. Lundin J. (2003). Synchronizing asynchronous collaborative learners. In the *proceedings of the Communities & Technologies conference*. Amsterdam, Netherlands. pp. 427-443.

60. Lundin J. & Magnusson M. (2002). Sharing best practice among mobile workers. In *proceedings of the information systems research seminar in Scandinavia* (IRIS 25), Bautahöj, Denmark

61. Lundin J. & Taghizadeh F. (2002). Techniques for Synchronizing Distributed Participants in a Net-Scenario. In *proceedings of International Workshop on Wireless and Mobile Technologies in Education*, IEEE, Växjö, Sweden. pp. 171-172

62. Lundin, J. & Magnusson, M. (2002). Walking & Talking - Sharing best practice. In *proceedings of the IEEE International Workshop on Mobile and Wireless Technologies in Education*, Växjö, Sweden. pp.71-79.

63. Gustavsson P., Lundin J., Nulden U., Taghizadeh F. (2001). Mobile Scenarios: Supporting Collaborative Learning among Mobile People. In *proceedings of the information systems research seminar in Scandinavia* (IRIS 24), Ulvik, Norway, vol. II, pp. 59-72

64. Lundin J., Nuldén, U. &Persson L. M. (2001). MobiLearn: Competence Development for Nomads. In *extended abstracts of the 2001 conference on human factors in computing systems* (CHI). Seattle, WA. pp. 7-8.

65. Hardless, C., Lundin, J., Nuldén, U. (2001). Mobile Competence Development for Nomads. In *proceedings of the 2001 Hawaii international conference on systems sciences* (HICSS-34). Maui, HI.

66. Hardless C., Lundin J.,Nuldén U. (2001). Mandatory Participation in Asynchronous Learning Networks. In *proceedings of the 2001 Hawaii international conference on systems sciences* (HICSS-34). Maui, HI.

67. Hardless C., Lundin J.,Lööf A., Nilsson L., Nuldén U.(2000). MobiLearn - Education for Mobile People. In *proceedings of the information systems research seminar in Scandinavia* (IRIS 23), Lingatan, Sweden.

CONFERENCE PRESENTATIONS (ONLY ABSTRACTS)

68. Lundin J. & Svensson L. (2012). NUDEL - Vad påverkar högskolelärares it-användning? NU2012. Gothenburg.

69. Tallvid, M., Björn, K., Lindström, B. & Lundin, J. (2010). ONE-TO-ONE - A model for transformation of ICT-use in Swedish schools. Presented at CITE Research Symposium 2010- e-Lerning Design and Designs for Learning, Hong Kong, 4-6 March.

70. Lymer, G. & Lundin, J. (2007). Formulating text: The practice of commenting in academic writing instruction. *Paper presented at the EARLI Conference*, August 28 - September 1, Budapest, Hungary.

POPULAR TEXTS

71. “IT är inte ett nödvändigt ont!” GU-journalen, Fria Ord. 4-2009.

REPORTS

72. Lundin, J., Sunnerstam, M. & Pettersson, B. (2010). “Implementering av GUL på fakulteterna”. Slutrapport för GU om implementationsarbetet med GUL vid GU.

73. Lundin, J., Nordström, L., Svanberg, P., Svensson, L. (2012). “NUDEL - Nätburen undervisning, distanspedagogik och e-lärande - Rapport delprojekt 1” Delrapport studier av lärares IT-använding i högre utbildning. PIL-rapport 2011:04. Göteborgs universitet.

TEACHING

2017 - present: Teaching, examining and managing courses on design for learning within our two masters programmes, postgraduate level courses and other courses.

2011 - 2017 : Program manager: Learning, Communication and IT - Master Program

2011 - 2014 : Course leader. Designing IT for learning.

In 2010 I successfully completed the pedagogical course *Diploma of Higher Education* (15 higher education credits).

2007 - 2010: Course leader: Complex system design, in the Program: Information Systems: IT, Users and Organizations.

2007: Course leader: Programming Project, Software Engineering.

2007: Course leader: Master Thesis, Mobile services.

2006: Course leader: Master Thesis, Mobile services.

