CURRICULUM VITAE

Camilla Hällgren (19730220-8504)
Umeå University
Faculty of Social Sciences
Department of Applied Educational Sciences
Camilla.Hallgren@umu.se

CONTENT

- **LIST OF QUALIFICATIONS**
- **ACCOUNT OF ACADEMIC ACHIEVEMENTS**
- **ACCOUNT OF PEDAGOGICAL ACHIEVEMENTS**
- **COMPLETE LIST OF PUBLICATIONS**
- **ADDITIONAL ACHIEVEMENTS: ARTISTIC WORK AND PUBLIC REPRESENTATION**

LIST OF QUALIFICATIONS

BACHELOR'S DEGREE

1998   Bachelor's of Education for the Swedish Compulsory School: Art and Swedish Language. Year 4-9. Umeå University. Sweden

DOCTORATE

2006   Ph. D in Educational Work: *Researching and Developing Swedkid: A Swedish Case Study at the Intersection of the Web, Racism and Education.* Dissertations in Educational Work. Nr. 5. Faculty of Teacher Education. Umeå University.

First supervisor: Gaby Weiner, Umeå University
Assistant supervisor: Oleg Popov, Umeå University.

IN-SERVICE TRAINING

2007   Forskarhandledarutbildning i praktiken (VT07) Umeå University.

ADDITIONAL COURSES

1998   Datorer och multimedia i undervisning och läromedelsproduktion 10-20
1998   Informationsteknik från förskola till högskola 5-10 p
1998   Datorn i skolan 4 p
1997   Datorer och multimedia i undervisning och läromedelsproduktion 1-10 p
1997   Informationsteknik från förskola till högskola 1-5 p
1996   Outdoor Education 5 p
1996   Teknik för flickor och pojkar – datorer och video 10 p
1996   Bildpedagogik 5p
1993   Konstvetenskap, äldre konsthistoria 20 p

1993   Konstvetenskap, nyare konsthistoria 20 p

POST DOCTORAL EMPLOYMENT

2006-2007   Post Doctoral Scholarship. Umeå University.

EMPLOYMENT

1997-1998   Employed by the hour and as Amanuenses at Umeå University, The Development Unit of Information Technology at Teacher Education [Lärarutbildningens Informationstekniska Utvecklingsenhet, LITU]

1998   Lecturer. [Universitetsadjunkt] Umeå University, The Development Unit of Information Technology at Teacher Education [Lärarutbildningens Informationstekniska Utvecklingsenhet, LITU]

1998   Lecturer: Tenured employment [Universitetsadjunkt] Umeå University, The Development Unit of Information Technology at Teacher Education [Lärarutbildningens Informationstekniska Utvecklingsenhet, LITU]

2001-2005   Ph.D Employment. [Doctoral Student] Umeå University. Department of Maths and Science.

2006   Senior Lecturer. Umeå University. Department of Interactive Media and Learning (IML)

2006-2007   Post Doctoral Scholarship. Funded by Umeå University and Department of Interactive Media and Learning (IML)

2009-   Six-year Research Fellow Post Umeå University. Department of Interactive Media and Learning (IML)

2016-   Appointed as Docent/Associate Professor

PARENTAL LEAVE

2007   August – March 2008 Parental Leave (100%)

2008   April – June 2008 Parental Leave (60%)

2009 -   Parental Leave (25%)

ACADEMIC ACHIEVEMENTS

For nearly ten years I have deepened and expanded my empirical and theoretical work at the intersection of social justice, identity, contemporary media, and education, but still I maintain my position as a researcher within a norm-critical tradition. In my thesis, I began with a research object drawn from the intersection of the web, anti-racism, and education (Referred Publication No. 10). Important aims were to explore and challenge racializing stereotypes together with teachers and students. Later on, in the work with the next article (Referred Publication No. 9) and two interrelated books (Monographs No. 4 & 5) I deepened my research area and expanded into contemporary media, learning and young people. By the time of finishing these books, my career as researcher was paralleled with a career as artist (see Account of Artistic Achievements). As visual expressions gradually blended with my research practice, the two succeeding research projects came to include not only traditional academic research but also aesthetic learning and research processes. These projects were multimodal in their design. They combined multiple variations of intellectual expressions with the common aim to deepen understandings about of how boys become boys and girls become girls in contemporary societies (Monographs 2 & 3).

My experiences from multimodal research methods and aesthetic learning processes contributed to important insights about alternative ways for doing research. One significant insight was that multiple layers of knowledge could be of great importance if we aim to explore and learn about complexities such as identity making and gendered dimensions of that making. From my work as researcher and artist it stands clear to me that there are several

ways to explore and understand our world. Art has the potential to instantly make us see the world differently and offer multiple viewpoints of our world and as such it can be used in a norm-critical and pedagogical dialogues. I therefore find the multifunction of my competences as researcher and artist very useful in learning processes and I have developed a stance that I call Art Blended Research (Referred Publication No. 1&2). In my most recent publication (Referred Publication No. 1) I advance Art Blended Research, theoretically and practically and both femininity and masculinity are further conceptualized as part of the same research object: children's gender identity making. Extended understandings from the combination of learning, identity making and Art Blended Research are to be developed in my forthcoming book *Crowdsourcing Identities Online: Art Blended research and Contemporary Identity Makings.*

Between 2001 and 2006 I was a doctoral student in the research programme Educational Work, at Umeå University, which involved participation in the EU-funded project Eurokid. The Eurokid project (2001-2003) involved academics in multicultural and teacher education, from Spain; Servando Pérez-Domínguez and Joana Salazar Noguera, Italy; Francesca Gobbo, Britain; Pam Carroll, Chris Gaine and Melanie Stevens and Sweden; Gaby Weiner and me. The members shared an overall aim of creating websites which were to provide on-line learning resources freely to teachers and students, and address common issues of difference, conflict and diversity across Europe.

In the project I developed the Swedish anti-racist website, Swedkid. The website was based on my research interviews with young people from foreign backgrounds in Sweden. Its content was also translated into an English version of the website. The project provided a basis for my doctoral thesis *Researching and Developing Swedkid: A Swedish Case Study at the Intersection of the Web, Racism and Education* (Referred Publication No. 10). The aims of research were, first, to utilise the Swedkid website development as a learning opportunity; second, to explore the Swedish context for the project; third, to investigate and develop an understanding of racism and ethnicity in Sweden, and in Swedish education; fourth, to investigate experiences of racism among young people, and how IT might be important to antiracist work in classroom settings.

The Swedkid project attracted both national and international interests. For instance, a number of bodies funded the project and made it possible: EU Socrates Comenius Programme, Skandia Ideas for Life, The Swedish Agency for School Improvement, The Swedish School Net, Umeå University, the Faculty of Teacher Education, Interactive Media and Learning, and the Department of Maths and Science. In March 2001, only a few months after I had initiated my doctoral studies and the Swedkid project, the then Swedish Schools Minister Ingegerd Wärnersson requested information about the project. The Minister invited me, together with Gaby Weiner, to make a presentation about Swedkid at a meeting of European Council of Education Ministers in Uppsala, as an example of the impact of educational research on educational practice in Sweden (Appendix 10) A few years later, in 2003, the Swedkid website was awarded the Evens Prize for Intercultural Education in Europe (Appendix 8). In 2004, the Swedkid website was selected as a finalist for the Stockholm Challenge Award (Appendix 9).

