

Gregor Ross Dørum Maxwell

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gregor.maxwell@gmail.com / gregor.maxwell@uit.no

Date of Birth 31/10/80, Male, British & Norwegian national, married to Kine, father of Matilda (16) and Samuel (14). Languages: English, Norwegian, Swedish, Danish, French, German

Ph.D., Associate Professor in Inclusive University Education, gregor.maxwell@uit.no

UiT The Arctic University of Norway, Centre for Teaching, Learning, and Technology

<https://orcid.org/0000-0002-0473-2757> [Gregor Ross Dørum Maxwell - Google Scholar](#)



I am currently an associate professor in inclusive university education based in Tromsø. I work fulltime at UiT The Arctic University of Norway. My research currently focuses on developing inclusive practices and attitudes amongst educators. Participation, inclusion, and diversity with a particular focus on the circumpolar North are central aspects to my work. I am active internationally and am a member of the University of the Arctic and UNESCO/UNITWIN Thematic Networks on Teacher Education for Social Justice and Diversity in Education. I also represent UiT as an Arctic 5 chair in Inclusive and Special Education and maintain contact with my previous colleagues in Sweden and New Zealand.



Education History

2012 **PhD Disability Research, Jönköping University.** Bringing more to participation: Participation in school activities of persons with disability within the framework of the International Classification of Functioning, Disability and Health for Children and Youth (ICF-CY). Mixed methods.

2006 **MSc (research) Science Education (part-time), University of Glasgow.** 'An Exploration of the Experiences of Dyslexic Students in Science: An Interview Study'.

2002 **PgD Information Technology with Multimedia, University of Paisley.**

2001 **BSc Chemistry, University of Glasgow.**

Academic Employment

2024-	Lecturer/Associate Professor in Inclusive University Education, Resource Centre for Teaching, Learning and Technology, UiT The Arctic University of Norway
2015-2023	Lecturer/Associate Professor in Inclusive and Special Education, Department of Education, UiT The Arctic University of Norway
2022-2023	Study programme leader for Inclusive and Special Education, and Speech and Language Therapy, UiT The Arctic University of Norway
2022-	Arctic 5 chair in Inclusive and Special Education, UiT The Arctic University of Norway
2020-2021	Visiting Associate Professor, Sámi University of Applied Sciences, Norway
2020/01-06	Visiting Associate Professor in Inclusive Education, University of Waikato, New Zealand
2015-2015	Visiting Associate Professor in child welfare, Harstad University College, Norway
2012-2014	Associate Professor in child welfare, Harstad University College, Norway
2008-2012	Doctoral candidate (2010-2012), and Marie Curie MURINET research fellow (2008-2010), Jönköping University, Sweden
2007-2008	English Language teacher, Institute of Applied Languages, Paris
2004-2006	Science Circus Project Co-ordinator, Glasgow Caledonian University, Scotland

Gregor Ross Dørum Maxwell

2003-2006 Laboratory Demonstrator, Chemistry Department, University of Glasgow, Scotland
2003-2006 Course tutor, Information Technology Education Unit, University of Glasgow, Scotland
2001-2003 Web and database developer, Teaching and Learning Service, University of Glasgow, Scotland