2005: Course leader: Master Thesis, Mobile services.

2004 - 2008: Program manager, Mobile Services Master Program

2004: Course leader: Master Thesis, Mobile services.

2004: Course leader: Application design. With Tomas Lindroth

2003: Course leader: Interface, Usability and Design. With Andreas Nilsson

2002: Course leader: Master Thesis, Mobile services. With Dr. Urban Nuldén

2002: Course leader: Interface, Usability and Design. With Andreas Nilsson

2001: Course leader: Interface, Usability and Design. With Andreas Nilsson

SUPERVISING

In 2010 i completed the course *Supervision in Postgraduate Programmes* with distinction (5 higher education credits).

PhD Students - completed

Co-supervisor - Urban Carlén, A professional community goes online - a study of an online learning community in general medicine. Successfully defended thesis 2010-06-04. (Faculty opponent: Lars Svensson, University West). (with Berner Lindström).

Main supervisor - Martin Tallvid, 1:1 i klassrummet - analyser av en pedagogisk praktik i förändring. Successfully defended his thesis 2015-02-27. (Faculty opponent: Stefan Hrastinski, KTH Royal institute of technology). (with Berner Lindström).

Co-supervisor - Torbjörn Ott, From disturbing objects to infrastructure for learning. Successfully defended his thesis 2017-09-29. (Faculty opponent: Agnes Kukulska-Hulme, Institute of Educational Technology, Open University, UK). (with Alexandra Weilenmann & Berner Lindström)

Main supervisor - Sofia Serholt, Child-Robot Interaction in Education. Successfully defended her thesis 2017-09-15. (Faculty opponent Amanda Sharkey, Department of Computer Science, University of Sheffield, UK). (with Wolmet Barendregt).

Main supervisor - Marie Utterberg Modén. Successfully defended her thesis 2021-10-15. (Faculty opponent Prof Diana Laurillard, UCL, institute of education, UK). (with Berner Lindström and Martin Tallvid).

PhD Students - ongoing

Main supervisor - Elin Ericsson (with Sylvana Sofkova Hashemi). To be finished 2022

Main supervisor - Erik Winerö (with Sofia Serholt). To be finished 2028

Co-supervisor - Masood Rangraz (with Carsten Sørensen and Lars Svensson). To be finished 2022.

Co-supervisor - Adam Palmquist (with Charlott Sellberg). To be finished 2023

Main Supervisor - Christina Löfving (with Anna-Lena Godhe). Until 2022.

Main supervisor - Malin Pongolini, (with Urban Nuldén). To be finished in 2013 (Malin have paused her studies)

Master theses supervised (might be incomplete, on a yearly basis I supervise 1-2 students)

1. Anthi Christoforidou
2. Daniel Sköld (2021). Dep. of Applied IT. IT-university. University of Gothenburg
3. Erik Winerö (2019). Dep. of Applied IT. IT-university. University of Gothenburg
4. Therese Winqwist (2018). Dep. of Applied IT. IT-university. University of Gothenburg
5. Yildiz Bahar (2017). Dep. of Applied IT. IT-university. University of Gothenburg
6. Svetlana Söderlund (2017). Dep. of Applied IT. IT-university. University of Gothenburg
7. Johanna Karlsson (2016). Dep. of Applied IT. IT-university. University of Gothenburg
8. Linda Enarsson (2016). Dep. of Applied IT. IT-university. University of Gothenburg
9. Andrija Illic (2016). Dep. of Applied IT. IT-university. University of Gothenburg
10. Lena Stangvik Urban (2016). Dep. of Applied IT. IT-university. University of Gothenburg
11. Patrick Dorls (2014). Dep. of Applied IT. IT-university. University of Gothenburg
12. Geraldine Fauville (2012). How can Facebook contribute to the creation of a more ocean literate society? Dep. of Applied IT. IT-university. University of Gothenburg.
13. Patricio Farias and Per Östberg (2007). A Rich Picture of Mobile Energy Management from a User's perspective. Dep. of Applied IT. IT-university. University of Gothenburg.
14. Christin Samuelsson (2007). Wiki som lärandemiljö - organisering av text och arbete i en metodkurs. Dep. of Applied IT. IT-university. University of Gothenburg.
15. Mattias Frid, Mattias Johansson and Robert Wallström (2006). Do you feel any difference? - Supporting Collaborative Diagnostics in Racing. Applied IT, University of Gothenburg.

