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Fakulteten för lärarutbildning  
Avdelningen för matematik- och naturvetenskapernas didaktik  
Fakulteten för lärarutbildning  
Learning in Science and Mathematics (LISMA)



## Forskning

Jag har min forskningsbakgrund inom laboratorieastrofysik, men bedriver numera enbart forskning inom naturvetenskapernas didaktik. Jag leder forskargruppen Learning in Science and Mathematics. Mitt huvudsakliga forskningsintressen är studenters syn på naturvetenskapens natur, med speciellt fokus på deras förståelse av modeller, samt lärande och undervisning med stöd av IKT.

## Anställning

### Professor i fysik - inriktning fysikdidaktik

Fakulteten för lärarutbildning  
Högskolan Kristianstad  
2017-dec.-18 → present

### Excellent lärare

Avdelningen för matematik- och naturvetenskapernas didaktik  
Högskolan Kristianstad  
2017-dec.-18 → present

### Studierektor för forskarutbildning i pedagogiskt arbete

Fakulteten för lärarutbildning  
Högskolan Kristianstad  
2020-feb.-06 → present

### Learning in Science and Mathematics (LISMA)

Högskolan Kristianstad  
2021-apr.-28 → present

## Forskningsoutput

### Physics teaching of abstract phenomena in preschool supported by computer tablets

Redfors, A., Fridberg, M., Jonsson, A. & Thulin, S., 2022.

### Spanish and Swedish teachers' perspective of teaching STEM and robotics in preschool: results from the botSTEM project

Fridberg, M., Redfors, A., Greca Dufranc, I. M. & García Terceño, E., 2022, I: International Journal of Technology and Design Education.

### Fysik och kemi i fokus för kommunikationen mellan lärare och barn i förskolan

Fridberg, M., Jonsson, A., Redfors, A. & Thulin, S., 2021-dec.-02, I: ATENA Didaktik.

### Communication on physics teaching in preschool

Thulin, S., Jonsson, A., Fridberg, M. & Redfors, A., 2021-dec.-01, I: International Journal of Early Years Education. s. 1-16  
16 s.

### Actions in the learning environment: Analyzing physics and mathematics lessons in the case of ODE

Juter, K., Hansson, Ö. & Redfors, A., 2021.

**Curriculum emphases, mathematics and teaching practices: Swedish upper-secondary physics teachers' views**

Hansson, L., Hansson, Ö., Juter, K. & Redfors, A., 2021, I: *International Journal of Science and Mathematics Education*. 19, s. 499-515 17 s.

**Digitalization in early years chemistry and physics**

Fridberg, M., Jonsson, A., Thulin, S. & Redfors, A., 2021.

**Mathematics and physics at upper secondary school: an analysis of two lectures**

Juter, K., Hansson, Ö. & Redfors, A., 2021, *Sustainable mathematics education in a digitalized world: Proceedings of MADIF 12, The twelfth research seminar of the Swedish Society for Research in Mathematics Education, Växjö, January 14–15, 2020*. Liljekvist, Y., Björklund, L., Häggström, J., Mattsson, L., Ol, O., E. & PalmérY., H. (red.). Göteborg: Nationellt centrum för matematikutbildning (NCM), s. 264-264 1 s. (Skrifter från Svensk Förening för MatematikDidaktisk Forskning; nr. 15).

**Modellbaserad undervisning av kemi och fysik i förskolan**

Thulin, S., Jonsson, A., Redfors, A. & Fridberg, M., 2021.

**Physics teaching and the role of mathematics in Swedish upper-secondary school**

Redfors, A., Hansson, Ö. & Juter, K., 2021.

**Robotics and early-years stem education: the botSTEM project**

Cronquist, B., Fridberg, M. & Redfors, A., 2021.

**Teachers' and children's communication of STEM and robotics in early childhood education**

Fridberg, M., Cronquist, B. & Redfors, A., 2021.

**Teachers' and children's use of words during early childhood STEM teaching supported by robotics**

Fridberg, M. & Redfors, A., 2021, I: *International Journal of Early Years Education*. s. 1-16 15 s.