In 2003, I was commissioned, with Lena Granstedt and Gaby Weiner, to carry out a research overview of intercultural and antiracist issues in Swedish schools for the Swedish National Agency for School Improvement (Monograph No. 6). In 2004-2005 I contributed to the book *Kids in Cyberspace: Teaching anti-racism using the Internet in Britain, Spain and Sweden* (Gaine & Weiner, 2005) (Internationally Published Book Chapters No. 14, 15 & 16) In 2005-2006, I participated in a Governmental investigation of structural discrimination in schools for the Ministry of Justice, with Lena Granstedt, Aino Dahl and Gaby Weiner (Nationally Published Book Chapters No. 23). During my doctoral education I also joined in the graduate

exchange program between Umeå University and University of Madison at Wisconsin and visited the University in spring, 2004. The program was managed by Christina Segerholm and Björn Åstrand.

In March 24th 2006 I successfully defended my thesis with Gloria Ladson-Billings from University of Wisconsin, Madison as faculty opponent. In 2005 Gloria Ladson-Billings was the president of the American Educational Research Association (AERA). Gloria Ladson-Billings is also the first African American woman who received tenure in the School of Education's 150 years history. Two months after obtaining my doctorate, I was promoted as senior lecturer at IML, Umeå University. A few months later, in November 2006, I was assigned a six months Post Doctoral scholarship at the same University. The year after disputation I also conducted an evaluation of distance education in Pajala Municipality and studied the Blogg Opera project, which includes 400 upper secondary students writing an opera manuscript by blogging. In 2007 I was appointed as convener of the Social Software research group at IML. Furthermore I was assigned as coordinator of the Interactive Media and Learning (IML) Report Series.

In 2009 I initiated the work with two related books, together with Gun-Marie Frånberg and Elza Dunkels. The first book is called Interactive *Media Use and Youth: Learning, Knowledge Exchange and Behaviour* and it concerns young people's use of interactive media in general and learning, knowledge exchange and behaviour in particular (Monograph No. 4). The second book is called *Youth Culture and Net Culture: Online Social Practices* and it is about online social practices from a youth culture viewpoint (Monograph No. 5). Together, the 34 chapters in the two books covered current research from all over the world presented by researchers from 14 countries. Trying to avoid reducing young people into merely research objects of the books, young people were also involved in the writing. Each book therefore starts with young people's own thoughts about contemporary net cultures and learning.

The overall research aims with both books were; first, to explore the relation between youth, contemporary online cultures and learning practices, and second, to outline the emerging research area evolving around young people and digital arenas. Taking a norm-critical approach, there was also a general focus on online social practices, and a particular focus on identity dimensions - such as age, gender and social class. The books provide theoretical conceptualizations as well as contemporary empirical research findings, and additionally, quantitative, qualitative and descriptive approaches to research, not only from the educational field, but also from sociology and psychology were present. As such the books exemplify the diversity of the emerging research area about contemporary media, young people and learning - a dynamic field still growing in size, shape and complexity.

In the work with the books I was co-editor, and co-author of one chapter for each book. The chapter in the first book is called *Young People and Contemporary Learning* (Referred Publication No. 7) The aim in the chapter was to problematize the concept of learning in relation to digital media and contemporary and future challenges of education. Has contemporary digital media reformed the processes of learning and if so, how could the educational system benefit from that? Looking through a critical, postmodern lens, fluidity is suggested as the common major logic for structuring understandings of contemporary everyday lives and learning in society with a rapidly changing storyline. The ability to identify key information, new rules and being flexible towards what is considered to be true and usable are also conceptualized and suggested in the chapter as essential components of contemporary learning strategies.

The co-authored chapter in the second book is called *Young People and Online Risk* (Referred Publication No. 8) It deals with differences between adults' and children's views on digitalised social interactions and online risks. Here, the ideas of geographies of discourses were taken as a starting point to conceptualize different views and experiences on the same

social phenomenon. The Layer Cake Metaphor were then introduced as a conceptual extension for an alternative understanding of the gap between media coverage and young people's own experiences of online risk and safety. The understanding of one single phenomenon, such as risk, may come from several positions e.g. individual, peers, family, school etc. In the metaphor, each one of these positions are represented as a layer in the cake to illustrate tensions and asymmetries in our understanding of risk in particular and of the world in general.

One year later, in 2011, the Invisible Girl project was initiated with Gun-Marie Frånberg and Elza Dunkels (https://iml.edusci.umu.se/invisiblegirl). It was an international, Swedish-based and multi-disciplinary research project about gender, youth culture, power and learning that included 37 researchers and artists from Australia, Canada, Croatia, The Czech Republic, Estonia, India, Israel, Italy, Kenya, Madagascar, Nigeria, Serbia, South Africa, Sweden and The UK. The aim was to offer a critical perspective to studies of girls and girlhood and common views of the contemporary girl and her situation. The overall outcomes of the project were published as a freely available, online publication. The book is called Invisible Girl and it covers traditional academic chapters but also artistic explorations, such as; poems, video, cartoons, digital imaging, photos and installations (Monograph No. 3).

In the Invisible Girl project, I was co-editor, project manager and co-author of the introductory chapter with Gun-Marie Frånberg and Elza Dunkels. I also contributed with two chapters of my own: The first was called, *Gendered Other – Hidden Girl* (Referred Publication No. 5). Here I offered a philosophical view on girlhood and mechanisms that make girls "The Others". In the second chapter, *The Girlish Condition – Big Issues on a Small Scale*, I presented my own artwork as visual explorations of the conditions of being and becoming a girl. (Referred Publication No. 6) I explored ideas about identity, gender power relations, and objectifications, as well as the contradiction of being both subject and object, inherited in the feminine condition and young girls' identity making. Both the philosophical chapter and the artistic chapter concerned issues such as: How do girls learn about the feminine objectified bodily existence? How could the sense of being objectified by the gaze of the other be pictured? What norms and values about femininity and body do girls have to navigate when becoming girls?

To exchange the experiences from the research, disseminate, celebrate the Invisible Girl project and launching the book, we arranged a publicly open, international research conference at Bildmuseet at the Arts Campus, Umeå University. The conference was held in June 2012 with 28 presentations by researcher and artists involved in the work with Invisible Girl. Professor Elishiba Kimani, who comes from the School of Humanities and Social Sciences, Kenyatta University, Kenya, gave the keynote speech.

The year after, in 2013, the Invisible Boy project (www.invisibleboy.org) was initiated together with the same research team from the Invisible Girl project; Elza Dunkels and Gun-Marie Frånberg (Referred Publication No. 4). At the end of the Invisible Girl project it had become clear that we also needed to take a close and critical look at boys' situations. The aim was to research if boys were made invisible in the same ways as girls were. And, for instance, what does it mean when we conceptualize boys as violent and competitive? Are they? What does it mean to boys and their well-being when they meet the gendered expectation of living more dangerous and show fewer emotions then girls? How can we understand that they are overrepresented among the most exposed and vulnerable at the bottom of our societies on the streets and in prisons? In this project, I was co-editor, project manager and co-author of the introductory chapter with Elza Dunkels and Gun-Marie Frånberg. I also contributed with one chapter of my own. In this chapter, called – *Be a Man! Art blended research to explore boys' gender making*, I brought together my two professional practices as researcher and artist by blending research about gender with my photographs of model train figures and everyday

items (Referred Publication No 2). Combining gender research with artistic expressions, the overall aim was to explore, visualize, and challenge stereotyped ideas that affect contemporary masculinities and boys' gender making. My main concerns in the chapter were; Can boys become boys in their own right? What can art blended research tell us about boys' gender making? I introduce the becoming of a boy in contemporary societies as a form of learning-by-doing and conceptualize identity making as a learning process. As such, this chapter did not only cover issues about, identity, gender and learning, it also served as an example of the blending of art and research.