16. Natalie Ehrström and Natalia Matulewicz (2006). Mobile Hotspot and Social Service - Interaktion och samarbete bland backpackers. Applied IT, University of Gothenburg.

17. Pierre Milburn (2006). Mobile Parcel Delivery, Applied IT, University of Gothenburg.

18. Johan Andreasson and Andreas Urech (2006). Mobil teknik som stöd vid utformning av mobila tjänster - Hur sensorer kan bidra med kunskap om samspelet mellan användare och teknik i en mobil kontext. Applied IT, University of Gothenburg.

19. Johan Eklund (2006), *Bruksmigrering,* Applied IT, University of GothenburgUniversity of Gothenburg.

20. Rickard Farby (2004), *Kollaborativt Lärande i Praktiken*, Applied IT, University of Gothenburg.

21. Mia Johansson and Åsa Nilsson (2004), *Instruktioner i praktiken - Riktlinjer för instruktionsdesign*, Applied IT, University of Gothenburg.

22. Per Ahlström, Martin Berg and Adam Winberg (2003), *Learning and knowledge sharing in a networking environment*, IT-university Göteborg and Informatics, University of Gothenburg.

23. Erik Zetterström (2002), *COLUMBUS - A mobile application for collaborative learning, using three categories of interaction*, IT-university Göteborg and Informatics, University of Gothenburg.

24. Svensson, Elisabeth (2002), *Mobilt lärande ur ett samarbetsperspektiv - Designimplikationer för mobilt lärande*, Informatics, University of Gothenburg.

25. Alterby, Helena and Berntsson, Helene and Paulsson, Rebecka (2002), *Kompetensutveckling för mobila människor - designimpliktioner till IT-stöd för mobilt lärande*, Informatics, University of Gothenburg.

26. Gustavsson, Patrik (2001), *Mobile Scenarios: Supporting Collaborative Learning among Nomads*, Informatics, University of Gothenburg.

TALKS AND LECTURES

I have stopped updating this as of 2018.

I do a number of yearly lectures and talks at different scientific, professional and/or public activities.

A selection of academic but also more popular talks and lectures.

Mar 2017 Talk during the Swedish state secretary of higher educations visit to University of Gothenburg

Nov 2016. Panelist on LINA-day, on Mobile Learning. University West.

May 2016. Lunch seminar "Röda Linan". Digitalisation of higher education. University West.

May 2014. Lecture on attracting research funding. Mid Sweden University.

November 2012. Docent lecture.

October 2012. Presentation at NU 2012. Gothenburg.

October 2012. Invited talk at SSKKII. Gothenburg.

January 2012. Invited talk at Euromarine 2012. Bremen.

March 2011. Presentation at Vision 2020. Gothenburg university Vision workshop.

March 2011. Presentation at West Swedish network for flexible learning.

February 2011. Presentation at DIGG event (school development for teachers).

September 2010. Keynote at ITHU conference. Gothenburg.

April 2010. Presentation at Karolinska Institute “Mobil teknik och studenters digitalisering av högre utbildning”.

April 2010. Presentation at Gothenburg Science Fair “Vad gör eleverna med sin mobila teknik i skolan?” with Tomas Lindroth.

October 2009. Students’ digitalization of higher education. At Mobile Life VINN excellence center. Stockholm.

October 2009. M-learning. At SVERDs fall conference. Stockholm.

April 2009. WIKIs, mobiltelefoner och laptops - studenters digitalisering av sina lärmiljöer. Guest lecture at the Department of Information Science and Media Studies, University of Bergen

November 2008. Kraftfält. “Konferens för flexibel högre utbildning med inriktning mot morgondagens arbetsmarknad.”

April 2008. Talk “Lärande och IT”. VKF - västsvenska kontaktnätet för flexibelt lärande.

May 2007. Talk titled “WIKIs for learning” at Fluid Conference in Copenhagen.