**Undervisning och lärande i förskolan om kemi- och fysikrelaterade vardagsfenomen: erfarenheter från ett samverkansprojekt**

Redfors, A., Thulin, S., Jonsson, A. & Fridberg, M., 2021.

**Undervisning om kemi- och fysik relaterade vardagsfenomen i förskolan: Samverkan med ett skolområde kring kompetensutveckling och forskning**

Fridberg, M., Jonsson, A., Redfors, A. & Thulin, S., 2021, Kristianstad: Kristianstad University Press.

**Undervisning om robotik och STEM i förskolan: erfarenheter från botSTEM-projektet**

Fridberg, M. & Redfors, A., 2021.

**Implementation of an integrated STEM activity in pre-primary schools**

García Terceño, E. M., Greca, I. M., Redfors, A. & Fridberg, M., 2020, *The 11th International Conference on European Transnational Educational (ICEUTE 2020)*. Herrero, Á., Urda, D., Sedano, J., Quintián, H. & Corchado, E. (red.). Cham: Springer, s. 30-39 9 s.

**Robotics and Early-years STEM Education: the botSTEM Framework and Activities**

Greca Dufranc, I. M., García Terceño, E., Fridberg, M., Cronquist, B. & Redfors, A., 2020, I: *European Journal of STEM Education*. 1, s. 1-13 12 s.

**The role of intermediary objects of learning in early years chemistry and physics**

Fridberg, M., Jonsson, A., Redfors, A. & Thulin, S., 2020, I: *Early Childhood Education Journal*. 48, 5, s. 585-595 10 s.

**A case study of the role of mathematics in physics textbooks and in associated lessons**

Hansson, L., Hansson, Ö., Juter, K. & Redfors, A., 2019, *Mathematics in physics education*. Pospiech, G., Michelini, M. & Eylon, B. (red.). Dordrecht: Springer, s. 293-316 23 s.

**Early years physics: teaching with digital support**

Redfors, A., 2019, s. 11401-11401. 0 s.

**Early years physics: teaching with digital support in preschool.**

Redfors, A., Fridberg, M., Jonsson, A. & Thulin, S., 2019.

**Förskollärares konstruktion av ett fysikaliskt lärandeobjekt**

Hellberg, L., Thulin, S. & Redfors, A., 2019, I: *NorDiNaNordic Studies in Science Education*. 15, 3, s. 242-256 14 s.

**Intersubjective communication and digitalization in early years chemistry and physics**

Redfors, A., Fridberg, M., Jonsson, A. & Thulin, S., 2019.

**Matematikens roll i fysiken på gymnasiet**

Hansson, L., Hansson, Ö., Juter, K. & Redfors, A., 2019, Stockholm : Svensk förening för MatematikDidaktisk Forskning - SMDF.

**Matematikens roll i fysiken på gymnasiet**

Redfors, A., Hansson, L., Hansson, Ö. & Juter, K., 2019, Stockholm

**Preschool teachers' role in establishing joint action during children's free inquiry in STEM**

Fridberg, M. & Redfors, A., 2019, I: *Journal of Research in STEM Education*. 5, 2, s. 151-169 18 s.

**Reality - theoretical models: Mathematics in physics teaching**

Redfors, A., 2019, s. 11585-11585. 0 s.

**Reality – theoretical models – mathematics in physics teaching**

Redfors, A., Hansson, L., Hansson, Ö. & Juter, K., 2019.

**Robotics and early-years stem education: botSTEM framework, toolkit, and implemented activities in Sweden**

Cronquist, B., Fridberg, M. & Redfors, A., 2019.

**Robotics and STEM education for 4-8 y.o. children in Spanish pre and primary schools**

Greca, I., García Terceño, E., Cronquist, B., Fridberg, M. & Redfors, A., 2019.

**Teaching chemistry and physics in preschool: a matter of establishing intersubjectivity**

Fridberg, M., Jonsson, A., Redfors, A. & Thulin, S., 2019, I: *International Journal of Science Education*. 41, 17, s. 2542-2556 14 s.

