

PENSUMLISTE

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Institutt for pedagogikk og livslang læring (IPL)

**Årsstudium
Bachelorstudium
Masterstudium**

(BARN, PED, RAD, VL, VLR)

NORGES TEKNISK-NATURVITENSKAPELIGE UNIVERSITET
Fakultet for samfunnsvitenskap og teknologiledelse

BARN2001 CHILDRENS RIGHTS IN A GLOBAL PERSPECTIVE

Reading:

- Ahsan, M. 2009. The potential and challenges of rights-based research with children and young people: experiences from Bangladesh, *Children's Geographies*, 7:4, 391-403. 12 pages
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- Liebel, M. (2012) Hidden Aspects of Children's Rights History. In Children's Rights from Below, edited by M. Liebel, Palgrave Macmillan UK, pp. 29-42, 13 pages
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- Panter-Brick, C. 2002. Street Children, Human Rights, and Public Health: A Critique and Future Directions. *Annu. Rev. Anthropology*. 31:147-71. 28 pages
- Platt, A. (1969). The rise of the child-saving movement: A study in social policy and correctional reform. *The ANNALS of the American Academy of Political and Social Science*, 381(1), 21-38, 17 pages
- The UN Convention on the Rights of the Child. <http://www.unicef.org/crc/>, 15 pages
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- Twum-Danso, A. (2009). Reciprocity, respect and responsibility: the 3Rs underlying parent-child relationships in Ghana and the implications for children's rights. *The international journal of children's rights*, 17(3), 415-432, 17 pages.
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- Norman, Amy. (2014) Children's rights in the time of AIDS in KwaZulu-Natal, South Africa. In: Twum-Danso Imoh, A. & Ansell, N. (eds.), *Children's Lives in an Era of Children's Rights. The Progress of the Convention on the Rights of the Child in Africa*. Pp, 34-52. 18 pages
- Phiri, D. T., & Abebe, T. (2016). Suffering and thriving: Children's perspectives and interpretations of poverty and well-being in rural Zambia. *Childhood*, 23(3), 378-393. 16 pages
- Serpell, R. & Adamson-Holley, D. (2017) African Socialization Values and Nonformal Educational Practices: Child Development, Parental Beliefs, and Educational Innovation in rural Zambia. In: Abebe, T. and Waters, J. (eds.) *Laboring and Learning*. Singapore: Springer, pp. 19-43. 24 pages
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Connolly, Paul. 1998. Racism, Gender Identities and Young Children. Chapter 2, Racism, culture and identity: towards a theory of practice, pp. 10-27, and ch.7. Invisible masculinities? South Asian boys at East Avenue, pp. 116-138. London: Routledge. (39 p.)

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- James, Allison and James, Adrian L. 2004. *Constructing Childhood. Theory, Policy and Social practice*. Chapter 6. Health, pp 140-166. (26 p.)
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- Mayall, Berry. 2002. Relations with parents. Chapter 4. In: Mayall, B. *Towards a Sociology for Childhood*. Buckingham: Open University Press, pp. 42-62. (20 p.)
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- Montgomery, Heather. 2003. *Childhood in time and place*. Chapter 2. In: M. Woodhead, H. Montgomery, eds. *Understanding Childhood. An Interdisciplinary Approach*. (1st edition). UK: John Wiley & Sons/The Open University, pp. 45-83. (38 p.)
- Mouritsen, Flemming. 2002. *Child culture – play culture*. In: F. Mouritsen, J. Qvortrup, eds. *Childhood and Children's Culture*. Odense: University Press of Southern Denmark, pp.14-42. (28 p.)
- Nilsen, Randi Dyblie. 2008. *Children in nature: Cultural ideas and social practices in Norway*. In: A. James, A.L. James, eds. *European Childhoods. Cultures, Politics and Childhoods in Europe*. London: Palgrave, pp. 38-60. (22 p.)
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- Prout, Alan and James, Allison. 2015. *A new paradigm for the sociology of childhood? Provenance, promise and problems*. In: A. James, A. Prout, eds. *Constructing and Reconstructing Childhood: Contemporary Issues in the Sociological Study of Childhood*. London: Falmer Press (second edition 1997, first edition 1990), pp.6-28. (22 p.)
- Punch, S., Bell, S., Costello, L. and Panelli, R. 2007. *Power and place for rural young people*. Chapter 16. In: R. Panelli, S. Punch, E. Robson, eds. *Global Perspectives on Rural Childhood and Youth. Young Rural Lives*. New York/Oxon: Routledge, pp. 205-218. (13p.)
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- Woodhead, Martin. 2013. Childhood: a developmental approach. Chapter 3. In: M.J. Kehily (ed.). *Understanding childhood: a cross-disciplinary approach* (2nd edition). UK: Policy Press/The Open University, pp. 99-159. (60 p.)

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- Beazley, H. & Ennew, J. (2006) Participatory methods and approaches: tackling the two tyrannies. In: Desai, V. & Potter, R. (eds.) *Doing development research*. London: SAGE, pp. 189-199, 10 pages
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- Jensen, A.-M. & Qvotrup, J. (2004) Summary – A childhood Mosaic: What did we learn? In: Jensen, A.-M. et al. (eds.) *Children's welfare in ageing Europe*. Tartu: Tartu University Press, pp. 813-832, 19 pages
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- Nilsen, R. D. (2005) Searching for analytical concepts in the research process: Learning from children. *The International Journal of Social Research Methodology* 8(2), 117-135, 18 pages
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- Saldaña, J. (2013) An introduction to codes and coding. In: *The coding manual for qualitative researchers*. London: SAGE, pp. 1-40, 40 pages
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- Solberg, A. (1996) The challenge in child research: From 'being' to 'doing'. In: Brannen, J. & O'Brien, M. (eds.) *Children in Families: Research and Policy*. London: Falmer Press, pp. 53-64, 11 pages
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- Tingstad, V. (2007) New technologies, new methods? Representing children in online and SMS ethnography. In: *Nordicom Yearbook 2007: Children, Media and Consumption. On the Front Edge*, pp. 127-143, 16 pages
- Thomson, F. (2007) Are methodologies for children keeping them in their place? *Children's Geographies* 5(3), 207-218, 11 pages
- Woodhead, M. and D, Faulkner (2000) Subjects, objects or participants? Dilemmas of psychological research with children. In: Christensen, P. and A. James (eds.) *Research with Children. Perspectives and Practices*. London: Falmer Press, pp. 10-39, 29 pages