September 2006. Talk titled “Talking about work - learning from your colleagues” at Mosebacke in Stockholm on behalf of FOLKSAM.

April 2006. Talk on my thesis *Talking about work*. At the SVERD (Swedish national organization for distance education) spring seminar. Stockholm.

October 2005. Talk on my thesis *Talking about work* at the Stanford HCI-seminar series. Stanford University.

June 2005. A talk with the title “Coordination in Mobile Police Work” at the Hong Kong Mobility Roundtable. Hong Kong.

May 2005. Talk at PAUG (ping-pong academic user group, (www.paug.nu) on Mobile Learning. Sahlgrenska Academy, Göteborg.

December 2002. Talk at the i-Studio Seminars at LSE on the topic “Net-scenarios: learning through distributed and asynchronous role-playing”. LSE, London.

2003. Talk at Scandinavian IT World ExpoNova

January 2002. Talk at the L3D-group at Colorado University in Boulder on the topic “MobiLearn: Supporting learning in mobile and distributed workforces“.

2002. Talk at Kommunikation 2002,

PROJECTS

The Missing Teacher In AI: Involving Teachers in Metadesign of AI to Ensure FAIRness

Considerations of algorithmic fairness in education are motivated by the growing number of students who are affected by algorithmic systems. A fair algorithm should not discriminate against individuals based on their membership in protected groups. However, what it means for an algorithm to discriminate and definitions of protected groups vary across applications and situations. Based on previous work on algorithmic fairness, we argue for an increased focus on situated fairness. This perspective addresses the difficulties and complexities of achieving fairness in algorithms and allows for teachers to compensate to ensure fairness in their practices.

In this three - year project, we aim to develop new understanding of how to increase the agency of teachers concerning the design and use of artificial intelligence systems in education (AIEd) to ensure fairness. We will include secondary school teachers in formative design interventions to help them understand the risks of bias undermining the beneficial outcomes expected of AIEd.

Our study will be focused on the potential impact of adaptive AI - based teaching materials. This type of application is intended to serve as a comprehensive resource for a course and integrates an intelligent tutoring system.

Drawing upon activity theory and metadesign, formative interventions are seen as part of a learning process including both participatory analyses of the issues raised by the use of AIEd, and the design of solutions to adapt AI to accommodate local needs. This developmental approach is expected to facilitate the agency of teachers.

The main outcomes of this project include contributions to the design of formative interventions for teachers and of guidelines for a situation-sensitive approach to fairness, which will take into account contextual and individual situations and specific technical configurations.

Graduate school - Learning, interacting, and knowing in a digitalised world - LIKED

The doctoral program LIKED Learning, interacting, and knowing in a digitalised world, is a joint national venture involving nine Swedish universities. This doctoral program rests on the assumption that the digitalization of society results in challenges and opportunities for learning and education that call for transformations from current to future practices. Digital technologies cannot merely be understood as providing access to new resources for learning, interacting, and knowing, it provides new dimensions. The ongoing digitalization processes in society creates a situation in which not only students but citizens at large need of competences for handling everyday life that differs from those in pre-digital times.

LIKED will address issues in relation to how will the digitalization of society changes the conditions for teaching and learning in education at large, as activities intended to provide competences for handling everyday life in a digitalized society, how these competences can be described, analysed, and understood in terms of learning, interaction, and knowing in a digitalized world.

LIKED will have the role of being a research environment of high scientific quality. The participating universities will collaborate to provide courses based on their expertise in the field, such as various research methods, different theoretical perspectives, analysis tools and design issues in research.

Graduate school - Digital technologies in teacher education - UP-GRADE

UPGRADE Research School Teacher Education and the Digitalization of the School System, is a national research school with the following nine universities participating: Umeå University (host university), KTH Royal Institute of Technology, University of Gothenburg, University of Gävle, University of Halmstad, Jönköping University, Linnaeus University, Mid Sweden University, and University West.