Similarly to the Invisible Girl project, the Invisible Boy project became global in its scope. The outcome was published in March 2015 in a freely available volume online: www.invisibleboy.org. Overall 24 artists and academics from Sweden, USA, Turkey, UK, Finland, New Zealand, Croatia, Nigeria, Switzerland, India, Canada and Italy contributed with 20 chapters. As in the Invisible Girl publication the Invisible Boy book included academic papers, video, drawings, digital images, photography and music. Combining such a variety of intellectual expressions, both books formed a joint example of how multimodal research can be used to further understandings of complex matters such as gendered identity making.

In my most recent publication, called *Art Blended Research and Children's Gender Identity Making* (Referred Publication No. 1) I deepened and refined my explorations about how visuals and written text may combine to further understandings about gendered aspects of the human condition. Theoretical and practical aspects of Art Blended Research were extended and both masculinity and femininity became conceptualized as inter-related dimensions of the same research object: Children's gender identity making. In that article, existentialism was joined with social constructivism and the Gaze was theorized as an essential, multi-dimensional, learning device in children's gender identity making. This making was further suggested as a learning-by-doing activity, happening in existential learning spaces filled with learning resources such as relations, bodily experiences, social structures, power and material components.

ONGOING RESEARCH

Parallel to my work as senior research fellow I have developed a profession as artist. Since 2010 my artwork is represented at a large number of public institutions in Sweden, e.g. The National Public Art Council, Borås Museum of Modern Art, Linköping Arthall and several municipalities and county councils (see Account of Artistic Achievements). The pictures that are included in my latest chapter in the book Invisible Boy (Referred Publication No. 2), was shown this year at the Arthall Sliperiet in Borgvik, May 2 – September 27. (www.littleswedenart.com/cv/). In October 2015 it was decided that three of my images would be included in Lumas' global network with over forty galleries all over the world. In spring 2017 eighteen of my artworks was selected as the artistic decoration of the House of Heroes (Hjältarnas hus), which is a temporary home for families where someone is in need of hospital care for a long time. Later, in autumn 2017 another Swedish public institution included nineteenth of my pictures in their art collection.

Looking back, I can see that the combination of visual components and academic research has been present from the very beginning of my research career. As doctoral researcher I worked close with professional graphical designers to create the interface and illustrations of the anti-racist website Swedkid, which were based on my research interviews with young people from minority ethnic backgrounds. In the next research project, I was part of developing the theoretical reasoning behind the Layer Cake Metaphor and I designed the graphical illustration of it. In the two following projects, The Invisible Girl and The Invisible Boy, visuals were given an even more prominent role in the research process. Both the art- and

research work of others' but also my own art blended research were developed into more significant expressions. In my most recent article (Referred Publication No. 1) I extend and deepen the notion of Art Blended Research and children's identity making, both practically and theoretically.

At the present, my research concerns the fact that our contemporary society provides young people with extraordinary amounts of possibilities to online visibility, communication and learning. When analysing recent research on young people's online identity formation, two important tendencies has become evident: Firstly, most of contemporary research on online identity making has its main conceptual routings in pre-digital theories. Secondly, the units of analysis are predominately based on ready-made, fixed representations of identities. These two research tendencies suggest that expressions of the very making of identities online are still there to be explored. Furthermore, given that today's digitalised social interactions are conceptualized with pre-digital theories, it seems to be the right time to explore and develop new and maybe more digitally comprehensive theoretical dimensions.

Following existentialist's ideas of identity making, the explorations of who we are in relation to others, are basics of the human condition. They might even be as universal and original as consciousness itself. Likewise, looking at basic dynamics of young peoples' explorations of who they are and may become - the dynamics stays: They have not changed dramatically in any way, compared to pre-digital generations. The picture becomes a bit different, however, when looking at what kind of arenas young people may enter today to navigate basics of identity makings.

The change over to the networked society and the digitalisation of social interaction suggests that there are reasons to believe that young people's identity making may be staged in different ways. One of the important preconditions for the new staging is found in the instant access to the world's largest arena for information exchange. There are extraordinary amounts of visibility and communication available with an online audience. I suggest that this provides opportunities, not only for representing identities differently, but also to make identities differently from pre-digital generations. These digitalised social interactions may allow for experimentations and reinventions to a greater extent than we have ever seen before.

How can we understand new conditions for old dynamics of identity makings? What happens when previous consciousness of selfhood, mostly presented as a notion of inner conversations, is extended with possible external and interactive performances online? What happens when contemporary social technologies offer opportunities to open up and decentralise processes of identity making from the individual - to online massification? To extend understandings about this matter, I combine my competences as artist and researcher under my umbrella concept Crowdsourcing Identities.

Undoubtedly, the combination of art and research is paradigmatically different from other more traditional ways of doing research and generate knowledge. However, drawing on my own experiences, but also on the thoughts of other researchers and philosophers such as Eisner (2008), Gadamer (2013/1977), Knowles and Cole (2008) and Weber (2008) I find reasons for taking the possibilities of the blending of art and research seriously. As I explain in the introduction, but also in Referred Rublications No. 1&2; I believe that we need multiple layers of knowledge if we aim to explore and learn about complexities of the human condition – such as identity making and gendered dimensions of that making. Other reasons for blending art into my explorations about identity and young people's gender making, is that art has potential to instantly make us see our world differently. It can be used to illustrate or comment on wider generalities and simultaneously present multiple viewpoints and as such, art can be part of a norm-critical and pedagogical dialogue.

I believe that the blending of art and research creates alternative ways to learning and knowledge. As I write in my latest chapter (Referred Publication No. 1), my passion for exploring the potential of blending art and research emanates from my experience as artist and researcher in dialogue with students and audiences, online and in art exhibitions. It deserves to be explored because, as Eisner (2008) puts it: "knowledge and understandings are not always reducible to language" (Eisner, 2008 p. 5). Similarly, Polyani would say that: "*we can know more than we can tell*" (Polyani 1983/1966, p. 4; italics in original). One of the insights I have made so far in my profession as researcher and artist is that our world can be understood from many different worldviews, scientific perspectives and by many different means. There is more than one right way of understanding our world. There is more than one right way of doing research. What is seen as acceptable research and how we are conducting our studies depends on our ontological positions, governing paradigms. It also depends on our research objects and what particular research questions we seek to answer. As concluded in Referred Publication No. 1: The insight of that there is more to see than meets the eye, are important reason for continue exploring Art Blended research. However, the strength of this kind of research does not lie in the ability to explain what is. Instead, the strength of Art blended research is found in possible explorations and inspirations of might be.

