

**Children, School, Education (7,5 credits)****Course code: 736A40 – HT2025****OBLIGATORY LITERATURE:**

- Airton, L. and Koecher, A. (2019) 'How to hit a moving target: 35 years of gender and sexual diversity in teacher education', *Teaching and Teacher Education*, 80, pp. 190–204. Available at: <https://doi.org/10.1016/j.tate.2018.11.004>.
- Ahn, J. (2015) 'Finding a Child's Self: Globalization and the Hybridized Landscape of Korean Early Childhood Education', *Anthropology & Education Quarterly*, 46(3), pp. 224–243. Available at: <https://doi.org/10.1111/aeq.12104>.
- Aljabreen, H. (2020) 'Montessori, Waldorf, and Reggio Emilia: A Comparative Analysis of Alternative Models of Early Childhood Education', *International Journal of Early Childhood*, 52(3), pp. 337–353. Available at: <https://doi.org/10.1007/s13158-020-00277-1>.
- Aly, A. et al. (2022) 'Reflections on how education can be for democracy in the twenty-first century', *Journal of Educational Administration and History*, 54(3), pp. 357–372. Available at: <https://doi.org/10.1080/00220620.2022.2084052>.
- Beutel, W. (2012) 'Developing Civic Education in Schools', in M. Print and D. Lange (eds) *Schools, Curriculum and Civic Education for Building Democratic Citizens*. Rotterdam: SensePublishers, pp. 7–17. Available at: [https://doi.org/10.1007/978-94-6209-167-2\\_2](https://doi.org/10.1007/978-94-6209-167-2_2).
- Bragg, S. et al. (2018) "'More than boy, girl, male, female': exploring young people's views on gender diversity within and beyond school contexts", *Sex Education*, 18(4), pp. 420–434. Available at: <https://doi.org/10.1080/14681811.2018.1439373>.
- Cekaite, A. (2013) 'Socializing emotionally and morally appropriate peer group conduct through classroom discourse', *Linguistics and Education*, 24(4), pp. 511–522. Available at: <https://doi.org/10.1016/j.linged.2013.07.001>.
- Corsaro, W.A. (1992) 'Interpretive Reproduction in Children's Peer Cultures', *Social Psychology Quarterly*, 55(2), pp. 160–177. Available at: <https://doi.org/10.2307/2786944>.
- Department of Education (2013) 'National curriculum in England: framework for key stages 1 to 4'. Available at: <https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4>.
- Dolby, N. (2001) 'Historical Frames: Apartheid, identity, and Schooling', in *Constructing race: youth, identity, and popular culture in South Africa*. Albany: State University of New York Press (SUNY series, power, social identity, and education), pp. 19–30. (pdf in the course room)
- Fass, P. et al. (2024) 'Children in Crisis', *The Journal of the History of Childhood and Youth*, 17(2), pp. 189–204. Available at: <https://muse.jhu.edu/pub/1/article/926863>

- Ferguson-Patrick, K. (2022) 'Developing a democratic classroom and a democracy stance: Cooperative learning case studies from England and Sweden', *Education 3-13*, 50(3), pp. 389–403. Available at: <https://doi.org/10.1080/03004279.2020.1853195>.
- Fredericksen, E. (2000) 'Muted Colors: Gender and Classroom Silence', *Language Arts*, 77(4), pp. 301–308. Available at: <https://doi.org/10.58680/la2000102>. (pdf in the course room)
- Goodwin, M.H. (2006) '7. Constructing Social Differences and Exclusion in Girls' Groups', in *The Hidden Life of Girls: Games of Stance, Status, and Exclusion*. Newark, UK: John Wiley & Sons, Incorporated. Available at: <https://ebookcentral.proquest.com/lib/linkoping-ebooks/reader.action?docID=293105&ppg=224&c=UERG>
- Greey, A.D. (2023) 'Boys, girls, and everyone else: Ontario public school board responses to gender diversity', *Canadian Review of Sociology/Revue canadienne de sociologie*, 60(4), pp. 686–707. Available at: <https://doi.org/10.1111/cars.12459>.
- Guo, K. and Rouse, E. (2025) 'Searching for evidence-based practice: A qualitative metasynthesis of the research on Reggio Emilia practices in Australian early years settings', *Australian Journal of Education*, 69(1), pp. 58–78. Available at: <https://doi.org/10.1177/00049441241302831>.
- Holt, L. (2004) 'Children with mind–body differences: performing disability in primary school classrooms', *Children's Geographies*, 2(2), pp. 219–236. Available at: <https://doi.org/10.1080/14733280410001720520>.
- Jørgensen, E. et al. (no date) 'The COVID-School and Social Responsibility: Creative Expressions of Children's Rights and Agency in Iceland During the Pandemic', *Children & Society*, n/a(n/a). Available at: <https://doi.org/10.1111/chso.12958>.
- Kremer-Sadlik, T. and Fatigante, M. (2013) 'Investing in children's future: Cross-cultural perspectives and ideologies on parental involvement in education', *Childhood*, 22(1), pp. 67–84. Available at: <https://doi.org/10.1177/0907568213513307>.
- Kusserow, A. (2004a) 'Chapter One: Ethnographic Method and Context', in *American Individualisms: Child Rearing and Social Class in Three Neighborhoods*. New York, US: Palgrave Macmillan, pp. 1–18. Available at: <https://ebookcentral.proquest.com/lib/linkoping-ebooks/reader.action?docID=307591&ppg=15&c=UERG>
- Kusserow, A. (2004c) 'Chapter Two: American Individualism and Social Class Revisited', in *American Individualisms: Child Rearing and Social Class in Three Neighborhoods*. New York, US: Palgrave Macmillan, pp. 19–34. Available at: <https://ebookcentral.proquest.com/lib/linkoping-ebooks/reader.action?docID=307591&ppg=33&c=UERG>
- Meyer DK and Turner JC (2007) Chapter 14 - Scaffolding Emotions in Classrooms. In: Schutz PA and Pekrun R (eds) *Emotion in Education*. Educational Psychology. Burlington: Academic Press, pp. 243–258. Available at: <https://www.sciencedirect.com/science/article/pii/B978012372545500150>
- Pyle, A. et al. (2025) 'Playing through the pandemic and beyond: exploring the ongoing impact of COVID-19 on play-based learning in kindergarten classrooms', *International Journal of Early Years Education*, 33(1), pp. 219–235. Available at: <https://doi.org/10.1080/09669760.2024.2367505>.