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- Meintjes, H. & Giese, S. 2006. Spinning the epidemic. The making of mythologies of orphanhood in the context of AIDS. In: *Childhood* 13(3), pp. 407-430, 23 pages
- Nieuwenhuys, O. 2006. Refractions of children's rights in development practice, a view from anthropology. In: *Childhood* 13(3), pp. 291-302, 11 pages
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- Pribilsky, J. 2001. Nervios and 'modern childhood': migration and shifting contexts of child life in the Ecuadorian Andes. In: *Childhood* 8, pp. 251-273, 22 pages
- Punch, S. 2003. Childhoods in the Majority World: Miniature adults or tribal children? In: *Sociology* 37(2), pp. 277-295, 18 pages
- Read, K. 2001. When is a kid a kid? Negotiating children's rights in El Salvador's civil war. In: *History of Religions* 41(4), pp. 391-409, 18 pages

- Robson, E. 2003. Children at work in rural northern Nigeria: patterns of age, space and gender. In: *Journal of Rural Studies* 20, pp. 193-210, 17 pages
- Schildkrout, E. 2002. Age and gender in Hausa society: socio-economic roles of children in urban Kano. In: *Childhood* 9(3), pp. 344-368, 24 pages
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- Swanson, K. 2007. 'Bad mothers' and 'Delinquent Children': Unravelling anti-begging rhetoric in the Ecuadorian Andes. In: *Gender, Place and Culture* 14(6), pp. 703-720, 17 pages
- Truong Huyen, Chi. 2010. Understanding vulnerability and resilience in the context of poverty and ethnicity in Vietnam. In: *Children and Society*, pp. 315-325, 10 pages
- White, S. 2002. From the politics of poverty to the politics of identity? Child rights and working children in Bangladesh. In: *Journal of International Development* (14), pp. 725-735, 10 pages

Total ca 570 pages

PED1001 PEDAGOGISK FILOSOFI OG IDÈHISTORIE

Følgende artikler i Steinsholt, K. & Løvlie, L. (red.). (2008). *Pedagogikkens mange ansikter*. Oslo: Universitetsforlaget: (A)

- Gustavsson: Aristoteles (side 36-50)
- Steinsholt: Locke (side 98-113)
- Huggler: Hegel (side 232)
- Gustavsson: Gadamer (side 497-510)
- Mahrtdt: Arendt (side 540-554)
- Hultquist: Foucault (side 618-633)

Følgende artikler i Straume, I. (red.). (2013). *Danningens Filosofihistorie*. Oslo: Gyldendal Akademisk: (B)

- Fossheim: Platon og Aristoteles om dannelse (67-81)
- Fauskevåg: Kant (side 147-159)
- Løvlie: Dewey (side 252-263)
- Sørensen: Habermas (side 321-334)
- Sundsdal, E. (2013): Rorty (s. 335-346)

Steinsholt, K. (2015). *Lev farlig! Innføring i Friedrich Nietzsches utidsmessige pedagogikk*. Bergen: Fagbokforlaget. (C)

Steinsholt, K. (2008). Drømmen om Emile og Sofie. Trondheim: Tapir Akademisk forlag. (D)

Følgende kapittel i Steinsholt, K. & Ness, A. (2016). Motstrøms. Bergen: Fagbokforlaget. (E)

- Kap 2 «Det improviserende menneske»
- Kap 4 «Det lekende menneske»
- Kap 5 «Det vennskapelige menneske»
- Kap 7 «Det disiplinerte menneske»

Følgende tekster i kompendium: (F)

Dewey, J. (2000/1897): Mitt pedagogiske credo. I: Vaage, S. (red.): Utdanning til demokrati. Barnet, skolen og den nye pedagogikk. John Dewey i utvalg. Oslo. Abstrakt forlag (s. 55 – 66)

Dewey, J. (2000/1903): Demokrati i utdanning. I: Vaage, S. (red.): Utdanning til demokrati. Barnet, skolen og den nye pedagogikk. John Dewey i utvalg. Oslo. Abstrakt forlag (s. 85 – 96)

Øksnes, M & Sundsdal, E. (2014): Disiplinert demokrati. I: Haugen, C. R. & Hestbek, T. A. (red.): Pedagogikk, politikk og etikk. Oslo. Universitetsforlaget. (s. 250 – 260).

Sørbø, J. I. (2004): Hans Skjervheim og pedagogikkens tredje. I: Thuen, H. & Vaage, S. (red.): Pedagogiske profiler. Oslo. Abstrakt forlag. (s. 303 – 320)

Skjervheim, Hans: Det instrumentalistiske mistaket

Tillegpensum:

Kant, I., Hansen, B., Løvlie, L., Østerud, S. (2016). Om pedagogikk. Oslo: Aschehoug i samarbeid med Thorleif Dahls kulturbibliotek

PED1002 PEDAGOGISK PSYKOLOGI OG UTVIKLINGSPSYKOLOGI

Bøker

Befring, E. (2012): Skolen for barnas beste: Kvalitetsvilkår for oppvekst, læring, utvikling. Kap. 1-3 (97 sider).

Karlsdottir, R. & Lysø, I. H. (red.) (2013). Læring, utvikling, læringsmiljø. Trondheim: Akademika forlag. (Hele boka unntatt kap. 12) (350 sider).

Skaalvik, E. M. & Skaalvik, S. (2015). Motivasjon for læring. Teori + praksis. Oslo: Universitetsforlaget. (129 s.)

Kompendium

*Bråten, I. (2002). Selvregulert læring i et sosialt kognitivt perspektiv. I: I. Bråten, Læring i sosialt, kognitivt og sosial-kognitivt perspektiv. Oslo: Cappelen Akademisk.

