



INSTITUTIONEN FÖR DIDAKTIK OCH PEDAGOGISK PROFESSION

FOU1809, Metodologiska utmaningar i utbildningsvetenskaplig forskning, 5 högskolepoäng

Methodological challenges in educational research, 5 credits

Forskarnivå / Third-cycle level

Litteraturlista för FOU1809

Litteraturlistan är fastställd av Institutionen för didaktik och pedagogisk profession 2026-01-19, att gälla från och med vårterminen 2026.

Se litteraturlistan på nästa sida.

I: Obligatory literature:

- Brkovic, I., Keresteš, G., Puklek Levpušček, M. (2014). Trajectories of change and relationship between parent-adolescent school-related conflict and academic achievement in early adolescence. *Journal of Early Adolescence*. 34, 792-815.
- Nilsson, P. & Innabi, H. (in press). *Designing for Sampling Distribution – A Variation Theory Perspective*. Mathematical Thinking and Learning.
- Pedersen, H. (2011). Counting affects: Mo(ve)ments of intensity in critical avian education. *Canadian Journal of Environmental Education*, 16, 14-28.
- Snæbjörnsdóttir, B., Wilson, M. & Sanders, D. (2020) Beyond Plant Blindness: seeing the importance of plants for a sustainable world. Green Box Publications: Berlin
- Sporre, K., Osbeck, C., Lilja, A., Lifmark, D., Franck, O., & Lyngfelt, A. (2022). Fiction-based ethics education in Swedish compulsory school – reflections on a research project. *Nordidactica*, 12(2), 84–107.
- Vetenskapsrådet (2024). *Good research practice*. Stockholm: Swedish Research Council.
- Yildirim, A., Stjernkvist, M. P., Hilden, R., Fröjdendahl, B., & Oscarson, A. D. (2024). Developing summative assessment literacy: Novice language teachers' perceptions in Sweden and Finland. *Review of Education (Oxford)*, 12(2).

II: Additional literature:

- Creswell, J.W., & Plano Clark, V.L. (2018). *Designing and conducting mixed methods research* (3rd ed.) (Ch. 3, pp. 65-97). Los Angeles: Sage.
- Dale, A. (2007). Quality issues with survey research. *International Journal of Social Research Methodology*, 9(2), 143-158.
- Dellinger, A.B., & Leech, N.L. (2007). Toward a unified validation framework in mixed methods research. *Journal of Mixed Methods Research*, 1(4), 309-332.
- Eisenhart, M. (2016). A matter of scale: multi-scale ethnographic research on education in the United States. *Ethnography and Education*, 12(2), 134–147.
- Franck, O. (2023). Powerful Knowledge as a Conceptual Frame for Teaching Controversial Issues in Ethics and Values Education in Social Studies Subjects. *Social Sciences (Basel)*, 12(11), 619.
- Gersten, R., Fuchs, L.S., Compton, D., Coyne, M., Greenwood, C., & Innocenti, M.S. (2005). Quality indicators for group experimental and quasi-experimental research in special education. *Exceptional*

Children, 71(2), 149–164.

Goldstein, H. (2011). *Multilevel statistical models*. Hoboken, N.J.: Wiley. (Chapter 1)

Hox, J., Moerbeek, M., & Schoot, R. (2010). *Multilevel analysis*. Routledge. (Chapter 1 & 2)

Kakos, M., & Fritzsche, B. (2017). Meta-ethnography E&E. *Ethnography and Education*, 12(2), 129–133.

Lather, P. (2006). Paradigm proliferation as a good thing to think with: Teaching research in education as a wild profusion. *International Journal of Qualitative Studies in Education*, 19(1), 35-57.

Lather, P., & St. Pierre, E.A. (2013). Introduction: Post-qualitative research. *International Journal of Qualitative Studies in Education*, 26(6), 629-633.

Richardson, L., & St. Pierre, E. (2018). Writing: A method of inquiry. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research* (5th ed.) (pp. 818-838). Thousand Oaks, CA: Sage.

Tracy, S. (2010). Qualitative quality: Eight “big-tent” criteria for excellent qualitative research. *Qualitative Inquiry*, 16(10) 837–851.

Uny, I., France, E. F., & Noblit, G. W. (2017). Steady and delayed: explaining the different development of meta-ethnography in health care and education. *Ethnography and Education*, 12(2), 243–257.