- Rizvi, F. and Lingard, B. (2009) 'Education policy and the allocation of values', in *Globalizing Education Policy*. Routledge, pp. 71–92. Available at: [DOI: 10.4324/9780203867396-4](https://doi.org/10.4324/9780203867396-4).
- Rouse, E. (2023) "'If You Don't Feel Respect Then Morally, It Just Takes a Lot out of Everything You're Doing': Learning in a Pedagogical Approach Inspired by Reggio Emilia Middle Years School Settings', *Australian Educational Researcher*, 50(4), pp. 1089–1104. Available at: <https://doi.org/10.1007/s13384-022-00538-z>.
- Sandin, B. (2010) 'Education', in C. Heywood (ed.) *A cultural history of childhood and family in the age of empire*. Berg, pp. 91–110. (pdf in the course room)
- Sandin, B. (2020) 'Introduction', in Sandin, B., *Schooling and State Formation in Early Modern Sweden*. Cham: Springer International Publishing (Palgrave Studies in the History of Childhood), pp. 1–26. Available at: [https://doi.org/10.1007/978-3-030-56666-1\\_1](https://doi.org/10.1007/978-3-030-56666-1_1).
- Skolverket (2024) *Curriculum for Compulsory School, Preschool Class and School-Age Educare – Lgr22* [Elektronisk resurs]. 2nd edn. Skolverket. Available at: <https://www.skolverket.se/getFile?file=13128>.
- Thornberg, R. (2008) "'It's Not Fair!'—Voicing Pupils' Criticisms of School Rules', *Children & Society*, 22(6), pp. 418–428. Available at: <https://doi.org/10.1111/j.1099-0860.2007.00121.x>.

#### SUPPLEMENTARY LITERATURE

- Ahn, J. (2021) 'From My Expression to Our Expressions: Multidirectionality of Learning in the Globalized Korea', *Ethos*, 49(1), pp. 91–112. Available at: <https://doi.org/10.1111/etho.12296>.
- Baak, M., Mayes, E. and Rizvi, F. (2024) 'Approaching educative responses to and about the Palestine crisis', *Curriculum Perspectives*, 44(3), pp. 361–365. Available at: <https://doi.org/10.1007/s41297-024-00286-3>.
- Doğanay, A. (2012) 'A Curriculum Framework for Active Democratic Citizenship Education', in M. Print and D. Lange (eds) *Schools, Curriculum and Civic Education for Building Democratic Citizens*. Rotterdam: SensePublishers, pp. 19–39. Available at: [https://doi.org/10.1007/978-94-6209-167-2\\_3](https://doi.org/10.1007/978-94-6209-167-2_3).
- Ertl, H. and Phillips, D. (2000) 'The Enduring Nature of the Tripartite System of Secondary Schooling in Germany: Some Explanations', *British Journal of Educational Studies*, 48(4), pp. 391–412. Available at: <https://www.jstor.org/stable/1555891?seq=1>
- Jackson, P.W. (2009) *Life in classrooms: reissued with a new introduction*. 2nd edn. New York, NY: Teachers College Press.
- Jover, G. (2012) 'Citizenship Education in and out of School', in M. Print and D. Lange (eds) *Schools, Curriculum and Civic Education for Building Democratic Citizens*. Rotterdam: SensePublishers, pp. 41–56. Available at: [https://doi.org/10.1007/978-94-6209-167-2\\_4](https://doi.org/10.1007/978-94-6209-167-2_4).
- Jung, H.J. and Ahn, J. (2021) 'South Korean Education Under Psychocultural Globalization', *Ethos*, 49(1), pp. 3–10. Available at: <https://doi.org/10.1111/etho.12297>.

- Kusserow, A. (2004b) 'Chapter Six: Quenston and Kelley Preschools', in *American Individualisms: Child Rearing and Social Class in Three Neighborhoods*. New York, US: Palgrave Macmillan, pp. 113–135. Available at: <https://ebookcentral.proquest.com/lib/linkoping-ebooks/reader.action?docID=307591&ppg=127&c=UERG>
- Mytsyk, H. *et al.* (2025) 'Where it seems impossible: School education in the occupied and front-line territories of Ukraine', *Review of Education*, 13(1), p. e70062. Available at: <https://doi.org/10.1002/rev3.70062>.
- Thorne, B. (1993) 'Creating a sense of "opposite sides"', in *Gender play: Girls and boys in school*. New Brunswick, NJ: Rutgers University Press, pp. 63–88. (pdf in the course room)
- Wang, L. and Print, M. (2024) 'Do Chinese secondary schools develop global citizens?', *Cambridge Journal of Education*, 54(4), pp. 397–416. Available at: <https://doi.org/10.1080/0305764X.2024.2369573>