- *Coleman, J. & Hendry, L. B. (2006). The nature of adolescence. London: Routledge. Kap 1, 2, og 3. (58 sider)
- * Federici, R. A. & Skaalvik, E. M. (2013). Lærer-elev-relasjonen – betydning for elevenes motivasjon og læring. Bedre skole, 1, 58-63.
- *Hargie, O. (red.) (1995). Kommunikasjon mellom mennesker – et spørsmål om ferdighet. I F. Ask og O. Sletta (red.), Kommunikasjon som sosial og tverrkulturell kompetanse. Trondheim: Tapir (27 sider)
- *Hvistendal, R. (red.) (2009). Flerspråklighet i skolen. Oslo: Universitetsforlaget. Kap. 2 (30 sider)
- *Manger, T. (2009). Motivasjon og læring. I T. Manger, S. Lillejord og T. Nordahl (red). Livet i skolen 1. Grunnbok i pedagogikk og elevkunnskap (s. 279-307). Oslo: Fagbokforlaget. (28 sider).
- *Smith, L. (2010). Tidlig utvikling, risiko og psykopatologi. I V. Moe, K. Slinning og M. B. Hansen (red.), Håndbok i sped- og småbarns psykiske helse (s. 29-52). Oslo: Gyldendal Akademisk. (23 s.)
- * Skaalvik, E. M. (2007). Selvpoppfattelse og motivasjon. Kvan. Tidsskrift for læreruddannelse og skole, 27, 44-55. (11 sider)
- * Skaalvik, E. M. & Skaalvik, S. (2013). Skolen som læringsarena. Kapittel 4, Læringsmiljø s. 186-231. Oslo: Universitetsforlaget.
- * Skaalvik, E. M. & Skaalvik, S. (2009). Elevenes opplevelse av skolen: sentrale sammenhenger og utvikling med alder. Spesialpedagogikk, 74(8), 36-47.
- *Säljö, R (2002). Læring, kunnskap og sosiokulturell utvikling: Mennesket og dets redskaper. I: I. Bråten (red.), Læring i sosialt, kognitivt og sosialt-kognitivt perspektiv. Oslo: Cappelen Akademisk.

PED1005 INNFORING I VITENSKAPSTEORI OG FORSKNINGSMETODE

- Grenness, T. (2001). (2.utg.) Innføring i vitenskapsteori og metode. Oslo: Universitetsforlaget. Kap: 4-8.
- Johannessen, A., Tufte, P.A. og Christoffersen, L. (2010). (5.utg) Introduksjon til samfunnsvitenskapelig metode. Oslo: Abstrakt forlag AS. Kap 1-5, 7-14, 17-27.
- Skovholt, K. og Veum, A. (2014). Tekstanalyse. Ei innføring. Oslo: Cappelen Damm AS.

PED1014 MEDIEPEDAGOGIKK OG MEDIEKOMPETANSE

- Buckingham, David (2003). Media Education. Literacy, Learning and Contemporary Culture. Cambridge: Polity Press. Kap 1-5, 9.

Erstad, Ola (2010) (2.utg). Digital kompetanse i skolen: En innføring. Oslo: Universitetsforlaget. Kap. 3-5,7.

Vettenranta, Soilikki (2017). Krig og katastrofer i media. De unges møte med brutale nyheter. Bergen: Fagbokforlaget. Kap. 1-3, 5-7.

Vettenranta Soilikki & Frantzen, Vegard (red.)(2012). Mediepedagogikk: refleksjoner om teori og praksis. Trondheim: Tapir Akademisk Forlag. Kap. 1-3, 6-9.

Kompendium:

Erstad, Ola og Amdam, Synne (2013). From protection to public participation. A review of research literature on media literacy. *Javnost-The Public*, 20 (2), .s. 83-98.

Beck, Eevi, E. og Øgrim, Leikny (2009). Bruke, forstå og forandre. Hva trenger elever å lære om IKT? I Svein Østerud (red.): *Enter: Veien mot en IKT-didaktikk*. Oslo: Gyldendal Akademisk. (s. 174-190.)

Frantzen, Vegard & Schofield, Daniel (2013). Artefakter i nye læringsmiljø. I Ragnheidur Karlsdottir & Ingunn Hybertsen Lysø (red.): *Læring – utvikling – læringsmiljø*. Trondheim: Akademiika.

Gudmundsdóttir, Greta B. og Ottestad, Geir (2016). Veien mot profesjonsfaglig kompetanse for lærerstudenten. I Rune Johan Krumsvik (red.): *Digital læring i skole og lærerutdanning* (2.utg). Oslo: Universitetsforlaget. (s.70-82.)

Kupiainen, Reijo (2013). Dissolving the School Space: young people's media production in and outside the school. *Policy Futures in Education*,1:37-46.

Svoen, Brit (2008). Den nye mediekompetansen: De unge og deltakerkulturen. I Pär Nygren & Harald Thuen (red.): *Barn og unges kompetanseutvikling*. Oslo: Universitetsforlaget. (s. 97-110.) (13 s.)

Tingstad, Vebjørn (2006). Tradisjoner i medieforskningen. I Vebjørn Tingstad: *Barndom under lupen. Å vokse opp i en foranderlig mediekultur*. Oslo: Cappelen (s. 31-48.)

Østerud, Svein (2009). En didaktikk for demokratisk dannelse. I Svein Østerud (red.): *Enter: Veien mot en IKT-didaktikk*. Oslo: Gyldendal Akademisk. (s.191-213.)

Anbefalt tilleggslitteratur:

Vettenranta, Soilikki (2017). Krig og katastrofer i media. De unges møte med brutale nyheter. Bergen: Fagbokforlaget. Kap.4.

