

Curriculum Vitae: Tina Vrieler, PhD.**Date of CV: 28 August 2026**

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Email: tv@vestforsk.noFull publication: orcid.org/0000-0002-3927-7504**Degrees**

2016-2025: PhD. in Computer Science with Specialization in Computer Science Education Research, Uppsala University, Sweden.

2013-2015: MA. in Information and Communication Technology for Development, Stockholm University, Sweden.

2010-2013: BA. in Digital Communication and Multimedia, Stockholm University, Sweden.

Current employment

Senior Researcher with the group Technology & Society, Western Norway Research Institute, 05/01/2026-ongoing (permanent position).

Employment history

During my time as a doctoral student, I have taken parental leave for approximately one year with each of my three children. My children were born in 2018, 2019, and 2023. 09/2016 – 06/2025.

Project experience

2026-2029 NordRAI - Nordic Education at the Frontline of Responsible AI. Funder: NordForsk, 16 million NOK. PI: Mats Daniels.

2024-2027 DIGcapabilities - Fostering Digital Capabilities among Youth. Funder: NRC, 8 million NOK. PI: Gilda Seddighi.

2026-2030 COST-25177 European Network for Developing and Evaluating the Use of GenAI in Education (ENDUeAI).

Position of Trust

2021-2022: Chairwoman of the Board of The PhD Students' Council of the Faculty of Science and Technology, Uppsala University, Sweden.

2021-2022: Ph.D. student representative of The Faculty of Science and Technology's Equal Opportunities Committee, Uppsala University, Sweden.

2022-2023: Ph.D. student representative of The Centre for Discipline-Based Education Research, Uppsala University, Sweden.

List of most relevant publications

Vrieler, T., Jagušt, T., & de Lima, J. 2026. Identifying best practices for advancing access, equity, and inclusion in code club settings. *Computer Science Education*, 1–31. <https://doi.org/10.1080/08993408.2026.2647964>

Vrieler, Tina. 2025. "Advancing Social Justice in Code Club Education: Exploring Participation, Pedagogy, and Computer Science Capital." Monograph, Uppsala universitet. <https://uu.diva-portal.org/smash/get/diva2:1953364/FULLTEXT01.pdf>.

Vrieler, T., 2024. Applying the Computer Science Capital Framework to Understand Factors Facilitating Children's Decision to Participate in Code Clubs. Proceedings of the 24th Koli Calling International Conference on Computing Education Research. <https://doi.org/10.1145/3699538.3699544>

Vrieler, T., 2024. A Case Study of a Code Club's Inclusion Policy and How It Is Implemented Online and in the Classroom. 2024, IEEE Global Engineering Education Conference, 1–10. <https://doi.org/10.1109/EDUCON60312.2024.10578834>

Vrieler, T., & Salminen-Karlsson, M. 2021. A Sociocultural Perspective on Computer Science Capital and its Pedagogical Implications in Computer Science Education. *ACM Transactions on Computing Education*. <https://doi.org/10.1145/3487052>

Vrieler, T., Nylen, A., & Cajander, Å. 2020. Computer Science Club for Girls and Boys – A Survey Study on Gender Differences", *Computer Science Education*, pp. 1-31. Oct. 2020, doi: 10.1080/08993408.2020.1832412.

Vrieler, T. 2017. Digital Capital – A Platform for Computational Thinking. In Proceedings of the 17th Koli Calling Conference on Computing Education Research. **(Outstanding Doctoral Consortium Paper)**

Klomsri, T. & Tedre, M. 2016. Poor Information Literacy Skills and Practices as Barriers to Academic Performance: A Mixed Methods Study of the University of Dar es Salaam. *Reference & User Services Quarterly*, 55(4), p.293. Available at: <https://journals.ala.org/index.php/rusq/article/view/6004> **(Master's thesis)**