

CV

ANNE-KATHRIN PETERS

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CURRENT POSITION

Associate Professor for Technology Education with Focus on Sustainability,
School of Industrial Technology and Management (ITM), Department of Learning in Engineering Sciences
KTH Royal Institute of Technology in Stockholm

SUMMARY

My main interest is the role of education and technology for change towards more just and sustainable ways of living. I am particularly interested in the intersection of social sustainability (e.g. equality, equity, democracy) and environmental sustainability. I am researching norms, values, and identities in education and how they are produced in power relations in education. Emotions and care ethics in education have been important topics for me. Most of my work has been in computing education but I have also been a part of and moved between other research communities in the past years including, science, technology, engineering, and mathematics (STEM) education, ICT for sustainability, feminist technology studies, and futures studies.

I am supporting educational development for sustainability at KTH in various ways. I mostly teach university employees and teacher students about sustainability and technology education. Part of my work

ACADEMIC AND PROFESSIONAL QUALIFICATIONS

Dec 2017 PhD in computer science with specialisation in computing education research

Department of Information Technology, Uppsala Computing Education Research Group (UpCERG),
Uppsala University, Sweden.

Supervisors: Prof. Arnold Pears, Dr. Anna Eckerdal, Dr. Anders Berglund

Thesis: "Learning Computing at University: Participation and Identity: A Longitudinal Study"

Opponent: Prof. Dr. Lars Ulriksen (University of Copenhagen)

Examination Committee: Prof. Matti Tedre (University of Eastern Finland), Prof. Michael Giannakos (NTNU Norway), Dr. Olle Bälter (KTH Sweden), Prof. Anna Danielsson (Uppsala University), Prof. Caroline Liberg (Uppsala University)

2014 Licentiate of Philosophy in computer science with specialisation in computing education research

Department of Information Technology, Uppsala University, UpCERG

Thesis: "The Role of Students' Identity Development in Higher Education in Computing"

Discussant: Dr. Ari Korhonen, Aalto University, Finland

2011 2nd State Exam (German practical teacher training degree), Berlin

after two years of practical teacher training in Germany

2009 Bachelor of Science, Computer Science, University of Hamburg, Germany

2008 1st State Exam (Equivalent to a Master of Education), University of Hamburg, Germany

graduated with distinction

2003 High School Diploma Germany

2001 High School Diploma USA at the end of a year as an exchange student in Ohio

PREVIOUS EMPLOYMENTS

Jan 2021 – Aug 2021 Researcher in computing education research,
Department of Information Technology, Uppsala University

May 2018 – Dec 2020 Postdoctoral researcher in computing education research
Department of Information Technology, Uppsala University

Aug 2011 – Dec 2017 PhD Student Position
Department of Information Technology at Uppsala University

Aug 2009 – Jun 2011 High school teacher in Berlin, Germany (math, computer science)

May – Aug 2009 Outreach activities at the University of Hamburg
Organising “Girl’s Day”, “Try-out-week” for high school students to learn about computer science and what it means to study at the Department of Computer Science

Feb 2009 – Jul 2009 High school teacher in Hamburg, Germany (math, computer science)

Sep 2004 – Dec 2008 Philips Medical Systems, working student, Hamburg, Germany
Programming and other computing tasks at two different divisions, contributing to a testing project “London PACS full functional testing project” in the Netherlands, Eindhoven, for one month