**Chemistry and physics in preschool: teaching and learning through socio-scientific issues**

Redfors, A., Fridberg, M., Jonsson, A. & Thulin, S., 2018.

**Chemistry and physics in preschool: teaching and learning through socio-scientific issues**

Fridberg, M., Thulin, S., Redfors, A. & Jonsson, A., 2018.

**Digital loggbok för reflektion och lärande under VFU**

Eriksson, M. & Redfors, A., 2018.

**Introduction: Section 10**

Redfors, A. & Ryder, J., 2018, *Research, practice and collaboration in science education*. F., O., M., E., E., S. & C. (red.). Dublin: Dublin City University, s. 1322-1324 2 s. (ESERA Conference Proceedings).

**Physics and tablets in preschool**

Redfors, A., Fridberg, M., Jonsson, A. & Thulin, S., 2018.

**Pre-school children's collaborative science learning scaffolded by tablets – a teacher's view**

Fridberg, M., Thulin, S. & Redfors, A., 2018, I: *Journal of Emergent Science*. 15, s. 13-19 6 s.

**Robotar utvecklar lärandet**

Cronquist, B., Fridberg, M. & Redfors, A., 2018, *Förskoletidningen*, 43, 6, s. 26-26 0 s.

**Robotics and STEM education for children and primary schools – botSTEM**

Greca, I. M., Redfors, A., Cronquist, B. & Fridberg, M., 2018.

**The notion of projectile motion: a case study**

Hansson, L., Hansson, Ö., Juter, K. & Redfors, A., 2018, s. 243. 0 s.

**The role of mathematics for physics teaching and learning in upper-secondary school**

Redfors, A., Hansson, L., Hansson, Ö. & Juter, K., 2018.

**Undervisning och lärande i förskolan om kemi- och fysikrelaterade vardagsfenomen**

Fridberg, M., Jonsson, A., Steen, A., Thulin, S. & Redfors, A., 2018.

**Upper secondary physics teachers' views of mathematics**

Juter, K., Hansson, L., Hansson, Ö. & Redfors, A., 2018, s. 222-223. 1 s.

**Children's collaborative learning in science scaffolded by tablets**

Fridberg, M. & Redfors, A., 2017, *Digital Childhoods: technologies and children's everyday lives*. Jill, S., Fleer, M., Davidson, C. & Hatzigianni, M. (red.). Singapore: Springer

**Digital loggbok för reflektion och lärande under VFU**

Eriksson, M. & Redfors, A., 2017, I: *Högskolepedagogisk debatt*. 2, s. 4-17 13 s.

**Disciplinary discernment from Hertzprung-Russell-diagrams**

Eriksson, U., Rosberg, M. & Redfors, A., 2017.

**Disciplinary discernment in astronomy education: Hertzprung-Russell-diagrams**

Eriksson, U., Rosberg, M. & Redfors, A., 2017.

**From black and white to shades of grey: a longitudinal study of teachers' perspectives on teaching sociocultural and subjective aspects of science**

Leden, L., Hansson, L. & Redfors, A., 2017, I: *Science and Education*. 26, 5, s. 483-511 28 s.

**Model-based teaching and student teachers' collaborative inquiry learning of physics**

Redfors, A., Eriksson, M. & Magntorn, O., 2017, *INTED2017: 11TH INTERNATIONAL TECHNOLOGY, EDUCATION AND DEVELOPMENT CONFERENCE*. Lund: IATED-INT ASSOC TECHNOLOGY EDUCATION & DEVELOPMENT, (INTED 2017 Proceedings).

**Preschool children's collaborative science learning scaffolded by tablets**

Fridberg, M., Thulin, S. & Redfors, A., 2017, I: *Research in Science Education*. 48, 5, s. 1007-1026 19 s.

**Preschool children's collaborative science learning scaffolded by tablets: a teachers view**

Fridberg, M., Thulin, S. & Redfors, A., 2017.

**Science communication in Early Childhood Education: examples from Swedish preschools**

Thulin, S., Hellberg, L., Redfors, A. & Backman, A., 2017.

