

# **CURRICULUM VITAE- Camilla Forsberg**

## **Contact information**

Camilla Forsberg, Associate Professor in Education  
Department of Behavioural Sciences and Learning  
Linköping university  
58183 Linköping, Sweden  
Phone: + 46 13-28 58 92  
E-mail: Camilla.Forsberg@liu.se

## **Employment**

170901 – ongoing. Senior Lecturer in Education, Linköping university  
220101- ongoing. Equal opportunities lecturer in Education, Linköping university  
180101-211231 Gender lecturer in Education, Linköping university  
160901- 170831 Postdoc in Education, Linköping university  
160301-160831 Assistant master, Linköping university  
101001-160229 Phd in Education, Linköping university  
080901-100930 Project manager in partner violence, Åtvidabergs municipality

## **Education**

2016. PhD in Education, Department of Behavioural Sciences and Learning, Linköping university  
2008. Master of Philosophy, Social and Cultural Analysis, Linköping university.

## **Merits**

### ***Associate professor***

Associate professor in Education, 2023-01-24.

### ***Research grants***

The Swedish Research Council, 2022-04513, *LGBTIQ+ young people's lived experiences of homophobic bullying in Swedish schools.*

### ***Research grants as participating researcher***

The Swedish Research Council, 2023-03650, Hate speech and young minorities - a longitudinal validation study on vulnerability, psychological health and well-being.

The Swedish Research Council, 2017-03604, Bullying Arenas: a social-ecological investigation of school bullying.

The Swedish Institute for Educational Research, 2017-00038, Att utveckla undervisningen och förbättra lärandet genom klassrumsledarskap, klassrumsklimat och skolklimat. [To develop teaching and improve learning through classroom leadership, classroom climate and school climate].

### **Participation in research groups and networks**

Member of The NERA Network of Value Issues and Social Relations in Education.

Member of The School Bullying Research Group in Sweden.

### **PHD-supervisor**

2024- ongoing- Co-supervisor for Viktor Helmersson, studying social relations and SEN students, Linköping University

2024- ongoing- Co-supervisor for Lisa Nordlund, studying hate speech and young minorities, Lund University

2024-ongoing- Co-supervisor för Anna Ericsson, studying narrative stories on bullying, Linköping University

2022- ongoing- Co-supervisor for Nils Valberg, studying care in SAEC-settings, Linköping University

### **Commissions**

Convenor for research network Value Issues and Social relations in Education (NERA)

Substitute examiner at Christina Söderberg PhD-defense, Sense-making in complex practice: Perceptions of crime prevention interactions between care and control, Doctoral thesis, Linköping University, 2023-09-28.

Examiner part time seminar for Helene Berggren, PhD in Education, Linköping University, 2017-10-30.

Examiner part time seminar for Magnus Jansson, PhD in Education, Linköping University, 2017-02-08.

Previously editor of the interdisciplinary peer-reviewed journal *Confero: Essays on Education, Philosophy & Politics*.

### Publications in peer-reviewed journals

**Forsberg, C.**, Horton, P., & Thornberg, R. (2025). An ethnographic study of school bullying, LGBTQI+ subjectivities and the institutional context of schooling in Sweden. *Sex Education*. Advanced online publication: <https://doi.org/10.1080/14681811.2025.2462202>

Horton, P., Webb, A., **Forsberg, C.**, & Thornberg, R. (2024). ‘He’s actually very kind’: bullying figurations and the call of capital. *British Journal of Sociology of Education*, 45(6), 957-973.

**Forsberg, C.**, Horton, P., & Thornberg, R. (2024). How school-built factors and organisational dimensions contribute to bodily exposure, degrading treatment and bullying in school changing rooms. *Sport, Education and Society*. Advanced online publication: <https://doi.org/10.1080/13573322.2024.2316238>

Horton, P., **Forsberg, C.**, & Thornberg, R. (2024). The caring adult role: ethical reflections from an ethnographic study of school bullying. *Ethnography and Education*. Advanced online publication: <https://www.tandfonline.com/doi/full/10.1080/17457823.2024.2437013>

