

Litteraturlista

för kurs på forskarnivå

**Vetenskapsteori och forskningsmetodik ur ett
flervetenskapligt perspektiv**

7.5 Högskolepoäng

**Epistemology and Research Methodologies in Special
Education as a Multidisciplinary Field of Inquiry**

7.5 ECTS credits

Kurskod: UQ014FU
Gäller från: HT 2025
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Litteratur

Obligatorisk litteratur

Allodi, M. W. (2013). Simple-minded accountability measures create failing schools in disadvantaged contexts: A case study of a Swedish junior high school. *Policy Futures in Education*, 11(4), 331–363. <https://doi.org/10.2304/pfie.2013.11.4.331>

Chiodo, D. & Kolpin, H. (2018) Both promising and problematic: Reviewing the evidence for implementation science. I A. W. Leschied, D. H. Saklofske & G. L. Flett, (Red.), *Handbook of school-based mental health promotion: An evidence-informed framework for implementation*. (s. 11–32). Springer.

Lindström-Sandahl, H., Elwér, Å., Samuelsson, S., & Danielsson, H. (2023). Effects of a phonics intervention in a randomized controlled study in Swedish second-grade students at risk of reading difficulties. *Dyslexia*, 29(4), 290–311. <https://doi.org/10.1002/dys.1751>

Ogden, T., & Fixsen, D. L. (2014). Implementation science: A brief overview and a look ahead. *Zeitschrift für Psychologie*, 222(1), 4–11. <https://doi.org/10.1027/2151-2604/a000160>

Pring, R. (2010). **Philosophy of Educational Research **[Elektronisk resurs]. Bloomsbury Publishing. (170 sidor).

Tashakkori, A., & Teddlie, C. (Red.). (2010). **SAGE Handbook of Mixed Methods in Social & Behavioral Research **(2 uppl.) [Elektronisk resurs]. SAGE Publications. (Valda delar).

Westling Allodi, M., Granlund, M., Siljehag, E., & Bölte, S. (2025). Tidiga insatser och specialpedagogiska interventioner i olika skepnader: forskning, policy och praktik. I M. Westling Allodi & H. Selenius (Red.), *Specialpedagogisk forskning och tidiga insatser*. Stockholm University Press. (21 sidor).

Zachrisson, H. D., Dearing, E., Borgen, N. T., Sandsør, A. M. J., & Karoly, L. A. (2024). Universal early

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259–287. <https://doi.org/10.1080/19345747.2023.2187325>

Dessutom tillkommer ett urval från denna lista av artiklar

Baraldi, E., Allodi, M. W., Löwing, K., Wadström, N., Smedler, A.-C., Örtqvist, M., Westrup, B., & Ådén, U. (2025). Parent–child interaction after home-visiting intervention for children born extremely preterm—A randomised clinical trial. *Acta Paediatrica*, 114(1), 74–82. <https://doi.org/10.1111/apa.17399>

Bejnö, H., Roll-Pettersson, L., Klintwall, L., Långh, U., Odom, S. L., & Bölte, S. (2023). Adapting the preschool environment to the needs of children on the autism spectrum in Sweden: A quasi-experimental study. *Scandinavian Journal of Occupational Therapy*, 30(3), 278–297. <https://doi.org/10.1080/11038128.2021.1993330>

Cameron, D. L., Herlofsen, C., Jensen, C. R., Lindqvist, G., Molbæk, M., Ström, K., & Sundqvist, C. (2024). The special education profession in four Nordic countries in light of evolving policies on inclusion and special needs education. *European Journal of Special Needs Education*, 39(6), 849–865. <https://doi.org/10.1080/08856257.2024.2425500>

Ginner Hau, H., Selenius, H., & Björck Åkesson, E. (2022). A preschool for all children? – Swedish preschool teachers' perspective on inclusion. *International Journal of Inclusive Education*, 26(10), 973–991. <https://doi.org/10.1080/13603116.2020.1758805>

Gladh, M., Siljehag, E., Westling Allodi, M., & Odom, S. L. (2022). Supporting children's social play with peer-based intervention and instruction in four inclusive Swedish preschools. *Frontiers in Education*, 7. <https://doi.org/10.3389/feduc.2022.943601>

Grøver, V., Rydland, V., Gustafsson, J.-E., & Snow, C. E. (2020). Shared book reading in preschool supports bilingual children's second-language learning: A cluster-randomized trial. *Child Development*, 91(6), 2192–2210. <https://doi.org/10.1111/cdev.13348>

Hagen, Å. M., Knoph, R., Hjetland, H. N., Rogde, K., Lawrence, J. F., Lervåg, A., & Melby-Lervåg, M. (2022). Measuring listening comprehension and predicting language development in at-risk preschoolers. *Scandinavian Journal of Educational Research*, 66(5), 778–792. <https://doi.org/10.1080/00313831.2021.1939136>

Holmgren, A.-C., Backman, Y., Gardelli, V., & Gylleford, Å. (2023). On being twice exceptional in Sweden—An interview-based case study about the educational situation for a gifted student diagnosed with ADHD. *Education Sciences*, 13(11), Article 11. <https://doi.org/10.3390/educsci13111120>

Johnels, L., Wandin, H., Dada, S., & Wilder, J. (2024). The effect of Multi-Sensory Music Drama on the interactive engagement of students with severe/profound intellectual and multiple disabilities. *British Journal of Learning Disabilities*, 52(1), 150–165. <https://doi.org/10.1111/bld.12559>

- Lopez-Pedersen, A., Mononen, R., Aunio, P., Scherer, R., & Melby-Lervåg, M. (2023). Improving numeracy skills in first graders with low performance in early numeracy: A randomized controlled trial. *Remedial and Special Education, 44*(2), 126–136. <https://doi.org/10.1177/07419325221102537>
- Lundqvist, J., Allodi Westling, M., & Siljehag, E. (2016). Characteristics of Swedish preschools that provide education and care to children with special educational needs. *European Journal of Special Needs Education, 31*(1), 124–139. <https://doi.org/10.1080/08856257.2015.1108041>
- Lundqvist, J., Westling Allodi, M., & Siljehag, E. (2019). Values and needs of children with and without special educational needs in early school years: A study of young children's views on what matters to them. *Scandinavian Journal of Educational Research, 63*(6), 951–967. <https://doi.org/10.1080/00313831.2018.1466360>
- Riad, R., Westling Allodi, M., Siljehag, E., & Bölte, S. (2024) Dialogic reading in preschool: A pragmatic randomized trial enrolling additional language learners. *Scandinavian Journal of Educational Research, 1*–18. <https://doi.org/10.1080/00313831.2024.2348473>
- Selenius, H., & Fälth, L. (2023). Teachers' experiences of promoting young students' language development in inclusive settings. *Journal of Childhood, Education & Society, 4*(1), Article 1. <https://doi.org/10.37291/2717638X.202341216>
- Tajic, D., & Bunar, N. (2023). Do both 'get it right'? Inclusion of newly arrived migrant students in Swedish primary schools. *International Journal of Inclusive Education, 27*(3), 288–302. <https://doi.org/10.1080/13603116.2020.1841838>
- Wermke, W., Freier, R., & Nordholm, D. (2023). Framing curriculum making: Bureaucracy and couplings in school administration. *Journal of Curriculum Studies, 55*(5), 562–579. <https://doi.org/10.1080/00220272.2023.2251543>