

Litteraturlista

för kurs på avancerad nivå

Vetenskapsteori och etik inom specialpedagogik

Theory of Science and Ethics in Special Education

Kurskod: UQA003
Gäller från: HT 2024
Fastställt: 2024-04-23

Litteratur

Vetenskapsteori och specialpedagogik

Bacchi, C., & S. Goodwin. 2016. *Poststructural policy analysis: A guide to practice*. Palgrave Pivot. (kapitel 1 och 2). DOI: 10.1057/978-1-137-52546-8 (23 sidor)

Brinkjaer, U. & Høyen, M. (2020). *Vetenskapsteori för lärarstudenter*. Studentlitteratur (224 sidor).

Couch, D. (2022). Critical realism and education policy analysis in conflicts and crises: Towards conceptual methodologies. *Compare: A Journal of Comparative and International Education*, 52(6), 998–1014. DOI: 10.1080/03057925.2020.1848519 (16 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. DOI: 10.1080/0885625042000262514 (7 sidor)

Isaksson, J. & Lindqvist, R. (2015). What is the meaning of special education? Problem representations in Swedish policy documents: Late 1970s–2014. *European Journal of Special Needs Education*, 30(1), 122–137. DOI: 10.1080/08856257.2014.964920 (15 sidor)

Jørgensen, M. & Phillips, L. J. (2011). *Discourse analysis as theory and method*. SAGE. (kapitel 1 och 3). DOI: 10.4135/9781849208871 (61 sidor)

Mooney Simmie, G. & Edling, S. (2019). Teachers' democratic assignment: a critical discourse analysis of teacher education policies in Ireland and Sweden. *Discourse: Studies in the Cultural Politics of Education*, 40(6), 832–846. DOI: 10.1080/01596306.2018.1449733 (14 sidor)

Tawell, A., & G. McCluskey. (2022). Utilising Bacchi's What's the Problem Represented to be? (WPR) approach to analyse national school exclusion policy in England and Scotland: A worked example. *International Journal of Research & Method in Education*, 45(2), 137–149. DOI: 10.1080/1743727X.2021.1976750 (12 sidor)

Forskningsetik i specialpedagogisk forskning

Coverdale, A. & Nind, M. (2020). The power of gatekeepers - a response to Williams. *European Journal of Special Needs Education*, 35(1), 17–19. DOI: 10.1080/08856257.2019.1687562 (3 sidor)

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. DOI: 10.1080/08856257.2019.1687560 (3 sidor)

Görman, U. (2023). *Vägledning om etikprövning av forskning på människor*. (Version 1.0). Etikprövningsmyndigheten. (Valda delar, ca 100 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. DOI: 10.1080/08856257.2019.1687558 (2 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. DOI: 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. DOI: 10.1080/08856257.2019.1687565 (2 sidor)

Vetenskapsrådet (2017). *God forskningssed*. Vetenskapsrådet. (80 sidor)

204 sidor, casetexter ca. 10 sidor samt valbara artiklar ca. 30 sidor tillkommer.