**Forsberg, C.**, Sjögren, B., Thornberg, R. *et al.* (2024). Longitudinal reciprocal associations between student–teacher relationship quality and verbal and relational bullying victimization. *Social Psychology of Education*, 27(1), 151-173. <https://doi.org/10.1007/s11218-023-09821-y>

Hammar Chiriac, E., **Forsberg, C.**, & Thornberg, R. (2023). Teacher Teams: a Safe Place to Work on Creating and Maintaining a Positive School Climate. *Social Psychology of Education*. Advanced online publication: <https://doi.org/10.1007/s11218-023-09880-1>

**Forsberg, C.**, Hammar Chiriac, E., & Thornberg, R. (2023) A qualitative study of Swedish pupils’ perspectives on supportive school climates and help-seeking. *Pastoral Care in Education*. Advanced online publication: [10.1080/02643944.2023.2265388](https://doi.org/10.1080/02643944.2023.2265388)

Hammar Chiriac, E., **Forsberg, C.**, & Thornberg, R. (2023). Teachers’ perspectives on factors influencing the school climate: A constructivist grounded theory case study. *Cogent Education*, 10(2), 2245171. [10.1080/2331186X.2023.2245171](https://doi.org/10.1080/2331186X.2023.2245171)

Horton, P., **Forsberg, C.**, & Thornberg, R. (2023) Places and spaces: exploring interconnections between school environment, resources and social relations, *Educational Research*, 65(4), 462-477, [10.1080/00131881.2023.2252829](https://doi.org/10.1080/00131881.2023.2252829)

**Forsberg, C.**, Horton, P., & Thornberg, R. (2023). Fever pitch: Spatial, material, and temporal organisational dimensions of gendered peer relations on the school football pitch. *Ethnography & Education*, 18(2), 183-198. <https://doi.org/10.1080/17457823.2023.2186741>

**Forsberg, C.** (2023). The need to belong: Girls' trajectory perspectives on friendship forming in the school setting. *Children & Society*, 37(4), 1218-1232. <https://doi.org/10.1111/chso.12725>

Horton, P., **Forsberg, C.**, & Thornberg, R. (2023). Juridification and judgement calls: Swedish schoolteachers' reflections on dealing with bullying, harassment, and degrading treatment. *Education Inquiry*, 1-14. Advanced online publication: <https://doi.org/10.1080/20004508.2023.2170016>

Thornberg, R., Hammar Chiriac, E., **Forsberg, C.**, & Wänström, L. (2023). The association between student–teacher relationship quality and school liking: A small-scale 1-year longitudinal study. *Cogent Education*, 10(1), 2211466. <https://doi.org/10.1080/2331186X.2023.2211466>

**Forsberg, C.** (2022). The Importance of Being Attentive to Social Processes in School Bullying Research: Adopting a Constructivist Grounded Theory Approach. *International Journal of Bullying Prevention*, 4(3), 180-189. <https://link.springer.com/article/10.1007/s42380-022-00132-y>

Lindqvist, H., & **Forsberg, C.** (2022). Constructivist grounded theory and educational research: constructing theories about teachers' work when analysing relationships between codes. *International Journal of Research & Method in Education*, 46(2), 200-210. <https://doi.org/10.1080/1743727X.2022.2095998>

**Forsberg, C.**, Hammar Chiriac, E., & Thornberg, R. (2022). "I think we have a good time if there are no disputes": pupils' dynamic perspectives on being on breaktime. *Educational Studies*, 1-17. Advanced online publication: <https://doi.org/10.1080/03055698.2022.2120763>

Horton, P., **Forsberg, C.**, & Thornberg, R. (2022). Blurred boundaries and the hierarchization of incidents: Swedish schoolteachers' struggles with distinguishing degrading treatment, harassment, and school bullying. *Scandinavian Journal of Educational Research*, 68(2), 160-171. <https://doi.org/10.1080/00313831.2022.2116486>

Fasth, A, **Forsberg, C** & Näslund, J. (2021). Kvinnors upplevelser av bemötandet kring sin sexualitet under sin tonårstid som HVB-hems placerade. *Socialmedicinsk Tidskrift*, 98(5-6), 872-88.

