List of Publications

Peer-reviewed articles in international journals and anthologies

1. **Barman, L**., Weurlander, M., Lindqvist, H. et al. Protection, preparation or processing support for medical students' emotional challenges in work-based learning—a grounded theory. Adv in Health Sci Educ (2026). https://doi.org/10.1007/s10459-026-10512-4

2. **Barman, L** (2025) *Pedagogisk meritering på tvärs med lokala traditioner och disciplinära synsätt*. P. 103-119. I: red. Winka, K., & Ryegård, Å. Pedagogisk meritering i och för förändring. Antologi, ISBN 978-91-7485-687-3 (*peer-reviewed*)

3. Weurlander, M., Wänström, L., Seeberger, A., Lönn, A., **Barman, L**., Hult, H., Thornberg, R. & A., Wernerson (2024) Development and Validation of the Physician Self-Efficacy to Manage Emotional Challenges Scale (PSMEC). *BMC Medical Education* 24(1), 1-9. https://doi.org/10.1186/s12909-024-05220-9

4. Lindqvist, H., Weurlander, M., **Barman, L**., Wernerson, A., & Thornberg, R. (2024). Mentor teachers' descriptions of preferred actions related to scenarios describing emotionally challenging episodes in work-based learning. *Mentoring & Tutoring: Partnership in Learning*, 1-21. DOI: 10.1080/13611267.2024.2313841

5. Lindqvist, H., Weurlander, M., **Barman, L**., Thornberg, R. and A. Wernersson (2024) Lack of progression is the dividing line: Mentoring teachers' perspectives on student teachers' emotional challenges during work placement education. *Teacher Development*, 28(1), 1-18. DOI: 10.1080/13664530.2023.2229788.

6. **Barman L**., Weurlander M., Lindqvist H., Lönn A-L., Thornberg R., Hult H., Seeberger A., and A. Wernersson. (2023) Hardness or resignation: How emotional challenges during work-based education influence the professional becoming of medical students and student teachers. *Vocations and Learning, 1-21*. https://doi.org/10.1007/s12186-023-09323-0

7. Naimi-Akbar, I., Weurlander, M. and **L. Barman** (2023) Teaching-learning in virtual learning environments: A matter of forced compromises away from student-centredness? *Teaching in Higher Education, 1-17.* https://doi.org/10.1080/13562517.2023.2201674

8. **Barman, L**. & Weurlander, M (2023) Moving forward or going backwards? Understanding digital transformation from teachers' perspectives of assessing students digitally. In R. Pinheiro, L. Barman, L. Geschwind, L. Degn, C. Edelhard Tømte (Eds.), Digital Transformation in Nordic Higher Education. Springer Nature.

9. Lindqvist, H., Weurlander, M., **Barman, L**., Wernerson, A., & Thornberg, R. (2023). Work-based learning partnerships: mentor-teachers' perceptions of student teachers' challenges. *Educational Research*, *65*(3), 392-407. https://doi.org/10.1080/00131881.2023.2234384

10. **Barman L**, McGrath C, Josephsson S, Silén C, Bolander Laksov K. (2022). Safeguarding fairness in assessments – How teachers develop joint practices. *Medical Education* 2022;1-9. doi:10.1111/medu.14789

11. **Barman, L**., & Kjällander, S. (2022). Playful and Meaningful Learning of Programming. What does it Take to Integrate an App-Based Game Promoting Digital Mathematics into Early Childhood Education? *Designs for Learning*, *14*(1), 165–178. DOI: http://doi.org/10.16993/dfl.203