Vettenranta, Soilikki (2004). Mediepedagogikk: Fra instrumenthåndtering til kritisk borgerskap. *Norsk medietidsskrift*, 4:216-232.
http://www.idunn.no/ts/nmt/2004/04/mediepedagogikk_fra_instrumenthandtering_til_kritisk_borgerskap?highlight=#highlight

PED1015 DELTAKELSE OG MESTRING I ULIKE GRUPPER OG LÆRINGSMILJØ

*Befring, E. (2012). Forebygging blant barn og unge i et psykososialt perspektiv. I Befring, E og Tangen, R. (red.) *Spesialpedagogikk*, (s. 129-147). Oslo: Cappelen /Damm.

- Fowelin, P. (2013). Mindfulness i klassrummet. Steg för steg. Danmark: Scandinavian Book. (178 sider)
- Johnson, D. W., & Johnson, F. P. (2013). Joining together. Group theory and group skills. Kapittel 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13. Usa: Pearson.
- **Klomsten, A. T. (2012). Kjønnsdelt idrett og kjønnsblandet kroppsøving – hvorfor? Idrottsforum.org
- **Klomsten, A. T. (2013). Hvordan organiseres kroppsøvingen i norske skoler: Kjønnsblandet eller kjønnsdelt? Tidsskriftet FOU i praksis, 3, 59-82.
- **Klomsten, A. T. (2016). Begrunnelser for å praktisere kjønnsdelt kroppsøving i norsk skole. Tidsskriftet FOU i praksis (i trykk).
- *Larsen, M. H., & Christiansen, B. (2015). Hvordan bidrar lærere til å fremme elevenes psykiske helse? Tidsskriftet FoU i praksis, 9, 1, 133-150.
- *Manger, T. (2009). Læring og forventning om mstring. I T. Manger (red). Livet i skolen 1. Grunnbok i pedagogikk og elevkunnskap. Kap.9. Oslo: Fagbokforlaget.
- *Nordahl, T. & Overland, T. (2015). Grunnleggende perspektiver og tilnærminger. I T. Nordahl., & T. Overland (red.) Tilpasset opplæring og individuelle opplæringsplaner, (s. 13-33). Oslo: Gyldendal akademiske.
- *Ommundsen, Y. (2006). Psykologisk læringsklima i kroppsøving og idrett. I H. H. Sigmundsson & J. E. Ingebrigtsen (red.) Idrettspedagogikk (s. 47-65). Oslo: Universitetsforlaget.
- **Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. American Psychologist, 55, ss. 68-78.

*** Elektronisk kompendium Ped 1015**

**** Artikler er tilgjengelige på internett.**

PED1022 EDUCATION AND THE WELFARE STATE

- Antikainen, Ari (2006): In search of the Nordic Model in Education (15p) Scandinavian Journal of Educ. Vol 50
- Arnesen, Anne-Lise and Lisbeth Lundahl (2006): Still Social Democratic? Inclusive Education Policies in the Nordic Welfare States. (15 p) Scandinavian Journal of Educ. Vol 50
- Carlgrén, I., Klette, K., Myrdal, S., Schnack, K. og Simola, H. (2006) "Changes in Nordic Teaching Practices: From individualised teaching to the teaching of individuals" i Scandinavian Journal of Educational Research, 50:3, 301-326 (26 p)
- Einarsdóttir, J (2006): "Between two continents. Between two traditions. Education and Care in Icelandic Preschools". In Nordic Childhoods and Early Education. IAP. Information Age Publishing, Connecticut (20 p)

- Frimannsson, Heidar (2006): Is there a Nordic model in education? (6 p) Scandinavian Journal of Educ. Vol 50
- Halvorsen, Knut and Stjernø, Steinar (2008): Work, Oil and Welfare. The Welfare State in Norway. Chapter 1 “From Poverty to a Welfare State» & Chapter 10 “Prospects and challenges”. (35 p) Universitetsforlaget.
- Mortimore, Peter, Field, Simon and Pont, Beatriz (2004): Equity in Education. Thematic Review, Norway – Country Note (s 47-57) (10s) . OECD, Paris.
<http://www.oecd.org/education/innovation-education/35892523.pdf>
- Telhaug, Alfred, Odd Asbjørn Mediaås, Petter Aasen (2006): The Nordic Model in Education: Education as a part of the political system in the last 50 years. (40 p) Scandinavian Journal of Educ. Vol 50
- Volckmar, Nina (2008): Knowledge and Solidarity: The Norwegian social-democratic school project in a period of change, 1945 -2000 (16 p) Scandinavian Journal of Educ. Vol 52
- Volckmar, Nina and Susanne Wiborg (2014): “A Social Democratic Response to Market-Led Educatiun Policies: Concession or Rejection?” in U.Blossing, G. Imsen & L. Moos (eds.) The Nordic Education Model. “A School for All” Encounters Neo-Liberal Policy (s117-131) (15p) Springer
- Volckmar, Nina (2012): “Norway” in C.L. Glenn & J.D.Groof (Eds.) Balancing Freedom, Autonomy and Accountability in Education. Volume. 2. (s 383-397) (16 p) Wolf Legal Publishers, The Netherlands
- Aasen, Petter (2003): What happened to Social Democratic Progressivism in Scandinavia? Restructuring Education in Sweden and Norway in the 1990s (40p) In Michael Apple (ed): The State and the Politics of Knowledge. Routledge Falmer
- Aasen, Petter (2007): “Equity in Educational Policy: A Norwegian Perspective” in International Studies in Educational Inequality, Theory and Policy, vol 2, p 127-142. Springer (15 p)

In addition

From the Norwegian Ministry of Education and Research:

Core curriculum Norway

http://www.udir.no/upload/larerplaner/generell_del/Core_Curriculum_English.pdf

About the educational system in Norway:

Education – from Kindergarten to Adult Education

http://www.udir.no/Upload/Brosjyrer/5/Education_in_Norway.pdf?epslanguage=no

From the Norwegian Directorate for Education and Training:

Equity in Education for all

http://www.udir.no/Upload/Brosjyrer/5/Likeverdige_eng_jan%202008.pdf?epslanguage=no

Resten av pensum blir bekjentgjort ved semesterstart

PED1023 BODY, MIND AND CULTURE: BASIC APPROACHES TO EDUCATION

Two books are to be borrowed or bought – the texts marked with * are printed in the compendium and the remaining are to be loaded down from Blackboard.