ACADEMIC TEACHING EXPERIENCE

Teacher Education and Workshops for Pedagogical development at KTH

- *Teaching and Learning in Higher Education (LH231V)*: Basic course on university pedagogics and didactics, course responsible Autumn '23, teacher in module on (under-)representation in science and technology education at universities and reasons (e.g. bias), ways to act for change (3h), '22, '23
- *Workshop “Pedagogy with and for all for. Emancipatory and anti-oppressive education for sustainability” (Part 1 and 2)* Development and conduct of a co-construction workshop on the purposes of education, how engineering education can be oppressive or discriminatory, and anti-oppressive, emancipatory. Including a research presentation. Part 1 introduction (3h), part 2 follow-up with focus on classroom implementations (3 h) with teachers at KTH, April, August, November 2022
- *Modules “Genders in STEM education” and “Anti-Oppressive, emancipatory education” in Course Genusforskning och jämställdhet i teknisk högre utbildning” / Gender Theory and Gender Equality in Technical Higher Education (LH225V)*, a whole-day and a half day seminars on the social production of norms, power relations and (in)equalities in science and technology education / STEM education, exploring gender as a lens to understand who participates in STEM education and how, as well as the conditions for participation (2 h), April, Aug 2022
- *Module “Social Sustainability” in Course “Learning for Sustainable Development” (LH215V)*, Sep '22, different ways of understanding and examples of social sustainability (2 hours), Sep 2022
- *Research and communication for change towards sustainability*. Workshop with PhD students and their supervisors (3 h), May 2022
- *Education Futures*. Workshop with teachers at the department of Learning in Engineering Sciences at KTH about education for sustainable development (3 h), Oct 2021
- *Equality Education. Where are we heading? Causal-Layered-Analysis & Futures Workshop* with Educators and Pedagogical Developers working with equality (2 h), Nov 2021
- *Working with and for Sustainability and Equity in Thesis Project Work*, seminar on equality and sustainability in thesis project work with educators in higher education (3 h), Nov 2021, 2022

Other Teaching at KTH

- *Education for Students, Teacher students*
 - *Technology Education in Troubling, Lively Times. Three calls for educators and researchers (1 hour):* Lecture to practicing teachers, “lärarlyft”, Cetus, 1 hour, Sep ’22
 - *Social relations, leadership, and communication (LT1046)* A seminar on discrimination and equality in science and technology education (April 2022)
- *Education for other students*
 - *Gender and Technology (AK2202)*. Seminar on engineering education and gender, May 2022
- *Education for university employees from other universities*
 - *Education and Sustainability*. One day workshop as part of the 4-day programme “Enhancing Higher Education” with participants from universities in Chile, Peru, Colombia, Palestine, Jordan, Tunisia, UK

Guest lecturer at other universities

- *Digital Technology for Sustainability through the Lens of Justice & Power. Examples from University Education*, lecture at the Technical University (TU) Berlin, 2023
- *Diversity and Equality in computing education* at the University of Vaasa, Academic Teacher Education, Finland May 2021 (1/2 day)
- *Identity perspectives for greater diversity in higher education in STEM*, Academic Teacher Education as a part of an internal conference on diversity and equality at the “IT-Vest” Networking Universities in Denmark, Apr 2021 (1 hour)
- *Teknik, makt, och mänsklighetens framtid* (Technology, power, and the future of humanity). A guest seminar (3h) on gender, IT, and sustainability at the Centre for Environment and Development Studies (Cemus) at Uppsala University, together with Minna Salminen Karlsson, SS’20, SS’21

Department of Information Technology Uppsala University, Sweden, 2011-2021

- *IT in society*: open-ended group project course with a real client (the hospital in Uppsala) and international students, to learn about and develop future healthcare with IT (in collaboration with the Rose-Hulman Institute of Technology in the USA for several years). In many years, the students present their work at a conference, e.g. at Vitalis. 10-30 students, 15 hp
my role: course responsible WS ‘20/’21, WS ‘18/’19, teacher assistant since ’13 and since then contributed to course development guided by research (see Peters, Daniels and Cajander 2019; Cajander et al. 2017; Peters et al. 2015; Cajander et al. 2014 in Publication list)
course setup: lectures in the beginning of the course, supervised project meetings, presentation at the hospital, final report
- *Independent Project work*: ca 50 IT engineering students work on real projects for a real client in groups with a focus on sustainability
my role: supervisor for the students as teacher assistant in three course instances, workshop on sustainability in SS21
- *Information Technology*: introduction computer science / IT engineering, ca. 120 students, 15 hp, my role: teaching about the discipline, lecture on sustainability, equity, seminar on software engineering, lab assistant in programming, since 2011 (almost every year)
- *Sustainability lecture in Embedded Systems*, an advanced course, ca 90 students, WS ‘20/’21,
- *Database Design I*: introduction to databases, 5 hp, ca. 60 students, WS ‘11/’12
my role: five lectures, course development for more student activation in the lectures
- *Global Software Product Development*: project course, students develop distributed systems, with students from Finland and China, advanced level, 10 hp, 10-30 students, SS ‘13, ‘14
my role: student supervision