12. Geschwind, L., Wiklund Pasia, J. and **L. Barman** (2022) Between *Gemeinschaft* and *Gesellschaft*: Early career academics on competition, collaboration and performance requirements. In *Research Handbook on Managing Academics*. Sarrico, CS., Rosa, MJ., and T. Carvalho, CIPES Centre for Research in Higher Education Policies, Portugal. pp. 420-434.
13. Rose, L., Eklund, J., Nord Nilsson, L., **Barman, L.**, Lind C. (2020) The RAMP Package for MSD risk management in manual handling – a freely accessible tool, with website and training courses. *Applied Ergonomics*. 86:103101. doi: https://doi.org/10.1016/j.apergo.2020.103101
14. **Barman, L.**, McGrath, C., & Stöhr, C. (2019) Higher education, For free, for everyone, for real? Massive Open Online Education (MOOCs) and the responsible university: History and enacting rationalities for MOOC-initiatives at three Swedish universities. In M. P. Sørensen, L. Geschwind, J. Kekäle, & R. M. Pinheiro (Eds.), *The Responsible University: Exploring the Nordic Context and Beyond*. London, Palgrave Macmillan.
15. McGrath, C., **Barman, L.**, Stenfors-Hayes, T., Roxå, T., Silén, C. and K. Bolander Laksov (2016). The Ebb and Flow of Educational Change: Change Agents as Negotiators of Change. *Teaching & Learning Inquiry* 4(2), p.1-14. http://tlijournal.com/tli/index.php/TLI/article/view/117/92
16. Vaitsis, C., Stathakarou, N., **Barman, L.**, Zary, N. and C. McGrath (2016). Using Competency-Based Digital Open Learning Activities to Facilitate and Promote Health Professions Education (OLAmeD): A Proposal. JMIR research protocols, *5*(3), e4974.
17. **Barman L.**, Josephsson S., Silén C. and Bolander Laksov K. (2016). How education policy is made meaningful – a narrative exploration of how teachers show autonomy in the development of teaching and learning. *Higher Education Research and Development,* DOI: 10.1080/07294360.2016.1144571
18. Hervatis, V., Loe, A., **Barman, L.**, O'Donoghue, J. and Nabil Zary (2015). A Conceptual Analytics Model for an Outcome-Driven Quality Management Framework as Part of Professional Healthcare Education. *JMIR Medical Education, 1(2):e11.*
19. **Barman L**, Silén C and Bolander Laksov K (2014). Outcome based education enacted: teachers' tensions in balancing between student learning and bureaucracy. *Advances in Health Sciences Education: Theory and Practice,* 19(5):629-43 https://doi.org/10.1007/s10459-013-9491-3
20. **Barman L**, Bolander Laksov K and Silén C (2014). Policy enacted – teachers' approaches to an outcome-based framework for course design. *Teaching in Higher Education,* 19(7): 735-746 https://doi.org/10.1080/13562517.2014.934346
21. Blom J., **Barman L.**, Wirén M., Henningsohn L., Jansson H. och J. Nordenström (2014) *Kirurgkurs med fokus på interkulturell kompetens. Likvärdiga studieresultat bland svenska och utländska läkarstudenter*. Läkartidningen, 2014;111, 1717-9:CYH9. (Swedish Journal)

Peer-reviewed articles in conference WoS-indexed proceedings (original works)

22. **Barman, L**. (2021). Students' tensions in challenge-driven collaboration across cultures. In *2021 IEEE Frontiers in Education Conference (FIE)* (pp. 1-8). IEEE. doi:10.1109/FIE49875.2021.9637264.
23. Naimi-Akbar, I., **Barman, L.**, and M. Weurlander (2020) Engineering teachers' approaches to teaching and learning online, *2020 IEEE Frontiers in Education Conference (FIE)*, Uppsala, 2020, pp. 1-5, doi: 10.1109/FIE44824.2020.9273949.

24. **Barman, L**., Engquist, M., Jansson, M., Enoksson, F., (2019) Interactions in online discussion forums - an underutilized resource for learning?, *2019 IEEE Frontiers in Education Conference (FIE)*, Covington, KY, USA, 2019, pp. 1-5. DOI: 10.1109/FIE43999.2019.9028512
25. **Barman, L**., Naimi-Akbar, I., and M. Jansson, (2019) Reframing the design for learning in MOOCs, *2019 IEEE Frontiers in Education Conference* (FIE), Covington, KY, USA, 2019, pp. 1-7. DOI: 10.1109/FIE43999.2019.9028428 [Research-to-practice paper]
26. Ballatore, MG, **Barman L,** De Borger, J., Ehlermann, J., Fryers, R., Kelly, K., Misiewicz, J., Naimi-Akbar, I., and A. Tabacco. (2019) Increasing gender diversity in STEM: A tool for raising awareness of the engineering profession. *Proceedings of the Seventh International Conference on Technological Ecosystems for Enhancing Multiculturality*, León, Spain 2019, p. 216-222. https://doi.org/10.1145/3362789.3362832
27. **Barman, L**., Naimi-Akbar, I., McGrath, C. & Weurlander, M. (2018). Engineering teachers' approaches to design and deliver inclusive teaching in flexible learning spaces. 1-5. *2018 IEEE Frontiers in Education Conference (FIE)* DOI:10.1109/FIE.2018.8658810