Publications

Articles and chapters

- Bjørn, A.-M., Óskarsdóttir, E., Gunnþórsdóttir, H., & Maxwell, G. (in preparation). Inclusive education practices in rural schools in Iceland and Norway. *International Journal of Education Research*.
- Kang, L.-J., Naude, A., Rocha, A. d. S., Alves, I., Maxwell, G. R. D., Moretti, M., Proyer, M., Linjin, S., Zahnd, R., & Bornman, J. (under review). An international systematic review of the ICF in Education: Cross-language comparisons from Chinese, German, Italian, and Portuguese publications. *Frontiers in Education*.
- Naude, A., Kang, L.-J., Moretti, M., Rocha, A. d. S., Maxwell, G. R. D., & Bornman, J. (2024). Using the ICF to Guide Inclusion in the African Educational Context: A Scoping Review. *Education Sciences*, 14(12), 1290.
<https://doi.org/10.3390/educsci14121290>
- Antonsen, Y., Aspfors, J., & Maxwell, G. (2024). Early career teachers' role in school development and professional learning. *Professional Development in Education*, 1–14. <https://doi.org/10.1080/19415257.2024.2306998>
- Korte, S. M.; Körkkö, M.; Maxwell, G.; Beaton, M.; Keskitalo, P., Hast, M.; Kyrö-Ämmälä, O. & Mommo, S. (2023). Professional educators in the Circumpolar North: A model for the digital competence of future teachers. *University of the Arctic Yearbook*.
<https://hdl.handle.net/10037/32769>
- Korte, S. M.; Körkkö, M.; Maxwell, G.; Beaton, M.; Keskitalo, P., Hast, M.; Kyrö-Ämmälä, O. & Mommo, S. (2023). A transnational comparative study of teachers' experiences of remote teaching and learning during the COVID-19 pandemic. *Current Issues in Comparative Education*, 25:1, 4-24. <https://doi.org/10.52214/cice.v25i1.10221>
- Windsor, S., Maxwell, G. & Antonsen, Y. (2022) Incorporating sustainable development and inclusive education in teacher education for the Arctic, *Polar Geography*, 45:4, 246-259, [10.1080/1088937X.2022.2105970](https://doi.org/10.1080/1088937X.2022.2105970)
- Antonsen, Y., Maxwell, G., Bjørndal, K.E.W., Jakhelln, R. (2020). «Det er et kjemperart system» – spesialpedagogikk, tilpasset opplæring og nyutdannede læreres kompetanse. [“It’s a really odd system!” – special education, adapted education and newly qualified teachers’ competence.] *Acta didactica Norden* 2020. ISSN 1504-9922. <https://doi.org/10.5617/adno.7918>
- Maxwell, G., Bakke, J. P. (2019). Schooling for Everyone: Norway’s Adapted Approach to Education for Everyone in *Including the North: a Comparative study of the Policies on Inclusion and Equity in the Circumpolar North* M. Beaton, D. Hirshberg, G. Maxwell, & J. Spratt (Eds). Rovaniemi: Lapland University Press 2019 ISBN 978-952-337-135-4.s 89 - 108.
- Maxwell, G., Granlund, M., Augustine, L. (2018). Inclusion Through Participation: Understanding Participation in the International Classification of Functioning, Disability, and Health as a Methodological Research Tool for Investigating Inclusion. *Frontiers in Education*; Volum 3 (41). ISSN 2504-284X.s. <https://doi.org/10.3389/feduc.2018.00041>
- Maxwell, G. (2017). Perspectives in Inclusive and Special Education. In V.D. Haugen & G. Stølen (Eds), *Pedagogisk Mangfold* Oslo: Universitetsforlaget. ISBN 978-82-15-02819-4
- Maxwell, G., Augustine, L., & Granlund, M. (2012). Does thinking and doing the same thing amount to involved participation? Empirical explorations for finding a measure of intensity for a third ICF-CY qualifier. *Developmental Neurorehabilitation*, 15(4), 274-283. <https://doi.org/10.3109/17518423.2012.689780>
- Maxwell, G., Alves, I., & Granlund, M. (2012). Participation and environmental aspects in education and the ICF and the ICF-CY, findings from a systematic literature review: can we get there yet? *Developmental Neurorehabilitation*, 15(1), 63-78.
<https://doi.org/10.3109/17518423.2011.633108>
- Maxwell, G. & Koutsogeorgou E. (2012). Using Social Capital to Construct a Conceptual International Classification of Functioning, Disability, and Health Children and Youth Version–Based Framework for Stronger Inclusive Education Policies in Europe. *American Journal of Physical Medicine & Rehabilitation*, 91(13), supplement 1, S118-S123.
<https://doi.org/10.1097/PHM.0b013e31823d4b92>