- *Computing Education Research*: introduction to computing education research, advanced level course, 7,5 hp, ca 20 students, WS '13
my role: student supervision in their education research project
- *Programming for School Teachers* ordered by the Swedish National Agency for Education (Skolverket): novice programming education for math school teachers, 23 teachers, 7,5 hp
my role: SS '19 course responsible, leading the development & implementation of the course, with emphasis on equality and diversity, e.g. including a seminar on equality in programming education
course setup: distance course with 3 whole-day meetings, weekly meetings via Skype or in person, weekly assignments, classroom project presented in a didactics conference format

Students Advised:

- 3 Master thesis, engineering and education double-degree, supervised on equality & sustainability, 2022
Martin Demmelmeier, Oscar, Amani Mohammed Najimudeen
- 2 Bachelor thesis, math teachers' experiences learning and teaching programming, 2019
- 1 Bachelor thesis, computer science students' study experiences, 2017

SCIENTIFIC QUALIFICATIONS

Leadership roles

- Since Nov 2021: Leading a new research group on Education and Sustainability at the Department of Learning at KTH
- Jan 21 – Aug '22: Coordinating an international group of researchers in futures studies, researchers coming from three universities in Sweden (UU, SLU, KTH) and Bristol university in England.
- Nov '19 – Sep '22: Coordinating an international group of researchers in ICT for sustainability (ICT4S)
- May 2020-July 2021: Coordinator of the Climate Change Leadership (CCL) Initiative for the Uppsala University Sustainability Initiative (UUSI), 30% of my time, establishing new networks and collaboration among internal researchers and external stakeholders, initiating and contributing to interdisciplinary research projects in CCL, organising seminars on CCL, reporting to UU vice-chancellor. I have coordinated a large Mistra programme application on societal transformation for climate action (40MSEK, 5 universities, > 10 civil society organisations, see Funding).
4 themes to structure the collaboration in the initiative, 1) universities' role as leaders of societal transformation, 2) environmental governance, 3) conflicts in climate change, 4) behaviour change
Though new joint questions and topics were identified throughout, e.g. agents of change, future studies
Furthermore collaboration with the coordinators of the other four sustainability initiatives: urban development, social justice and health, circular economy, and water a critical resource

PhD student supervision

- Virginia Grande, co-supervisor since '18, defence in June 2023

Expert evaluator

- 2022-2026: Member of the advisory board, center for excellent IT education, Excited, Noway.
got funding for a second 5-year period (2022-2026), e.g. on "IT education for sustainability and a digital future".
- 2021 First opponent, PhD Thesis "Employability as Identity Formation – the Transition of Computing Graduates from Higher Education to Employment", Gunhild M. Lundberg, NTNU Norway
- Since '19 Member of the monitoring and quality committee of the EU SELI project, "Smart Ecosystem for Learning and Inclusion" (SELI), Coordinator: Prof. Matti Tedre (University of Eastern Finland), partner universities in Latin America and EU
- Reviewer for six conferences and international journals in computing education research and education research, e.g. Transactions on Computing Education (TOCE), Computing Education Research
- Discussant
 - 2022 60% Seminar Eva-Lena Forslind Peer feedback med stöd av digitala verktyg i bildämnet

- 2022 30% Seminar Ida Naimi-Akbar *Tensions and constraints - Teachers' room for maneuverer in digital assessment practice*

