

Course literature Research traditions and theoretical perspectives 2023

- Alvesson, M. & Sköldbberg, K. (2018). *Reflexive methodology: new vistas for qualitative research*. (Third edition). Los Angeles: Sage.(508 p.)
- Beaney, Michael, "Analysis", *The Stanford Encyclopedia of Philosophy* (Summer 2021 Edition), Edward N. Zalta (ed.). <https://plato.stanford.edu/archives/sum2021/entries/analysis/>.(8 p.)
- Beck, U. (2010) Unpacking cosmopolitanism for the social sciences: a research agenda. *The British Journal of Sociology*. Vol. 61, 381-403. (22 p.)
- Bernstein, R. (1992) The Resurgence of Pragmatism. *Social Research*, 59(4), 813-840.(28 p.)
- Brinkmann M., Friesen N. (2018) Phenomenology and Education. In: Smeyers P. (eds) *International Handbook of Philosophy of Education*. Springer International Handbooks of Education. Springer, Cham. P. 591-606 (15 p.).https://doi.org/10.1007/978-3-319-72761-5_46
- Braidotti, R. (2019). A theoretical framework for the critical posthumanities. *Theory, culture & society*,36(6), 31-61. (30 p.)
- Cole, D. R. (2012). Matter in motion: The educational materialism of Gilles Deleuze.*Educational Philosophy and Theory*, 44(sup1), 3-17 (14 p.)
- Cholewinski, M. (2009). An introduction to constructivism and authentic activity. *Journal of the school of contemporary international studies Nagoya University of Foreign Studies*, 5, 283-316.<https://core.ac.uk/download/pdf/235011948.pdf>
- Csanadi, A., Eagan, B., Kollar, I. et al.(2018). When coding-and-counting is not enough: using epistemic network analysis (ENA) to analyze verbal data in CSCL research.*Intern. J. Comput.-Support. Collab. Learn*13,419–438. <https://doi.org/10.1007/s11412-018-9292-z> (20 p.)
- Delanty, G. (2006). The cosmopolitan imagination: critical cosmopolitanism and social theory. *British Journal of Sociology* 57(1), 25-47 (12 p.)
- Dewey, J. (1916). *Democracy and Education*. New York: The Free Press. Selected Chapters. (about 40 p.)
- Dunn, K. & Mulvenon, S. (2009). A critical review of research on formative assessment: The limited scientific evidence of the impact of formative assessment in education. *Practical Assessment, Research & Evaluation*, 14(7), 1-11. (10 p.)
- Garrison, J. and Neiman, A. (2002). Pragmatism and Education. In *The Blackwell Companion to the Philosophy of Education*. Oxford: Blackwell, pp. 19-37. (18 p.)
- Guyer, P. (2014). *Kant*, Second Edition, London, Routledge, (Chapter 2 –Kant’s Copernican revolution), pp. 51-141. (90 p.)
- Halldén, O., Scheja, M. & Haglund, L. (2013). The Contextuality of Knowledge. An intentional approach to meaning making and conceptual change. In S. Vosniadou (Ed.), *International Handbook of Research on Conceptual Change* (pp. 71-95). London: Routledge (25p.)
- Hammersley, M. (2005). Ethnography and discourse analysis: incompatible or complementary? *Polifonia*(10) pp. 1–20. (19 p.)

- Hester, S., & Francis, D. (2000). Ethnomethodology and local educational order. *Pragmatics and beyond new series*, 1-20. (19 p.)
- Insulander I., Kempe, A-L., Lindstrand, F., Selander, S. & West, T. (2021). Designs for learning—Designs in learning. I: G. Kress, S. Selander, R. Säljö & C. Wulf (red.). *Learning as social practice. Beyond education as an individual enterprise*. Routledge, Ebook p. 30–69 (39 p.)
- Jewitt, C. (2008). Multimodality and Literacy in School Classrooms. *Review of Research in Education*, 32(1), 241–267. <https://doi.org/10.3102/0091732X07310586> (26 p.)
- Kanselaar, G. (2002). *Constructivism and socio-constructivism. Constructivism and socio-constructivism*, 1-7. PDF on-line (6 p.)
- Kant, I. (1996). An Answer to the Question: “What is Enlightenment?”, in *Immanuel Kant, Practical Philosophy*, edited by Mary J. Gregor, Cambridge: Cambridge University Press, pp. 11-22. (11 p.)
- Karlsson, G. (1993). *Psychological qualitative research from a phenomenological perspective*. Chapter 2-5(69 p.in Athena)
- Kingston, N., & Nash, B. (2011). Formative assessment: A meta-analysis and a call for research. *Educational measurement: Issues and practice*, 30(4), 28-37. (9 p.)
- Latour, B. (1996). Cogito ergo sumus! Or psychology swept inside out by the fresh air of the upper deck. Review symposium: Cognition in the wild. *Mind, Culture, & Activity*, 3, 54. 63.
- Lee, Y. A. (2007). Third turn position in teacher talk: Contingency and the work of teaching. *Journal of pragmatics*, 39(1), 180-206. (26 p.)
- Leiviskä-Deland, A.-C., Karlsson, G. & Fatouros-Bergman, H. (2011). A phenomenological analysis of the psychotic experience. *Human Studies*, 34:23-42. (19 p.)
- Lenz Taguchi H. (2012). A diffractive and Deleuzian approach to analysing interview data. *Feminist theory*,13(3), 265-281 (16 p.)
- Lenz Taguchi, H. (2016). “The Concept as Method” Tracing-and-mapping the Problem of the Neuro (n) in the Field of Education. *Cultural Studies? Critical Methodologies*, 16(2), 213-223.(10 p.)
- Loh, J. (2013). Inquiry into issues of trustworthiness and quality in narrative studies: A perspective. *The qualitative report*, 18(33), 1. (15 p.)
- Matta, C. (2015). Interpretivism and Causal Explanations: A Case from Educational Research. *Philosophy of the social sciences*, 45(6), 543-567. (24 p.)
- Matta, C. (2021). Neuroscience and educational practice—A critical assessment from the perspective of philosophy of science. *Educational Philosophy and Theory*,53(2), 197-211(14 p.)
- Mondada, L. (2019). Contemporary issues in conversation analysis: Embodiment and materiality, multimodality and multisensoriality in social interaction. *Journal of Pragmatics*, 145, 47-62. (15 p.)
- Nicholson, C. (2013). Education and the Pragmatic Temperament. In *Cambridge Companion to Pragmatism*. Cambridge: Cambridge University Press, pp. 249-271. (22 p.)