As initially said, in my own practice as researcher, and later also in my practice as artist, I have worked from the outlook of a norm-critical window. In a wider sense I have dealt with issues about the human condition and contemporary societies with the aim to expose and challenge stereotypes and conventional worldviews. The theoretical outlook in my research is also taken from a social constructivist perspective; the understanding of social dimensions and phenomena of our world is understood shaped and re-shaped by social actors in particular situations and that certain historical, social, political, cultural, economic, ethnic, religious and gender values further inform these situations. As individuals acting in these situations, we will find that dimensions of our identities, aspects of who we are, such as; race, nationality, age and gender or class, sexuality, language, bodily and mental ability, will matter. These identity dimensions are wired to fields of social power that may put us at multiple intersections of advantages and disadvantages in society. Identity is multiple, complex and intersectional. Presently, the intention is to continue to take young people's identity making and digital technology as a combined starting point. Under the umbrella of the concept Crowdsourcing Identities, identity and digital technology is explored from a perspective of existentialism and social constructivism. However, thus far, this work has been conceptual rather than empirical. So, the intention is to include the empirical side to explore relations of digital technology and identity.

The aim is to widening the understanding of digital technology as a condition for identity making – from an empirical perspective. How can a relationship between identity and digital technologies be understood and conceptualized? How is identity made, mediated and reified by digital technologies - and not only represented? How can the making of identity in conditions proposed by contemporary, digital technology be understood from perspectives of existentialism, social constructivism and intersectionality? And, what do young people learn about their being, becoming and belonging in their use of digital technologies?

DOCTORAL SUPERVISION

In 2007 I was appointed as Assistant Supervisor for PhD student Eva Mårell-Olsson. Her research was about how teachers, students and parents experienced the work with personal development plans and the digitalisation of this work process. How did the digitalised work with young students' development plans affect aspects such as identity making, experiences of inclusion or visualisation of learning? In her thesis it is showed that the use of

development plans in schools is very much about learning but it is also about proper wording, power, control and negotiation. Eva Mårell-Olsson defended her thesis successfully in 2012. In the same year I was appointed as assistant supervisor for PhD student Anna Rantala who are studying teachers and children in Swedish pre-schools. By identifying, problematizing and critically exploring situations of governing she aims to illuminate normative ideas of The Ideal Child and its behaviour. Anna Rantala successfully defended her thesis in 2016. I have also been assistant supervisor to PhD student Åsa Burman-Björk. Her study was about young people's social interactions online and is carried out from youths' perspectives. Online expressions of social norms, gender and identity was main objects of research. Björk's was called Drama Hate and Friendship; about Young People's Interactions in Social Media, and successfully defended in December 2017.

PRICES AND AWARDS

2003   **Evens prize for intercultural education**. The prize is awarded by the Evens Foundation to a project or organisation that have made an outstanding contribution to European social integration in the field of intercultural education. (Appendix No. 8)

Press: http://www.info.umu.se/Nyheter/Pressmeddelande.aspx?id=1207

2004   **Nominated as finalist for the Stockholm Challenge Award** among 700 projects from 100 countries. An awards programme for pioneering IT projects world-wide that focuses on innovative use of information technology and the benefit it might give people, society and the environment. The prize giving ceremony was arranged in the Blue Hall at the Stockholm City Hall. (Appendix No. 9)

Press: http://www.info.umu.se/Nyheter/Pressmeddelande.aspx?id=139

EXTERNAL RESEARCH FUNDING

2001   Skandia Ideas For Life (6 000 000 SKR) Co-applicant.

2004   JC Kempes Minnes Akademiska Fond [For participation in the ECER Conference in Greece, University of Crete, Rethymnon] (8 000 SKR)

2005   JC Kempes Minnes Akademiska Fond [For participation in the AERA Conference, in Montréal, Canada] (9 500 SKR)

2006   Wallenberg [For participation in ECER in Geneva] (10 000 SKR)

2012   The Common Fund for Umeå University, Umeå Municipality and Umeå County. [Funding for the International Invisible Girl Conference] (Co-applicant) (50 000 SKR)

2012   The Swedish Research Council [Vetenskapsrådet] Invisible Girl Publication (Co-applicant) (90 000 SKR)

2012 Swedish Council for Working Life and Social Research (Forskningsrådet för Arbetsliv och Socialvetenskap [FAS]) (80 000 SKR)

SUPERVISOR OF DOCTORAL THESES

2007 - 2012 Assistant Supervisor for Eva Mårell-Olsson

2010 - 2017 Assistant Supervisor for Åsa Björk

2012 - 2016 Assistant Supervisor for Anna Rantala

2018 - Assistant Supervisor for Ulrika Gustafsson

2018 - Assistant Supervisor for Andreas Olsson

ACCOUNT OF ACADEMIC ASSIGNMENTS

2001-2005 Member of the steering group for the Swedkid Project

2001-2003 Member of the steering group for the Eurokid Project

2002-2003 Assigned researcher by Skolverket to map and disseminate research on multicultural and antiracist issues for ethnically diverse classrooms in Sweden. With Lena Granstedt and Gaby Weiner.

2005 Assigned as governmental investigator as part of the state public inquiries about power, integration and structural discrimination. (Ju 2004:4/SOU 2006:40) With Lena Granstedt, Aino Dahl and Gaby Weiner.

2006-2007 Member of Course Development group at IML: Master of Interactive Media in Educational Work

2007-2009 Coordinator of Department of Interactive Media and Learning Report Series

2007-2009 Convenor of the Social Software research group in the Department of Interactive media and Learning

2007-2010 Member of the Research Committee of the Department of Interactive Media and Learning

2007-2009 Member of RUC (Regionalt utvecklingscentrum) Research Council

2008-2010 Graphical Designer of IML-web interface

2008-2009 International Coordinator at Department of Interactive Media and Learning

2009-2011 Editor of the book *Youth Culture and Net Culture: Online Social Practices* and *Interactive Media Use.* With Elza Dunkels and Gun-Marie Frånberg.

2009-2011 Editor of the book *Interactive Media Use* and *Youth: Learning, Knowledge Exchange*

and *Behavior.* With Elza Dunkels and Gun-Marie Frånberg.

2010-2011 Member of the Research Committee of the Department of Applied Educational Science

2010-2011 Member of the steering group for the Research School of Educational Science

2011-2013 Project manager for the Invisible Girl Research Project. With Gun-Marie Frånberg and Elza Dunkels.

2011-2013 Editor of the book Invisible Girl. With Gun-Marie Frånberg and Elza Dunkels

2011 Internal reader and discussant of Doctoral Theses in Educational Work: Making oneself count. Diversity in pree school peer cultures. by Anna Olausson.

2012 Co-Organizer of International Research Conference (2012) Invisible Girl. At Bildmuseet, Umeå Arts Campus.

2012 Appointed by the Department of Applied Educational Science as reviewer of applications for doctoral positions in Educational Work.

2013-2015 Project manager for the Invisible Boy project. With Gun-Marie Frånberg and Elza Dunkels.

2013-2015 Editor of the book Invisible Boy. With Gun-Marie Frånberg and Elza Dunkels.

2013 Reviewer for the Journal of Educational Inquiry

2014 Reviewer for The First Monday Journal

2014 Reviewer for Journal of Educational Inquiry

2014 Appointed by the Faculty of Social Sciences and Umeå university as Member of the Examination Board for Lic.. Thesis in Educational Work.

