

Kurslitteratur

Kurs: Vetenskapsteori och etik inom specialpedagogik, 7,5 hp
Kurskod: UQA003
Institution: Specialpedagogiska institutionen
Beslut: Denna litteraturlista är fastställd av institutionsstyrelsen 2021-04-20 och gäller från och med HT21

Obligatorisk litteratur

- Aspelin, J. Östlund, D. & Jönsson, A. (2020). 'It means everything': special educators' perceptions of relationships and relational competence. *European Journal of Special Needs Education*. <https://doi.org/10.1080/08856257.2020.1783801> (15 sidor)
- Brinkkjaer, U. och Høyen, M. (2020). *Vetenskapsteori för lärarstudenter*. Studentlitteratur. (224 sidor)
- Cooc N. & Kiru, E. W. (2018). Disproportionality in Special Education: A Synthesis of International Research and Trends. *The Journal of Special Education*, 52(3), 163–173. <https://doi.org/10.1177/0022466918772300> (11 sidor)
- Connor, D. J. & Valle J.W. (2015). A socio-cultural reframing of science and dis/ability in education: past problems, current concerns, and future possibilities. *Cultural Studies of Science of Education*, 10(4), 1103–1122. <https://doi.org/10.1007/s11422-015-9712-6> (18 sidor)
- Coverdale, A. & Nind, M. (2020). The power of gatekeepers - a response to Williams. *European Journal of Special Needs Education*, 35(1), 17-19. <https://doi.org/10.1080/08856257.2019.1687562> (3 sidor)
- Dennis, B. (2009). What does it mean when an ethnographer intervenes? *Ethnography and Education*, 4(2), 131-146. <https://doi.org/10.1080/17457820902972762> (16 sidor)

Specialpedagogiska institutionen

Stockholms universitet
Specialpedagogiska institutionen
106 91 Stockholm

Besöksadress:
Frescati Hagväg 10
www.specped.su.se

Telefon: 08-16 20 00 (vxl)
studentexpedition@specped.su.se

- García Iriarte, E., Nancy Salmon, Brian Donohoe, Nancy Leddin, Joan Body, Carol-Ann O'Toole, Kathleen McMeal, Helen O'Regan & Mary Barrett (2020). 'It should be for people themselves whether they want to take part or not. The organisation should not get involved' – a response to Williams. *European Journal of Special Needs Education*, 35(1), 15-17. <https://doi.org/10.1080/08856257.2019.1687560> (3 sidor)
- Hausstätter Sarromaa, R. (2004). An alternative framework for conceptualizing and analysing special education research. *European Journal of Special Needs Education*, 19(3), 367-374. <https://doi.org/10.1080/0885625042000262514> (8 sidor)
- Hjelte, J. & Ineland, J. (2020). Quality in professional encounters with students who have intellectual disabilities – experiences from special needs upper secondary schools in Sweden. *European Journal of Special Needs Education*, 35(5), 648-662. <https://doi.org/10.1080/08856257.2020.1743411> (15 sidor)
- Howe, K.R., Boelé, A.L. & Miramontes, O.B. (2018). *The ethics of special education*. (2nd ed.). Teachers College Press. (Valda delar ca 45 sidor)
- Jortveit, M., Tveit, A.D., Cameron, D. L. & Lindqvist, G. (2020). A comparative study of Norwegian and Swedish special educators' beliefs and practices. *European Journal of Special Needs Education*, 35(3), 350-365. <https://doi.org/10.1080/08856257.2019.1689716> (16 sidor)
- Palla, L. (2019). Characteristics of Nordic research on special education in preschool: a review with special focus on Swedish conditions. *International Journal of Inclusive Education*, 23(4), 436-453. <https://doi.org/10.1080/13603116.2018.1441337> (18 sidor)
- Pallisera, M. (2020). The control of access to participants as a form of protection and self-protection: a challenge for researchers - a response to Williams. *European Journal of Special Needs Education*, 35(1), 19-20. <https://doi.org/10.1080/08856257.2019.1687558> (2 sidor)
- Payet, J.-P. & Deshayé, F. (2019). 'And what language do you speak at home?' Ethnocentrism and cultural openness in teacher–parent interactions in disadvantaged and ethnically segregated schools, *Ethnography and Education*, 14(3), 344-359. <https://doi.org/10.1080/17457823.2019.1584537> (16 sidor)
- Reindal, S. M. (2008). A social relational model of disability: a theoretical framework for special needs education? *European Journal of Special Needs Education*. 23(2), 135–146. <https://doi.org/10.1080/08856250801947812> (12 sidor)
- Skidmore, D. (1996). Towards an integrated theoretical framework for research into special educational needs, *European Journal of Special Needs Education*, 11(1), 33-47. <https://doi.org/10.1080/0885625960110103> (15 sidor)

- Skrtic, T. (1986). The Crisis in Special Education Knowledge: A Perspective on Perspective. *Focus on Exceptional children*, 18(7), 1–16.
<https://doi.org/10.17161/foec.v18i7.6880> (16 sidor)
- Valentine, R., Butler, R. & Skelton, T. (2014). The ethical and methodological complexities of doing research with ‘vulnerable’ young people. In M. Nind, J. Rix, K. Sheehy, & K. Simmons (Eds.), *Ethics and Research in Inclusive Education: Values Into Practice* (p. 76-82). Routledge. <https://doi.org/10.4324/9781315018171> [Elektronisk resurs] (7 sidor)
- Vetenskapsrådet (2017). *God forskningssed*. Vetenskapsrådet. (Valda delar ca 30 sidor)
- Vincent, C., & Warren, S. (2014). ‘This won’t take long ...’ Interviewing, ethics and diversity. In M. Nind, J. Rix, K. Sheehy, & K. Simmons (Eds.), *Ethics and Research in Inclusive Education: Values Into Practice* (p. 102-118). Routledge. <https://doi.org/10.4324/9781315018171> [Elektronisk resurs] (17 sidor)
- Williams, P. (2020). ‘It all sounds very interesting, but we’re just too busy!’: exploring why ‘gatekeepers’ decline access to potential research participants with learning disabilities, *European Journal of Special Needs Education*, 35(1), 1-14.
<https://doi.org/10.1080/08856257.2019.1687563> (14 sidor)
- Williams, P. (2020). Gatekeepers and support for research involving people with learning disabilities. *European Journal of Special Needs Education*, 35(1), 23-24.
<https://doi.org/10.1080/08856257.2019.1687565> (2 sidor)
- Wolfendale, S. (2014). ‘Parents as partners’ in research and evaluation. Methodological and ethical issues and solutions. In M. Nind, J. Rix, K. Sheehy, & K. Simmons (Eds.), *Ethics and Research in Inclusive Education: Values Into Practice* (p. 119-130). Routledge. <https://doi.org/10.4324/9781315018171> [Elektronisk resurs] (12 sidor)
- Østby, M. (2020). Recruitment of research participants with intellectual disability in a Norwegian context – a response to Williams. *European Journal of Special Needs Education*, 35(1), 21-22. <https://doi.org/10.1080/08856257.2019.1687559> (2 sidor)

Totalt 537 sidor