Expert Consultant and invited presentations or participation

- June '23 invited Keynote at the ICT for sustainability (ICT4S) conference, Rennes, France, about education, preliminary title “Complexities and possibilities of ICT education for sustainability”
- Dec '22 Keynote at the International Conference on Engineering Education – Philippines 2022 (ICEE 2022). Title: “Engineering education for sustainability. What are the possibilities for change?”
- Oct '22 Keynote at the Frontiers in Education (FIE) Conference ”Technology Education in Troubled, Exciting Times: Three (Un-)Knowns”
- 2022 Oct Emotions in Engineering Education (EEES) Symposium. A symposium to consolidate, strengthen, and expand the emerging research field Emotions in Engineering Education, with about 30 researchers. 2 invited workshops, a) non-violent communication, b) on futures of engineering education
- 2022 Jun Keynote “Working for change towards sustainability in engineering education and beyond”, invited presentation at a workshop of engineering educators from the GW4 Alliance (University of Bristol, Exeter, Cardiff, Bath), UK
- 2022 Apr Keynote IT education for sustainability as a “Kick-off” of the Research Program Excited “Excellent IT Education”, Trondheim, Norway
- 2022 Mar Keynote speaker at the symposium Uppsala Women in Research – Kvinnomarathon. “A personal journey of understanding the role of technology education and research for change towards sustainability”
- 2022 Mar invited Workshop at IT company Zenseact (Gothenburg), “Diversity and Equality in Tech. What are the issues and how can they be addressed?”
- 2021 Oct invited keynote “Education in Times of Change. The Role of Education for Sustainability & Resilience”, at kick-off conference EU-project (Erasmus+) titled “Education for sustainability and resilience” (storyline.education)
- 2021 Feb Invited seminar on theories of identity together with Prof. Anna Danielsson (Stockholm University) as part of a research course, organised by the Centre for discipline-based education research (MINT), Uppsala University
- 2020 Sep Invited talk *Making sustainable futures at university, the role of science and technology education*, Centre for discipline-based education research (MINT), Uppsala University
- 2020 Jun One day research training on *sustainability in IT education, diversity, identity* as part of the Excited Summer School in Trondheim, Norway, (cancelled because of covid-19)
- 2019 Nov Invited panellist, Integration of sustainability in IT education, Norwegian IT conference NIKT 2019, part of the Norwegian conference for education and didactics of IT (UDIT)
- 2019 Jan Consult for the Swedish National Agency for Education (Skolverket) on programming education for teachers in schools, e.g. participation in a one-day workshop (esp. on sustainability and equality)
- 2019 Jan Workshop participation, whole day workshop to establish the *Climate change leadership initiative* at the Uppsala University Sustainability Initiative (UUSI)
- 2018 Dec *Engineer to Engineer (E2E) equity event*, presentation titled “Making Differences in Tech and Sciences”
- 2018 Aug *Inclusive Teaching, Gender and Technology*, invited presentation at Komtek

Committees / Conference Engagement

- ICT4S 2022 Co-Proceedings Chair
- IEICT 2020 – 1st Workshop on Inclusive Education Through ICT program committee
- Koli Calling member of the programme committee since 2014
- ICER programme committee 2018, 2019

- 3(IT) workshop program committee 2019 (invited by Guttorm Sindre, NTNU, Norway), workshop associated with the conference i3E
- Attended conferences attended:
 - International conferences in computing, engineering, STEM education: Frontiers in Education (FIE), ITiCSE, Koli Calling, ICER, Esera
 - International conferences in sustainability education: Anticipation Conference, Learning Futures
 - Local Conferences on (STEM) education