Book chapters

28. **Barman, L**. & Weurlander, M. (2024) *Tematisk analys*. I: (red) Feijes, A., & Thornberg, R. Handbok i kvalitativ analys, fjärde uppl. Liber. Sid: 38-55.
29. Pinheiro, R., Tømte, C.E., **Barman, L**., Degn, L., Geschwind, L. (2023). Digital Transformations in Nordic Higher Education: A Step Towards Unpacking a Multifaceted and Emergent Phenomenon. In: Pinheiro, R., Edelhard Tømte, C., **Barman, L**., Degn, L., Geschwind, L. (eds) *Digital Transformations in Nordic Higher Education*. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-031-27758-0_1
30. Tømte, C., Pinheiro, R., **Barman, L**., Degn, L., Geschwind, L. (2023). Possible Scenarios for the Future of Digital Transformations in Higher Education. In: Pinheiro, R., Edelhard Tømte, C., Barman, L., Degn, L., Geschwind, L. (eds) *Digital Transformations in Nordic Higher Education*. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-031-27758-0_12
31. Wahnström, T., **Barman, L.**, Carlén, U., & Levinsson, M. (2021) Att greppa mekanikbegreppen: Ett fenomens vara, och inte vara. (2021) I Levinsson, M., Langelotz, L., Wickström, J. och Agnafors, M. (red). *Didaktiska utvecklingsdialoger i högre utbildning*. Lund: Studentlitteratur.
32. **Barman, L** (2010) Inspirationsdagen på Karolinska Institutet. I Ryegård, Å., Apelgren, K. and Olsson, T (red.) (2010). *Att belägga, bedöma och belöna pedagogisk skicklighet.* Enheten för pedagogisk utveckling. Uppsala: Uppsala universitet (antologi)
33. **Barman, L**. (2009) Pedagogisk utveckling. En ständig upptäcktsresa. I: K. El Gaidi & A-K. Högfeldt (red.). *Den beprövade erfarenheten. Ett yrkeskunnande i vardande.* Stockholm: KTK Learning Lab (Antologi)

Thesis

34. **Barman, L** (2015). *Striving for Autonomy. Health sciences teachers' enactment of policy.* Doctoral Thesis. Karolinska Institutet, Stockholm, Sweden. (compilation thesis)

Editorials

35. Tømte, C., Wasson, B., and **L. Barman** (*in print*) Why do we need a handbook on learning analytics and adaptive learning in schools? *Elgar Handbooks in Education*. Edvard Elgar Publishing Ltd. (May 2026)

36. **Barman, L**., & Schnaas, U. (2023). *Med distans till distansen–en introduktion till temat "Högre utbildning och coronapandemin".* Högre Utbildning, 13(2), 49-55.

Official reports and other applied works including unpublished reports

37. **Barman, L**. (2019) *Projektutvärdering Slutrapport – Löpande utvärdering av ÖMSesidig Access för innovationskraft* (2016-2019). Mottagare: Uppsala Universitet och Tillväxtverket Ärende-ID 20200664. sid: 1-25

38. **Barman, L**., Yang, L., Rose, L., Eriksson, A., Eklund, J. och M. Forsman. (2025) *Systematisk riskhantering med RAMP-verktyget – en implementeringsstudie.* Slutrapport till FoU-avdelningen, AFA Försäkring. Projektledare M. Forsman.

39. **Barman, L**, H. Wallsten, M. Westerståhl och M. Weurlander (2010) *Effekter av Bolognaprocessen på KI. Utvärdering av kursdesign, examinationer och bedömning före och efter en ny högskoleförordning.* Projektrapport. Stockholm: Karolinska Institutet

40. **Barman, L**., Fjellström, M., Högberg, U. och Oldsjö, F. (2010) *Kvalitetsutveckling av högskolepedagogiska enheter: fortsatt arbete kring syfte, kriterier och former*. Rapport. Swednet.