- Noddings, N. (2015). *Philosophy of education*. (Fourth edition.) Boulder, CO: Westview Press. Chapter 3-4.
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International journal of qualitative methods*, 16(1). P. 1-13. (12 p.)
- Nussbaum, M. (2008). *Toward a Globally Sensitive Patriotism*. *Daedalus*, 137(3), 78-93 (15 p.)
- Potter, G. (2017). *The philosophy of social science: new perspectives*. (2. ed.). Routledge.(Chapter, 1 - 3) (68 p.)
- Rodrigues, M. V., & Emmeche, C. (2019). Abduction and styles of scientific thinking. *Syntheses*, 1-29 .(28. p.)
- Ryan, G. S. (2022). Postpositivist critical realism: philosophy, methodology and method for nursing research. *Nurse researcher*, 30(3). (16 p.)
- Rönström, N. (2019) Educational Cosmopolitanism: Complex Capabilities, Institutional Requirements and a Research Stance. *Knowledge Cultures*, 7(3), 87-109. (22 p.)
- Saqr, M., Fors, U., Tedre, M. & Nouri, J. (2018). How social network analysis can be used to monitor online collaborative learning and guide an informed intervention. *PLoS ONE* 13(3): e0194777. <https://doi.org/10.1371/journal.pone.0194777>
- Sady, Wojciech, "Ludwik Fleck", *The Stanford Encyclopedia of Philosophy* (Winter 2019 Edition), Edward N. Zalta (ed.). [https://plato.stanford.edu/archives/win2019/entries/fleck/\(10p.\)](https://plato.stanford.edu/archives/win2019/entries/fleck/(10p.))
- Scheja, M. (2006). Delayed understanding and staying in phase: Students' perceptions of their study situation. *Higher Education*, 52, 421-445 (24 p.)
- Schrag, F. (2013). Can this marriage be saved? The future of 'neuro-education'. *Journal of Philosophy of Education*, 47(1), 20-30. (10 p.)
- Scruton, R. (1995). *A short history of modern philosophy: from Descartes to Wittgenstein*. (2. rev. and enl. ed.) London: Routledge. Chapter 34, 7 & 9 (58 p.)
- Sidnell, J. (2012). Basic conversation analytic methods. *The handbook of conversation analysis*, 77-99. (22 p.)
- Stoller, S. (2009). Phenomenology and the poststructural critique of experience. *International Journal of Philosophical Studies*, 17(5), 707-737. (30 p.)
- St. Pierre, E. A. (2000). Poststructural feminism in education: An overview. *International journal of qualitative studies in education*, 13(5), 477-515.(38 p.)
- Säljö, R. (2021). The conceptualization of learning in learning research. Form introspectionism and conditioned reflexes to meaning-making and performativity in situated practices in Kress, G, Selander, S., Säljö, R. & Wulf, C. (2021). *Learning As Social Practice: Beyond Education As an Individual Enterprise* . Routledge. Ebook page 146-168 (22 p.)
- Thomas, G. (2010). Doing case study: Abduction not induction, phronesis not theory. *Qualitative Inquiry*, 16(7), 575-582. doi:10.1177/1077800410372601 (7 p.)

Van Leeuwen, T. (2014). Critical discourse analysis and multimodality. *Contemporary critical discourse studies*, 281-295 (14 p.)

Viberg, O., Hatakka, M., Bälter, O., & Mavroudi, A. (2018). The current landscape of learning analytics in higher education. *Computers in Human Behavior*, 89, 98-110.

Vosniadou, S., Pagondiotis, C. & Deliyianni, M. (2005) From the Pragmatics of Classification Systems to the Metaphysics of Concepts. *Journal of the Learning Sciences*, 14:1, 115-125, DOI: 10.1207/s15327809jls1401_6 (10 p.)

Youdell, D., Lindley, M., Shapiro, K., Sun, Y., & Leng, Y. (2020). From science wars to transdisciplinarity: the inescapability of the neuroscience, biology, and sociology of learning. *British Journal of Sociology of Education*, 41(6), 881-899.(18 p.)