Gregor Ross Dørum Maxwell

Moretti, M., Alves, I., & Maxwell, G. (2012). A systematic literature review of the situation of the ICF and the ICF-CY in education: a useful tool or a flight of fantasy? *American Journal of Physical Medicine & Rehabilitation*, 91(13), supplement 1, S103-S117. <https://doi.org/10.1097/PHM.0b013e31823d53b2>

Granlund, M., Arvidsson, P., Niia, A., Björck-Åkesson, E., Simeonsson, R.J., Maxwell, G., Adolfsson, M., Eriksson-Augustine, L., Pless, M. (2012). Differentiating activity and participation of children and youth with disability in Sweden – a third qualifier in ICF-CY? *American Journal of Physical Medicine & Rehabilitation*, 91(13), supplement 1, S84-S96. <https://doi.org/10.1097/PHM.0b013e31823d5376>

Maxwell, G. & Granlund, M. (2011). How are conditions for participation expressed in education policy documents? A review of documents in Scotland and Sweden. *European Journal of Special Needs Education*, 26(2), 251-272. <https://doi.org/10.1080/08856257.2011.563610>

Review of *Defining Technological Literacy: Towards an Epistemological Framework*. J. R. Dakers, Ed. (Palgrave Macmillan, New York & Basingstoke, 2006), pp. x + 334. ISBN 1-4039- 7037-8. Written for JeLit, Journal of e-Literacy.

Maxwell, G. (2006). *An Exploration of the Experiences of Dyslexic Students in Science: An Interview Study*. Unpublished MSc Thesis, University of Glasgow, Glasgow.

Gray, C., Maxwell, G. (2001). Bridging the Gaps: Supporting Learners with Diverse experiences of Chemistry. In *Proceedings of the Variety in Chemistry Teaching 2001 Conference*. RSC Tertiary Education Group. Lancaster University, September 2001. p23. ISBN: 0-85404-391-8.

Edited Volumes

Hirshberg, D., Beaton, M. C., Maxwell, G., Turunen, T., & Peltokorpi, J. (2023). *Education, Equity and Inclusion: Teaching and Learning for a Sustainable North* (D. Hirshberg, M. C. Beaton, G. Maxwell, T. Turunen, & J. Peltokorpi (eds.)). Springer. <https://doi.org/10.1007/978-3-030-97460-2>

Beaton, M.; Hirshberg, D., Maxwell, G., Spratt, J. (2019). *Including the North: A Comparative Study of the Policies on Inclusion and Equity in the Circumpolar North*. Rovaniemi: Lapland university press ISBN 978-952-337-135-4. <http://hdl.handle.net/11374/2288>

Presentations (last 5 years)

Maxwell, G., Antonsen, Y., & Caglar-Ryeng, Ø. (2024). *Research-based Early Career Teachers in Norway and the Development of Relational Thinking in Teaching Practice*. Annual conference of the European Educational Research Association, Nicosia, Cyprus.

Maxwell, G., Matsuda, Y., Kobayashi, A., Gutman, M., Rosen, L., & Kagawa, N. (2024). *Tackling ableist, racialised and culturalised ideologies in teacher education: Approaches from Germany, Israel, Japan and Norway*. BERA Conference and WERA Focal Meeting 2024, Manchester, UK.

Anderson, K., Maxwell, G., Bjørø, A.-M., Hirshberg, D., John-Shields, P.A., Bøggli, C.E. (2024). *Building Indigenous and Inclusive Education Across the Arctic*. Arctic Encounter 2024, Anchorage, Alaska, USA.

Korte, S.-M., Körkkö, M., Maxwell, G., Beaton, M., Kesitalo, P., Hast, M., Kyrö-Ämmälä, O., Mommo, S. (2023). *A cross-comparison analysis of Professional Educators in the Circumpolar North: Exploring the digital competence of future teachers*. Educational Research Association of Singapore (ERAS) International Conference and World Education Research Association (WERA) Focal Meeting 2023, Singapore.

Maxwell, G., Ktenides, A., Runswick-Cole, K., Proyer, M., Korte, S.-M., Dharan, V, Alves, I. (2023). *Roundtable session: If Inclusive Education Smelled Funny Pre-Pandemic, What Does It Smell Like Now?* ERAS International Conference and WERA Focal Meeting 2023, Singapore.

