

Curriculum Vitae

Name: Katarina Mårtensson
Born: 8 January 1967
Address: Timotejvägen 1B, S-246 51 Löddeköpinge, Sweden,

Current position: Senior lecturer, academic developer, Director of PhD-studies
Division for Higher Education Development (AHU)
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Academic degree/s:

PhD. Engineering Education	2015
B.Sc. in Speech therapy/speech pathology	1992

I have also completed various academic courses in psychology, education, organisational sociology, and ethics.

Employments

Lund University	1999-pres
Hospital Region of Southern Sweden	1992-1999

International Academic Appointments

Member of Global Advisory Group for the the International Consortium for Educational (ICED) 2022 conference, Aarhus, Denmark.	2021-2022
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Co-Editor, <i>Teaching & Learning Inquiry</i>	2019-2024
Past Co-President, ISSOTL, the <i>International Society for Scholarship of Teaching and Learning</i>	2016-2017
Co-President, ISSOTL	2018-2019
Co-President, ISSOTL	2017-2018
Co-President Elect, ISSOTL	2016-2017

Regional Vice-president Europe on the Board of ISSOTL, the <i>International Society for Scholarship of Teaching and Learning</i>	2014-2016
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Member of International Advisory Board, University of Calgary	2015-pres
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Member of organizing committee for annual conferences of ISSOTL, the *International Society for the Scholarship of Teaching and Learning*

- Calgary, Canada	2017
- Melbourne, Australia	2015
- Hamilton, Canada	2012

Main professional accomplishments

(see also publication list)

Member of Norwegian national grant committee for “student active learning”, HK-dir	Sep-Dec 2021
External expert on evaluation panel of “Developing and piloting of a new basic pedagogical program at NTNU” (Norway)	Sep-Dec 2021
External expert on evaluation panel of Centre for Excellent Education (“Sentre for fremragende utdanning), MatRIC (mathematics education), Norway.	May/June 2021
Main opponent (“førsteopponent”) and member of assessment committee at PhD-defense for Marte Bratseth Johansen, NTNU, Trondheim, Norway	Jan 2020
Invited commentator on Norwegian (Oslo) research project, “Faculty peer-tutoring in teaching and supervision – Innovating teacher collaboration practices in Norwegian higher education (PeTS)”, financed by the Norwegian Research Council.	June 2019
Course leader for national course for academic developers in Singapore: ”Strategic Academic Development – an initiative to improve higher education in Singapore”	Jan-Oct 2018
Conference chair, Euro-SOTL-conference, Lund, Sweden	June 2017
Course leader for national course for academic developers: “Working strategically as an academic developer” (Sweden)	2016-2017
Member of organising committee of Swedish national teaching and learning-conference, NU2016	June 2016
Co-initiator and organiser of Euro-SOTL-conference; Cork, Ireland	June 2015
Completion of PhD-thesis, “ <i>Influencing teaching and learning microcultures. Academic development in a research-intensive university</i> ”	June 2014
Initiator and co-chair of ISSOTL Special Interest Group: Scholarship of Leading	2011-2016
Development of and responsibility for ”Leading academic teachers” (“Ledning av pedagogisk verksamhet”) – a leadership-program for educational leaders at Lund Uni (5 cohorts)	2008-2017
Development of and responsibility for about 100 pedagogical courses for academic staff at Lund University and Malmö University college.	2001-pres
Initiator and organiser of an international 5-day symposium ”Strategic Educational Development – an international think-tank”	2008

Initiator and organiser of Swednets (www.swednetwork.se) pilot-project with accreditation of pedagogical courses at Swedish universities 2006-2008

Initiator and organiser of a national program for Swedish educational developers, "Strategic Educational Development", (2 cohorts) and organiser of a follow-up national conference (and editor for conference-proceedings) 2004-2007

Evaluation of the speech therapy program, Lund University 1996

Awards

- IJAD Article of the Year 2021, shortlisted for Mårtensson & Roxå: Academic developers developing – aspects of an expanding lifeworld. 2021
- ISSOTLs [Distinguished Service Award](#) 2019
- [IJAD](#) Article of the Year for: Roxå, T. & Mårtensson, K. (2017). "Agency and structure in academic development practices – are we liberating academic teachers or are we part of a machinery supressing them?" 2017
International Journal for Academic Development, 22(2), 95–10