2016 Appointed as external expert reviewer for lectureship in Education (Mid University) Dnr: MIUN2016/200

2016 Appointed as external expert reviewer for lectureship

2016 Appointed as final reviewer of Doctoral thesis in Educational work at Umeå university.

2016 Appointed as member of the Examination Board for Doctoral Thesis in Educational Work.

2017	Appointed as member of the Examination Board for Doctoral Thesis in Educational Work.
2018	Appointed as internal expert reviewer for temporary lecturer post
2018	Appointed as internal reviewer for doctoral position in Educational Work at the Department of Applied Educational

REFEREED CONFERENCE CONTRIBUTIONS

2001

1. **ATEE** (Association on Teacher Education in Europe) Stockholm, Sweden 2001. Presentation and workshop on the Eurokid and SWEDKID projects.

2. **ECER** (European Conference in Educational Research) France, Lille 2001. Workshop presentation: Challenging Every-Day Racism Among Young People: the web, ethnicity, identity and antiracism in schools and youth cultures.

3. **EAIE** (European Association on International Education) Finland, Tampere, 2001. Seminar and workshop on Eurokid/SWEDKID.

2002

4. **ECER** (European Conference in Educational Research) Portugal, Lisbon. September 2002

   a) **Arranging and contributing to symposium**: Education, anti-racism and the internet: Lessons from the Eurokid project.

   b) **Paper presentation**: Working Harder to be the same: Experiences of young men and women in Sweden from minority ethnic backgrounds

   c) **Launch** of The Eurokid project New anti-racist resources on the web.

2003

5. **ECER** (European Conference in Educational Research), Germany, Hamburg 2003. Paper presentation: Everywhere and nowhere: mapping research on multicultural and antiracist issues in education in Sweden.

6. **Nordic Research Conference on new perspectives on bullying** (Sweden, Finland, Norway, Island and Denmark) 24-25 September 2003. Multiculturalism and Bullying in Schools. Stockholm. Hotel Birger Jarl. Stockholm (With Gaby Weiner)

2004

7. **NFPF** (Nordic Educational Research Association) Island, Reykjavik, March 2004. Paper presentation: Everywhere and nowhere: Mapping research on multicultural and antiracist issues connected to ethnically diverse classrooms in Sweden (With Lena Granstedt

8. **ECER** (European Conference on Educational Research) Crete, Rethymnon. Faculty of Education at Rethymnon Campus. University of Crete. September

2004. Paper presentation: 'Nobody and everybody has the responsibility – responses to the Swedish antiracist website SWEDKID.

9. **Stockholm Challenge Award Final Event**. Sweden, Stockholm, May 10-13. Presentation and exhibition about the Swedkid Project. At Stockholm City Conference Centre, Norra Latin.

10. **Stockholm Challenge Award Final Event**. Sweden, Stockholm, May 10-13. Seminar about the Swedkid Project. At Stockholm City Conference Centre, Norra Latin.

2005

11. **AERA** (American Educational Research Association) Montréal, April 2005.

   a) **Paper presentation 1**: Education, Antiracism and the Web: European Perspectives (With Gaby Weiner and Chris Gaine)

   b) **Paper presentation 2.** European Research Based Anti-racist Curriculum Action on the Web (With Gaby Weiner and Chris Gaine)

2006

12. **AERA** (American Educational Research Association) San Francisco, April 2006. Contributing to Roundtable session: International Studies: Research from Around the Globe.

13. **EARLI** (European Practice-Based and Practitioner Research Conference on Learning and Instruction) University of Leuven, Belgium Oct. 19-21. The Swedkid Case: Research and Development at the Intersection of the Web, Racism and Education.

   a) Session I: The Swedkid Case: Research and Development at the Intersection of the Web, Racism and Education (Paper presentation)
   b) Session II: Using the Swedkid Website for Anti-racist Work in Classroom Settings (Workshop)

2009

14. **SITE** (Society for Information Technology and Teacher Education) USA, Charleston, South Carolina, March 2009. Paper presentation: Young People and Contemporary Digital Arenas: Identity, Learning and Abusive Practice (With Elza Dunkels and Gun-Marie Frånberg).

2010

15. **AoIR 11** (Association of Internet Researchers) Gothenburg, Sweden, October 2010. Paper presentation: The Invisible Girl. (With Elza Dunkels and Gun-Marie Frånberg).

2011

16. **ECER** (European Conference on Educational Research) Berlin, Germany 2011. Paper presentation: The Invisible Girl. "Ceci n'est pas un fille" (With Gun-Marie Frånberg and Elza Dunkels)

2012

17. **The Invisible Girl Conference**. June 7th. At Bildmuseet. Umeå Arts Campus. Umeå University. Conference organizer with Gun-Marie Frånberg and Elza Dunkels.

   a) Book Launch of the Invisible Girl Publication
   b) Presenting my book chapter: Gendered Other – Hidden Girl.

2014

18. **Research Conference for Digital Gender: Theory, Methodology and Practice**. Umeå University Humlab X. Umeå Arts Campus. Paper presentation: Crowdsourcing Girl Identities.

2018

19. **ICERI2018** (International Conference of Education, Research and Innovation) Seville (Spain) 12th – 14th of November. Crowdsourcing identities: One way to think about young people's making of identity in conditions proposed by contemporary, digital technologies? In: ICERI2018 Proceedings : 2584-2588

PEDAGOGICAL ACHIEVEMENT

In 1997, while still being a teacher student at Umeå University, I started to teach computer courses aimed at female students and arranged by the Student Union. I qualified as a teacher of Art and Swedish language in 1998. From 1997 to 2001 I worked as a lecturer in the Department of Interactive Media and Learning (IML) at Umeå University. I was first employed by the hour as Amanuenses [Ammanuens], then as Acting Lecturer (Vikarierande adjunkt) and in the end of 1998 I got a tenured post as Lecturer (Universitetsadjunkt). At IML I worked both as teacher and graphical designer in educational development projects. I was involved in the work with developing online teaching materials, courses and online teaching environments. My specialism was Information and Communications Technology (ICT) for Learning Environments, which included image processing, design, multimedia production and development, computer methodologies in education and distance learning, development of online tutorials, web interfaces and development and structuring of distance learning environments.
I have also designed and produced a series of freely available web- and multimedia teaching materials (see List of Teaching Materials) to support students' learning processes make their experience of distance learning richer. Together with colleagues I also contributed to the creation and development of multimedia teaching tools used for in-service and teacher education. I produced cd-rom based multimedia teaching aids, which showed how the computer could be used as a tool for personal learning in school settings. My particular responsibility was to create a multimedia shell and design the interface but also to create teaching tutorials. The CD was distributed to all student-teachers at Umeå university, teachers who followed professional development courses in LITU and to schools that participated in the national programme for professional development in ICT for schools (ITiS). Other developments of educational material I have been responsible for are web-based manuals and course material for teacher students at Umeå University but also web based education material for the Swedish Finance Ministry.

I have also been working with graphical design for online educational contexts. My competence as graphical designer in educational contexts was useful in the Swedkid project. It was also asked for in the project Virtual Workspace Environment, the Digital Portfolio Project and Mjukis at LITU where I designed interfaces and graphical elements such as icons, splashes and menu bars.