Books to be borrowed or bought

Henry, S. E. (2014): *Children's Bodies in Schools*. Palgrave Macmillan.

Grenfell, M. (2012): *Pierre Bourdieu: key concepts*. Durham: Ecumen.

Thematic curriculum list

Body, mind and society

* Crossley, N. (2001): *The mind-body dualism: Investigating Descartes' ghost*. In Crossley, N.: *The Social Body. Habit, identity and desire*. SAGE publications. P. 8-21.

Green, B. & Hopwood., N. (2015): *The Body in Professional Practice, Learning and Education: A Question of Corporeality*. In Grenn, B. & Hopwood, N. (Eds.) (2015). *The body in Professional Practice, Learning an Education*. Switzerland: Springer. P. 15-33.

Shilling, C. (2007): *Sociology and the Body: classical traditions and new agendas*. *Sociological Review*, Vol. 55.

Logic of practice

* Durkheim, É. (1956) [1911]: *The nature and method of pedagogy*. In Durkheim, É.: *Education and sociology*. Glencoe, The Free Press. P. 91-112.

* Bourdieu, P. (2005): *Habitus*. In: *Habitus: A Sense of Place*. Hillier, J. and Rooksby, E. (eds.). Ashgate. Page 43-49.

Brinkkjær, U. & Nørholm, M. (2005): *What is the Relation between Human Practical Action and an Accompanying Discourse? – Discussing the Status of Practical Theory*. *Social Work & Society*, Vol. 3, Issue 1.

Civilization and education

* Elias, N. (2012): *What is Sociology?* Dublin: UCD Press [Collected Works, vol. 5]. P. 123-128.

* Elias, N. (1994) [1939]: *The Civilizing Process. The History of Manners*. Basil Blackwell. P. 95-105.

* Elias, N. (2010): *The Society of Individuals*. Dublin: UCD Press [Collected Works, vol. 10]. P. 24-30.

* Elias, N. (2008): *The Civilising of Parents, in Essays II: On Civilising Processes, State Formation and National Identity*. Dublin: UCD Press. [Collected Works, vol. 15]. P. 14-40.

Kitchens, R. (2007): *The Informalization of the Parent-Child Relationship: An Investigation of Parenting Discourses Produced in Australia in the Inter-War Years*. *Journal of Family History*, Vol. 32, 4. P. 459-478.

- Vuorisalo, M., Rutanen, N. and Raittila, R. (2015): Constructing Relational Space. *Early Years*, 35(1). P. 1-13.
- Wouters, C. (2001): How Civilizing Processes Continued: towards an Informalization of Manners and a third Nature Personality. *The Sociological Review* 59. P. 140-159.
- Uprichard, E. (2008): Children as ‘Being and Becomings’: Children, Childhood and Temporality’. *Children and Society*, 22. P. 303–313.
- Olsen, B. (2017): Does cultural capital matter in professional settings? Educational value profiles among the personnel of kindergartens. (In press).
- Young, M. I. (1980): Throwing like a Girl: A Phenomenology of Feminine Body Comportment Motility and Spatiality. *Human Studies*, Vol. 3, No. 2. P. 137-156.

Body, interaction and reaction

- * Cahill, S. E. (2006): Building Bodily Boundaries: Embodied Enactment and Experience. In *Body/Embodiment. Symbolic Interaction and the Sociology of the Body*. Waskul, D. and Vannini, P. (eds.). Ashgate. P. 69-82.
 - * Gardner, C. B. & Gronfein, W. P. (2006): Body Armour: Managing Disability and the Precariousness of the Territories of the Self. In *Body/Embodiment. Symbolic Interaction and the Sociology of the Body*. Waskul, D. and Vannini, P. (eds.). Ashgate. P. 83-94.
- Place, B. (2000): Constructing the Bodies of critically ill Children: An Ethnography of intensive Care. In Prout, A.: *The body, Childhood and Society*. Basingstoke: Macmillan. P. 172-194.
- The book of Prout is to be found as full text at the University Library: https://bibsys-almaprimo.hosted.exlibrisgroup.com/primo_library/libweb/action/search.do?vid=NTN_U_UB
- Simpson, B. (2000): Regulation and Resistance: Children’s embodiment during the Primary-Secondary School Transition. In Prout, A.: *The body, Childhood and Society*. Basingstoke: Macmillan. P. 60-78.
- The book of Prout is to be found as full text at the University Library: https://bibsys-almaprimo.hosted.exlibrisgroup.com/primo_library/libweb/action/search.do?vid=NTN_U_UB

Social reproduction and education

- * Bourdieu, P. (1998): Social Space and Symbolic Space. In: *Practical Reason. On the Theory of Action*. Stanford: Stanford University Press. P. 1-13.
 - * Bourdieu, P. (2008): Jacobin Ideology. In Bourdieu, Pierre: *Political Interventions. Social Science and Political Action*. Verso. P. 34-39.
 - * Grenfell, M. (2004): Bourdieu in the Classroom. In *Culture and Learning*. Mark Olsson (ed.). IA publishing. P. 49-72.
- Grenfell, M. (2012): *Pierre Bourdieu: key concepts*. Durham: Ecumen.
- Henry, S. E. (2014): *Children’s Bodies in Schools*. Palgrave Macmillan. (84 p.)

Critical theories

Adorno, T. (2003) [1971]: Education after Auschwitz [1967]. In Adorno, T.W., Tiedemann, R. & Livingstone, R.: Can One Live After Auschwitz? Stanford University Press. P. 19-33.

* Stirk, M. (2000): Critical Theory, Politics and Society. An introduction. Pinter. Chapter 2. A Preliminary outline of Critical Theory. P. 31-45 (15 p.). Chapter 4. The Critique of Positivism. P. 62-75.

Ljung, M. (2010): Cracking the Body's Armour. Young People's Need for Musical Experiences in a Rational Society. Report 2010:02. P. 9-22.

Minor changes in the curriculum can be expected during the course.