Research supervision

Co-supervisor for
Karin Brown, ETH, Zürich, Switzerland 2022-
Colin Loughlin, Educational Sciences, Lund University 2017-
Natalie Simper, Monash University, Australia 2017-2022
Annika Fjelkner, Faculty of Engineering, Lund University 2016-2022

Editorial and review assignments

- * Co-editor of *Teaching & Learning Inquiry* 2019-2024
- * Co-editor of *International Journal for Academic Development*, IJAD 2013-2016
- * Co-editor for national Swedish e-Journal, *Högre Utbildning* 2011-2013
- * Member of Editorial Board of
 - Journal of University Teaching and Learning Practice (JUTLP) 2017-pres
 - International Journal for Academic Development 2016-pres
 - Teaching & Learning Inquiry, TLI 2013-2019
- * Regular reviewer for various international journals: 2008-pres
 - *Higher Education Research & Development*
 - *Studies in Higher Education*
 - *International Journal for Academic Development*
 - *Journal on Excellence in College Teaching*
 - *Dansk Universitetspedagogisk Tidsskrift*
 - *Nordic Studies in Education*
 - *European Journal for Engineering Education*
- * Pedagogical assessor at Chalmers Technical University, Umeå University and Halmstad University college, Sweden 2010--
- * External reviewer at Karolinska Institute, Stockholm 2009
- * Reviewer/track chair at international EAIR-conference, the European Association for Institutional Research,

Track 3, "Making sense of quality work" 2007

Invited presentations / keynotes

- Copenhagen University, invited presentations (Jan, April & August) 2023
- University of Oslo, Norway, keynote + panel April 2023
- ETH, Zürich, Colloquium, invited presentation/keynote April 2023
- Open University, Praxis, invited presentation Oct 2022
- TeLEd, University in Bergen, webinar, invited presentation Sep 2022
- Euro-SoTL-conference 2022, Manchester, England, Building communities through SoTL June 2022
- ICED-conference 2022, Aarhus, Denmark, Sustainable Educational Development, invited keynote June 2022
- Educational Giants webinar, EHON (The Netherland national network for Academic Development), invited as "educational giant" on the topic of 'Working with networks, communities and microcultures in academic development' April 2022
- University of Agder, Norway, invited keynote at leadership-retreat (for all leaders at UiA) April 2022
- Mount Royal University, Canada: invited keynote at Symposium for SoTL Nov 2021
- University of Tromsø, Norway: invited keynote at inaugural teaching & learning conference Nov 2021
- University of Oslo: Invited commentator to keynote by prof. Peter Felten, Elon University, NC, USA at Formation-conference: *Leading higher education as and for public good.* April 2021
- Aarhus University, Denmark; Invited presentation at Educational Day, on the theme of *University teachers' well-being and motivation* April 2021
- University of Reykjavik, Iceland; Invited keynote at university-wide webinar *Learning from experience: Discussing quality in learning and teaching.* Available at <https://haskoliislands.instructuremedia.com/embed/41139550-f927-4b50-8d5c-b9bfc7ee59da> April 2021
- University of Utrecht, Netherlands, Third Utrecht Scholarship of Teaching and Learning (virtual) conference, Onderwijsparade 2021. Invited keynote-presentation, with David Larsson-Heidenblad (LU): *"Embedding SoTL in an institutional culture"* March 2021
- iEarth Digital Learning Forum, Norway. Invited presentation: "Scholarship of teaching and learning, SoTL – a way to develop higher Education." Available at: <https://iearth.no/en/2021/01/14/iearth-digital-learning-forum-14-01-2021/> Jan 2021
- Central European University, Budapest, Hungary. Invited seminars on *Developing as a University Teacher* and *Promoting a Career in Academic Teaching & Learning* Feb 2020
- University of Zurich, Switzerland. Invited workshops on *Developing as a University Teacher*, and *SoTL*. 2 days. Sep. 2019
 - Invited panellist at Euro-SoTL-conference, *Exploring new fields through the scholarship of teaching and learning*, Bilbao, Basque Country June 2019
- University of Utrecht. Invited keynote: "How social collegial contexts and leadership influence academics' professional learning" Nov. 2018
- University of Zurich, Switzerland. Invited workshops on *Developing as a University Teacher*, and *SoTL*. 2 days. Sep. 2018
- Kristianstad University, Sweden. Invited keynote. Aug 2018