Educational publications, including literature for faculty/academic development

41. **Barman, L**, Sandberg, A-K & Weurlander, M (2010) *Guide för sammanställning av pedagogiska meriter,* CME-guide 2010:01, Centrum för medicinsk pedagogik (CME) inst. LIME, Karolinska institutet. [available in English: Guide for the compilation of pedagogical merits.]

42. **Barman, L.** (2004) Pedagogisk grundsyn som universitetslärare - från filosofi till utbildningspraktik. Centrum för undervisning och lärande (CUL), Karolinska Institutet, s.1-8.

Examples of Peer-reviewed conference contributions *(excluding published conference papers)*

1. **Barman, L**., Weurlander, M., and A. Wernerson (2026) *Is there room for emotions in medical education? Work-based supervisors' approaches' to supporting students' emotional challenges*. NERA, Århus, Denmark, 4-6 March.
2. Lindqvist, H., Weurlander, M., **Barman, L**., and R. Thornberg (2026) *Nuances of teacher efficacy beliefs among first year student teachers*. NERA, Århus, Denmark, 4-6 March.
3. Weurlander, M.,, Wänström, L., **Barman, L**., Lindqvist, H., Thornberg, R., and A. Wernerson (2026) *Physician Self-Efficacy and Emotional Challenges: Exploring Medical Students' Worries About Empathy, Patient Harm, and Burnout.* NERA, Århus, Denmark, 4-6 March.
4. **Barman, L**., Weurlander, M., and A. Wernerson (2025) Får emotioner plats i medicinsk utbildning? Handledares förhållningssätt till stöd för studenters emotionella påfrestningar. Forskning om högre utbildning FoHU, 8-9 maj Göteborg.
5. Laksov, K. B., **Barman, L**., Albert, M., & Laberge, S. (2025) *Intellektuell Isolering eller Tvärvetenskaplig Framgång? En Analys av Högre Utbildningsforskning*. FoHU, 8-9 maj Göteborg.

