



DEPARTMENT OF EDUCATION AND SPECIAL EDUCATION

FOU1802 Quantitative research methods in educational research, 5 credits

Kvantitativa metoder i utbildningsvetenskaplig forskning, 5 högskolepoäng

Third-cycle level / Forskarnivå

Reading and reference list for FOU1802

This reading and reference list was confirmed by Department of Education and Special Education 2022-10-12, and is valid from Autumn semester 2022.

The reading and reference list is available on the next page.



FOU1802, Quantitative research methods in educational science, 5 credits

FOU1802, Kvantitativa metoder i utbildningsvetenskaplig forskning, 5 högskolepoäng

Forskarnivå/ Third Cycle

The course book list is confirmed by the Department of Education and Special Education 2015-08-21, revised 2017-09-19, 2019-08-23 and 2022-06-30, to be valid from 2022-08-29/Litteraturlistan är fastställd av Institutionen för Pedagogik och Specialpedagogik 2015-08-21, reviderad 2017-09-19, 2019-08-23 och 2022-06-30, att gälla fr.o.m. 2022-08-29.

Böcker/books:

De Vaus, David A. (2001). *Research design in social research*. London: SAGE.

Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and quasi-experimental designs for generalized causal inference*. New York: Houghton Mifflin Company.

Svensson, A. (Red.). (2011). *Utvärdering genom uppföljning. Longitudinell individforskning under ett halvsekel*. (Gothenburg studies in educational sciences, nr. 305). Göteborg: Acta Universitatis Gothoburgensis. (Kapitel: kap 1-3). Similar content is available in English at <https://www.gu.se/en/evaluation-through-follow-up-etf> with all its undersections.

Vetenskapsrådet (2017). Good research practice. Stockholm: Vetenskapsrådet
https://www.vr.se/download/18.5639980c162791bbfe697882/1555334908942/Good-Research-Practice_VR_2017.pdf

All European Academies (2017). *The European Code of Conduct for Research Integrity*, Revised edition. Berlin: ALLEA - All European Academies. <https://www.allea.org/wp-content/uploads/2017/05/ALLEA-European-Code-of-Conduct-for-Research-Integrity-2017.pdf>

Kapitel/chapters:

Douglas, D. (2014). Ch 5. By the numbers; a statistics mini-course. In *Understanding language testing*. Routledge. Pdf available at Canvas.

Gustafsson, J. E. (2009). Strukturella ekvationsmodeller. Kapitelmanus till G. Djurfeldt & M. Barmark (red) (2009) *Statistisk verktyglåda 2*. Studentlitteratur. Pdf available at Canvas. (Similar content is offered in English: Gustafsson J.-E. (2006) *Applied Structural Equation Modeling*. Manuscript). Pdf available at Canvas.

Gustafsson, JE., Nilsen, T. (2022). Methods of Causal Analysis with ILSA Data. In: Nilsen, T., Stancel-Piątak, A., Gustafsson, JE. (eds) *International Handbook of Comparative Large-Scale Studies in Education*. Springer International Handbooks of Education. Springer, Cham. https://doi.org/10.1007/978-3-030-38298-8_56-1

Pedhazur, E. J., & Schmelkin, L. P. (1991). *Measurement, design, and analysis: An integrated approach*. Lawrence Erlbaum Associates, Hillsdale, NJ. (Chapter 2. Measurement and scientific inquiry, pp. 16-23) Downloadable from UB

Artiklar/Articles & Reports:

Ercikan, K., & Roth, W.-M. (2006). What Good Is Polarizing Research Into Qualitative and Quantitative? *Educational Researcher*, 35(5), 14–23. [DOI: 10.3102/0013189X035005014](https://doi.org/10.3102/0013189X035005014)

Gustafsson, Jan-Eric & Rosén, Monica. (2005). Förändringar i läskompetens 1991 –2001. En jämförelse över tid och länder. *Rapport 2005:15, Institutionen för Pedagogik och Didaktik*, Göteborgs Universitet. Downloadable at <https://gupea.ub.gu.se/handle/2077/23000>

Jerrim, J. (2021). PISA 2018 in England, Northern Ireland, Scotland and Wales: Is the data really representative of all four corners of the UK? *Review of Education*, 9(3), Article e3270. <https://doi.org/https://doi.org/10.1002/rev3.3270>

Klapp A. (2018). Does academic and social self-concept and motivation explain the effect of grading on students' achievement? *European Journal of Psychology of Education*, 33(2), 355-376. [DOI: 10.1007/s10212-017-0331-3](https://doi.org/10.1007/s10212-017-0331-3)

Wolff, U. (2011). Effects of a randomised reading intervention study: An application of structural equation modelling. *Dyslexia*, 17(4), 295-311. [DOI 10.1002/dys.438](https://doi.org/10.1002/dys.438)

Wolff, U. & Gustafsson, J-E (2022) Early phonological training preceding kindergarten training: effects on reading and spelling. *Reading and Writing*. <https://doi.org/10.1007/s11145-022-10261-x>

+ ytterligare artiklar för examinationsuppgifter och illustrativa syften/ + additional articles for examination tasks and illustrative purposes.