- Utrecht University, Netherlands. Invited workshop: “Academic microcultures and educational development” in Educational Leadership Programme. May 2018
- -Aarhus University, Denmark. Invited seminar on researching leadership, and invited workshop on academic and leadership development Nov 2017
- University College Borås, Sweden, invited keynote on academic leadership Sep 2017
- University of Zurich, Switzerland. Invited workshops on SoTL, 2 days. Sep. 2017
- ETH, Zürich, Switzerland: invited seminar on scholarship of academic development Sep 2017
- University of Calgary, Taylor Institute, Canada. Invited keynote and visiting professor (May 3-5, 2017) May 2017
- SoTL Commons-conference, Savannah, Georgia, USA. Invited keynote. 2017-03-28
- University of Zurich, Switzerland. Invited workshops on SoTL, 2 days. Sep. 2016
- University of Iceland, Reykjavik. Invited workshops, leadership 2 days Aug. 2016
- McMaster University, Canada. Invited keynote. 2015-12-09
- *ISSOTL15*, Melbourne, Australia. Invited keynote. 2015-10-28
- Karolinska Institute, Tomorrow’s Leadership-programme. Invited workshop. 2015-10-15
- National University of Singapore, *Network for Enhancing Teaching and Learning in Research-Intensive Universities*; invited presentation on “Leadership at local level – enhancing educational development” 2014-06-23
- *University of Glasgow* invited keynote 2013-04-19
- ‘*Improving Student Learning through research and scholarship*’, Lund, Sweden. Invited keynote. 2012-08-31
- *Copenhagen University, Denmark*: “Educational leadership” 2012-05-12
- *Uppsala university*, “Leadership in strong academic microcultures” 2012-04-17
- *Kristianstad University*, invited presentation “Learning in strong academic microcultures” 2012-03-14
- *Malmö University college*, presentation: “What signifies strong academic microcultures?” 2012-02-03
- Presentation for senior management, *University of Trondheim, Norway*:
 - “Strong microcultures in higher education” 2011-10-11
- *Kristianstad University* and *Blekinge Engineering School*, Invited keynote “Learning in strong academic microcultures ” 2011-08-17
- *Santander, Spain*, RED-U (Spanish network for ed dev), annual conference:
 - ”A Swedish perspective on educational development” 2011-07-07
 - ”Supporting innovation and educational development” 2011-07-08
- *Baden-Württemberg, Germany*, invited workshop:
 - ”Coaching educational developers nationally and globally” 2010-09-14

Ongoing and recently completed research projects

- a) *Learning together in a global pandemic: Practices & principles for teaching & assessing online in uncertain times*. Collaborative project (2020-2021) between universities in Australia, UK (Edinburgh), and Sweden, led by Dr Kelly Matthews, Associate Professor, University of Queensland, Australia.
- b) *Sharing responsibility for education – an empirical study of collegiality in higher education*. A collaborative study, based on participatory observations, with Dr. Torgny Roxå, Centre for Engineering Education, Lund Sweden.
- c) *People and practice meeting policy: recognizing a complex interplay*. Project within Lund University Faculty of Humanities and Theology, in collaboration with Dr Johanna Bergqvist-Rydén and Dr Torgny Roxå.