Moreover, since 1998, I have been engaged with writing new curricula's, creating new courses and developing existing ones. Early course developments concerned the general improvement of the IT courses at IML. I had a particular responsibility for creating a new course in Desktop Publishing for schools but also for course modules about multimedia, web design, graphical design and digital imaging. My more recent engagement with developing existing courses and writing new course syllabuses concern undergraduate courses such as; Digital Images in Learning Environments, Gender Pedagogy and Learning, on Master Level; The Master course in Educational Science and Educational Profession; The Master course in Intersectional Gender Pedagogy and Learning, and on Graduate level; Observations and Interviews as Research Methods. My experience as course coordinator is dating back to 1998. Since then I have coordinated courses on undergraduate levels in Interactive Media and Learning, Desktop Publishing, In-service training in Digital Imaging at Umeå University, Gender Pedagogy, and on Master level; Intersectional Gender Pedagogy and Theory of Science.

In more than one decade I have been working as university teacher. From the late 1990s my teaching subject has progressed from basic use of computers and online teaching tools in schools, to include anti-racism, gender pedagogy, social values, online cultures, young peoples identity making and theory of science. I have practiced my teaching in large students groups on campus, in online learning environment and in focused settings as supervisor of both undergraduate and doctoral students in Educational Sciences. The work as a teacher also intersects with my work as a researcher and artist. In 2013 I worked with Terry Bowie and his Art Class at the Harrisburg Academy. Professor Bowie had picked up my artwork and their social statements in an American art magazine that was featuring my work and he initiated a dialogue on Instagram. I continued an e-mail communication with his students who wrote papers on my artwork. I met the student group on Skype to discuss their work and how art can be used to explore global social issues. The students also made their own artwork that followed my method of mixing model train figures and everyday items. As described in the Harrisburg Academy Newsmagazine, this instance of educational, global communication reinforces how the "lines between social commentary, age, nation of origin, art, technology and collaborative problem-solving blur together" (Appendix No. 12) Lately I have developed my pedagogical methods further and blended my artwork into my teaching, for instance to visualise existential matters such as identity making, gender, and dimensions of theory of science.

In my teaching, I have found that one key component in supervising students towards sustainable learning abilities is trust. First of all I believe in trusting students' capacities to learn. My trust to their capacities is governed by my own understanding of our human existence as a mandatory learning-by-doing activity where each one teach one, continuously in a social context. Living may at a very basic level be understood as a form of learning; we are born with the capacity to learn. However, the subject for learning may have endless variations. From my many meetings with students I have found that supporting them in their own trust of their capacities to learn and grow intellectually and personally have been of great importance. Other central components in my approach to teaching are that I aim for prestigeless dialogues with my students and encourage them as co-creators to their own learning and exemplify that knowledge goes beyond information. Furthermore, I believe that it is important not only to teach but to also to exemplify humanity, gender equality and that

our world can be understood from many different perspectives. I like students to develop independence, critical approaches towards commonly accepted worldviews and taken for granted understandings, and at the same time, practice empathy and scientific care.

ACCOUNT OF TEACHING ACHIEVEMENTS

As a university teacher I have been working with undergraduate courses such as; Computers and Multimedia in Education and Teaching Tool Development, Computers in Schools, Desktop Publishing, Digital Images in Learning Environments, Gender Pedagogy and Learning. I have also been teaching and supervising students writing their undergraduate thesis. On Master Level I have been teaching the Master course in Educational Science and Educational Profession; The Master course in Intersectional Gender Pedagogy and Learning, The Master course of Philosophy of Science and Scientific Method. I have also been teaching at the in-service training in Digital Imaging at Umeå University. My experience as course coordinator is dating back to 1998. Since then I have coordinated courses on undergraduate levels in Interactive Media and Learning, Desktop Publishing, In-service training in Digital Imaging at Umeå University, Gender Pedagogy, and on Master level; Intersectional Gender Pedagogy and Theory of Science. For a detailed list of teaching achievements, please see Appendix 12.

ACCOUNT OF COURSE DEVELOPMENT; EDUCATIONAL DEVELOPMENT; PLANNING AND ADMINISTRATION

My experience from educational development, planning and administration is dating back to 1998. Since then I have coordinated courses on undergraduate and master levels. I have been involved in the work of developing online courses and online teaching environments. This work includes development of courses on graduate level such as Computers and Multimedia in Education and Teaching Tool Development, Computers in Schools, Desktop Publishing, Digital Images in Learning Environments, Gender Pedagogy and Learning. I have also been involved in the work developing educational graphical designs for multimedia and web interfaces and pedagogical structuring of distance learning environments online. Between 2001 and 2002 I was involved in developing The Swedkid Website, a research based, anti-racist teaching resource, in Swedish and English language. I wrote the manuscript for the website, coordinated its technological development as well as its graphical interface and illustrations. On Master level I have worked with developing the course in Educational Science and Educational Profession; The Master course in Intersectional Gender Pedagogy and Learning, and on Graduate level; Observations and Interviews as Research Methods. For a detailed list of accounts, see Appendix 13.

COMPLETE LIST OF PUBLICATIONS

[* Indicates Referred Publication. # Indicates Publication included in thesis]
MONOGRAPHS

1. * Hällgren, Camilla, Dunkels, Elza and Gun-Marie, Frånberg (Eds.) (2015) *Invisible Boy: The Making of Contemporary Masculinities*. Umeå University: http://www.invisibleboy.org

2. Frånberg, Gun-Marie, Hällgren, Camilla and Dunkels, Elza (Eds.) (2013) *Invisible Girl*. Umeå University. https://iml.edusci.umu.se/invisiblegirl

3. * Frånberg, Gun-Marie, Hällgren, Camilla and Dunkels, Elza (Eds.) (2010) *Interactive Media Use and Youth: Learning, Knowledge Exchange and Behavior*. Hershey: IGI Global.

4. * Dunkels, Elza, Frånberg Gun-Marie and <u>Hällgren, Camilla</u> (Eds.) (2010) *Youth Culture and Net Culture: Online Social Practices.* Hersey: IGI Global.

5. <u>Hällgren, Camilla</u>, Granstedt, Lena & Weiner, Gaby (2006). *Överallt och ingenstans: Mångkulturella och antirasistiska frågor i svensk skola.* Forskning i fokus nr 32. Stockholm: Myndigheten för skolutveckling. [The Swedish National Agency for School Improvement]

6. * <u>Hällgren, Camilla</u> (2006) *Researching and Developing Swedkid: A Swedish Case Study at the Intersection of the Web, Racism and Education.* (Thesis) Dissertations in Educational Work. Nr. 5. Faculty of Teacher Education. Umeå University. http://umu.diva-portal.org/smash/get/diva2:144306/FULLTEXT01

ARTICLES IN PEER REVIEWED INTERNATIONAL JOURNALS

7. * <u>Hällgren, Camilla</u> (2019) Crowdsourcing Identities: On Identity as an Existential Practice Mediated by Contemporary Digital Technology. *First Monday,* Chicago: 2019, Vol. 24, (1) DOI: https://doi.org/10.5210/fm.v24i1.8112 Open Access.

8. * <u>Hällgren, Camilla</u> (2015) Art Blended Research and Children's Gender Identity Making. in *Journal of Creative Education.* (6) 2333-2350. SciRes. Special Issue on Interdisciplinarity in Education. Open Access. http://www.scirp.org/journal/CE

9. * Dunkels, Elza, Frånberg, Gun-Marie, <u>Hällgren, Camilla</u> (2008) Young People and Contemporary Digital Arenas: Identity, Learning and Abusive Practices. *Journal of Research in Teacher Education 3-4*, 35-50.