Kagawa, N., Maxwell, G., Rosen, L., Sturm, T. (2023). *Teaching inclusive education in an inter-/transnational context: reflections and experiences from a WERA class*. ERAS International Conference and WERA Focal Meeting 2023, Singapore.

Kang, L.-J., Maxwell, G., Alves, I., Moretti, M., Zahnd, R., Soliz, P., De Souza Rocha, A., Lin-jun, S., Naude, A., & Bornman, J. (2023). *A systematic review of ICF and Education: comparisons from German, Portuguese, Italian, Chinese, Spanish, and South African Literature*. ERAS International Conference and WERA Focal Meeting 2023, Singapore.

Maxwell, G., Alves, I., Proyer, M., Zahnd, R., Moretti, M., Soliz, P. (2023). *New Comparisons. Methodological Approaches to Comparing Multi-Language Data from an International Systematic Review of the ICF and Education*. Annual conference

Gregor Ross Dørum Maxwell

of the European Educational Research Association, Glasgow, Scotland.

Maxwell, G., Ktenides, A., Runswick-Cole, K., Proyer, M., Korte, S.-M., Dharan, V., Alves, I. (2023). *Roundtable session: If Inclusive Education Smelled Funny Pre-Pandemic, What Does It Smell Like Now?* Annual conference of the European Educational Research Association, Glasgow, Scotland.

Maxwell, G., Beaton, M., Korte, S.-M., Kyrö-Ämmälä, O., Keskitalo, P., Körkkö, M., Mommo, S., Paksuniemi, M., Hast, M. (2023). *A new model for online teaching skills in a post-pandemic world: A circumpolar comparative study of Arctic teachers' digital competence.* Annual conference of the Nordic Educational Research Association 2023, Oslo, Norway.

Maxwell, G., Antonsen, Y., Aspfors, J., Jakhelln, R. (2023). *School development strategies and teachers' professional learning – Norwegian teachers' experiences.* Annual conference of the Nordic Educational Research Association 2023, Oslo, Norway.

Maxwell, G., Alves, I., Moretti, M., Proyer, M., Zahnd, R., Soliz, P., Ferrari, M., Rocha, A., Kang, L., Hwang, A., Naude, A., Bornman, J. (2022). *An international systematic review of the ICF and Education: comparisons from German, Portuguese, Italian, Spanish, Chinese, and South African publications.* Capturing the Magic – Participation for all, Beitostølen, Norway.

Korte, S.-M., Maxwell, G., Kyrö-Ämmälä, O., Körkkö, M., Beaton, M., Hast, M. (2022). *Rethinking Teacher Education in A Post-pandemic World: A Transnational Comparative Study,* Annual conference of the European Educational Research Association 2022, Yerevan, Armenia.

Maxwell, G., Alves, I., Proyer, M., Zahnd, R., Moretti, M., Kang, L.-J. (2002). *An international systematic review of the ICF and Education: comparisons from German, Portuguese, Italian, Spanish, Chinese, and South African publications,* Annual conference of the European Educational Research Association 2022, Yerevan, Armenia.

Maxwell, G. (2002). *Newly Qualified Teachers and Their Attitudes to Special and Inclusive Education in Norway – How Supportive Are They?*, Annual conference of the European Educational Research Association 2022, Yerevan, Armenia.

Proyer, M. & Maxwell, G. (2002). *Institutional Frameworks and Approaches to Measurements Impacting Developments from Medical to Inclusive Diagnostics,* Annual conference of the European Educational Research Association 2022, Yerevan, Armenia.

Maxwell, G., Óskarsdóttir, E., Gunnþórsdóttir, H., & Bjørn, A.-M. (2022). *Doing Inclusive Rural Education Right in Iceland and Norway,* Annual conference of the Nordic Educational Research Association 2022, Reykjavik, Iceland.

Maxwell, G., & Pletsch, M. D. (2022). *Experiences of How Brazilian and Norwegian Students Understand and Practice Inclusion in Schools,* Annual conference of the American Educational Research Association 2022, San Diego, USA.