- d) *What is the difference between the scholarship of teaching and learning and educational research?* Completed study (2015-2019) led by professor Linda Price, Head of Technology Enhanced Learning, Kingston University, London, UK.
- e) *Faculty Change Towards High-Impact Pedagogies*. Completed study (2016-2018) led by professor Peter Felten, assistant provost for teaching and learning, executive director of the Center for Engaged Learning, and the Center for the Advancement of Teaching and Learning, and Jessie Moore, Associate Director of the Center for Engaged Learning, Associate Professor of Professional Writing & Rhetoric, Elon University, North Carolina, USA.
- f) *Strengthening expert reviews of teaching qualifications at Lund University – qualitative differences in what is assessed*. Collaborative project with: Associate professor Anders Ahlberg, Engineering Education, senior lecturer Maria Larsson, Division for Higher Education Development, Department of Educational Sciences, and professor Olle Holst, Faculty of Engineering. (2017-2018)

Teaching

25 years of teaching experiences, mainly including development and leading of courses for academic staff and educational leaders at Lund University:

Being a teacher in Higher Education

Course Design in Higher Education

Leading Higher Education

Strategic Academic Development (national course)

Director of Studies – with a focus on leadership and educational development

Supervision in Higher Education

Educational Development Projects in Higher Education

Teaching Portfolio

List of publications

Articles in reviewed journals

Natalie Simper, Katarina Mårtensson, Amanda Berry & Nicoleta Maynard (2021):
Assessment cultures in higher education: reducing barriers and enabling change, *Assessment & Evaluation in Higher Education*, DOI: 10.1080/02602938.2021.1983770

Mårtensson, K. & T. Roxå (onlineFirst, June 2021). Academic developers developing – aspects of an expanding lifeworld. *International Journal for Academic Development*. Available at <https://doi.org/10.1080/1360144X.2021.1950725> . Shortlisted for Article of the Year, 2021.

Simper, N., N. Maynard, & K. Mårtensson (2021). Informal academic networks and the value of significant social interactions in supporting quality assessment practices. *Higher Education Research & Development*. Online First.

Chng, Huang Hoon, and Katarina Mårtensson (2020). Leading Change from Different Shores: The Challenges of Contextualizing the Scholarship of Teaching and Learning. *Teaching & Learning Inquiry* 8 (1), 24-41. <https://doi.org/10.20343/teachlearninqu.8.1.3>.

Larsson, Maria, Katarina Mårtensson, Linda Price, and Torgny Roxå (2020). "Constructive Friction? Charting the Relation Between Educational Research and the Scholarship of Teaching and Learning". *Teaching & Learning Inquiry* 8 (1), 61-75.
<https://doi.org/10.20343/teachlearninqu.8.1.5>.

Roxå, T. & Mårtensson, K. (2017). Agency and structure in academic development practices – are we liberating academic teachers or are we part of a machinery supressing them? *International Journal for Academic Development*, 22(2), 95–105. [Awarded Article of the Year 2017](#).

Marquis, E., Mårtensson, K., & Healey, M. (2017): Leadership in an international collaborative writing groups (ICWG) initiative: implications for academic development, *International Journal for Academic Development*, 22(3), 211–222.

Mårtensson, K. & Roxå, T. (2016). Peer engagement for teaching and learning: competence, autonomy and social solidarity in academic microcultures
Uniped 39(2), 131–143.

Roxå, T & K. Mårtensson. (2016). Microcultures and informal learning: a heuristic guiding analysis of conditions for informal learning in local higher education workplaces.
International Journal for Academic Development. Vol. 20 (2), 193–205.

Mårtensson, K. & Roxå, T. (2016) Leadership at a local level – enhancing educational development. *Educational Management Administration & Leadership*, 44(2), 247–262.

Mårtensson, K. & Roxå, T. (2014). Promoting learning and professional development through communities of practice. *Perspectives on Pedagogy and Practice*, Vol. 5, Sep. 2014, 1–21.

Roxå, T. & Mårtensson, K. (2014). Higher Education Commons – a framework for comparison of midlevel units in higher education organisations. *European Journal of Higher Education*.

Handal, G., K. Hofgaard Lykke, A. Skodvin, T. Dyrdal Solbrekke, K. Mårtensson & T. Roxå (2014). Transforming Bologna regulators to a national and institutional context: The role of academic developers. *International Journal for Academic Development* 19(1), 12–25.

Mårtensson, K., T Roxå & B. Stensaker (2014): From quality assurance to quality practices: an investigation of strong microcultures in teaching and learning, *Studies in Higher Education* 39(4), 534-545.

Roxå, T. & Mårtensson, K. (2013). How leaders can influence higher education cultures. *Perspectives on Pedagogy and Practice*. University of Ulster.