In Sweden, the importance of teacher education for the digitalization of the school system has been recognized since the early 1990s. However, recent studies show that one in three teacher students felt that the use of digital tools in their teacher education was low and almost half of the teacher students felt that the preparation for teaching with digital resources was inadequate. In the recently launched Swedish Action Plan for Digitalization of the School System (SkolDigiplan, 2019), teacher education is emphasized as crucial for preparing teachers to be able to use digital technology in meaningful ways in their professional activities.

UPGRADE will have the role of being a research school and research environment with high scientific quality and participating universities will collaborate to provide courses based on their expertise. The collaboration will also include supervision of doctoral students and other activities.

AI and digital mathematics - new possibilities for teaching and learning

The purpose of this project is to, in close collaboration between active mathematics teachers in primary school, school leaders and researchers, improve the integration of mathematics teaching with digital teaching materials that use artificial intelligence (AI).

The project aim to develop both new teaching methods that successfully use these tools for student learning, as well as models for teachers to develop such methods themselves as part of their everyday practice.

The project will be carried out together with Hovåsskolan, City of Gothenburg and Kapareskolan, Development Unit, Kungsbacka Municipality.

Graduate school - Digital technologies in education - GRADE

A national "GRAduate school for Digital technologies in Education" - GRADE. One fundamental pillar of GRADE is the interdisciplinary approach. Applied IT, Curriculum studies, Education, Informatics, and Media technology are subject areas represented. GRADE will be conducted in cooperation between six Swedish universities; Umeå University ; University of Gothenburg; KTH Royal Institute of Technology; Mid Sweden University; University of Gävle; and University West Sweden.

The role of GRADE is to provide a high quality research environment. Participating universities will cooperate in providing courses based on their expertise. This will imply that central issues with a bearing on the digitalization of education, namely school policy, teaching, learning, assessment and professional development will be researched from different perspectives and with different methodological approaches.

The doctoral students will be admitted to third-cycle subject areas (disciplines) at the partnering universities and GRADE will provide a frame for courses, seminars, conferences, and supervision. It will be conducted both at campus and through different forms of communication-technologies.

The long-term ambition of GRADE is a national center for research on digital technologies in education, with a bi-annual admission of doctoral students and a postdoctoral program.

DigitaL - Learning in a digital region

The ubiquitous use IT in our society has transformed how learning, training and knowledge management takes place in education, work and in everyday life. This digitization of learning at work is characterized by rapid technological development leading to new challenges and opportunities at multiple levels of practice. The resulting changes are many times unplanned and complex, and having unforeseen consequences on individual, organizational as well as societal levels. To understand as well as guide activities within such a context interdisciplinary research is necessary.

The DigitaL-project is a collaboration between University West, University of Gothenburg and Region Västra Götaland. The purpose of the project is to establish a sustainable and internationally leading research environment with focus on learning in a digitized work life.Through an excellent research environment we intend to support regional actors to meet the challenges and the competence needs within the scope of the project, as well as be an arena for innovation and development within the project scope. The project is led by one project manager from each university: Lars Svensson (University West), Johan Lundin (University of Gothenburg)

Competence management systems in action dealing with epistemologies in conflict

In this project we study the practice of dealing with information about staff competence.

Increasingly competence, and consequently competence management, is proposed as strategically important in many organizations. In most organizations, some kind of IT-support is used for dealing with, and analyzing, information concerning the competence of the staff. Such systems are commonly termed "competence management systems" (CMS). These are used to make decisions about the organization's needs and development, but also in work with individual employees. For example, the systems come into use when organizations hire, fire, plan training, strategic planning. The project aims to create new knowledge about how systems for describing and analyzing competence are brought into use, and how the use structures the work practice. We also contribute to the knowledge of the skills required to understand, use and manage this type of systems, and the consequences of variations in use.

We will conduct interviews, observations, make video recordings of the use, and analyze real data from CMSs. Participating researchers are Johan Lundin (Project Manager), Lars Svensson, Ulrika Lundh Snis. The project is coordinated from the Department of Applied IT, University of Gothenburg.