10. # <u>Hällgren, Camilla</u> (2005). 'Working harder to be the same:' everyday racism among young men and women in Sweden. *Race, Ethnicity and Education 8,* (3) 319-341.

11. # <u>Hällgren, Camilla</u> (2005). 'Nobody and everybody has the responsibility' – responses to the Swedish antiracist website SWEDKID. *Journal of Research in Teacher Education 12,* (3) 53-77.

12. # Gaine, Chris, <u>Hällgren, Camilla</u>, Pérez-Domínguez, Servando, Salazar Noguera, Joana & Weiner, Gaby (2003). "Eurokid": an innovative pedagogical approach to developing intercultural and anti-racist education on the Web. *Intercultural Education 14,* (3) 317-329.

INTERNATIONALLY PUBLISHED BOOK CHAPTERS

13. * Dunkels, Elza, Frånberg Gun-Marie, and <u>Hällgren, Camilla</u> (2010) Chapter One: Young People and Online Risk. In: Dunkels, Elza, Frånberg Gun-Marie and <u>Hällgren, Camilla</u> (Eds)*Youth Culture and Net Culture: Online Social Practices.* Hershey: (1-17) IGI Global

14. * Frånberg Gun-Marie, Dunkels, Elza and <u>Hällgren, Camilla</u> (2010) Chapter One: Young People and Contemporary Learning. In: Dunkels, Elza, Frånberg Gun-Marie and Hällgren, Camilla (Eds) *Interactive Media Use and Youth: Learning, Knowledge Exchange and Behavior.* (1-12) Hershey: IGI Global

15. Gaine, Chris, <u>Hällgren, Camilla</u> and Salazar Noguera, Joana (2005). Chapter Five: The Research Base of the Project. In: Chris Gaine and Gaby Weiner (Eds) *Kids in Cyberspace teaching antiracism using the Internet in Britain, Spain and Sweden.* (75-103) Oxford: Symposium

Books.

16. Gaine, Chris, Weiner, Gaby, Carroll, Pam, <u>Hällgren, Camilla</u>, Pérez-Domínguez, Servando and Salazar Noguera, Joana (2005). Chapter One: The Eurokid Project. In: Chris Gaine and Gaby Weiner (Eds) *Kids in Cyberspace teaching antiracism using the Internet in Britain, Spain and Sweden.* (7-31) Oxford: Symposium Books.

17. Gaine, Chris, <u>Hällgren, Camilla</u> and Gaby Weiner (2005). Chapter Seven: Evaluation, Reflections and Conclusions. In: Chris Gaine and Gaby Weiner (Eds) *Kids in Cyberspace teaching antiracism using the Internet in Britain, Spain and Sweden* (125-153) Oxford: Symposium Books

18. # <u>Hällgren, Camilla</u> and Weiner, Gaby (2003). The Web, Antiracism, Education and the State in Sweden: Why here? Why now? In: M. N. Bloch, K. Holmlund, I. Moqvist & T. S. Popkewitz (eds.) *Restructuring the Governing Patterns of the Child, Education and the Welfare State.* (313-333) New York: Palgrave Publishing Co.

NATIONALLY PUBLISHED BOOK CHAPTERS

19. * <u>Hällgren, Camilla</u> (2015) – Be a Man! Art Blended Research to Explore Boys' Gender Making. In: <u>Hällgren, Camilla,</u> Dunkels, Elza and Frånberg, Gun-Marie (Eds.) *Invisible Boy: The Making of Contemporary Masculinities* (17-30) Umeå University. http://www.invisibleboy.org

20. * <u>Hällgren, Camilla</u>, Dunkels, Elza and Gun-Marie, Frånberg (2015) Chapter One: Exploring the Making of Boys. In: <u>Hällgren, Camilla</u>, Dunkels, Elza and Gun-Marie, Frånberg (Eds) *Invisible Boy: The Making of Contemporary Masculinities.* (7-13) Umeå University: http://www.invisibleboy.org

21. * <u>Hällgren, Camilla</u> (2013) Chapter One. Gendered Other Hidden Girl. In: Frånberg, Gun-Marie, <u>Hällgren, Camilla</u> and Dunkels, Elza (Eds.) *Invisible Girl.* (17-21) Umeå University. https://iml.edusci.umu.se/invisiblegirl

22. * <u>Hällgren, Camilla</u> (2013) Chapter Five. The Girlish Condition. In: Frånberg, Gun-Marie, <u>Hällgren, Camilla</u> and Dunkels, Elza (Eds.) *Invisible Girl.* (55-63) Umeå University. https://iml.edusci.umu.se/invisiblegirl

23. * Frånberg, Gun-Marie, <u>Hällgren, Camilla</u> and Dunkels, Elza (2013) Introductory Chapter. In: Frånberg, Gun-Marie, <u>Hällgren, Camilla</u> and Dunkels, Elza (Eds.) *Invisible Girl.* (9-16) Umeå University. https://iml.edusci.umu.se/invisiblegirl

24. # <u>Hällgren, Camilla</u>, Granstedt, Lena & Weiner, Gaby (2006). Etnisk mångfald i utbildningen: En översikt över politik, forskning och projekt [Ethnic Diversity in Education: An Overview of Policy, Research and Projects] In: SOU 2006:40 pp. 311-347 Sawyer, Lena & Kamali, Masoud (Eds) Från utredningen om *Makt, integration och strukturell diskriminering* [From the investigation about Power, Integration and Structural Discrimination] Ju 2004:04. Stockholm: The Ministry of Justice.

TEACHING RESOURCES

25. <u>Hällgren, Camilla</u> (2002) The Swedkid Website. Research based, anti-racist teaching resource. In Swedish and English.

26. <u>Hällgren, Camilla</u> (2000) *Introducing Layout*. Online Educational Material. Umeå University.

27. <u>Hällgren, Camilla</u> (2000) Online Educational Material for Macromedia Fireworks (Bitmap and vector graphics editor). Umeå University.

28. <u>Hällgren, Camilla</u> (2000) *How to use Microsoft Power Point*. Online Educational Material. Umeå University.

29. <u>Hällgren, Camilla</u> (2000) *Introducing digital imaging*. Practice Material. Umeå University.

30. <u>Hällgren, Camilla</u> (2000) *How to use Microsoft Power Point*. Online Educational Material for the Swedish Ministry of Justice.

31. <u>Hällgren, Camilla</u> (2000) *How to work in Photoshop*. Practice Material. Umeå University.

32. <u>Hällgren, Camilla</u> (2000) *How to create graphics in Macromedia Fireworks 3.0*. Practice Material. Umeå University.

33. <u>Hällgren, Camilla</u> (1999) *How to make an animation in Macromedia Fireworks*. Practice Material. Umeå University.

34. <u>Hällgren, Camilla</u> (1999) *How to use Macromedia Flash 3*. Practice Material. Umeå University.

35. Andersson, Magnus and <u>Camilla, Hällgren</u> (1999) *How to work with Paint Shop Pro 5.0. Jasc Software*. Online Educational Material. Umeå University.