PED3001 STATISTIKK

Pensum

Kleven, T.A. (2013). Effektstørrelse. Notat, UiO

Valås, H: Elementær statistikk. Kompendium, NTNU.

I kap 1 utgår:

Prosentiler og prosentilrang.....s. 15 – 20

Boks-plott.....s. 37 – 46

(samt vektet gjennomsnitt når en finner medianen; kun medianutregningen som gjennomgås på innføringskurset forutsettes som kunnskapskrav)

Kap 2:

Her skal dere kunne Pearson PM korrelasjon og partiell korrelasjon (ikke regne ut).

I tillegg enkel regresjon.

Kap 3:

Kun fra s. 146 og ut kap. er pensum.

I kap 4 utgår:

Hypotesetesting tilknyttet regresjon - s. 196 ff

I kap. 5 utgår:

Testing av hypotesen om lik varians (under t-test for to uavhengige utvalg); vi forutsetter kun lik varians for de to utvalgene.

Kap 6:

Hele kap. er pensum.

Hele kap. 7 utgår

Hele kap. 8 utgår

Kap 9:

Hele kap. er pensum.

Hele kap. 10 utgår

Appendix D og E er ikke pensum.

Anbefalt tilleggslitteratur (SPSS)

Pallant, J. (2013) SPSS Survival Guide

PED3009 FORDYPNING I FORSKNINGSMETODE

Kvalitativ metode

Berger, Roni (2015) Now I see it, now I don't: Researcher's position and reflexivity in qualitative research. *Qualitative Research* 15(2), 219-234. (15 s.)

Kvale, S. og Brinkmann, S (2015) Det kvalitative forskningsintervju Gyldendal akademisk. Kap 1, 3-15 (290 s.)

Thagaard, Tove (2013) Systematikk og innlevelse. En innføring i kvalitativ metode. Fagbokforlaget (kap 4-9). (148 s)

Vähäsantanen K, Saarinen J, (2012) The power dance in the research interview: manifesting power and powerlessness *Qualitative Research* 13(5) 493-510 (17 s.)

Woodhead og Faulkner (2000) Subjects, Objects or participants? Dilemmas of Psychological Research with Children i Christensen og James (red) *Research with Children. Perspectives and Practices*, s. 9-35 (26 s.)

496 sider

Video observasjon i kvalitativ forskning: Analyse av sosialt samspill i hverdagslivet

Mindre endringer i pensumlitteraturen kan forekomme. Informasjon om dette vil legges ut på Its´ learning og i undervisningen

*Antaki, C., Billig, M. Edwards, D. & Potter, J. (2003) Discourse analysis means doing analysis: A critique of six analytical shortcommings. *Discourse analysis Online*, 1. Hentes fra: <http://extra.shu.ac.uk/daol/articles/v1/n1/a1/antaki2002002-paper.html> (10)

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- Engesbak, Heidi (2000) Reform 94, consequences for adults. Reforms and Policy. Adult education research in Nordic countries. Trondheim: Tapir (s. 79-98) (19s.).
- Engesbak, Heidi, António Fragoso, Emilio Lucio-Villegas, Christin Tønseth (2009) Adult education in transition – three cases and periods compared. International Journal of Lifelong Education. (s. 617-636) (19. Sider)
- Engesbak, Heidi og Stubbe, Tor-Arne (2005) "... Det ender ofte med den telefonen" om fylkeskommunens implementering av voksnes rett til videregående opplæring. I M. Rismark & C. Tønseth (red.), Fasetter i voksnes læring. Trondheim: Forskningsenheten Voksne i livslang læring (NTNU ViLL). (s. 109-135) (26 s.)
- Griffin, Colin (2011) Policy and lifelong learning. In Peter Jarvis (ed.) The Routledge International handbook of lifelong learning. London & New York: Routledge (percentage point. 261-270) (9 s.)
- Tøsse, Sigvart (2000) Adult education trends and reforms. Reforms and Policy. Adult education research in Nordic countries. Trondheim: Tapir (s. 5-22) (17 s.).
- Tøsse, Sigvart (2000) Fra livskompetanse til realkompetanse. Paper til Forskning i Norden og trykt i FOFU-nytt, nr. 2 Roskilde (11.s)
- Tønseth, Christin og Tøsse, Sigvart (2011) Voksnes læring – en introduksjon. I Liselott Aarsand, Erna Håland, Christin Tønseth og Sigvart Tøsse (red.). Voksne, læring og kompetanse. Oslo: Gyldendal. (13 s.)
- Tøsse, Sigvart m.fl (2008) Documentation and validation. Lifelong learning in Europe 2008:171-179. (8 s.)

VLR1003 – GRUNNLEGGENDE PERSPEKTIVER PÅ RÅDGIVNING

(totalt 639 s)

- Johannessen, E., Kokkersvold, E., & Vedeler, L. (2010). Rådgivning: tradisjoner, teoretiske perspektiver og praksis (Vol. 3). Oslo, Norway: Gyldendal akademisk. (kap. 1-6, 108 s)
- Karlsdottir, R. & Kvalsund, R. (2009). Mentoring og coaching i et læringsperspektiv. Trondheim, Norway: Tapir Akademisk Forlag (s. 9-105 og s. 141-176, 120 s)
- Røkenes, O. H., & Hansen, P.-H. (2012). Bære eller bryte: Kommunikasjon og relasjon i arbeid med mennesker. Bergen, Norway: Fagbokforlaget. (281 s)
- Trotzer, J. P. (2006). The counselor and the group. Intergrating theory, training and practice. New York, NY: Taylor & Francis. (kap. 1-4, 130 s)