Mårtensson, K., Roxå, T. & Olsson, T. (2011) Developing a Quality Culture through the Scholarship of Teaching and Learning. *Higher Education Research and Development*, 30(1), 51-62.

Roxå, T., Mårtensson, K. & Alveteg, M. (2010). Understanding and influencing teaching and learning cultures at university – a network approach. *Higher Education* 62:99-111; Online First, 25 September 2010.

Roxå, T. & Mårtensson, K. (2009). Significant conversations and significant networks – exploring the backstage of the teaching arena. *Studies in Higher Education* 34(5): 547-559.

Roxå, T., Olsson, T. & Mårtensson, K. (2008). Appropriate Use of Theory in the Scholarship of Teaching and Learning as a Strategy for Institutional Development. *Arts and Humanities in Higher Education*, Vol 7(3), 276-294.

Roxå, T. & Mårtensson, K. (2008): Strategic Educational Development – a national initiative to support change in higher education. *Higher Education Research and Development*, 27:2, 155-168.

Book-chapters

Mårtensson, K. (2021). Kollegialitet som utvecklande kraft i högre utbildning. Kapitel i Wittek & de Lange (red.) *Kollegaveiledning i høyere utdanning*. Universitetsforlaget. (English version 2023: The power of collegiality in developing higher education; book title: *Faculty Peer Group Mentoring in Higher Education: Developing Collegiality through Organised Supportive Collaboration*. Springer)

Mårtensson, K. (2020): Expertise: How do we develop a career long engagement with teaching? Chapter 16, p. 357-378, in (Ashwin, P. ed.) *Reflective Teaching in Higher Education*. Bloomsbury Academic.

Mårtensson, K. & Roxå, T. (2019). Development of academic developers – supporting a scholarly community. In Scholkmann, A., Brendel, S., Brinker, T., Kordts-Freudinger, R. (Eds.) *Zwischen Qualifizierung und Weiterbildung. Reflexionen zur gekonnten Beruflichkeit in der Hochschuldidaktik*. [Between qualification and professional training. Reflections about skillful professionalism in Educational Development]. Bielefeld, Germany: W. Bertelsmann Verlag.

Mårtensson, K. (2018). Stepping stones in a journey as university teacher. In Pleschová & Simon (eds.) *Early career academics' reflections on learning to teach in Central Europe*. SEDA, London.

Roxå, T. & Mårtensson, K. (2018). The impact of governance on teaching excellence in academic microcultures. In Broughan, C., Steventon, G. and Clouder, L. (eds): *Global Perspectives on Teaching Excellence: A new era for higher education*. Abingdon: Routledge.

Grunefeld, H., Prins, F., van Tartwijk, J., van der Vaart, R., Loads, D., Turner, J., Mårtensson, K., Nilsen Gibbons, A. M., Harboe, T., Poder, K., & Wubbels, T. (2017): Faculty Development for Educational Leadership. Pp 73-101 in Stensaker, B., Bilbow, G., Breslow, L. and van der Vaart, R. (Eds., 2017) *Strengthening Teaching and Learning in Research Universities. Strategies and Initiatives for Institutional Change*. Palgrave Macmillan, Springer International Publishing AG, Cham, Switzerland.

Mårtensson, K. & Roxå, T. (2016). Working with networks, microcultures and communities. Chapter 11 in D. Baume & C. Popovic (Eds.) *Advancing Practice in Academic Development*. Routledge.

Roxå, T. & Mårtensson, K. (2015). Developing higher education organizations and evaluating effects. In R. Egger & M. Merkt (Eds) *Teaching skills assessment. Qualitätsmanagement und Personal-entwicklung in der Hochschullehre*. Pp 91–115. Springer.

Mårtensson, K. & Roxå, T. (2014). Starka mikrokulturer – ett sociokulturellt perspektiv på högre utbildning. [Strong microcultures – a sociocultural perspective on higher education.]. In Persson, A. & Johansson, R. (Eds) *Vetenskapliga perspektiv på lärande undervisning, och utbildning i olika institutionella sammanhang – utbildningsvetenskaplig forskning vid Lunds universitet*. Media-Tryck, Lund University. Lund, Sweden.