Funding

- 2022 Co-PI of a research and development project *Digitalisation and Educational Transformation: Empowering Students and Teachers with Cognitive Disabilities*. PI: Jan Gulliksen (KTH/EECS), 2MSEK
- 2019 PI of a research and pedagogical development project “*Understanding and developing computing identity in a dialogue with different stakeholders*”, with Dr. Thomas Lind, Senior Lecturer Tobias Wrigstad (215 kSEK, funded by TUFF pedagogisk fond)
- 2019 Member of a research and pedagogical development project “*Developing Pedagogically Anchored Strategies for Using the Self-Flipped Classroom Concept*”, PI Åsa Cajander, Prof. Mats Daniels (203 kSEK, funded by TUFF pedagogisk fond)
- Travel funding (approx. 220 kSEK) from different organisations such as Helge Ax:son Johnsons Stiftelse, Anna Maria Lundins Stiftelse, Liljewalchs Resestipendium

Research visits outside Sweden

- 2019-2020 five weeks visit at the Department of Science Education, University of Copenhagen
- 2016 one week at the Technical University Munich, Germany, invitation by Prof. Dr. Hubwieser
- 2013 one week at the Norwegian University of Life Sciences, invitation by Prof. Dr. A. Hugo

Professional development courses:

In summary, I have taken courses relevant for academic teaching that correspond to more than a year full-time study (67,5 hp)

- 2022 Art of Hosting, a course on leadership and co-constructing transformation, “*Hur kan vi stärka förmågan samt hitta kraft och vägar att utveckla våra lokalsamhällen or organisationer tillsammans?*” 3 full days
- 2022 Drama for Explorative Drama Workshop about Teaching for Sustainability in Higher Education, Eva Österlind, 3 hours
- 2022 PhD supervision, KTH, 3 hp (2 weeks full-time)
- 2022 Gender research and equality in technical education at university (“*Genusforskning och jämställdhet i teknisk högre utbildning*”), 4,5 hp (3 weeks full-time)
- 2019 ICT for Sustainability, KTH (teacher Daniel Pargman), 7,5 hp
- 2019 Leadership course, Uppsala University, 3 hp
- 2019 Supervision course, Uppsala University, 2 full days
- 2013 Identity and Learning in Science and Technology, Department of Gender Research, Uppsala University, 7,5 hp
- 2013 Academic Teacher Training, 7,5 hp
- 2013 Advanced Disciplinary Research, 5 hp
- 2012 Phenomegraphy, 5 hp
- 2012 Computing Education Research, Uppsala University, 15 hp
- 2012 Sustainability in science education, Island, 7,5 hp
- 2011 Design – Based Research, 7,5 hp

Memberships

- Aug 2015 – Dec 2017 Member of the Equal Opportunity Group at the IT department Uppsala University

PARENTAL LEAVE

I have been on parental leave with a bit more than 2 years full time distributed over three time intervals in the years 2014 to 2020.

PUBLICATION LIST

I have an h-index of 14 and 517 citations since 2012 (google scholar, Jan 2023).

Monographs:

- Peters, A.-K.** (2017) *Learning Computing at University: Participation and Identity: A Longitudinal Study*, Doctoral Thesis, Uppsala: Acta Universitatis Upsaliensis
- Peters, A.-K.** (2014) *The Role of Students' Identity Development in Higher Education in Computing*, Licentiate Thesis, Uppsala University, Department of Information Technology, nr 2014-004

Articles in Scientific Journals: Besides the published journal articles, two articles are in the review process. Barrineau, S., Mendy, L., **Peters, A.-K.**, (2022) Emergentist education and the opportunities of radical futurity. *Futures*

Mendick, H., **Peters, A.-K.** (2022) How post-Bologna policies construct the purposes of higher education and students' transitions into Masters programmes. In special issue Ulriksen, L. and Holmegaard, H. (Eds.), "Student transition patterns from bachelor to master's level in post-Bologna Europe" in *European Educational Research Journal*

Peters, A.-K., (2018) Student Experience of Participation in a Discipline – A Longitudinal Study of Computer Science and IT Engineering Students, in *ACM Transactions on Computing Education (TOCE)*, 9(1)

Kinnunen, P., Butler, M., Morgan, M., Nylén, A., **Peters, A.-K.**, Sinclair, J., Kalvala, S., Personen, E., (2017) Understanding Initial Undergraduate Expectations and Identity in Computing Studies, in *European Journal of Engineering Education*, Taylor & Francis