VLR1006 LÆRING OG ENDRING I ARBEIDSLIVET

- *Argyris, C. (2000). Organisatorisk læring – single- og double-loop. I: K. Illeris (Red.). Tekster om læring. Gylling: Roskilde Universitetsforlag. (247-270) (6 s.)
- *Amundsen, O. & Kongsvik, T. (2012): «Fallgruver i gjennomføring av planlagte organisasjonsendringer», Samfunn og økonomi, No.1/2012.
- *Amundsen, O., Kongsvik, T., Munkvold, G. & Olsen, H.H. (2010): “Forbedring av samarbeidsevnen i store organisasjoner”. Søkelys på arbeidslivet, 4, 310-327. (18 s)
- *Ellström, P.E. (2011). Informal Learning at Work: Conditions, processes and Logics. I malloch, M., Cairns, L., Evans, K & O’Connor, N. (red.). The SAGE handbook of workplace learning. Los Angeles: SAGE Publications. (105-120) (15 s)
- Klev, R. & Levin, M. (2009): Forandring som praksis. Endringsledelse gjennom læring og utvikling (2.utgave), Bergen: Fagbokforlaget (235 s.)
- *Lyngsnes, K. & Rismark, M. (2014). Didaktisk arbeid. Oslo: Gyldendal Akademisk (kapittel 4: s. 51-79) (28 s)
- *Rismark, M. & Sølvsberg, A. M. (2009) Hvordan bidra til utvikling i skolen. I T. Steen-Olsen & M.B. Postholm (red.) Å utvikle en lærende skole. Aksjonsforskning og aksjonslæring i praksis. Bergen: Høyskoleforlaget (s. 119-127) (9 s)
- *Sølvsberg, A. M. & Rismark, M. (2009) Kunnskapsdeling i skolefelleskap. I T. Steen-Olsen & M.B. Postholm (red.) Å utvikle en lærende skole. Aksjonsforskning og aksjonslæring i praksis. Bergen: Høyskoleforlaget (s. 107-117) (10 s)
- *Vikkelsø, S. (2005): Subtle redistribution of work, attention and risks: electronic patient records and organizational consequences. Scandinavian Journal of Information System, 17(1): 3-30 (27 s.)
- *Wahlgren, B.; Høystrup, S. Pedersen, K. & Rattleff, P. (2006). Refleksion og læring. Kompetenceudvikling i arbeidslivet. Gylling: Samfundslitteratur, kap. 2 (s. 23-41).
- *Aanestad, M. & Olaussen, I. (red.) (2010): IKT og samhandling i helsesektoren. Trondheim: Tapir akademisk forlag. Kap. 2: Tverrfaglig teknologiforskning (19 s.).

VLR2007/3007 INNFORING I FORSKNINGSMETODE KNYTTET TIL RÅDGIVNINGSVITENSKAP OG VOKSNES LÆRING

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Titler merket * vil bli gjort tilgjengelig i kompendium som legges ut på Blackboard.

Obligatorisk pensum

Bøker:

Field, A. (2013). *Discovering Statistics using IBM SPSS Statistics*. Sage Publications.

Kapitlene: 1 (1-39), 2 (p.40-88), 5 (163-212), 7 (p.262-292), 9 (p.357-391), 11 (p.429-477), 17 (p.665-719) samt deler av kapittel 18 (p.736-746).

Thagaard, T. (2013). *Systematikk og innlevelse. En innføring i kvalitativ metode*. 4.utg. Oslo: Fagbokforlaget.

Kompendium og nedlastbare artikler fra nett:

Kvantitativ litteratur

*Cozby, P. C. (2008). *Methods in Behavioral Research*. 10th ed. Higher Education. McGraw Hill, New York: Kapittel 5 (s 90-105), Kapittel 13 (s 244-266).

*Ringdal, K (2013): *Enhet og mangfold. Samfunnsvitenskapelig forskning og kvantitativ metode*. 3. utg. Trondheim: Fagbokforlaget. Kapitlene 1, 2 og 5.

Kvalitativ litteratur

*Fangen, K. (2005). *Deltagende observation*. Malmø: Liber AB. Kap 3 (s. 29-33).

Guillemin, M. & Gillam, L. (2004) 'Ethics, Reflexivity, and "Ethically Important Moments" in Research'. *Qualitative Inquiry*, 10, (s 261-280). Se:

<http://people.stfx.ca/acurry/educ%20505%20summer%2011/Day%202/Guillemin%20%20Gillam%202004.pdf>

*Holme, I.M og Solvang, B.K. (1993). *Metodevalg og metodebruk*. Kap 9 (s. 124-137).

Kvale, S. (2005). *Om tolkning af kvalitative forskningsinterviews*. *Nordic Studies in Education*, 25(1), (s 3-15). Se:

http://www.idunn.no/ts/np/2005/01/om_tolkning_af_kvalitative_forskningsinterviews

*Thornberg, R., & Fejes, A. (2009). *Kvalitet och generaliserbarhet i kvalitativa studier*. I: A. Fejes & R. Thornberg. (red.), *Handbok i kvalitativ analys* (s 216-235). Stockholm: Liber.

*Tjora, A. (2010). *Kvalitative forskningsmetoder i praksis*. Oslo: Gyldendal Akademisk. Kap 2 Observasjon (s 36-56).

Artikler som ikke er samlet i kompendiet kan lastes ned elektronisk på NTNU bibliotekets hjemmeside <http://www.ntnu.no/ub> evt. følg link til de oppsatte henvisningene.

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VLR3008 FORDYPNING I FORSKNINGSMETODE KNYTTET TIL RÅDGIVNINGSVITENSKAP OG VOKSNES LÆRING

Ca. 1200 sider pensum pr. tema for fordypning (kvalitativ metode eller Q-metode). I tillegg skal studenten selv legge opp ca. 200 sider selvvalgt pensum knyttet til emneoppgaven. Titler merket * vil bli gjort tilgjengelig i kompendium.

Felles pensum

Kompendium

*Album, D. (2010) Den ene undersøkelsen etter den andre. I Album, D., Nordli Hansen, M. og Widerberg, K. (red.) Metodene våre. Oslo: Universitetsforlaget (s.253-269) (16 s.)

Alternativ 1: Fordypning i kvalitativ metode

Bøker

Coffey, A. & Atkinson, P. (1996) Making sense of qualitative data: complementary research strategies. Thousand Oaks: SAGE (kap. 2, 5, 6 og 7) (129 s.)

