



UNIVERSITY OF
GOTHENBURG

DEPARTMENT OF EDUCATION AND SPECIAL EDUCATION

FOU1816 Educational Reforms for School Development in Sweden, 7.5 credits

Utbildningsreformer för svensk skolutveckling, 7,5 högskolepoäng

Third-cycle level / Forskarnivå

Reading and reference list for FOU1816

This reading and reference list was confirmed by Department of Education and Special Education 2021-12-06, and is valid from Spring semester 2022.

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

FOU1816 Utbildningsreformer för svensk skolutveckling, 7,5 högskolepoäng

FOU1816, Educational Reforms for School Development in Sweden, 7,5 higher education credits *Forskningskurs/ Third Cycle*

Litteraturlista

Obligatorisk litteratur

Blossing, U. (2021, September 29). The origin and development of comprehensive school reforms in Sweden and other Nordic countries. *Oxford Research Encyclopedia of Education*. <https://doi.org/10.1093/acrefore/9780190264093.013.1679> (20 sidor)

Dahlstedt, M. (2007). I val(o)frihetens spår. Segregation, differentiering och två decennier av skolreformer. *Pedagogisk Forskning i Sverige*, 12(1), 20–38. (18 sidor)

Giota, J., & Emanuelsson, I. (2018). Individualized teaching practices in the Swedish comprehensive school from 1980 to 2014 in relation to education reforms and curricula goals. *Nordic Journal of Studies in Educational Policy*, 4(3), 144–155. <https://doi.org/10.1080/20020317.2018.1541397> (10 sidor)

Grootenboer, P., Edwards-Groves, C., & Rönnerman, K. (2015). Leading practice development: voices from the middle. *Professional Development in Education*, 41(3), 508–526. <https://doi.org/10.1080/19415257.2014.924985> (18 sidor)

Hardy, I., & Rönnerman, K. (2019). A “deleterious” driver: The “first teacher” reform in Sweden, *Scandinavian Journal of Educational Research*, 6(5), 805–818, <https://doi.org/10.1080/00313831.2018.1452289> (13 sidor)

Hargreaves, A., & Goodson, I. (2006). Educational change over time? The sustainability and nonsustainability of three decades of secondary school change and continuity. *Educational Administration Quarterly*, 42(1), 3–41. (38 sidor)

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> (19 sidor)

Hirsh, Å., & Segolsson, M. (2019). Enabling teacher-driven school-development and collaborative learning: An activity theory-based study of leadership as an overarching practice. *Educational Management, Administration & Leadership*, 47(3), 400–420. <https://doi.org/10.1177/1741143217739363> (20 sidor)

Jacobsson, K. (2017). *Processer och motorer i lokalt skolförbättringssarbete* (Karlstad University Studies, 2017:11) [Doktorsavhandling]. Karlstads universitet. (ca 150 s)

Jarl, M. (2012). *Skolan och det kommunala huvudmannaskapet*. Gleerups. (152 sidor)

Kirsten, N., & Carlbaum, S. (2020). Kompetensutveckling för professionella lärare? Introduktionen av kollegialt lärande i svensk skola. *Pedagogisk forskning i Sverige*, 25(1), 7–34.
<https://doi.org/10.15626/pfs25.01.01> (27 sidor)

Lindblad, S., & Goodson, I. (2011). Researching the teaching profession under restructuring. In S. Lindblad & I. Goodson (Eds.), *Professional knowledge and educational restructuring in Europe* (s. 1–10). Sense Publications. (tillgänglig på lärplattform) (10 sidor)

Nordholm, D., & Andersson, K. (2019). Newly appointed principals' descriptions of a decentralised and marked adopted school system: An institutional logics perspective. *Educational Management Administration & Leadership*, 47(4), 572–589. (17 sidor)
<https://doi.org/10.1177/1741143217751075>

Richardson, G. (2010). *Svensk utbildningshistoria: skola och samhälle förr och nu* (8. rev. uppl.). Studentlitteratur. (287 sidor)

Samuelsson, K., & Lindblad, S. (2015). School management, cultures of teaching and student outcomes: Comparing the cases of Finland and Sweden. *Teaching and Teacher Education*, 49, 168–177. <https://doi.org/10.1016/j.tate.2015.02.014> (9 sidor)

Wallström, H. (2018). *Gymnasielärares mentorshandlingar – En verksamhetsteoretisk studie om lärararbete i förändring* (Gothenburg Studies in Educational Sciences 414). Göteborgs universitet. (s. 13–53 och 155–175) (60 sidor)

Virkkunen, J., & Newnham, D. S. (2013). *The change laboratory: a tool for collaborative development of work and education*. Sense Publishers. (ca 80 sidor)

Werme, W., & Forsberg, E. (2017). The changing nature of autonomy: Transformations of the late Swedish teaching profession. *Scandinavian Journal of Educational Research*, 61(2), 155–168. <https://doi.org/10.1080/00313831.2015.1119727> (11 sidor)

Referenslitteratur

Lander, R., Blossing, U., Jarl, M., Milsta, M., Olin, A., & Rönnerman, K. (2013). Skolutveckling och differentiering för skolpersonalen. In I. Wernersson & I. Gerbo (Eds.), *Differentieringens janusansikte. En antologi från Institutionen för pedagogik och specialpedagogik vid Göteborgs universitet*. (Gothenburg Studies in Education, 347, ss. 115–148). Göteborgs universitet. (33 sidor)

Florin, C. (1987). *Kampen om katedern. Feminisering- och professionaliseringprocessen inom den svenska folkskolans lärarkår 1860–1906* (Acta Universitatis Umensis) [Doktorsavhandling]. Umeå universitet. (270 sidor)