Maxwell G. & Lilly Augustine, L. (2022). *How to effectively measure participation through the ICF,* Porto International Conference on Research in Education 2022, Porto, Portugal.

Hackbarth, A., Rosen, L., Sturm, T., Pletsch, M.D., Tirussew, T., Antonsen, Y., Maxwell, G., & Budde, J. (2020+1) *Inclusion and exclusion in the discourse of educational research – an international comparison.* Invited WERA-symposium of GERA (German Educational Research Association), Santiago de Compostela, Spain.

Maxwell, G., Antonsen, Y. (2019). *Inclusive education competence in teacher education – an absence in newly trained teachers in Norway.* Annual conference of the European Educational Research Association 2019-09-03 - 2019-09-06, Hamburg, Germany.

Maxwell, G. (2019). *Meta-theoretical perspective on disability: Application in inclusive and special education.* Annual conference of the European Educational Research Association 2019-09-03 - 2019-09-06, Hamburg, Germany.

Maxwell, G., Antonsen, Y., Bjørndal, K. E. W. (2019). *Inclusive education competence in teacher education – an absence in newly trained teachers in Norway.* Annual conference of the Nordic Educational Research Association 2019-03-06 - 2019-03-08, Uppsala, Sweden.

Funding & Awards

UArctic Danish fund, 2021. Project: Creating Connections in the Arctic Educational Science Community (ConnectED). Coordinated by the University of the Faroe Islands. Partners: UiT, ULapland (Fin), UAlaska (USA), UAberdeen (UK), Murmansk Arctic State University (Ru), Uni of Prince Edward Island (Ca), Uni of Iceland (Is). 500 000 DKK awarded.

UArctic Norwegian fund, 2021. Project: ACCESS Arctic Conference on Educational Science. 400 000 NOK.

Project partner in Erasmus+ project 621435-EPP-1-2020-1-AT-EPPKA3-IPI-SOC-IN, 2020. Inclusive Assessment. Lead: Vienna Board of Education (Au), partners: Jönköping University (Se), Instituto Politécnico do Porto (Po), UiT (No), Universität Leipzig (De), University of Vienna (Au), Zentrum für Förderpädagogik (Au). €1,24mill.

Gregor Ross Dørum Maxwell

Project partner in Erasmus+ KA201-C1029F2A, 2019. Promoting informed choices for all young people (PICAP). Lead: Leeds Beckett Uni (UK), partners: Ahead Partnership Ltd (UK), UiT (No), Zavod Republike Slovenju za Solstvo (Slo), PIN Progreso Infantil (Po), CESIE (Ita). €450 000.

UArctic Norwegian fund, 2019. Project: Transformative Teacher Education for the Sustainable North (TTE). 250 000 NOK. Funding used for network building and conferences.

UArctic Norwegian fund, 2018. Project: Arctic Teacher Education for Diversity and Social Justice. 250 000 NOK. Funding for network building & conference.

UArctic Norwegian fund, 2017. Project: Teacher Education for Social Justice. 250 000 NOK. Funding for network establishing.

Joint master's course in Arctic Pedagogy. Funded successfully 3x in 2018, 2019, & 2020 through Nordplus (c. 3x €40 000). Project has developed and piloted a joint master's course shared by the Arctic Five Universities (UiT, ULapland, UOulu, ULuleå, UUmeå).

2017, member of The Research Council of Norway's sandpit group Idélab.

2014, writing course grant from the North Norwegian Researcher's Development Network. Value 30 000 NOK. Course ran in Harstad, April 2014.

2013/2014, Young Scientists' Forum travel grant to attend Arctic Frontiers, Tromsø, January 2014. Value 10 000 NOK.

2013, writing course grant awarded from Forskerutdanningsnettverket i Nord-Norge to lead writing course in collaboration with Tromsø University (RKBU-nord) and Høgskolen i Narvik. Value 30 000 NOK

2011, research project grant awarded from Sunnerdahls Handikappfond. Value 220 000 SEK.