**Forsberg, C.**, Hammar Chiriac, E., & Thornberg, R. (2021) Exploring pupils' perspectives on school climate. *Educational Research*, 63(4), 379-395. <https://doi.org/10.1080/00131881.2021.1956988>

**Forsberg, C.** (2021). School bullying and the ongoing social dynamics: A thematic analysis of young peoples perspectives on a specific bullying case. *Children & Society*, 35(6), 930-943. <https://doi.org/10.1111/chso.12475>

Thornberg, R., **Forsberg, C.**, Hammar Chiriac, E., Bjereld, Y. (2021). Teacher-Student Relationship Quality and Student Engagement: A Sequential Explanatory Mixed-Methods Study. *Research papers in Education*, 37(6), 840-849. <https://doi.org/10.1080/02671522.2020.1864772>

**Forsberg, C.**, & Horton, P. (2020). 'Because I am me': School bullying and the presentation of self in everyday school life. *Journal of Youth Studies*, 25(2), 136-150. <https://doi.org/10.1080/13676261.2020.1849584>

Horton, P., **Forsberg, C.**, & Thornberg, R. (2020). "It's hard to be everywhere": Teachers' perspectives on spatiality, school design and school bullying. *The International Journal of Emotional Education*, 12(2), 41-55.

Horton, P., & **Forsberg, C.** (2020). Safe spaces? A social-ecological perspective on student perceptions of safety in the environment of the school canteen. *Educational research*, 62(1), 95–110. <https://doi.org/10.1080/00131881.2020.1715235>

Brüggemann, J., **Forsberg, C.**, Colnerud, G., Wijma, B., Thornberg, R. (2019). Bystander passivity in health care and school settings: Moral disengagement, moral distress, and opportunities for moral education. *Journal of Moral Education*, 48(2), 199-213. <https://doi.org/10.1080/03057240.2018.1471391>

Brüggemann, J., **Forsberg, C.**, & Thornberg, R. (2019). Re-negotiating agency: patients using comics to reflect upon acting in situations of abuse in health care. *BMC Health Services Research*. 19(1), artikel-id 58

**Forsberg, C.** (2019). The contextual definition of harm: 11-to 15-year-olds perspectives on social incidents and bullying. *Journal of Youth Studies*, 22(10), 1378-1392. <https://doi.org/10.1080/13676261.2019.1580351>

Bouchard, K., **Forsberg, C.**, Smith, D., Thornberg, R. (2019). Showing friendship. fighting back, and getting even: resisting bullying victimisation within adolescent girls' friendships. *Journal of Youth Studies*, 21(9), 1141-1158. <https://doi.org/10.1080/13676261.2018.1450970>

**Forsberg, C.**, Wood, L., Smith, J., Varjas, K., Meyers, J., Jungert, T., & Thornberg, R. (2018). Students' views on factors affecting their bystander acts in bullying situations: A cross-collaborative conceptual qualitative analysis. *Research Papers in Education*, 33(1), 127-142. <https://doi.org/10.1080/02671522.2016.1271001>

**Forsberg, C.** (2017). Bullying and Negotiated Identities: Perspectives of 7th and 8th Grade Girls. *Children & Society*, 31(5), 414-426. <https://doi.org/10.1111/chso.12212>

**Forsberg, C.**, & Thornberg, R. (2016). The social ordering of belonging: Children's perspectives on bullying. *International Journal of Educational Research*, 78, 13-23. <https://doi.org/10.1016/j.ijer.2016.05.008>

**Forsberg, C.**, Thornberg, R., & Samuelsson, M. (2014). Bystanders to bullying: Fourth- to seventh-grade students' perspectives on their reactions. *Research Papers in Education*, 29, 557-576. <https://doi.org/10.1080/02671522.2013.878375>

### **Chapters, books, etc**

**Forsberg, C.** (2024). Designing Interview Studies on School Bullying Using a Constructivist Grounded Theory Approach. In E. Keane & R. Thornberg (Eds). *The Routledge International Handbook of Constructivist Grounded Theory in Educational Research*, chapter 6, pp. 1-24. Routledge.

**Forsberg, C.** (2023). Book review on “The Sociology of Bullying: Power, Status and Aggression Among Adolescents” by Christopher Donoghue (ed), New York: New York University Press, in *Children & Society*.

