

Course literature for UB002U - An introduction to the Swedish school and education system for educators from other countries, 7,5 credits, first level

Valid as of the spring semester 2023.

The course is a commissioned course given by the Department of Child and Youth Studies on behalf of the Swedish National Agency for Education

Decided by the departmental board 2023-03-07.

*Titles marked with * can be found electronically, either at su.se/stockholm-university-library or open on the internet.*

*Titles marked with ** are available as PDF-files at the courses site on Athena.*

Mandatory literature

- * Arnesen, A., & Lundahl, L. (2006). Still social and democratic? Inclusive education policies in the Nordic welfare states. *Scandinavian Journal of Educational Research*, 50(3), 285-300 (16 p.)
- * Avery, H. (2017). At the bridging point: tutoring newly arrived students in Sweden. *International Journal of Inclusive Education*, 21(4), 404-415. (12 p.)
- * Englund, T. (2005). The discourse on equivalence in Swedish education policy. *Journal of Education Policy*, 20(1), 39-57. (19 p.)
- * Fernqvist, S. (2013). Joining in on different terms – dealing with poverty in school and among 'peers'. *Young*, 21(2), 155-171. (17 p.)
- * Frödén, S. & Quennerstedt, A. (2020). The child as a gendered rights holder. *Childhood*, 27(2), 143-157. (14 p.)
- * Hakvoort, I. & Olsson, E. (2015). The school's democratic mission and conflict resolution: voices of Swedish educators. *Curriculum inquiry*, 44(4), 531-552 (22 p.)

Barn- och ungdomsvetenskapliga institutionen

- * Hellstén, M., Mickwitz, L., Scharfenberg, J. (2020). Teacher Education in Sweden: revisiting the Swedish model. In K. Pushpanadham (Ed.), *Teacher Education in Global Era: Perspectives and Practices*, Springer, 99-114. (16 p.)
- * Horton, P. Forsberg, C. & Thornberg, R. (2022) Blurred boundaries and the hierarchization of incidents: Swedish schoolteachers' struggles with distinguishing degrading treatment, harassment, and school bullying. *Scandinavian journal of educational research*, 1-12. (12 p.)
- * Johansson, U. & Florin, C. (1994). Order in the (middle) class! Culture, class and gender in the Swedish state grammar school 1850-1914. *Historical Studies in Education* 6(1), 21-44. (24 p.)
- * Johnson, R. & Johnson, D. (2002). Teaching students to be peacemakers: a meta-analysis. *Journal of Research in Education* 12(1), 25-39 (15 p.)
- * Kakvoort, I. & Olsson, E. (2015). The school's democratic mission and conflict resolution: voices of Swedish educators. *Curriculum inquiry*, 44(4), 531-552 (22 p.)
- * Kumashiro, K. K. (2000). Toward a theory of anti-oppressive education. *Review of Educational research*, 70(1), 25-53. (28 p.)
- * Lozic, V. (2020). Resistance and negotiation: The intersection of constraining norms in educational settings. Charles University. *Children's Identity and Citizenship European Association*, 382–396. (15 p.)
- * Lundahl, L. Erixon Arreman, L. Holm, A. & Lundström, U. (2013). Educational marketization the Swedish way, *Education Inquiry*, 4(3) 497-517. (21 p.)
- * Osman, F. Mohamed, A. Warner, G. & Sarkadi, A. (2020) Longing for a sense of belonging – Somali immigrant adolescents' experiences of their acculturation efforts in Sweden. *International journal of qualitative studies In health and well-being*, 15(2 supp), 1-12. (12 p.)
- * Quennerstedt, A. & Quennerstedt, M. (2014). Researching children's rights in education: Sociology of childhood encountering educational theory. *British Journal of Sociology of Education*, 35(1), 115–132. (17 p.)
- * Samuelsson, M., & Colnerud, G. (2015). Student Teachers' Perceptions Regarding the Challenges of Leadership. I D. Garbett & A. Ovens (Ed.), *Teaching for tomorrow today* (pp. 312–320). International Association of Teachers and Teaching. (9 p.)
- * Samuelsson, M. (2018). The same but somehow different: contemporary Swedish teachers' perceptions of troublesom behaviour i K. von Brömssen, S. Risenfors & L. Sjöberg (Ed.), *Samhälle, genus och pedagogik: utbildningsvetenskapliga perspektiv : vänbok till Inga Wernersson* (pp. 177-194). Höskolan Väst. (18 p.)
- * Samuelsson, M. & Sundström, P. (2019). A general overview of the Swedish approach for inclusive education. *Italian journal of special education for inclusion* 7(2), 110-123. (14 p.)
- * Tajic, D. & Bunar, N. (2020). Do both 'get it right'? Inclusion of newly arrived migrant students in Swedish primary schools. *International Journal of Inclusive Education*, 1-15. (15 p.)
- * Thornberg, R., & Elvstrand, H. (2012). Children's experiences of democracy, participation, and trust in school. *International Journal of Educational Research*, 53, 44-54. (11 p.)