6. **Barman, L**., Weurlander, M., and A. Wernerson (2024) *A framework highlighting clinical supervisors' supporting strategies for medical students' emotional distress*. AMEE (The Internat. Assoc. for Health professions Education) Conference, Basel, Switzerland, aug. 2024.
7. **Barman, L**., Schnaas, U., Nygren, Å. (2024) *Högskolepedagogisk utveckling i förändring?* (rundabordsdiskussion) NU2024, Umeå, 17-19 juni.
8. **Barman, L**., and Weurlander, M (2023) *Epistemic changes when university teachers use digital technology in assessing student learning*. EARLI, Thessaloniki, Greece, 22-26 Aug.
9. **Barman, L**., Weurlander, M, Lindqvist, H., Thornberg, R., and A., Wernerson (2023) *Is it the clinical supervisor's role to support medical students' emotional challenges – if so when?* EARLI, Thessaloniki, Greece, 22-26 Aug.
10. Lindqvist, H., Weurlander, M., **Barman, L**., Wernersson, A., and R. Thornberg (2023) *Mentoring teachers' perspective of student teachers' emotional challenges*. EARLI, Thessaloniki, Greece, 22-26 Aug.
11. **Barman, L**., och Weurlander, M. (2023) Transformation av arbetsprocesser och epistemisk glidning när lärare inför digital teknik vid bedömning och examination i högre utbildning. FoHU, Sthlm 11-12 Maj.
12. **Barman, L**., Maria Weurlander, Robert Thornberg och Annika Wernerson (2023) Handledares förutsättningar att stötta läkarstudenter vid emotionella påfrestningar under verksamhetsförlagd utbildning. FoHU, Stockholm, 11-12 Maj.
13. Wänström, L., Weurlander, M., **Barman, L**., Thornberg, R., och A. Wernerson (2023) Läkarstudenters känslomässiga påfrestningar: relationer mellan copingstrategier, självtillit och upplevd psykisk ohälsa. FoHU, Stockholm, 11-12 Maj.
14. **Barman, L**. & Weurlander, M (2023) *Are digital technology pushing higher education assessments of student learning to converge?* NERA, Oslo, Norway.
15. **Barman, L**., Weurlander, M, Lindqvist, H., Thornberg, R., and A., Wernerson (2023) Clinical supervisors' role in providing support for medical students' emotional challenges, NERA, Oslo, Norway.
16. Forsman, M., Yang, L., Eriksson, A., **Barman, L**., & Rose, L. (2022). Systematic risk management with RAMP for risk assessment and adapted changes - an implementation study. In The 51st NES Conference, 23-25 October 2022, Uppsala, Sweden. (pp. 156-157).
17. **Barman, L**., Weurlander, M, Lindqvist, H., Lönn, AL., Seeberger, A., Hult, H., Thornberg, R., and A., Wernerson (2021) The influence of emotional challenges on students' professional becoming – a comparative study. EARLI, Gothenburg (online), aug. 23-27 2021.
18. Yang, L., Håkansson, M., Engquist, M., Lind, CM and **L. Barman** (2021) "Distance Ergonomics Laboratory Using FlippedClassroom and Smartphone Applications Learning Tools – A Case Study," in Proceedings of the 21st Congress of the International Ergonomics Association (IEA 2021), 2021, s. 130-134.
19. **Barman, L**. Jansson, M., and I. Naimi-Akbar (2020) *Ramverk för digital kursutveckling.* Digital Posterpresentation. NU2020, 7-9 Oct Stockholm.
20. Engquist, M., **Barman, L**., Jansson, M., and F. Enoksson. (2020) *Stöttar diskussionsforum lärande?* Oral presentation, NU2020, 7-9 Oct Stockholm.
21. Weurlander, M., **Barman, L**., Lindqvist, H., Lönn, AL., Seeberger, A., Hult, H., Thornberg, R., and A. Wernerson (2020) *När idealen möter verkligheten.* Oral presentation, NU2020, 7-9 Oct Stockholm.
22. **Barman, L**., Weurlander, M., and I. Naimi-Akbar. (2020) *Examination och bedömning i digitala miljöer.* Roundtable discussion, NU2020, Stockholm.
23. Rose, L M, Lind, C M, **Barman, L**, Eklund, J (2019). *The RAMP package for MSD risk management – Dissemination of the tool, website and MOOCs*. In: Broberg, O., Seim, R. (Eds.), Proceedings of the 50th Nordic Ergonomics and Human Factors Society Conference, NES 2019, Elsinore, Denmark, 25-28 Aug, 2019. pp. 155-158. https://doi.org/10.11581/dtu:00000061