**Student preschool teachers' experiences of science and its role in preschool**

Thulin, S. & Redfors, A., 2017, I: *Early Childhood Education Journal*. 45, 4, s. 509-520 11 s.

**A framework to explore the role of mathematics during physics lessons in upper-secondary school**

Redfors, A., Hansson, L., Hansson, Ö. & Juter, K., 2016, *Insights from research in science teaching and learning: selected papers from the ESERA 2013 Conference*. Papadouris, N., Hadjigeorgiou, A. & Constantinou, C. (red.). Dordrecht: Springer Publishing Company, s. 139--151 (Contributions from Science Education Research; nr. 2).

**Att arbeta med teoretiska förklaringsmodeller i förskolan**

Redfors, A., 2016, *Naturvetenskap i ett förskoleperspektiv: kreativa lärandeprocesser*. Thulin, S. (red.). Malmö: Gleerups Utbildning AB, s. 93-105 12 s.

**Ett forskningsprojekt om matematikens roll i gymnasiefysiken**

Hansson, L., Hansson, Ö., Juter, K. & Redfors, A., 2016, NATDID:s skriftserie: *Naturvetenskapernas och teknikens didaktik*, 1, s. 97-101 4 s.

**Matematikens roll i fysikundervisningen på gymnasiet**

Redfors, A., Hansson, L. & Juter, K., 2016.

**Naturvetenskap och datorplattor – i barnens regi**

Fridberg, M. & Redfors, A., 2016, *Naturvetenskap i ett förskoleperspektiv: kreativa lärandeprocesser*. Thulin, S. (red.). Malmö: Gleerups Utbildning AB, s. 105-124 19 s.

**Science in early childhood education: children and tablets**

Fridberg, M., Redfors, A. & Thulin, S., 2016.

**Science in Early Childhood Education – Student teachers' experiences**

Redfors, A. & Thulin, S., 2016.

**Science in Early Childhood Education - Teachers' communication**

Hellberg, L., Thulin, S. & Redfors, A., 2016.

**Socio-cultural aspects of science in the science classroom: teachers' perspectives**

Leden, L., Hansson, L. & Redfors, A., 2016.

**An attempt to investigate the use of mathematics in physics classrooms**

Hansson, Ö., Hansson, L., Juter, K. & Redfors, A., 2015, s. 25-32. 7 s.

**Children's collaborative learning of evaporation scaffolded by iPads**

Fridberg, M., Redfors, A. & Thulin, S., 2015.

**Context-rich vs. context-stripped approach to NOS teaching: teachers' reflections**

Leden, L., Hansson, L. & Redfors, A., 2015.

### **Ideas about the human body among secondary students in South Africa**

Granklint Enochson, P., Redfors, A., Dempster, E. R. & Tibell, L., 2015, I: African Journal of Research in Mathematics, Science and Technology Education. 19, 2, s. 199-211 12 s.

### **Introduction to Strand 10: science curriculum and educational policy**

Redfors, A. & Ryder, J., 2015, *Science education research: engaging learners for a sustainable future*. Lavonen, J., Juuti, K., Lampiselkä, J., Uitto, A. & Hahl, K. (red.). Dublin: University of Helsinki, s. 1442-1444 2 s.

### **Reality - theoretical models - mathematics: a ternary perspective on physics lessons in upper-secondary school**

Hansson, L., Hansson, Ö., Juter, K. & Redfors, A., 2015, I: Science & Education. 24, 5-6, s. 615-644 29 s.

### **Teachers' ways of talking about nature of science and its teaching**

Leden, L., Hansson, L., Redfors, A. & Ideland, M., 2015, I: Science & Education. 24, 9, s. 1141-1172 31 s.

### **Adapting web-based inquiry learning environments from one country to another: the CoReflect experience**

Kyza, E., Herodotou, C., Nicolaidou, I., Redfors, A., Hansson, L., Schanze, S., Saballus, U., Papadouris, N. & Michael, G., 2014, *Topics and trends in current science education: 9th ESERA Conference Selected Contributions*. Bruguière, C., Tiberghien, A., ClémentCatherine, P. & Clément, P. (red.). Dordrecht: Springer Netherlands, s. 567-582 15 s. (Contributions from Science Education Research; nr. 1).