Nudel

There is a lack of larger studies of how HE teachers employ IT in their everyday work. One interesting exeption is the repeated studies presented Kirkup and Kirkwood (2005) where four surveys (1995, 1997, 2000 and 2003) have been conducted with toturs at the Open University UK. These surveys paint a picture of HE teachers as quite engaged with IT in their everyday work and interaction with students. The most recent surveys shows how the use of e-mail in student interaction is larger than the use of telephone in most aspects of work, and larger than the use of letters in many. For example, when it comes to responding to student queries 91% of teachers at the Open University use e-mail.

The project is ongoing and we have, so far, collected some 1800 answers from two Swedish universities. The main purpose of the study is to investigate the actual use of IT in teacher-student interaction, but we also include questions concerning the use of IT among HE teachers more generally. In the study we want to explore some hypotheses concerning the use of IT among HE teachers.

Students' own IT use in higher education possibilities and consequences. 2009 - 2014

The role that IT has played in teaching and instruction in higher education has until recently been a matter decided by teachers and institutions. For many of today's students the laptop computer is an essential tool in education. Computers and the Internet are important means in retrieving and processing information, but also for producing educational materials. The increasing student-driven digitalization of higher education is to a large extent influencing lectures and other educational activities. The teacher's influence over teaching and instruction is now challenged by the vast amount of resources that technology has made available to the students. Although the students' own IT use in higher education may have some negative consequences, this project's focus is on working towards making students' IT into an asset in teaching and learning situations, rather than seeing it as a threat.

Kompetent agerande och gränsöverskridande kommunikation (Competent acting and communication in boundary practices). 2008 - 2010

Project funded by KKS (Knowledge Foundation). The projects will provide insight into how knowledge is produced in work within emerging boundary practices. It is, in such a context, crucial to explore what the implications are for workers that have to develop their competences and skills to adapt to change. In other words, what are the implications for learning in the new workplace? How do technological innovations interact with the conditions for individual and social learning? How is knowledge created, negotiated, and shared within evolving professions? Given the collaborative nature of co-production research, the results and benefits for academia and organizations are closely coupled. In exploring the research questions of the project we will gain knowledge about how competent acting evolves in emergent and knowledge intensive practices. These results can be framed and communicated through theoretical frameworks.

Comanwo - Competence Management in Network Organisations 2006-2008

The Comanwo-project deals with how it is possible to support work integrated learning with information technology. The project focus specifically on how small and medium sized companies can benefit from being part of a network. The project is EU funded and at Högskolan Väst.

http://www.competencecenter.se/

Integrating Mobile Devices and Interactive Workspaces for Design Thinking 2005 - 2008

Two long-standing traditions in art and design education are the Idea Log and the studio critique. Project-based design courses feature interplay between individual idea creation and reflection, and group discussion, brainstorming and presentations. The Stanford-Sweden faculty team will perform research to support the fluid movement between individual and group design activity through an iDeas

learning ecology comprised of three elements: the iDeas notebook, the iDeas blog, and the iDeas wall. The iDeas notebook retains the physical pen and paper of an Idea Log, while augmenting the traditional Idea Log with electronic capture. The iDeas blog extends the concept of shared electronic portfolios with automatic integration of the physical iDeas notebook sketches and digital photographs. The iDeas wall provides an interactive wall surface for students to collaboratively create content, and to present and share both iDeas content and other content. Evaluation of the use of the iDeas learning ecologies will be performed in two computer science courses at Stanford and in two masters level programs at the IT-university of Göteborg.

http://web.viktoria.se/ideas/tiki-index.php?page=english

Mobilearn 2001-2004

The Mobilearn project constituted the main arena for my thesis work. The project focused on support for learning in interaction among colleagues at work. The research was guided by the belief that collaborative learning activities is crucial for becoming competent in relation to a practice, and by the conviction that there is potential in exploring this for purposes of designing organized methods of learning at work. Consequently this research aimed at contributing to our current comprehension of collaborative learning at work, and to how IT can be designed to support collaborative learning.

The project focused on the research questions: - How can we design IT support for collaborative learning in mobile and distributed work? - How can we organize and implement collaborative learning activities in mobile and distributed work? And as a reaction to the lack of empirical studies of learning in mobile and distributed practices: - How is collaborative learning made possible in mobile and distributed work?