Thornberg, R., & **Forsberg, C.** ”Lärares ledarskap och mobbning bland elever: en av skolans utmaningar” [Teacher leadership and bullying among students: one of the challenges in school]. I *Ledarskap, sociala relationer och konflikthantering för lärare* [Leadership, social relations and conflict management for teachers] Karlberg & Samuelsson (ed). Stockholm: Natur och kultur. 300-338

**Forsberg, C.** (2016). *Students’ Perspectives on Bullying*. Linköping: Linköpings universitet, 2016. Linköping. **(PhD)**.

**Forsberg, C.** “Elevers perspektiv på mobbningsincidenters uppkomst”, Proceedings from the 9th GRASP conference, Linköping University, May 2014 (97-108). Linköping: Linköping University Electronic Press, 2016.

Horton, P., & **Forsberg, C.** (2015). Essays on school bullying: Theoretical perspectives on a contemporary problem. *Confero: Essays on Education, Philosophy and Politics*, 3(2), pp. 6-15. doi:10.3384/confero.2001-4562.1501988

#### ***Peer reviewed conference contributions***

**Forsberg, C.** & Horton, P. Social support and LGBTQI+ affirming school climates for LGBTQI+ young people experiencing homophobic, biphobic, and transphobic bullying at school. Paper to be presented at Nordic Educational Research Association (NERA) Helsinki, Finland, 6-8 March 2025.

Kvist-Lindholm, S & **Forsberg C** et al. A Practice-oriented Research Approach to Dealing with School Attendance Problems in Sweden. Paper to be presented at Nordic Educational Research Association (NERA) Helsinki, Finland, 6-8 March 2025.

**Forsberg, C.**, Thornberg, R., & Hammar Chiriac, E. (2024). Microaggressions, gender differentiating, and normative responses: A qualitative study on how students experience teachers’ school climate work. Paper presentation at Workshop on Aggression, 21-22 November, Nottingham, England.

**Forsberg, C.**, & Horton, P. (2024). I learned about my identity on the internet’: LGBTQI+ young people’s lived experiences of homophobic, biphobic, and transphobic (HBT) bullying in schools. Paper presentation at NYRIS 2024, the 16th Nordic Youth Research Symposium, Tampere, Finland. 12-14 June.

**Forsberg, C.**, & Horton, P. (2024). We were invisible and had the “wrong” pronoun: LGBTQI+ young people’s lived experiences of bullying in school. Paper presentation at the Nordic Educational Research Association (NERA) Malmö, Sweden. 6-8 March.

Horton, P., **Forsberg, C.**, & Thornberg, R. (2024). A critical educational perspective on the degradation of students with special educational needs in Swedish schools. Paper presentation at the Nordic Educational Research Association (NERA) Malmö, Sweden. 6-8 March.

**Forsberg, C.,** Horton, P., & Thornberg, R. (2023). School Bullying and Seating in the Classroom. Paper presented at the World Anti-Bullying Forum, Raleigh, North Carolina, USA, 25-27 Oktober, 2023.

Horton, P., Webb, A., **Forsberg, C.**, & Thornberg, R. (2023). Bullying figurations and the call of capital. Paper presented at the World Anti-Bullying Forum, Raleigh, North Carolina, USA, 25-27 Oktober, 2023.

Forsberg, C., Hammar Chiriatic, E., Thornberg, R. (2023). Pupils' perspectives on supportive school climates and help-seeking. Paper presentation at the IX World Conference on Violence in School. Seville, Spain, 2-4 October.

Horton, P., **Forsberg, C.,** & Thornberg, R. (2023). Inclusive education, social exclusion, and school bullying: a critical educational perspective. Paper presentation at the IX World Conference on Violence in School. Seville, Spain, 2-4 October.

**Forsberg, C.,** Hammar Chiriatic, E., & Thornberg, R. (2023). Elevers perspektiv på stödjande skolklimat och hjälpsökande. Paper presentation på Nationell konferens i pedagogiskt arbete, Norrköping, Sverige, 16-17 Augusti, 2023.

**Forsberg, C.,** Horton, P., & Thornberg, R. (2023). Unsafety, Bodily Exposure and Bullying in the School Changing Room. Paper presented at the 2023 Annual Meeting of AERA, Chicago, USA. April 13 – April 16, 2023.

