**Associate professor, Clas Olander. Dep. of Science, Environment and Society (NMS). Malmö University, Sweden**

Date of birth: 02/08/56 // Nationality: Sweden // Phone: + 46 40 665 8655 E-mail: clas.olander@mah.se

Research profile: [www.orcid.org/0000-0003-4463-2707](http://www.orcid.org/0000-0003-4463-2707) <http://forskning.mah.se/en/id/ag1925> .

**Key research**

Science education // Scientific literacy // Disciplinary literacy // Sociocultural perspectives // School development // Classroom studies // Design research

**Education**

2010 “Towards an interlanguage of biological evolution”, PhD-Diploma, Department of Pedagogical, Curricular and Professional Studies, Gothenburg University (GU)

1986 Master of Science in Teacher Education (biology, chemistry, physics, mathematics), (GU)

**Employment history**

2015 - now Senior lecturer at Malmö University (100%)

2010 - 2015 Senior lecturer at University of Gothenburg (100%)

2002 - 2010 Lecturer at University of Gothenburg (100%)

1986 - 2002 Teacher at secondary schools in Gothenburg (100%)

**Research leadership and project participation (selected)**

* 2017 – now: Head of the PhD-subject “Science and Mathematics Education” at Malmö University
* 2011 – 2011: Faculty grant, Faculty of Education, University of Gothenburg (six-month project) “Enacted Scientific Literacy”. Main applicant: Clas Olander, University of Gothenburg.
* 2011-2014: Swedish research council (2010-9036). Supporting teachers´ agency and learning in

teaching secondary science. Main applicant: P-O Wickman, University of Stockholm.

* 2015-2017: Swedish research council (2014-46065-110516-40). Development of Scientific Literacy: a multidisciplinary study of teachers, students and texts in multilingual secondary

schools. Main applicant: Maaike Hajer, Malmö University.

**Selected peer-reviewed academic publications (2007-2017)**

* Holmqvist O, M., & Olander, C. (2017). Analyzing Teachers’ Operations When Teaching: What Constitutes a Scientific Theory? *International Journal of Science Education*. On-line. doi: [10.1080/09500693.2017.1310407](http://www.tandfonline.com/doi/full/10.1080/09500693.2017.1310407)
* Rocksén, M., & Olander, C. (2017). A topic trajectory about survival: evidencing link-making in a sequence of lessons about evolution. *Research in Science Education, 47*(2), 451-472. doi: [10.1007/s11165-015-9509-3](http://link.springer.com.ezproxy.ub.gu.se/article/10.1007/s11165-015-9509-3)
* Holmqvist Olander, M., & Olander, C. (2016). Understandings of climate change articulated by Swedish secondary school students, *Journal of Biological Education*. On-line. doi: [10.1080/00219266.2016.1233130](http://www.tandfonline.com/doi/full/10.1080/00219266.2016.1233130)
* Olander, C., & Holmqvist O, M. (2013). Professional development through the use of learning study: contri-butions to pedagogical content knowledge in biology. *Procedia - Social and Behavioral Sciences 89*, 205 – 212
* Olander, C. (2013). Why am I learning evolution? Pointers towards enacted scientific literacy. *Journal of Biological Education*, 47(3), 175 – 181.

**Popular science**

* Olander, C,. Hamza, K., Palm, O., Piqueras, J., & Wickman, P-O. (2016). *Språkets roll för att utveckla förmåga 3*. I Skolverkets modulserie ”Förmågor i årskurs 1-3”. Lärportalen i naturvetenskap och teknik.
* Olander, C. (2015). *Ordförråd och begreppsutveckling*. I Skolverkets modulserie ”Läslyftet- Främja lärande NO”. Läs- och skrivportalen i naturvetenskap och teknik.