RESEARCH GRANTS AND FUNDING

2021 - *The Missing Teacher In AI: Involving Teachers in Metadesign of AI to Ensure FAIRness*. 5.800.000 SEK. Marianne and Marcus Wallenbergs Foundation. Main applicant.

2021 - LIKED. *Research school - Learning, Interacting and Knowing in a Digitalized World*. 11.990.000 SEK. Swedish Research Council. Co-applicant.

2019 - UP-GRADE. *Research School – Teacher Education and the Digitalization of the School System.* 40.000.000 SEK. Swedish Research Council. Co-applicant.

2019 - *AI and digital mathematics - new possibilities for teaching and learning.* Total budget 1.500.000 SEK. Swedish Government initiative.

2017 - *Graduate school - Digital technologies in education - GRADE*. 11.989.000 SEK. Swedish Research Council. Co-applicant.

2016 - *Learning in a digitalized region*. 8.500.000 SEK. Västra Götalandsregionen. One of two main applicants.

2014 - *Learning in a digitalized region*. 9.000.000 SEK. Västra Götalandsregionen. One of two main applicants.

2012 - *NUDEL 2, netbased teaching, distance pedagogics and learning.* 400.000 SEK, Univ. of Gothenburg

2011 - *Competence management systems in action – dealing with epistemologies in conflict.* 3.600.000 SEK, FAS (now FORTE).

2010 - *NUDEL, netbased teaching, distance pedagogics and e-learning.* 1.100.000 SEK, Univ. of Gothenburg

2009 - Co-applicant in the project. *Students' own IT use in higher education – possibilities and consequences.* 500.000 SEK., Univ. of Gothenburg

2008 - Co-applicant in the project C*ompetent acting and communication in boundary practices*. Funded by the Knowledge Foundation. SEK 3.000.000 (approx. €300.000).

2003 - Co-applicant to the Swedish research council for the project *Police Competence and Technology*. The project was awarded SEK 135.000 (approx. €12.000).

2003 - Traveling stipend from Paul and Marie Berghaus donation fund. SEK 5000 (approx. €500)

DISCUSSANT, OPPONENT AND COMMITTEE WORK

Final-seminar discussant Elisabeth Rolf, Stockholm university. 2021-03-15

Grading committee PhD, Fredrik Aspling, "Unleashing Animal-Computer Interaction: A Theoretical Investigation of the "I" in ACI. Stockholm University. 2020-06-11.

Planning seminar discussant. Sara Ekström. University West. Spring 2019.

Mid-seminar discussant Katerina Cerna. University of Gothenburg. Fall 2018

Mid-seminar discussant Nina Bergdahl. Stockholm University. Fall 2018

Mid-seminar discussant Jörgen Holmberg, Stockholm University, 2016-06-13

Mid-seminar discussant Sara Willermark. University West. 2015-09-30

Discussant final seminar Fanny Pettersson. Department of education, Umeå University. 2015-06-16

Discussant final seminar Robert Holmgren. Department of education, Umeå University. 2015-02-12

Grading committee PhD, Jalal Nouri, "Orchestrating scaffolded outdoor mobile learning activities" Department of computer and system sciences. , Stockholm University. 2014-10-13.

Grading committee PhD, Björn Hedin, "Exploring Opportunistic Use of Mobile Devices for Studying in Higher Education", Department of Media Technology and Interaction Design, KTH Royal Institute of Technology. 2014 09-23.

Discussant planning seminar Livia Norström. School of business, economics and IT. University West. 2014-05-26.

Discussant final seminar: Björn Hedin. Department of Media Technology and Interaction Design, KTH Royal Institute of Technology. 2014-05-19.

Opponent on Elin Önnevalls Licenciate defence. "Television practices Ethnography, television and user practices", Department of Computer and Systems Sciences at Stockholm University. 2014-02-21.

PhD discussant Mobile Life Center, Stockholm University. Acted as discussant on four PhD students thesis drafts. 2012-10-19.

Discussant mid-seminar of Gustav Lymer, Department of Education, University of Gothenburg, 2009-06-12.

Discussant final seminar of Anita Mattsson, Department of Education, University of Gothenburg, 2007-10-01.

