

## Litteraturlista

### PEA437 Kritiska Studier av Kunskap om Didaktiska Fenomen (7,5 hp)

#### Critical studies of knowledge of didactic phenomena

#### Höstterminen 2020

#### Kursledare: Ali Reza Majlesi

#### Obligatorisk litteratur

- Banks, G. et al. (2016). Editorial: Evidence on questionable research practices: The good, the bad, the ugly. *Journal of Business Psychology*, 31, 323–338. (15 s.)
- Bearman, M. (2019). Key concepts in qualitative research design. I: D. Nestel, J. Hui, K. Kunkle, M. W. Scerbo, A. W. Callhoun (Red.), *Healthcare simulation research*, (ss. 73–83). Cham: Springer. (10 s.)
- Bermúdez, M., Muruthi, B. A. & Jordan, L. S. (2016). Decolonizing research methods for family science: Creating space at the center. *Journal of Family Theory and Review*, 8, 192–206. (14 s.)
- Burbules N. C., Bridges, D. Griffiths, M. & Smeyers P. (2015). Varieties of interpretation in educational research: How we frame the project. I: P. Smeyers, et al., (Red.). *International handbook of interpretation in educational research*, (ss. 3–16). Dordrecht, Heidelberg, New York and London: Springer. (13 s.)
- Burkve, O. (2019). *Designing Social Science Research*. Cham: Palgrave Macmillan. (Chapter 2: Scientific knowledge and practice, ss.11–27, [https://doi.org/10.1007/978-3-030-03979-0\\_2](https://doi.org/10.1007/978-3-030-03979-0_2)), (Chapter 11: Design process, ss. 193–204, [https://doi.org/10.1007/978-3-030-03979-0\\_11](https://doi.org/10.1007/978-3-030-03979-0_11)) (27 s.)
- Cunliffe, A. L. (2008). Orientations to social constructionism: Relationally responsive social constructionisms and its implications for knowledge and learning. *Management Learning*, 39(2), 123–139. (17 s.)
- Creswell, J. W. (2015). Revisiting mixed methods and advancing scientific practices. I: S. N. Hesse-Biber & R. B. Johnson, R. B. (Red.), *The Oxford handbook of multimethod and mixed methods research inquiry*, (ss. 57–71). Oxford: Oxford University Press. (14 s.)
- Davis, M. (2013). Critical thinking and the disciplines reconsidered. *Higher Education Research and Development*, 32(4), 529–544. (15 s.)
- Dyke, M. (2015). Reconceptualising learning as a form of relational reflexivity. *British Journal of Sociology of Education*, 36(4), 542–557. (15 s.)
- Greenhalgh-Spencer, H. (2015). Critical interdisciplinarity and noticing absences. I: P. Smeyers, et al., (eds). *International handbook of interpretation in educational research*, (ss. 1457–1480). Dordrecht, Heidelberg, New York and London: Springer. (23 s.)
- Kerdeman, D. (2015). Interpretation, social science, and education research. I: P. Smeyers, et al., (Red.). *International handbook of interpretation in educational research*, (ss. 17–38). Dordrecht, Heidelberg, New York and London: Springer. (21 s.)

- LeCompte, M. D. (2015). Ethical problems of interpretation in educational research. In: P. Smeyers, et al., (eds). *International handbook of interpretation in educational research*, (ss. 39–66). Dordrecht, Heidelberg, New York and London: Springer. (27 s.)
- Langfeldt, L. et al. (2020). Co-existing notions of research quality: Framework to study context-specific understandings of good research. *Minerva*, 58, 115–127, <https://doi.org/10.1007/s11024-019-09385-2>. (12 s.)
- Marinopoulou, A. (2019). Critical theory: epistemological content and method. In: P. Liamputtong (Red.), *Handbook of research methods in health social sciences* ([https://doi.org/10.1007/978-981-10-5251-4\\_58](https://doi.org/10.1007/978-981-10-5251-4_58)), ss. 133–149. (16 s.)
- Moore, R. (2007). Going critical: the problem of problematizing knowledge in education studies. *Critical Studies in Education*, 48(1), 25–41. (16 s.)
- Moore, T. J. (2011). Critical thinking and disciplinary thinking: a continuing debate. *Higher Education Research and Development*, 30(3), 261–274. (13 s.)
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- Palaganas, E. C. et al. (2017). Reflexivity in Qualitative Research: A Journey of Learning. *The Qualitative Report*, 22(2), 426–438. Retrieved from <https://nsuworks.nova.edu/tqr/vol22/iss2/5> (12 s.)
- Papstephanou, M. & Angeli, C. (2007). Critical thinking beyond skill. *Educational Philosophy and Theory*, 39(6), 604–621. (17 s.)
- Roulston, K. & Shelton, S. A. (2015). Reconceptualizing bias in teaching qualitative research methods. *Qualitative Inquiry*, 21(4), 332–342. (10 s.)
- Sfard, A. (1998). On two metaphors for learning and the dangers of choosing just one. *Education Researcher*, 27(4), 4–13. (9 s.)
- Smeyers, P. (2015). Making sense of layers of interpretation in quantitative educational research. In: P. Smeyers, et al., (eds). *International handbook of interpretation in educational research*, (ss. 1381–1408). Dordrecht, Heidelberg, New York and London: Springer. (27 s.)
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- Stoudt, B. G. (2007). The co-construction of knowledge in “safe spaces”: Reflecting on politics and power in participatory action research. *Children, Youth and Environments*, 17(2), 280–297. (17 s.)
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