

Bo Dahlin

Bo Dahlin was born in Stockholm in 1948. In 1971 he graduated with a BA in Mathematics and Philosophy from the University of Stockholm. From 1980 to 1989 he taught basic level courses in Education at Karlstad University College.

He was awarded his PhD in Education by the University of Gothenburg in 1989. He then went on to become the director of the programme Further Education in Didactics for in-service teachers from 1990 to 1993, at Karlstad University College.

For ten years after completing his PhD he taught basic level courses and supervised graduate work in Education at Karlstad University College. And from 1991 to 1995 he held a postdoctoral research position in Education at the Department of Educational Sciences, Karlstad University College. During this time he received a postdoctoral stipend from the Swedish Council for Research in Human and Social Sciences for research abroad (1993-1994) and spent six months at the Tribhuvan University, Kathmandu, Nepal, and at the University of Hong Kong. He was promoted to the position of Associate Professor (Privatdozent) at the University of Gothenburg in June 1998.



From 1999 to 2005 Bo was a member of a group of network coordinators for *Philosophy of Education* at the European Educational Research Association (EERA). And from 1999 to 2001 Bo conducted a part-time research project on "Education and the History of Science", supported by the Swedish Council for Research in Human and Social Sciences. Since 1998 he has taken part in the teaching and development of the doctoral studies in Education at Karlstad University (no longer "University College"). At present (2006) he supervises five PhD students.

From 2003 to 2005 Bo Dahlin led an evaluation project on Swedish Waldorf Schools, funded by a private foundation. The project group consisted of three research assistants and two senior colleagues. He was promoted to Professor of Education at Karlstad University in February, 2004.

List of publications in English (abridged):

Dahlin, B (1989): *Religionen, Själens och Livets Mening. En fenomenografisk och existensfilosofisk studie av religionsundervisningens villkor*. Gothenburg; Acta Universitatis Gothoburgensis (341s) [Religion, the soul, and the meaning of life. (Diss.)]

Dahlin, B (1990); Conceptions of religion among Swedish teenagers. *British Journal of Religious Education* **12**, 74-80.

Dahlin, B (1999): Ways of coming to understand. Metacognitive awareness among first year university students. *Scandinavian Journal of Educational Research* **43**, 191-208.

Dahlin, B. (2001): The primacy of cognition – or of perception? A phenomenological critique of the theoretical bases of science education. *Science & Education*, 10(5); 453-475.

Dahlin, B. (2001). The primacy of cognition – or of perception? A phenomenological critique of the theoretical bases of science education. In F. Bevilacqua & E. Giannetto & M. Matthews (Eds.), *Science Education and Culture: The Role of History and Philosophy of Science* (pp. 129-151). Dordrecht: Kluwer Academic Publishers.

Dahlin, B. (2001): Critique of the schema concept. *Scandinavian Journal of Educational Research*, 45(3); 287-300.

Dahlin, B. (2003): The ontological reversal: a figure of thought of importance for science education. *Scandinavian Journal of Educational Research*, 47(1), 77-88.

Publications in collaboration with others:

Dahlin, B & Regmi, M P (1997): Conceptions of learning among Nepalese students. *Higher Education*, **33**, 1-23.

Dahlin, B & Regmi, M P (1997): *Learning in Nepal. A phenomenographic study of conceptions of learning among Nepali students*. Research Report 97:1, University of Karlstad.

Dahlin, B & Regmi, M P (2000): Ontologies of knowledge East and West. *International Journal of Qualitative Studies in Education*, **13**; 43-61.

Dahlin, B., & Watkins, D. (2000): The role of repetition in the process of memorising and understanding: A comparison of the views of German and Chinese secondary school students in Hong Kong. *British Journal of Educational Psychology*, **70**; 65-84.

Watkins, D, & Dahlin, B (1997): Assessing study approaches in Sweden. *Psychological Reports* **81**; 131-136.

Watkins, D., Yau, J., Dahlin, B., and Wondimu, H. (1997): The Twenty Statements Test. Some Measurement Issues. *Journal of Cross-Cultural Psychology*, **28**; 626-633.

Dahlin, B., Watkins, D., & Ekholm, M. (2001): The role of assessment in student learning. The views of Hongkong and Swedish lecturers. In D. Watkins & J. Biggs (Eds.), *Teaching the Chinese learner: Psychological and pedagogical perspectives* (pp. 47-74). Hongkong & Melbourne: CERC & ACER.