**Forsberg, C.,** Horton, P., Thornberg, R. (2023). “Too young to be queer”: An ethnographic study of sex education, sexuality and LGBTQ-bullying. Paper presented at the 51th Congress of Nordic Educational Research Association in Oslo, Norway, 15-17 March, 2023.

Horton, P., **Forsberg, C.,** & Thornberg, R. (2023). Social skirmishes, school bullying, and resource scarcity. Paper presented at the 51th Congress of Nordic Educational Research Association in Oslo, Norway, 15-17 March, 2023.

**Forsberg, C.,** Horton, P., Thornberg, R. (2022). A qualitative study on bodily exposure and bullying in the changing room. Paper presented at 50th Congress of Nordic Educational Research Association in Reykjavik, Iceland, 1-3 June.

Sjögren, B., **Forsberg, C.,** & Thornberg, R. (2022). Do students with better relationships with teachers get less bullied in school? Reciprocal longitudinal associations between student-teacher relationship quality and bullying victimization. Paper presented at 50th Congress of Nordic Educational Research Association in Reykjavik, Iceland, 1-3 June.

Hammar Chiriatic, E., Thornberg, R., & **Forsberg, C.** (2022). Teachers' perspectives on factors influencing their everyday efforts in facilitating and sustaining a positive school climate. Paper presented at 50th Congress of Nordic Educational Research Association in Reykjavik, Iceland, 1-3 June.

**Forsberg, C.,** Thornberg, R., & Wänström, L. (2021). Relational Bullying among Girls and its Association to Collective Efficacy and Collective Moral Disengagement. Paper presentation at Aggression Workshop, 4-6 November, Åbo, Finland.

Horton, P., **Forsberg, C.**, & Thornberg, R. (2021). Juridification and judgement calls: Swedish schoolteachers' reflections on dealing with bullying, harassment, and degrading treatment. Paper presentation at the Workshop on Aggression 2021. University of Turku, Finland. 4-6 November.

**Forsberg, C.**, Horton, P., & Thornberg, R. (2021). "We don't need to play rough, right?" Pupils' perspectives on the football court, bullying and gender. Paper presented at World Anti-Bullying Forum, Stockholm, Sweden, 1-3 November 2021.

**Forsberg, C.**, Horton, P., & Thornberg, R. (2021). Pupils' perspectives on playground disputes, harassment and bullying. Paper presented at World Anti-Bullying Forum, Stockholm, Sweden, 1-3 November 2021.

Horton, P., **Forsberg, C.**, Thornberg, R. (2021). "It's hard to be everywhere": Teachers' perspectives on spatiality, school design and school bullying. Paper presented at World Anti-Bullying Forum, Stockholm, Sweden, 1-3 November 2021.

Horton, P., **Forsberg, C.**, Thornberg, R. (2021). Blurred boundaries: Swedish schoolteachers' struggles with degrading treatment, harassment and school bullying. Paper presented at World Anti-Bullying Forum, Stockholm, Sweden, 1-3 November 2021.

**Forsberg C.** (2019). How emotions, successful interventions and identity processes are made relevant in a bullying case. Paper presented at the 47th Congress of Nordic Educational Research Association in Uppsala, Sweden, 5-8 March, 2019.

Horton, P., & **Forsberg, C.** (2019) Students' perspectives on how schools can work to improve students' sense of school safety. Paper presented at World Anti-Bullying Forum, Dublin, Ireland, June 4-6, 2019.

Horton, P., & **Forsberg, C.** (2019). School canteens, student safety and school bullying. Paper presented at World Anti-Bullying Forum, Dublin, Ireland, June 4-6, 2019.

**Forsberg, C.**, Thornberg, R., & Wänström, L. (2018). Relational Bullying among Girls and its Association to Collective Efficacy and Collective Moral Disengagement. Paper presented at 2018 Annual Meeting of AERA, New York, USA. April 13 – April 17, 2018.

Bouchard, K., **Forsberg, C.**, Smith, D., & Thornberg, R. (2018). Showing Friendship: Negotiating Resistance to Victimization Within Adolescent Friendships. 2018 Annual Meeting of AERA, New York, USA. April 13 – April 17, 2018.