REVIEWING

I have acted as a reviewer in a number of journals, conferences and workshops:

Journals: British Journal of Educational Technology, Transactions on Mobile Computing, International Journal of Mobile Learning and Organization, Scandinavian Journal of Information Systems, International journal of CSCL, The CSCW Journal, Informatics for Health and Social Care, IEEE Transactions on Mobile Computing

Conferences: CHI, Pervasive, ICIS, CSCW, mBusiness, ECIS, IRIS, HICSS, UBICOMP

2000: External examiner at Master of Science examination, Department of Informatics, Oslo University, Norway

EXPERT & ASSESSMENT

Stopped updating 2018. On a yearly basis I assess several promotions and/or positions for other universities.

2018 assessment for lecturer at Umeå University

2017 assessment for lecturer at Södertörns Högskola

2016 part of assessment committee lecturer position at University of Bergen

Expert reviewer for VINNOVA (The Swedish Governmental Agency for Innovation Systems).

ORGANIZING AND ADMINISTRATION

2018 - Head of evaluation committee for faculty board, dean and pro-dean at the IT-faculty, University of Gothenburg.

2016 - Proceedings chair - SCIS 2016 and IRIS 2016. Programme committee SCIS

2014 - Local steering committee of CSCL 2015.

2012 - Head of election board for department head at the department of applied IT.

2008 - 2010: Coordinator of project development at the centre for pedagogical development and interactive learning, University of Gothenburg.

June 2005: Chair of the session "Mobile Community" at the Hong Kong Mobility Roundtable.

2000 - 2004: Administrative coordinator of the IRIS association.

2002: Chair of Student Volunteers at UBICOMP 2002, Göteborg, Sweden

2002: Co-Chair of Conference Track: Mobile Informatics, Research Concerning Mobile Information Technology Use. HICSS-35, Maui, Hawaii, USA

2001: Co-organizer and co-editor proceedings of the Third Nordic Workshop on Computer Supported Collaborative Learning and Mobile Learning (2001), Göteborg, Sweden

MEDIA COVERAGE OF JOHAN'S RESEARCH

Stopped updating as of 2015. Our projects are often covered in national press.

2015: Göteborgsposten covers new project on games for empowerment. 2012: Presentation covered in swedish public service television. *Teachers IT-use in higher education.* 2010: interview in P1-morgon. SR - Swedens national public service radio. 2009: *M-learning är ordet för dagen.* Per Distans, nr 3-4. 2009: *Bärbara datorer förändrar undervisningssituationen*. In SULF-tidningen. 2009: *Den som fuskar snyggt åker aldrig fast*. In GU-Journalen. 2008: "Datorer och högskolelärare Göteborgs universitet" in national TV, Kunskapskanalen. 2006: *Samtal som stöd för lärande.* In Swedish yearbook of theses on learning and education. www.skolporten.com | 2006: *Lär av din kollega - Ny avhandling visar att samtal leder till högre kompetens*. In Swedish magazine Computer Sweden | 2006: *Bättre prata om jobbet än att gå på kurs*. In Swedish magazine Civilekonomen. | 2006: *Samtal som kompetensutveckling*. In Swedish online magazine SuntLiv.nu. | 2006: *Glöm inte det informella snacket*. In Swedish magazine Computer Sweden. | 2002: *Rollspel – kompetensutveckling i en annan värld*. In Swedish Magazine LöneAktuellt. | 2001: *MobiLearn stöder moderna nomaders lärande*. In ADB-kontoret internal news. | 2001: MobiLearn project covered in article in Swedish paper NyTeknik. | 2001: MobiLearn project as well as Viktoria Institute covered in Swedish business magazine Vision. | 2001: MobiLearn demonstrator for CHI2001 presented at the Viktoria Institute. Presentation covered in Ericsson internal news. | 2001: MobiLearn covered in Swedish magazine Industry Standard. | 2001: *Laererigt teater på mobilen*. MobiLearn covered in Danish Newspaper Jyllandsposten. | 2000: *Från System till Användning*. MobiLearn in Swedish Magazine Computer Sweden. | 2000: *Telefonen i det nya medialandskapet*. MobiLearn in Net-Magazine ALBA.