Jørgensen, M.W. & Philips, L. (1999) Diskursanalyse som teori og metode. Frederiksberg: Roskilde universitetsforlag, Samfundslitteratur (kap. 1, 3, 4) (83 s.)

Ryen, A. (2002) Det kvalitative intervjuet: fra vitenskapsteori til feltarbeid. Oslo: Fagbokforlaget (310 s.)

Silverman, D. (2011) Interpreting qualitative data. London: SAGE (462 s.)

Kompendium

*Amundsen, O. (2014) Stories and scripts as 'cultural constraints' on change in organisations. International Journal of Learning and Change 7(3/4) (14s)

*Amundsen, O. (2009) Organisasjonens små og store fortellinger. Narrative intervjuer som redskap i studiet av organisasjonskultur. I Hepsø, I. & Kongsvik, T. (red.) Forskning som endringsverktøy i organisasjoner. Forståelse og utvikling av praksis. Trondheim: Tapir akademisk forlag. (20 s.)

*Bolander, E. & Fejes, A. (2009) Diskursanalys. I Fejes, A. & Thornberg, R. (red.) Handbok i kvalitativ analys. Stockholm: Liber (s. 81-105) (24 s.)

*Charmaz, K. og Belgrave L. L. (2008) Qualitative interviewing and analysis. I J.F. Gubrium, J.A. Holstein. A.B. Marvasti & K.D. McKinney (red.) The Sage handbook of interview research. London: Sage (s. 347-365) (23 s.)

*Corbin, J. og Strauss A. (1998). Basics of qualitative research (2. utg.) California: Sage (kap. 8) (22 s.)

- *Dingwall, R. (1997) Accounts, interviews and observations. I Miller, G. & Dingwall, R. (eds.) Context and method in qualitative research. London: SAGE (s.51-65) (14 s.)
- *Fangen, K. (2010) Analyse av observasjonsmateriale. I Fangen, K. Deltagende observasjon. Bergen: Fagbokforlaget (kap.12, s.208-235) (27 s.)

Finnes på nett (tilgang enten via lenke eller via BIBSYS):

- Dowling, M. (2004) Hermeneutics: An exploration. Nurse Researcher 11(4): 30-39 (9s.)
- Hummelvoll, J.K. (2006) Handlingsorientert forskningssamarbeid: Teoretisk begrunnelse og praktiske implikasjoner. Tidsskrift for Sykepleieforskning 8(1), 17-30 (13 s.)
- Kawulich, B.B. (2005) Participant Observation as a Data Collection Method. Forum: Qualitative Social Research 6(2) <http://www.qualitative-research.net/index.php/fqs/article/view/466/996> (28 s.)
- Kleiman, S. (2004) Phenomenology: To wonder and search for meanings. Nurse Researcher 11(4): 7-19 (12 s.)
- Lindseth, A., & Nordberg, A. (2004) A phenomenological hermeneutical method for researching lived experience. Scandinavian Journal of Caring Science 18: 145-153 (9 s.).
- Tracy, S. J. (2010) Qualitative quality: eight “big-tent” criteria for excellent qualitative research. Qualitative Inquiry 16(10): 837-851 (14 s.)
- Wind, G. (2008) Negotiated interactive observation: doing fieldwork in hospital settings. Anthropology & Medicine 15(2): 79-89 (10 s.)

Alternativ 2: Fordypning i Q-metode

Bøker:

- Brown, J. R. (1996) The I in Science. Oslo: Scandinavian University Press (199 s.)
- McKeown, B. & Thomas, D. (1988) Q-methodology. London: SAGE University paper (80 s.)
- Sohlberg, P. & Sohlberg, B. M. (2009) Kunnskapens former. Vetenskapsteori och forskningsmetod. Malmö: Liber (s. 11-81 og 233-262) (99 s.)
- Tavory, I. & Timmermans, S. (2014). Abductive Analysis. Theorizing Qualitative Research. Chicago: The University of Chicago Press. (Kap. 1,2 og 4) (50 s.)
- Thorsen, A. A. & Allgood, E. (red.) (2010) Q-metodologi – En velegnet måte å utforske subjektivitet. Trondheim: Tapir Akademisk Forlag (198 s.)
- Watts, S. & Stenner P. (2012) Doing Q-methodological research. Theory, method and interpretation. London: SAGE (235 s.)

Kompendium:

- *Allgood E. (1997) Persons-in-Relation and Q Methodology. Operant Subjectivity. Journal of the International Society for the Scientific Study of Subjectivity 18(1-2) (23 s.)
- *Allgood, E. & Svennungsen, H. (2008) Toward an articulation of trauma. Using the creative arts and Q-methodology: A single case study. Human subjectivity 6 (1):5-24 (9 s.)
- *Kvalsund, R. & Allgood, E. (2007) Co-leader subjectivity in an educational setting. Operant Subjectivity. Journal of the International Society for the Scientific Study of Subjectivity 28 (¾) (21 s.)

- *Rogers, R. S (1995) Q-methodology. In Harré, R., Langenhove, L.V. & Smith, J. A (eds.) Rethinking methods in psychology (s. 178-192) London: SAGE (14 s.)
- *Smith, N. W. (2001) Current systems in psychology. Belmont: Wadsworth/Thomson Learning (kap. 11) (22s.)
- *Smith, N. W. (2001) Centrism, noncentrism, and universal Q. Operant subjectivity 24(2): 52-67 (15s.)

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- Berríos, R. & Lucca, N. (2006) Qualitative Methodology in Counseling. Research: Recent Contributions and Challenges for a New Century. Journal of Counseling & Development 84 (10 s.)
- Kvalsund, R. (1998) A Theory of the Person: A discourse on personal reality and explication of personal knowledge through Q-methodology – with implications for counseling and education. Doctorate in Education. Trondheim: NTNU (kap. 7 og 8) (84 s.)
- Thomas, G. (2010) Doing Case Study: Abduction Not Induction, Phronesis Not Theory. Qualitative Inquiry 16(7): 575–582 (7 s.)