

Jelena Popov, ph.d.

1. Ansættelsesforhold og funktion

Ansæt siden august 2022 som underviser i videnskabsteori og forskningsmetoder. Underviser og modulansvarlig for modulet blandede metoder.

2. Underviserens uddannelsesmæssige baggrund

- 2019 PhD Doctor of Philosophy in Education, University College London.
- 2013 MA Education, Institute of Education, University of London.
- 2011 MSc Psychology, University of Novi Sad.
- 2009 BA Psychology, University of Novi Sad.

EDUCATION

2013 – 2018 PhD in Education, UCL Institute of Education, London

- ESRC PhD Studentship (3 years) and Advanced Quantitative Methods Scholarship (3 years) grant code:
- Research topic: "Graduate transition to work: from qualifications and skills to 'horizontal expertise'".
- Mixed-method study combining large-scale survey data (REFLEX and PIAAC) and interview / focus group data.

2011 – 2013 MA Lifelong Learning: Policy and Management, Institute of Education, the University of London and University of Deusto, Spain

- Graduated with Distinction.
- European Commission grant to study on the MA programme (Erasmus Mundus).
- Dissertation: 'Recognition of prior learning (RPL), experiential learning and problem of learning transfer'.

2005 – 2010 BA, MSc (integrated) Cognitive and Developmental Psychology, University of Novi Sad, Serbia

- Achieved 2.1. equivalent
- Dissertation in Experimental Psychopathology: The White Bear Effect: Scrambled Sentence test as a tool for screening for depression vulnerability?

4. Relevant erhvervserfaring

Assistant Professor/Lecturer, University College London 2024- present.

Lecturer in Teaching, University College London 2018-2024.

TEACHING EXPERIENCE

2021 – ongoing Lecturer in Teaching, UCL Institute of Education, London

- Module leader on online MPhil/PhD Education programme: ‘Quantitative Data Analysis’, ‘Qualitative Data Analysis’ and ‘Research Methods in Education’.
- Module leader for ‘How people learn’ (1st year undergraduate module open to Education Studies, Psychology with Education, Social Science BSc students) and module leader for ‘Creativity and Education’ (3rd year undergraduate module open to all UCL students).
- Supervising students’ research projects, undergraduate dissertations, and carrying out examinations of PhD and EdD students for upgrade to PhD.

2018 – 2021 Senior Teaching Fellow

- Module leader for ‘How people learn’ and ‘Creativity and Education’ modules.

2017 – 2018 Teaching Fellow

- Seminar leader on modules ‘Introduction to Education Studies’ (BA Education studies) and ‘Interdisciplinary Qualitative Research Methods’ (BA Arts and Sciences) modules.
- Personal tutor.

4. Eventuelle andre relevante forhold

Research profile here: <https://profiles.ucl.ac.uk/49285-jelena-popov/about>

Publications here: <https://profiles.ucl.ac.uk/49285-jelena-popov/publications>

Publikationer:

- Popov, J. (2021). *Learning and Workplace Technology: Machine Learning as learning at the interface between machines and humans Skill, Artificial Intelligence and Learning (SKAIL Project))*.
- Popov, J. (2020). *Boundary crossing and identity re-negotiation in internships: The integrative, future-oriented and transformational potential of interns' identity project*. Learning, Culture and Social Interaction. doi:10.1016/j.lcsi.2020.100383
- Popov, J. (2018). *Graduate transition to work: from qualifications and skills towards horizontal expertise*. (Doctoral dissertation). UCL.
- Carpentieri, J. D., Litster, J., Cara, O., & Popov, J. (2018). *Guidance and Orientation for Adult Learners (GOAL): Final cross-country evaluation report*. London: UCL.
- Popov, J. (2017). *A case for mixed method research of (horizontal) expertise development*. ISCAR Congress.

5. Faglig kompetence

Experienced mixed methods and quantitative researcher with prior training in psychotherapy as well as academic research on psychotherapy profession.

University College London: <https://profiles.ucl.ac.uk/49285-jelena-popov>

6. Pædagogisk kompetence

Experienced higher education teacher with 7+ years of teaching undergraduate and postgraduate students and adult learners.