2011, FAS travel grant to attend 11th Research Conference of the Nordic Network for Disability Research (NNDR), Reykjavik, May 2011. Grant number 2011-1514. Value 12 500 SEK

2008-2010, was part of MURINET, a European Commission project funded within the 6th Framework Programme Number: MRTN-CT-2006-035794

2009, joint application for research project grant from Sunnerdahls Handikappfond. Value 200 000 SEK.

Supervision of graduate students

2015-present	Co-supervisor to one PhD student. Main supervisor for 18 master's students. 16 completed. Co-supervisor for three master's students. All completed. Faculty of Humanities, Social Sciences, and Education/Department of Education, University of Tromsø, Norway
2012-2014	One master's student. School of Health Sciences/ Section for Child Welfare, Harstad University College, Norway

Assessment and academic mentoring

Examining

2023	University of Aberdeen, Scotland. External examiner for PhD candidate Tracy Edwards. Thesis: <i>Conceptions of 'The Inclusive Teacher' and Associated Dilemmas</i> .
2021	Høgskulen i Vestlandet bachelor's module MGBSP101 Spesialpedagogikk 1 (special education). Orally examined 21 candidates.
2021	USN PhD module PHDMET Methodology for research in kindergarten and school. Graded 5 papers.
2020	Nord University master's thesis. Candidate Marit Ustad Hove. Thesis: <i>Hvordan fremme inkludering? Opplevelser av muligheter og begrensinger for en inkluderende opplæring</i> .
2020	USN master's module GMVM2 <i>Theory of Science and Research methods</i> . Graded 20 papers.
2019	PhD. External international examiner to PhD candidate Teresa Amezcua Aguilar, Universidad de Jaén, Spain. Thesis: <i>Correlations between socioeconomic inequality and citizen participation. Comparative approach to the models of participation of the elderly in Spain and Germany related with social divide</i> .
2019-2021	USN master's module GMVM2 <i>Theory of Science and Research methods</i> . Graded 20-40 papers.

Gregor Ross Dørum Maxwell

- 2018 Spring HSN master's module MP-VIT4900 Theory of Science and Research methods. Graded 20 papers.
- 2018 Autumn HSN master's module MP-VIT4900NY Theory of Science and Research methods. Graded 20 papers.
- 2017 NTNU master's thesis with oral exam. Candidate Stine Helmerstuen Farnen. Thesis: *Hvordan oppleves det for foreldre når barn blir diagnostisert med ADHD?*
- 2017 NTNU master's module PED3041 Grunnleggende spesialpedagogiske problemstillinger. Graded 6 paper.
- 2017 University of Waikato, New Zealand, 120 stp master's thesis. Candidate Roweng Bomen. Thesis: *How are inclusive education resource centre supported students with special needs experiencing education in regular classroom settings in the town school in Western province of Papua New Guinea? A case study approach.*
- 2017 NTNU master's module PED-3543 Social and Emotional difficulties. Graded 26 papers.
- 2015-present Internal examiner for 2 or 3 subjects per semester. Have assessed most of the special education subjects at UiT.

Job application assessments

- 2021 Tenure promotion review for Associate Professor of Secondary Education, at the School of Education, College of Natural Science and Mathematics, University of Alaska Fairbanks.
- 2020 NTNU. Associate professor position in pedagogy, department for teacher education.
- 2018 USN. PhD position in Child Welfare.
- 2017 UiT. Assistant/associate professor in special education.
- 2016 UiT. Two Phd positions in education and special education.
- 2015 Harstad University College. Two assistant/associate professor positions in health and rehabilitation.