24. Weurlander, M., **Barman, L**., Lindqvist, H., Lönn, A., Hult, H., Thornberg, R., & Wernerson, A. (2018). Drawing Boundaries: Medical and Teacher Students' Ways of Managing Emotional Challenges during Workplace Education. Paper Paper presented at AERA in New York, USA, 13-17 April 2018.
25. Rose, L., Eklund, J., **Barman, L** (2017) RAMP – A new tool for MSD risk management in manual handling. Conference Proceedings 48th Annual Conference of the Association of Canadian Ergonomists & 12th International Symposium on Human Factors in Organizational Design and Management "Organizing for High Performance ": Organizing for High Performance, 2017.
26. Rose, L & Eklund, J & **Barman, L** (2017) RAMP – A new Tool for MSD Risk Management in Manual Handling. Conference paper (refereed) at the ACE-ODAM 2017 conference in Banff, Alberta, Canada. July 2017.
27. Geschwind, L., **Barman, L**., Weurlander M. (2017) *Introducing multidisciplinary doctoral programmes: consequences for supervisors and students*. Abstract accepted for oral presentation at the Postgraduate Supervision Conference Stellenbosch, South Africa, March 2017.
28. McGrath, C., Bolander Laksov K., and **L. Barman** (**2017**) Promoting a core curriculum for faculty development in health professions education scholarship. Workshop at the 4th International Conference on Faculty Development in the Health Professions, 25-27 Aug, Helsinki, Finland. DOI: 10.13140/RG.2.2.27556.58242
29. **Barman, L** (2016) *Academic Development in an era of quality control and strengthened policy.* Abstract accepted for presentation and panel debate at ICED, Cape Town, November 2016.
30. McGrath, C, **Barman,L**., Stathakarou N., Vaitsis, C., Zary, N (2015). *Competency based digital Open Learning Activities as an innovative conceptual model to facilitate and promote healthcare education*. Abstract for presentation at dLearn, Stanford University, California, October 2015.
31. **Barman, L** (2013) *Assessment of teachers' competence*. Abstract for Conference Workshop, AMEE Conference (An International Association For Medical Education), Praha, Czechia, September 2013.
32. Bolander-Laksov, K., **Barman, L**., Weurlander, M. & Ahlberg, A. (2010) *Educational developers making organisational perspectives explicit*. Abstract for presentation at ICED conference, Barcelona, Spain.
33. Bolander Laksov, K., **Barman, L**., Frisk, S., Fällström, A., och Kettis, Å. (2016) Pedagogiska idéprogram – nödvändig strategi eller pappersprodukt? Abstract för presentation och paneldebatt vid NU2016, Malmö högskola, juni 2016.
34. **Barman, L.,** McGrath, C., (2016) *MOOCs – Same Same But Very Very Different*. Abstract for Roundtable Discussion at MOOCs in Scandinavia, Chalmers, Göteborg, juni 2016.
35. Bolander Laksov, K., **Barman, L**., Jons, L., Mårtensson, K., Roxå, T., Uhlin, L. (2012) Att identifiera kompetensbehov. Abstract för Work Shop vid NU2012, Göteborg, oktober 2012.
36. **Barman, L.**, Bolander-Laksov, K., Silén, C. (2011) Policy i praktiken – akademiska lärares förhållningssätt till målbaserad utbildning. Presentation, SUHF konferens, Stockholm, november 2011.
37. Ahlberg, A., **Barman, L.,** Bolander-Laksov, K. & Weurlander, M. (2011) Troublesome knowledge in HE teacher training and educational developers' theories of difficulties, Abstract Swednet conference, Lund, Maj 2011.
38. **Barman, L.,** Wallsten, H. & Weurlander, M. (2010) *Surfing on the Bologna wave; using top-down policy for educational development.* Abstract for presentation at ICED conference, Barcelona, Spain, June 2010.
39. Ahlberg, A., **Barman, L.,** Bolander-Laksov, K. & Weurlander, M. (2010) *Troublesome knowledge in HE teacher training and educational developers' theories of difficulties.* Abstract for presentation at ICED conference, Barcelona, Spain, June 2010.
40. **Barman, L**., Sandberg, A-K. & Weurlander, M. (2010) Vad innebär pedagogisk skicklighet i vår tid? Abstract, rundabordsdiskussion NU2010, Stockholm oktober 2010.
41. **Barman, L**., & Weurlander, M. (2010) Examination och bedömning i kölvattnet av Bolognaprocessen, Presentation NU2010, Stockholm oktober 2010.

42. Bolander Laksov, K., Ängsmyr, P., **Barman, L.,** Boman Engqvist, L., Hartman, A., McGrath, C. Sandberg, A-K., Silén, & Weurlander, M**.** (2010) Professionellt lärarskap - Att arbeta systematiskt med utveckling som högskolelärare, Abstract till NU2010, Stockholm oktober 2010.
43. Bolander Laksov, K., Ängsmyr, P., **Barman, L.,** Boman Engqvist, L., Hartman, A., McGrath, C. Sandberg, A-K., Silén, & Weurlander, M. (2010) Att auskultera vid ett handledarsamtal - är det möjligt?! Abstract till NU2010, Stockholm oktober 2010.
44. Weurlander, M., **Barman, L**., Bolander-Laksov, K. & Ahlberg, A. (2010) Svårigheter i högskolepedagogiska kurser och pedagogiska utvecklares teorier om dessa svårigheter, Abstract till NU2010, Stockholm oktober 2010.
45. **Barman, L.** & Weurlander, M. (2009) *Promoting scholarly teachers through faculty development: aligning teacher training assignments into the teaching portfolio*. Abstract for round-table session at 6th International Society for the Scholarship of Teaching and Learning (ISSoTL) Conference, Bloomington, Indiana, US, Oct.
46. Sandberg, A-K, Weurlander, M**.** & **Barman, L**. (2008) *Appraising excellent teachers: A new framework for documenting and assessing pedagogical competence*. Abstract for poster presentation at AMEE conference, Prague, Czech Republic, September 2008.