- * Wahlström, N. & Nordin, A. (2022). Policy of suspiciousness –mobilization of educational reforms in Sweden. *Discourse: Studies in the Cultural Politics of Education*, 43(2), 251-265. (15 p.)
- * Walker, J. (2009) Authoritative Classroom Management: How Control and Nurturance Work Together. *Theory Into Practice*, 48(2), 122-129. (8 p.)
- * Wedin, T. (2017). In praise of the present: the pupil at centre in Swedish educational politics in the post-war period. *History of Education*, 46(6), 768–787. (10 p.)
- * Åkerblom, A. & Harju, A. (2021). The becoming of a Swedish preschool child? Migrant children and everyday nationalism, *Children's Geographies*, K(5), 514-525. (13 p.)
- * Åström Elmersjö, H. (2018). History of Education in Sweden, in: *WorldViews*, ed. by the Georg Eckert Institute for International Textbook Research, Braunschweig
http://worldviews.gei.de/open/B_2018_Astroem_Elmersjoe_Schweden/eng/. Version 1

Reference literature

- * Eurydice - Administration and governance at central and/or regional level
<https://eurydice.eacea.ec.europa.eu/national-education-systems/sweden/administration-and-governance-central-andor-regional-level>
- * Eurydice - Historical overview: <https://eurydice.eacea.ec.europa.eu/national-education-systems/sweden/organisation-and-governance>
- * Eurydice Teachers and education staff. <https://eurydice.eacea.ec.europa.eu/national-education-systems/sweden/teachers-and-education-staff>
- * Frödén, S. (2019) Situated decoding of gender in a Swedish preschool practice. *Ethnography and Education*, 14(2), 121-135)
- * Forsberg, C. Hammar Chiriac, E. & Thornberg, R. (2022). “I think we have a good time if there are no disputes”: pupils’ dynamic perspectives on being on breaktime. *Educational studies*, 1-17. (17 p.)
- * Hardy, I., Rönnerman, K. & Beach, D. (2019). Teachers' Work in Complex Times: The 'Fast Policy' of Swedish School Reform. *Oxford Review of Education* 45(3) 350-366. (17 p.)
- * Håkansson, J. (2015) Structured teaching and classroom management – the solution for the decline of Swedish school results? Conclusions drawn from a comparative meta-synthesis of teaching and learning. *Teachers and teaching theory and practice*, 21(5), 584-602 (19 p.)
- * Skolverket: This is the Swedish school system
<https://utbildningsguiden.skolverket.se/languages/english-engelska>
- * Thornberg, R. Pozzoli, T. & Gini, G. (2021) Defending or remaining passive as a bystander of school bullying in Sweden: the role of moral disengagement and antibullying class norms. *Journal of Interpersonal Violence*, 1-24. (24p.)
- * Verhellen, E. (2015). The Convention on the Rights of the Child Reflections from a historical, social policy and educational perspective. I W. Vandenhole, E. Desmet, D. Reynaert & S. Lembrechts (red.) *Routledge International Handbook of Children's Rights Studies*. (pp. 43-59.) Routledge. (17 p.)

Working material

Läroplan för grundskolan, förskoleklassen och fritidshemmet 2022. (2022). Skolverket.
<https://www.skolverket.se/publikationsserier/styrdokument/2022/laroplan-for-grundskolanforskoleklassen-och-fritidshemmet---lgr22>