### **CoReflect: web-based inquiry learning environments on socio-scientific issues**

Redfors, A., Hansson, L., Kyza, E. A., Nicolaidou, I., Asher, I., Tabak, I., Papadouris, N. & Avraam, C., 2014, *Topics and trends in current science education: 9th ESERA Conference Selected Contributions*. Bruguière, C., Tiberghien, A., ClémentCatherine, P. & Clément, P. (red.). Dordrecht: Springer Netherlands, s. 553-566 13 s. (Contributions from Science Education Research; nr. 1).

### **Ebook proceedings of the ESERA 2013 conference: science education research for evidence-based teaching and coherence in learning**

Redfors, A. (red.), 2014, Nicosia: European Science Education Research Association. 3030 s.

### **Introducing the anatomy of disciplinary discernment: an example from astronomy**

Eriksson, U., Linder, C., Airey, J. & Redfors, A., 2014, I: European Journal of Science and Mathematics Education. 2, 3, s. 167-182 15 s.

### **Introduction of Strand 10: science curriculum and educational policy**

Dillon, J. & Redfors, A., 2014, *E-Book Proceedings of the ESERA 2013 Conference: Science Education Research For Evidence-based Teaching and Coherence in Learning. Part 10*. P., C., Papadouris, N. & Hadjigeorgiou, A. (red.). Nicosia, Cyprus: European Science Education Research Association, s. 1-6 5 s.

### **On the potential of mobile and ubiquitous technologies to support collaborative processes with a science content in pre-schools**

Redfors, A., Fridberg, M. & Thulin, S., 2014.

### **Relating theoretical models, mathematical representations and the real world in upper-secondary physics**

Redfors, A., Hansson, L., Hansson, Ö. & Juter, K., 2014.

### **Teachers discussing, planning and implementing NOS-aspects in their teaching**

Leden, L., Hansson, L. & Redfors, A., 2014.

### **Tell me what you see: differences in what is discerned when professors and students view the same disciplinary semiotic resource**

Eriksson, U., Linder, C., Airey, J. & Redfors, A., 2014.

**The role of mathematics in the teaching and learning of physics**

Redfors, A., Hansson, L., Hansson, Ö. & Juter, K., 2014, s. 376-383. 7 s.

**The role of science in Swedish pre-schools: children's collaborative learning scaffolded by iPads**

Fridberg, M., Redfors, A. & Thulin, S., 2014.

**The role of science in Swedish pre-schools: student teachers' attitudes and teaching experiences**

Redfors, A. & Thulin, S., 2014.

**Who needs 3D when the universe is flat?**

Eriksson, U., Linder, C., Airey, J. & Redfors, A., 2014, I: Science Education. 98, 3, s. 412-442 30 s.

**Lower secondary students' views in astrobiology**

Hansson, L. & Redfors, A., 2013, I: Research in Science Education. 43, 5, s. 1957-1978 21 s.

**Similarities and differences in students' ideas about the human body and health in South Africa and Sweden**

Granklint Enochson, P., Redfors, A., Tibell, L. & Dempster, E., 2013, (Förbereds).

**The overlooked challenge of learning to extrapolate three-dimensionality**

Eriksson, U., Linder, C., Airey, J. & Redfors, A., 2013.

**The Role of Mathematics in Teaching and Learning of Physics.**

Redfors, A. & Hansson, L., 2013.

**What do teachers of astronomy need to think about?**

Eriksson, U., Linder, C., Airey, J. & Redfors, A., 2013.

**Why, when and how to teach nature of science in compulsory school: teachers' views**

Leden, L., Hansson, L., Redfors, A. & Ideland, M., 2013, s. 60-71. 11 s.

**Science Learning and Citizenship. Part 5 : nature of science, history, philosophy, sociology of science**

Maurines, L. (red.) & Redfors, A. (red.), 2012, E-book proceedings of the ESERA 2011 conference, Lyon France. 148 s.