Peer-Reviewed Full Articles in Conference Proceedings:

- Grande, V. Kinnunen, P., **Peters, A.-K.**, Barr, M., Cajander, C., Daniels, M., Lewis, A., Sabin, M., Sánchez-Peña, M., Thota, N. (2022) "Role Modeling as a Computing Educator in Higher Education: A Focus on Care and Emotions", in working group report, in Proc. ITiCSE 2022
- Rosén, A, **Peters, A.-K.**, Daniels, M., Danielsson, M., Hemphälä, J., Håkansson, M., Ölundh Sandström, G., (2022), "Transformation-Driving Education: Perspectives Emerging in a Dialogue between Teachers with Experiences from Challenge-Driven Education". In Proc. Frontiers of Education Conference 2022
- Eriksson, E, **Peters, A.-K.**, Pargman, D., Hedin, B., Thorslund, M., Sjöo, S., (2022), "Addressing students' eco-anxiety when teaching sustainability in computing education", in Proceedings of the ICT for Sustainability (ICT4S) conference 2022 (Best Paper Award)
- Peters, A.-K.**, Golay, D., Mats, D. (2021), Making Futures in Computing Education. "Emergentist Education" in an Open-Ended Group Project. Frontiers in Education Conference 2021
- Pollock, I., Alshaigy, B., Bradley, A., R. Krogstie, B., Kumar, V., Ott, L., **Peters, A.-K.**, Riedesel, C., Wallace, C. (2019) '1.5 Degrees of Separation: Computer Science Education in the Age of the Anthropocene. In *ITiCSE '19: Proceedings of the 2019 ACM Conference on Innovation and Technology in Computer Science Education*, 1-25
- Peters, A.-K.**, Daniels, D., Cajander, Å. (2019) Utilising Diversity for Project Work and Learning: A Study of the Learning Agreement Intervention" in Proceedings Frontiers of Education Conference 2019
- Frezza, S., Pears, A., Daniels, M., Kann, V., Kapoor, A, McDermott, R., **Peters, A.-K.**, Wallace, C., Sabin, M., and Cajander, Å (2018) Modelling global competencies for computing education, *ACM Innovation and Technology in Computer Science Education*, Cyprus, pp 348-349
- Grande, V., **Peters, A.-K.**, Daniels, M., Tedre, M. (2018) "Participating Under the Influence": How Role Models Affect the Computing Discipline, Profession, and Student Population. in *Proc. of the 2018 IEEE Frontiers in Education Conference (FIE)*, IEEE

- Cajander, Å, Daniels, M., Golay, D., McDermott, R., Moll, J., Nylén, A., Pears, A., **Peters, A.-K.** (2017) Unexpected Student Behaviour and Learning Opportunities: Using the Theory of Planned Behaviour to Analyse a Critical Incident, in *Proc. of the 2017 IEEE Frontiers in Education Conference (FIE)*, IEEE
- Peters, A.-K.**, Berglund, A., Eckerdal, A., Pears, A. (2015) Second Year Computer Science and IT Students' Experience of Participation in the Discipline, in *Proc. 15th International Conference on Computing Education Research: Koli Calling*, pp. 68-76, ACM Press, New York
- Peters, A.-K.**, Hussain, W., Cajander, Å., Clear, T., Daniels, M. (2015) Preparing the Global Software Engineer, *Proc. of the 10th International Conference on Global Software Engineering*, IEEE.
- Peters, A.-K.**, Rick, D. (2014) Identity Development in Computing Education: Theoretical Perspectives and an Implementation in the Classroom, in *Proc. of the 9th Workshop in Primary and Secondary Computing Education (WiPSCE)*, ACM, New York.
- Cajander, Å, Daniels, M., **Peters, A.-K.**, McDermott, R. (2014) Critical Thinking, Peer-Writing, and the Importance of Feedback, in *Proc. 44th ASEE/IEEE Frontiers in Education Conference*, pp. 1501-1507, IEEE Press.
- Peters, A.-K.**, Berglund, A., Eckerdal, A., Pears, A. (2014) First Year Computer Science and IT Students' Experience of Participation in the Discipline, in *Proc. of the Learning and Teaching in Computing and Engineering Conference (LaTiCE)*, IEEE.
- Peters, A.-K.**, Pears, A. (2013) Engagement in Computer Science and IT – What! A Matter of Identity?, in *Proc. of the Learning and Teaching in Computing and Engineering Conference (LaTiCE)*, IEEE.
- Schulte, C., Hornung, M., Sentance, S., Dagiene, V., Jevsikova, T., Thota, N., Eckerdal, A. and **Peters, A.-K.**, Computer Science at School / CS Teacher Education: Koli working-group report on CS at school, in *Proc. 12th International Conference on Computing Education Research: Koli Calling*, pp. 29-38, ACM Press, New York, 2012.
- Peters, A.-K.**, Pears, A. (2012) Students' experiences and attitudes towards learning Computer Science, in *Proc. 42nd ASEE/IEEE Frontiers in Education Conference (FIE)*, pp. 88-93, IEEE, Piscataway, NJ.

