



INSTITUTIONEN FÖR PEDAGOGIK OCH SPECIALPEDAGOGIK

PDA320 Pedagogik som disciplin, forskning och verksamhetsutveckling, kurs II, 15 högskolepoäng

Educational Sciences as discipline, research and organizational development,
course II, 15 credits

Avancerad nivå / Second Cycle

Litteraturlista för PDA320, gällande från och med vårterminen 2024

Litteraturlistan är fastställd av Institutionen för pedagogik och specialpedagogik 2023-11-15 att gälla från och med 2024-01-15.

Se bilaga.



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Educational Sciences as discipline, research and organizational development, course II, 15 credits

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Litteraturlista

Obligatorisk litteratur

Angus, L. (2015). School choice: neoliberal education policy and imagined futures. *British Journal of Sociology of Education*, 36(3), 395-413. <http://doi.org/10.1080/01425692.2013.823835> (82 s.)

Ball, S. (2003). The teacher's soul and the terrors of performativity. *Journal of Education Policy*, 18(2), 215-228. <https://doi.org/10.1080/0268093022000043065> (13 s.)

Börjesson, M. (2016). *Från likvärdighet till marknad: En studie av offentligt och privat inflytande över skolans styrning i svensk utbildningspolitik 1969-1999*. Örebro Studies in Education 52. (249 s.)

Hirsh, Å., Liljenberg, M., Jahnke, A., & Karlsson Pérez, Å. (2023). Far from the generalised norm: Recognising the interplay between contextual particularities and principals' leadership in schools in low-socio-economic status communities. *Educational Management Administration & Leadership*, <https://doi.org/10.1177/17411432231187349> (18 sidor)

Imsen, G., Blossing, U., & Moos, L. (2017). Reshaping the Nordic education model in an era of efficiency. Changes in the comprehensive school project in Denmark, Norway, and Sweden since the millennium. *Scandinavian Journal of Educational Research*, 61(5), 568-583. <https://doi.org/10.1080/00313831.2016.1194602> (16 s.)

Levinsson, M., Norlund, A., & Langelotz, L. (2022). Innehåll och pedagogiska diskurser på lärares kompetensutvecklingsmarknad: en studie av insatser som genererar fakturor. *Pedagogisk forskning i Sverige* (ahead of print) <https://conferences.lnu.se/index.php/PFS/article/view/3227> (31 s.)

Liljenberg, M. (2020). Drivers of Improvement at Local Level – Tension and Support from Coexisting Logics. *Scandinavian Journal of Educational Research*, 66(2), 225-237. <https://doi.org/10.1080/00313831.2020.1788157> (13 s.)

Lundahl, L. (2005). A Matter of Self-Governance and Control. The Reconstruction of Swedish Education Policy: 1980–2003. *European Education*, 37(1), 10–25. <https://doi.org/10.1080/10564934.2005.11042375> (15 s.)

Göransson, K., Lindqvist, G., Klang, N., Magnússon, G., & Almqvist, L. (2019). Professionalism, governance and inclusive education - A total population study of Swedish special needs educators. *International Journal of Inclusive Education*, 23(6), 559-574.

<https://doi.org/10.1080/13603116.2018.1441339> (16 s.)

Magnússon, G. (2020). Inclusive education and school choice. Lessons from Sweden. *European Journal of Special Needs Education*, 35(1), 25-39. <http://doi.org/10.1080/08856257.2019.1603601> (15 s.)

Nordholm, D., Wermke, W., & Jarl, M. (2022). In the eye of the storm? Mapping out a story of principals' decision-making in an era of decentralisation and re-centralisation. *Journal of Educational Administration and History*, 1-21. <https://doi.org/10.1080/00220620.2022.2104823> (21 s.)

Selwyn, N., Pangrazio, L., Nemorin, S., & Perrotta, C. (2020). What might the school of 2030 be like? An exercise in social science fiction. *Learning, Media and Technology*, 45(1), 90-106.

<https://doi.org/10.1080/17439884.2020.1694944> (16 s.)

Sernhede, O. (2017). 'We are not interested in knowledge for its own sake. Knowledge should be put into motion...' Young adults, social mobilization and learning in poor, multi-ethnic suburbs in Sweden's metropolitan districts. I W. T. Pink & G. W. Noblit (Red.), *Second international handbook of urban education* (s. 735-753). Springer International Publishing. (18 s.)

Tomlinson, S. (2017). *A sociology of special and inclusive education: Exploring the manufacture of inability*. Taylor & Francis. (Valda delar, 50 s.)

Öhrn, E., Beach, D., Johansson, M., Rönnlund, M., & Rosvall, P-Å. (2023). Rural education and migration: A study of the 2015 reception of young refugees in Sweden. *Australian International Journal of Rural Education*, 33(2), 1-15. <https://doi.org/10.47381/aijre.v33i2.417> (15 s.)

Obligatorisk valbar litteratur

Hirsh, Å., & Bergmo-Prvulovic, I. (2019). Teachers leading teachers—understanding middle-leaders' role and thoughts about career in the context of a changed division of labour. *School Leadership & Management*, (39)3-4, 352-371. <https://doi.org/10.1080/13632434.2018.1536977> (20 s.)

Liljenberg, M., Hirsh, Å., Jahnke, A., & Karlsson Perez, Å. (2023). School principals' perceptions of autonomy and control in low SES communities – navigating local school administration in the front line. *Nordic Journal of Studies in Educational Policy*, 1-12.

<https://doi.org/10.1080/20020317.2023.2254677> (12 s.)

Odenbring, Y. (2022). Standing alone: sexual minority status and victimisation in a rural lower secondary school. *International Journal of Inclusive Education*, 26(5), 480-494.

<https://doi.org/10.1080/13603116.2019.1698064> (14 s.)

Odenbring, Y., & Johansson, T. (2019). "If they're allowed to wear a veil, we should be allowed to wear caps". Cultural diversity and everyday racism in a rural school in Sweden. *Journal of Rural Studies*, 72(2019), 85-91. <https://doi.org/10.1016/j.jrurstud.2019.10.033> (6 s.)

Nilholm, C., Sundberg, D., Forsberg, E., Hirsh, Å., & Roman, H. (2021). The aims and meaning of teaching as reflected in high-impact reviews of teaching research. *Teaching and Teacher Education*, 107, 103488. <https://doi.org/10.1016/j.tate.2021.103488> (8 s.)

Magnússon, G. & Pettersson, D. (2021). Imaginaries of Inclusion in Swedish Education. *Oxford Research Encyclopedia of Education*. <https://doi.org/10.1093/acrefore/9780190264093.013.1682> (22 s.)

Dessutom tillkommer egen vald litteratur i samråd med kursens lärare. (ca 150 s.)

Referenslitteratur

Beach, D. (2018). *Structural Injustices in Swedish Education: Academic selection and educational inequalities*. Springer. (346 s.)

Kallós, D. (1978). *Den nya pedagogiken: En analys av den sk dialogpedagogiken som svenskt samhällsfenomen*. Wahlström & Widstrand. (260 s.)

Fejes, A. & Dahlstedt, M. (2020). *Perspektiv på skolans problem. Vad säger forskningen?* Studentlitteratur. (431 s.)

Teodoro, A. (2020). *Contesting the global development of sustainable and inclusive education: Education reform and the challenges of neoliberal globalization*. Routledge. (154 s.)