**Students' ideas about the human body and their ability to transfer knowledge between related scenarios**

Granklint Enochson, P. & Redfors, A., 2012, I: European Journal of Health and Biology Education. 1, 1 & 2, s. 3-29 26 s.

**Students' views of science in the context of astrobiology**

Redfors, A., 2012.

**CoReflect – an EC-project on web-based collaborative inquiry on socio-scientific issues: organisation of a symposium at the ESERA conference 2011**

Redfors, A., 2011.

**Discussant at the symposium The nature of science in science teaching: strategies and obstacles**

Redfors, A., 2011.

**Fem elevers föreställningar om organsystem: vad händer i kroppen när vi dricker vatten?**

Granklint Enochson, P. & Redfors, A., 2011, I: NorDiNaNordic Studies in Science Education. 7, 2, s. 160-178 18 s.

**Increasing International Capacity for CSCL: CoReflect as a Case Example of the Sharing and Adapting of CSCL Environments across Europe**

Tabak, Iris, Asher, Itay, Nasser, S., Kyza, Eleni A., Nicolaidou, Iolie, Hadjichambis, Andreas, Kafouris, Dimitris, Terzian, F., Redfors, A., Hansson, L., Rosberg, M., Oldershaw, C., Constantinou, C., van der Meij, H., Schanze, S. & Kollias, V., 2011.

**Ny miljö för NO-undervisning**

Hansson, L. & Redfors, A., 2011, *Unga nätmiljöer: Nya villkor för samarbete och lärande*. Alex, M., E. & Hansson, T. (red.). 1 red. Lund: Studentlitteratur, s. 149-170 21 s.

**On the design-based developmental process of a socio-scientific digital learning environment**

Redfors, A. & Hansson, L., 2011.

**Students' socio-scientific reasoning in an astrobiology context during work with a digital learning environment**

Hansson, L., Redfors, A. & Rosberg, M., 2011, I: *Journal of Science Education and Technology*. 20, 4, s. 388-402 14 s.

**Students' views in the area of astrobiology: Secondary students' views**

Hansson, L. & Redfors, A., 2011.

**Students' work with socio-scientific issues related to astrobiology in a digital teaching sequence**

Hansson, L. & Redfors, A., 2011.

**The adaptation of a German Learning Environment to a Swedish School: a smooth transition**

Redfors, A. & Hansson, L., 2011.

**Participatory Design to Support Students' Web-based Inquiry of Complex, Socio-scientific Problems.**

Nicolaidou, I., Kyza, E. A., Michael, G., Papadouris, N., Constantinou, C. P., Kolias, V., Davaris, T., Asher, I., Tabak, I., Redfors, A., Hansson, L., Rosberg, M. & Oldershaw, C., 2010.

**Socio-scientific collaborative inquiry in astrobiology: the design and implementation of a digital learning environment**

Redfors, A., Hansson, L. & Rosberg, M., 2010, s. 231-241. 10 s.

**Socio-scientific reasoning in a digital learning environment: a report from the European CoReflect project**

Hansson, L., Redfors, A. & Rosberg, M., 2010, s. 59-60. 1 s.

**Teaching astrobiology from a socio-scientific perspective using a digital learning environment**

Redfors, A., Hansson, L. & Rosberg, M., 2010.

**The educative and scalable functions of authoring tools to support inquiry-based science learning**

Asher, I., Nasser, S., Ganaim, L., Tabak, I., Kollias, V., Kyza, E. A., Nicolaidou, I., Terzian, F., Hadjichambis, A., Kafouris, D., Redfors, A., Hansson, L., Rosberg, M., Schanze, S. & Saballus, U., 2010, s. 236-243. 8 s.

**Transforming Mars into a new "Earth"? students' socio-scientific argumentation in a chat embedded in a digital learning environment**

Hansson, L. & Redfors, A., 2010.

**Using STOCHASMOS to scaffold students in discussing key issues while retaining ownership of their learning processes.**

Redfors, A., Hansson, L., Rosberg, M. & Lundh, I., 2010.

**Web-based Collaborative Teaching of Astrobiology in the EU-project – CoReflect**

Redfors, A., Hansson, L. & Rosberg, M., 2010.