Other Peer-Reviewed Conference Contributions:

- Peters, A.-K.**, Rosén, A. (2023). Learning about the Role of Educational Developers and Researchers for Sustainability at a Technical University. ECER conference. ECER Conference. Extended peer-reviewed abstract
- Peters, A.-K.**, Stefan Bengtsson (2023). Towards an Understanding of Identity as Political in Higher Education. An Ethnographic Study of Computing Education at University. ECER Conference. Extended peer-reviewed abstract
- Peters, A.-K.**, Magnell, M., Dehlin, L., Kjellgren, B., Rosén, A. (2023) Transformation of Education for Sustainability and Equality: Processes, Roles, Collaborations and Co-Productions. Conference Forskning om högre utbildning, Stockholm
- Eriksson, E., Penzenstadler, B., Venters, C., **Peters, A.-K.** (2023) Fifth International Workshop on Computing + Sustainability + Education (ICT4SEdu) – community workshop, extended abstract published in the IEEE conference proceedings of the ICT for sustainability conference (ICT4S)
- Peters, A.-K.** Magnell, M, Rosén, A, Engström, S., Hedin, B, Kjellgren, B, Delin, L, Richter, T, Söderlindh, L. (2023) Tired of all this talk about sustainability and equality? A workshop on action for educational transformation. Scholarship of Teaching and Learning (SoTL) at KTH Royal Institute of Technology.
- Grande, V., Bedour, A., **Peters, A.-K.**, Daniels, M. (2022) Who is a Role Model? An Open Discussion on the Role of Role Modeling in Engineering Education. Special Session at the Frontiers in Education Conference
- Alshaigy, B., Krogstie, B., **Peters, A.-K.**, Pollock, I. (2022) Are We There Yet? Incorporating Climate Change into CSEd. Panel discussion with a summary published in the Proceedings of the Innovation and Technology in Computer Science Education (ITiCSE)
- Peters, A.-K.**, Penzenstadler, B., Venters, C., Eriksson, E., (2022) Fourth International Workshop on Computing + Sustainability + Education (ICT4SEdu) – community workshop, extended abstract published in the IEEE conference proceedings of the ICT for sustainability conference (ICT4S)