Teaching Activities

- 2024- Course Leader. Foundation course in university education (UNIPED-100).
- 2015-2023 Course Leader. Bachelor's course: Diversity and Inclusion (PED-1018).
Course leader. Master's course: Theory of science and methods (PED-3055).
Lecturer, Arctic five Master's course: Arctic Pedagogy, Inclusive Education & Pedagogy.
Lecturer, Master's course: Quantitative research methods (PED-3050).
Lecturer. Master's course: Social and emotional difficulties (PED-3022)
Lecturer. Master's course: Mapping out and counselling (PED-3021)
Lecturer. Master's course: Qualitative methods (HEL-3503-1)
UiT the Arctic University of Norway, Tromsø, Norway
- 2015-2020 Course leader, UiT. Bachelor course: Normality, deviation, and disability (PED-1011).
- 2013-present Visiting lecturer, International Project Week, Nordhausen University of Applied Sciences, Germany.
- 2020 Period: Jan-June. Master's course: Disability and Inclusion. Visiting position, University of Waikato, Hamilton, New Zealand.
- 2012-2014 Lecturer. Master's course: Disability, Participation, and the ICF
Lecturer. Master's course: Child protection, disability, participation, and the ICF
Lecturer. Bachelor's courses: Ethic; Communication; Networks, groups, and organisation; Developmental psychology; Theory of science; and Research methods.
Harstad University College, Harstad, Norway
- 2008-2010 Lecturer. Bachelor's course: special education. Jönköping University, Sweden
- 2003-2006 Laboratory demonstrator. Bachelor's course: undergraduate chemistry laboratory exercises. University of Glasgow, Scotland
- 2003-2006 Tutor. Undergraduate course: Computer skills training. University of Glasgow, Scotland

Professional affiliations

Member of the UArctic Thematic Network for Teacher Education for Social Justice and Diversity (2017).

Member of the Nordic Educational Research Association (2011).

Gregor Ross Dørum Maxwell

Member of the European Association for Research in to Learning and Instruction (2010).

Member of the European Educational Research Association (2010).

Associate of the Higher Education Academy (2007).

Royal Society of Chemistry Associate Member (2005).

Organisation of Scientific Meetings

2020	Conference Organiser. Local Summit for UArctic's Thematic Network for Teacher Education for Social Justice and Diversity in Education. Title: <i>Transformative Teacher Education for the Sustainable North (TTE)</i> , 29-30 Feb 2020, Levanger, Norway. Approx. 50 participants.
2018	Conference Organiser. Local Summit for UArctic's Thematic Network for Teacher Education for Social Justice and Diversity in Education. Title: <i>Teaching for Diversity and Inclusion in Arctic - the local context and global perspectives</i> , 8 May 2018, Tromsø, Norway. Approx. 50 participants.
2012	Member of international organising committee for the 2012 conference of the Junior Researchers of the European Association for Research in Learning and Instruction (JURE), 23-27 July 2012, Regensburg, Germany. Responsible for submissions and reviews. Approx. 250 participants.
2006	Conference organiser, 4 th International Narrative and Interactive Learning Environments Conference, 2006, Edinburgh, Scotland. Responsible for programme organisation. Approx. 150 participants.

Academic service

Associate editor for Frontiers in Education: Special Needs Education. Edited 14 articles.

Reviewer for the following journals and conferences:

- Disability and Rehabilitation (2)
- Education in the North (2)
- Frontiers in Education: Special Needs Education (19)
- Frontiers in Rehabilitation Sciences: Human Functioning (1)
- Frontiers in Psychology: Educational Psychology (2)
- Scandinavian Journal of Disability Research (6)
- EARLI and JURE, AERA, WERA, BERA, and NNDR conferences

Founding member of the UArctic Thematic Network for Teacher Education for Social Justice and Diversity (<https://www.teachered-network.com/uarctic/>) and UNESCO/UNITWIN Network Teacher Education for Social Justice and Diversity (<https://www.teachered-network.com/unitwin/>).

Other Achievements

Family: Proud father of Matilda (16 years) and Samuel (14 years).

Music: I play the alto, tenor, and baritone saxophones with Tromsø Janitsjar (windband, see www.tofjanitsjaren.com) and Ishavbyens Storband and have previously played saxophone and percussion with groups and bands in New Zealand, Sweden, France, and Scotland.

I am a cycling enthusiast and enjoy riding all types of bicycle. In addition I also renovate and sell bicycles in my spare time, see www.upcycles.no.

Keen climber, kayaker, photographer, and walker – particularly with my Labrador Roly and Border Collie Louis.