**Digital support for inquiry, collaboration, and reflection on socio-scientific debates: Coreflect 1**

Redfors, A., Hansson, L. & Rosberg, M., 2009.

**Physics teaching, presuppositions and cultural adaptation: reflections from CoReflect, an ongoing European project**

Redfors, A., 2009.

**Reflective inquiry as a framework for designing teaching and learning sequences on socio-scientific issues**

Redfors, A., 2009.

**Students' attitudes about the human body and health in school settings**

Granklint Enochson, P. & Redfors, A., 2009, s. 198.

**Digital support for inquiry, collaboration, and reflection on socio-scientific debates: CoReflect. A progress report**

Redfors, A., Hansson, L. & Rosberg, M., 2008, s. 183-185. 2 s.

**On a web-based collaborative teaching sequence about astrobiology in the EU-project CoReflect**

Redfors, A., Hansson, L. & Rosberg, M., 2008.

**Science teacher education in Europe: roundtable discussion**

Redfors, A., 2008.

**Ämnesdidaktikens roll i lärarutbildningar i Europa**

Redfors, A., 2007, *Ämnesdidaktik ur ett nationellt och internationellt perspektiv. Rikskonferensen i ämnesdidaktik 2006*. Eskilsson, O. & Redfors, A. (red.). Kristianstad: Kristianstad University Press, s. 53-65 12 s. (Skrifter utgivna vid Högskolan Kristianstad; nr. 8).

**Ämnesdidaktik ur ett nationellt och internationellt perspektiv: rapport från Rikskonferensen i ämnesdidaktik 2006**

Eskilsson, O. (red.) & Redfors, A. (red.), 2007, Kristianstad University Press. 292 s. (Skrifter utgivna vid Högskolan Kristianstad; nr. 8)

**Partikelmodell som utgångspunkt för elevers förklaringar av avdunstning**

Lindner, A-C. & Redfors, A., 2007, I: *NorDiNaNordic Studies in Science Education*. 3, 1, s. 29-44 15 s.

**Physics and the possibility of a religious view of the universe: Swedish upper secondary students' views**

Hansson, L. & Redfors, A., 2007, I: *Science & Education*. 16, 3-5, s. 461-478 17 s.

**Science teacher education in Europe: roundtable discussion**

Redfors, A., 2007.

**Upper secondary students in group discussions about physics and our presuppositions of the world**

Hansson, L. & Redfors, A., 2007, I: *Science & Education*. 16, 9-10, s. 1007-1025 18 s.

**Gymnasieelever i gruppdiskussioner om fysiken och våra grundläggande antaganden om världen**

Hansson, L. & Redfors, A., 2006, s. 386-396. 10 s.

**Kan grundskoleelevers uppfattningar om fysikaliska fenomen utvecklas genom riktade undervisningsinsatser?**

Lindner, A-C. & Redfors, A., 2006, s. 217-225. 8 s.

**Longitudinell studie av hur grundskoleelevers uppfattningar om fysikaliska fenomen utvecklas**

Lindner, A-C. & Redfors, A., 2006, *Från naturvetenskap och specialpedagogik till hållbar utveckling inom lärarutbildning*. H., L., P., I., S. & K. (red.). Vasa: Åbo Akademi, Pedagogiska fakulteten, s. 93-107 14 s. (Rapport från Pedagogiska fakulteten vid Åbo Akademi; nr. 19).

**Project based astrophysics with role playing**

Redfors, A., 2006, s. 311-316. 5 s.

**Students' views of presuppositions in Physics A: Report from students' group discussions**

Hansson, L. & Redfors, A., 2006.

**Student teachers explanations of everyday phenomena and use of models in physics**

Redfors, A. & Holgersson, I., 2006.

**Student teachers use of models when explaining everyday phenomena in physics**

Redfors, A. & Holgersson, I., 2006.

**Swedish upper secondary students' views of the origin and development of the universe**

Hansson, L. & Redfors, A., 2006, I: Research in Science Education. 36, 4, s. 355-379 24 s.

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