Horton, P., & **Forsberg, C.** (2018). School cafeterias as social arenas for school bullying. Paper presented at the 46th Congress of Nordic Educational Research Association in Oslo, Norway, 8-10 March, 2018.

**Forsberg, C.** & Horton, P. (2018). A thematic analysis of students' descriptions of bullying experiences. Paper presented at the 46th Congress of Nordic Educational Research Association in Oslo, Norway, 8-10 March, 2018.

**Forsberg, C.** (2017). Managing social vulnerability. Paper presented at *EthiCo Conference: What may be learnt in ethics? Present and future conceptions of ethical competence* 11-13th of December 2017.



**Forsberg, C.** (2017). Bullying and social categories: Fourth- to eighth grade students' perspectives. Paper presented at the World Anti-Bullying Forum, Stockholm, Sweden May 7-9, 2017.

**Forsberg, C.** (2016). Bullying as negotiated identities: Junior-high school girls' perspectives. Paper presented at the 44th Congress of Nordic Educational Research Association at Helsinki, Finland, 9-11 March, 2016.

**Forsberg, C.,** & Thornberg, R. (2016). The social ordering of belonging: Students' perspectives on bullying. Paper presented at the 44th Congress of Nordic Educational Research Association at Helsinki, Finland, 9-11 March, 2016.

**Forsberg, C.** (2014). Students' perspectives on bullying incidents. Paper presented at the 9th Nordic Conference on Group and Social Psychology, in Linköping, Sweden, May 22-23, 2014.

**Forsberg, C.,** Rosenbaum, L., Smith, J., Varjas, K., Meyers, J., Jungert, T., & Thornberg, R. (2014). A cross-cultural study on students' reasons for defending or not defending as a bystander to bullying. Paper presented at the 42nd Congress of Nordic Educational Research Association at Lillehammer, March 5-7, 2014.

Varjas, K., Meyers, J., Smith, J., Rosenbaum, L., **Forsberg, C.,** Thornberg, R., & Jungert, T. (2013). Motivations of bystander behavior: A cross-cultural comparison. Paper presented in the Symposium entitled "US and Sweden Investigating Bullying and Bystander Behavior" at the 35th International School Psychology Association Conference, Porto, Portugal, July 17-20, 2013.

**Forsberg, C.,** Thornberg, R., & Samuelsson, M. (2013). Fourth- to seventh grade students' perspectives on bystander roles and bullying situations. Paper presented at the 41th Congress of Nordic Educational Research Association at the University of Iceland, Reykjavik, Iceland, 7-9 March, 2013.

## **Popular Science and Other**

Forsberg, C., & Horton, P. (2023). Så kan lärare öka eleverns trygghet på rasten. *Venue*, (24). <https://doi.org/10.3384/venue.2001-788X.4402> (Paper in popular science journal on how teachers can improve students sense of safety during breaktime)

Forsberg, C. Ut med busarna! Presentation 23 oktober 2020 på Populärvetenskapliga veckan Linköpings universitet. (Presentation at Popular science week at Linköping University)

Om mobbning med Camilla Forsberg 2018 i Allt du velat veta, Podcast, avsnitt 136. (Participation in podcast).

Forsberg, C. Vi skrattar och har kul bara. Presentation 18e oktober 2017 på Populärvetenskapliga veckan Linköpings universitet. (Presentation at Popular science week at Linköping University).

Forsberg, C. (2017). Sociala processer avgör hur elever reagerar som åskådare vid mobbning. *Venue*, (13). <https://doi.org/10.3384/venue.2001-788X.1767> (Paper in popular science journal on how students reflect on their role as bystanders to bullying).

Forsberg, C. Är det mobbning och är det fel? (2016). Presentation på Bokmässan i Göteborg 24 september, 2016. (Presentation at the Göteborg Book Fair).

Forsberg, C. Kan man undvika att bli mobbad? (2016). Populärvetenskapliga veckan Linköpings universitet. (Presentation at Popular science week at Linköping University).

Forsberg, C. Måste man hjälpa någon som är mobbad? - Elevers perspektiv på mobbning & kränkningar (2014). (Presentation at Popular science week at Linköping University).