Roxå, T. & Mårtensson, K. (2012). How effects from teacher training of academic teachers propagate into the meso level and beyond. In Szimon, E. & Pleschová, G. (Eds.) *Improving Teaching in Higher Education: The Challenges of Creating Effective Instructional Development Programs*. Routledge.

Roxå, T. & Mårtensson, K. (2010) Improving university teaching through student feedback - a critical investigation. In Cheniceri, S.N. & Mertova, P. (Eds.) *'Student Feedback: The cornerstone to an effective quality assurance system in higher education'*. Chandos Publishing, Oxford.

Olsson, T., Mårtensson, K. & Roxå, T. (2010) Pedagogisk skicklighet - ett utvecklingsperspektiv [Pedagogical competence – a developmental perspective]. In Ryegård, Å., Apelgren, K. & Olsson, T. (Eds) *A Swedish Perspective on Pedagogical Competence*. Universitetstryckeriet, Uppsala, 2010.

Roxå, T. & Mårtensson, K. (2009). Teaching and Learning Regimes from within. Significant Networks as a locus for the social construction of teaching and learning. In Kreber, C. (Ed.) *The University and its disciplines: Teaching and Learning Within and Beyond Disciplinary Boundaries*. Routledge

Monographies

Mårtensson, K. (2014). *Influencing teaching and learning microcultures. Academic development in a research-intensive university*. PhD-thesis. Lund University Press, Lund, Sweden.

Roxå, T. & Mårtensson, K. (2011) *Understanding strong academic microcultures – An exploratory study*. Report from a pilot-project, Lund University. Available at: [https://portal.research.lu.se/portal/sv/publications/understanding-strong-academic-microcultures--an-exploratory-study\(246cf361-3a33-47df-8fad-c21ec704fb4d\).html](https://portal.research.lu.se/portal/sv/publications/understanding-strong-academic-microcultures--an-exploratory-study(246cf361-3a33-47df-8fad-c21ec704fb4d).html)

Mårtensson, K. (Ed., 2009). *Strategisk pedagogisk utveckling – proceedings*. Lunds universitet, Centre for Educational Development.

Mårtensson, K., Giertz, B., Gysell, T., Jämsvi, S. & Antman, L. (2008): *Bedömning av behörighetsgivande högskolepedagogisk utbildning – rapport från swednets pilotprojekt 2007-2008*. [Assessing and accrediting compulsory higher education teacher training in Sweden. Report from a pilot project]. Swednet, annual conference, Borås, April 2008.

Editorials

Dorner, H. & Mårtensson, K. 2021. Catalysing pedagogical change in the university ecosystem: Exploring ‘big ideas’ that drive faculty development. *Hungarian Educational Research Journal* 11 (2021) 3, 225–229. DOI: 10.1556/063.2021.00089

Schrum, Kelly, and Katarina Mårtensson. 2021. Exciting Changes Ahead! *Teaching and Learning Inquiry* 9 (2). <https://doi.org/10.20343/teachlearninqu.9.2.1>.

Mårtensson, Katarina, and Kelly Schrum. 2021. A Milestone in the Life of a Journal. *Teaching and Learning Inquiry* 9 (1):1-2. <https://doi.org/10.20343/teachlearninqu.9.1.1>.

Chick, Nancy, and Katarina Mårtensson. 2020. What Does It Mean to Be an ‘international’ journal?: What Is Submitted to TLI Is What Shapes TLI. *Teaching & Learning Inquiry* 8 (1), 1-3. <https://doi.org/10.20343/teachlearninqu.8.1.1>.

Mårtensson, K. & Chick, N. 2019. TLI's trajectory of tradition and change. Sep 16, *Teaching and Learning Inquiry*. 7, 2, p. 1-2.

Mårtensson, K. & T. Roxå. (2015). Academic development in a world of informal learning about teaching and student learning (Editorial). Social networks and informal learning: implications for academic development. *The International Journal for Academic Development*, Vol. 20 (2), 109–112.

Mårtensson, K. & Bovill, C. (2015). Academic development – old habits or disruptive practice? Editorial in *International Journal for Academic Development*. Vol. 20 (4), 303–305.