36. <u>Hällgren, Camilla</u> (1999) *Tips and tricks for easier work at the computer*. Online Educational Material. Umeå University.

37. Andersson, Per and <u>Hällgren, Camilla</u> (1999) *How to use a browser and surf on the Internet with Netscape Communicator*. Online Educational Material. Umeå University.

38. Andersson, Per and <u>Hällgren, Camilla</u> (1999) *How to search information on the Internet with Netscape Communicator*. Online Educational Material. Umeå University.

39. <u>Hällgren, Camilla</u> (1999) *File Management for Windows*. Practice Material. Umeå University.

40. Andersson, Magnus and <u>Hällgren, Camilla</u> (1999) *How to transfer texts and images from the Internet*. Online Educational Material. Umeå University.

41. Andersson, Magnus and <u>Hällgren, Camilla</u> (1999) *How to make and organize book marks with Netscape Communicator*. Online Educational Material. Umeå University.

42. <u>Hällgren, Camilla</u> (1999) *Desktop publishing (DTP) with Microsoft Publisher*. Online Educational Material. Umeå University.

43. <u>Hällgren, Camilla</u> (1998) *How to work with Eudora Light 3.05*. Online Educational Material. Umeå University.

44. Hällgren, Camilla (1998) *How to connect to the Teacher Education First Class Server.* Instructional Material. Umeå University.

45. Hällgren, Camilla (1998) *Sound Editing in Goldwave.* Practice Material. Umeå University.

46. Hällgren, Camilla (1998) *How to work with Paint Shop Pro 5.0. Jasc Software.* Practice Material. Umeå University.

Additional Published and Unpublished Work

47. Hällgren, Camilla (2002) Website manuscript and illustration instructions for the educational website Swedkid.

48. Häll, Lars-Olof, Hällgren, Camilla, & Söderström, Tor. (2007). *Elev- och lärarerfarenheter av fjärrundervisning i Pajala* [Experiences of Distance Education in Pajala Compulsory Schools] (Pedagogiska rapporter nr. 77). Umeå: Umeå universitet, Pedagogiska institutionen.

49. Marklund, Leif and Hällgren, Camilla (2007) Evaluation report of usability and availability of www.skogswebb.se. Assigned by the Swedish University of Agricultural Sciences (SLU) and Umeå University.

50. Hällgren, Camilla (2007) *Web 2.0, Issues of Anti-racism, Learning and Identity: Possibilities and Dilemmas in Digital Cultures.* Postdoctoral Fellowship Research Plan (2008-14). Department of Interactive Media and Learning, Faculty of Teacher Education, Umeå University.

51. Hällgren, Camilla (2008) *Web 2.0, Learning, Identity and issues of 'race' and ethnicity: Possibilities and Dilemmas in Digital Cultures.* Postdoctoral Research Plan: Young Researcher Award (2009-12). Department of Interactive Media and Learning, Faculty of Teacher Education, Umeå University.

52. Hällgren, Camilla, Dunkels Elza, Frånberg, Gun-Marie (2008) The Invisible Girl: Girls, Technology and Learning. Collaborative Research Plan (2009-2013) to the Swedish Knowledge Foundation (Young Net Cultures Venture).

53. Hällgren, Camilla (2014) *Crowdsourcing Identities; Theoretical, Empirical and Artistical Explorations.* Funding proposal: Riksbankens Jubileumsfond

54. Hällgren, Camilla (2017) *Crowdsourcing Identities as Contemporary Conditions for Learning?* Funding proposal: Teacher Education, Umeå University.

ADDITIONAL ACHIEVEMENTS: ARTISTIC ACHIEVEMENTS

EXHIBITIONS

2015   Sliperiet Arts Hall, Borgvik. May – September.

2015   Luleå Arts Hall. Collection of art bought by Luleå Municipality 2014

2014   **Jury reviewed exhibition** at Västerbottens Museum. Umeå. Sweden: June 6th - September 14th.

2014	**Jury reviewed exhibition** at Skellefteå Art Hall. Skellefteå. Sweden: June 7th - September 7th.
2014	Luleå Arts Hall. Collection of art bought by Luleå Municipality 2014
2014	Skellefteå Art Hall. 27 pictures included in the exhibition.
2013	Little Sweden: Invisible Girl. Ersboda bibliotek. Umeå
2012-2013	Eskilstuna Fine Arts Museum. Collection of art bought by Eskilstuna municipality in 2012. November 29 - January 20.
2012	Little Sweden: Invisible Girl. Tegs bibliotek. Umeå
2012	Mama Said: The Artworks and Artifacts of Wise Women. Curated and juried by Idaho State University and the Janet C. Anderson Gender Resource Center
2010	Lilla Galleriet i Umeå
2009	Biblioteket i Holmsund

MUSEUMS AND OTHER PUBLIC INSTITUTIONS WHO HAS ATTAINED MY ARTWORK:

1. Statens konstråd [The National Public Art Council in Sweden]
2. Hjätarnas Hus in Umeå [House of Heroes]
3. Borås Museum of Modern Art
4. Haninge konsthall
5. Strandverkets konsthall
6. Passagen Linköpings konsthall
7. Sundsvalls museum
8. Västerås konstmuseum
9. Eskilstuna konstmuseum
10. Gävle konstmuseum
11. Eskilstuna kommun
12. Jönköpings kommun
13. Kulturkontoret Uppsala kommun
14. Kultur och fritid i Östersunds kommun
15. Linköpings kommun
16. Luleå kommun
17. Skellefteå kommun
18. Umeå kommun
19. Norsjö kommun
20. Knivssta kommun
21. Länskultur Gävleborgs landsting
22. Landstinget i Jönköpings län
23. Landstinget i Dalarna
24. Landstinget Sörmland
25. Kultur i länet, Uppsala landsting
26. Katrineholms kommun
27. Landstinget Värmland

28. Landstinget i Västerbotten
29. Landstinget Västernorrland
30. Landstinget Västmanland
31. Landstinget Västra Götaland
32. Landstinget Östergötland
33. Örebro läns landsting
34. Örebro kommun
35. Östhammars kommun
36. Västerbottens konstförening
37. Yara Konstförening
38. Länsförsäkringar i Västerbotten
39. Västerbottens konstförening
40. Swedbank i Västerbotten
41. SPP Konstföreining
42. Handelsbankens konstförening

SELECTED MEDIA COVERAGE OF ARTWORK

- 2016 – The Huffington Post: *"These Playful Pictures Of Toy Figures Pose Serious Questions"* By Lee Moran.
- 2016 – OVALME: *"The Theory of Camilla Hällgren"* By Eleftheria Vonaparti. Translated from Greek to English by: Gretel Athanasiou
- 2016 – Le Petite Journal *"LITTLE SWEDEN ART – Quand la recherche universitaire se réinvente"* By Margot Page.
- 2016 – Mashable.com: *"Artist uses mini figures to highlight big social issues on a small scale"* By Matt Petronzki.
- 2016 – Umeå University News*: "Life explored in a playful format – Art Blended Research"* By Maja Bonta.
- 2016 – Trend Hunter: *"These Topical Miniature Art Scenes Depict Themes of Power & Identity"* By Cadhia Gray
- 2016 – Interview in Swedish Radio: *"Umeåkonstnär uppmärksammas i USA"* By Mikael Hermansson.