- Grande, V., Daniels, M., Peters, A.-K., “Reflecting on your Role Modeling with a Scientific Approach”, WEEF Engineering Education Conference 2021, (extended peer-reviewed abstract)
- Grande, V., **A.-K. Peters**, Understanding how Role Models Make and Broaden Computer Science, part of Symposium titled “What is the Science in Science identity?”, in *Proceedings of the European Science Education Research Association (ESERA)*, 2021 (peer-reviewed short paper and presentation)
- Barrineau, S., Mendy, L., Peters, A.-K., Emergentist education and the opportunities of radical futurity. Learning Futures – Futures of Learning (peer-reviewed abstract and presentation)
- Peters, A.-K.**, Bengtsson, S., Cajander, Å., Daniels, M., Grande, V., Lönngrén, J., Salminen-Karlsson, M. (2020) “Care ethics to develop computing and engineering education for sustainability”, *Frontiers in Education conference 2020*, pp. 1-4 (peer-reviewed proceedings publication, special session)
- Grande, V., Daniels, M., and **Peters, A.-K.** (2020) “Types of Role Models for the Frontiers in Education (FIE) Community, *Frontiers in Education conference 2020*, pp. 1-4 (peer-reviewed proceedings publication, special session)
- Peters, A.-K.**, Pargman, D., Eriksson, E. (2019). “Disciplinary Identity as a Barrier to Integrating Sustainability in Computing Education”. *Accelerating the Implementation of Sustainable Development in the Curriculum* (peer-reviewed paper presentation)
- Facer, K., Holmberg, J., Granjou, C., Siebers, J., **Peters, A.-K.**, Barrineau, S., Mandy, L. (2019). “Universities encouraging and supporting students to care for the future – vision or reality”, in “How should universities care for the future?”, Panel discussion at the Anticipation 2019 conference (peer-reviewed abstract)
- Peters, A.-K.** (2019). “Understanding and Developing Computing Identity in a Dialogue with Different Actors, in Symposium ”Critical Perspectives on Computing Education. Symposium, ESERA 2019 (peer-reviewed abstract, presentation)
- von Hauswolff, K., **Peters, A.-K.**, Koch Svedberg, K. (2019). “The Feeling of Belonging. Women and Men in the Domain of IT Education”, NERA 2019 (peer-reviewed abstract, presentation)
- Peters, A.-K.** (2017). Student Experience of Participation in Computer Science and IT Engineering – A Longitudinal Study, in *Proceedings of the European Science Education Research Association (ESERA)*, 2017 (invited symposium presentation, with a peer-reviewed summary of the research presented)
- Cajander, Å., Clear, T., Daniels, M., Kjellin Lagerqvist, N., Parsjö, E., **Peters, A.-K.** (2016). Utveckling av professionella kompetenser: Ett ramverk för att skriva personliga läroöverenskommelser, Tekniska-Naturvetenskapliga Fakultetens Universitetspedagogiska Konferenz (TUK) (peer-reviewed abstract, presentation)
- Peters, A.-K.** (2015). Investigating Computing Students' Identity Development, in *Proc. 15th International Conference on Computing Education Research: Koli Calling*, pp. 175-176, ACM Press, New York.
- Peters, A.-K.**, Hussain, W., Cajander, Å., Clear, T., Daniels, M. (2015). Preparing software engineering students for practice in today's global settings, Konferensen i universitetspedagogisk utveckling, Uppsala, (peer-reviewed abstract, presentation)
- Pears, A., **Peters, A.-K.** (2015). That's Irrelevant! Student's Perspectives on Curriculum, Konferensen i universitetspedagogisk utveckling, Uppsala, (peer-reviewed abstract, presentation)
- Peters, A.-K.** (2013). Identity development of CS and IT students: What's the role of higher education?, in *Proc. 9th International Computing Education Research Conference (ICER)*, pp 187-188, ACM Press, New York.
- Hellqvist, M., Lindblad, A., **Peters, A.-K.** (2013). Students' Experiences of Participation in the Disciplines Computer Science, Physics and Earth Sciences as an Aspect of Novice Students' Identity , TUK, (peer-reviewed abstract, presentation)
- Peters, A.-K.**, Pears, A., Berglund, A. (2012). What are students' experiences that lead to engagement in, or rejection of, learning Computer Science? Nätverk och Utveckling, Chalmers University of Technology, Sweden, (peer-reviewed abstract, presentation)

Book Chapters

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Anne-Kathrin Peters

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