

VUC syllabuses are formulated as HHV programs and course plans. The program plan is a comprehensive plan for the whole study program, while the course plans account for the individual courses.

Program and course plans for

**Research training in pedagogical resources and
learning processes in kindergarten and school**

Ph.D.
180 ECTS points

Vestfold University College

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Introduction

The Ph.D. program *'Research training in pedagogical resources and learning processes in kindergarten and school'* will equip graduates with the research-based knowledge needed to plan, arrange, manage, lead and evaluate educational activities in kindergartens and schools. The research field and the thematic focus of the Ph.D. program connect these central aspects with school and kindergarten activities. The research projects within the program will thus be of great relevance for teachers at all levels of schooling, kindergarten and school leaders, co-workers in the psychological-pedagogical service and other pedagogical support functions, as well as for teacher educators at universities and colleges. The research projects will also be of relevance to national, regional and local authorities with management responsibilities for training and education.

The Ph.D. program qualifies the candidates to conduct research and development work, comprehensive studies and evaluations, and to identify and assess the knowledge base for political decisions on education, educational administration and educational practice. Research projects related to the study will usually have kindergartens and schools as collaborative partners in the research process. The Ph.D. study will have the possibility of contributing to the development of knowledge for and experience in kindergartens and schools; local, regional and national authorities; publishers and learning-material producers; and universities, colleges and research institutes.

The term 'educational' is broad, but is limited through the focus on resources that stand out as particularly central in the individual and collective learning processes in kindergartens and schools. Pedagogical resources include traditional textbooks and other materials that are typically used in teaching. The term also includes conversations and interactions; symbols and language; forms of expression such as dance and movement; film, music and theatre; as well as written texts and other products made by pupils and children in kindergartens. Pedagogical resources are introduced both formally and informally and are used in both intended and unintended ways. Through various theoretical entry points, the research training will put the spotlight on how educational resources are interpreted and utilized.

The resources have different forms, and symbolic or semiotic representations are particularly interesting in research that aims to understand learning processes. The term 'learning' is anchored in a broad sociocultural approach, where the learning perspective embraces both an individual and a collective dimension.

The concept of pedagogical resources suggests a thematic focus in the following three areas: first, how the learning resources are included in activities in kindergartens and schools; secondly, how these learning resources are utilized and transformed through individual and collective learning processes; and thirdly, the development, testing and evaluation of the resources.

The connection between pedagogical resources, learning processes and learning outcomes is of vital importance for educational activities in kindergartens and schools. Pedagogical resources and learning processes must also be seen in the context that kindergarten and school have as a common purpose the promotion of participation, as well as contributing to a child's 'formation' (Bildung). Formation in this context refers to the human ability to learn and develop in interaction with their environment, including the ability to think critically in relation to cultural heritage and formative structures. In kindergarten and school children meet institutional learning cultures through pedagogical resources, while at the same time educational resources and learning contexts are being created and recreated by children and adults within the institution.

The kindergartens' and the schools' pedagogical resources and learning processes are historically situated and must be studied in their historical context. Different views on children and their learning also constitute a resource that is significant to how the various learning contexts are planned and formed. This may revolve around different views on children and childhood, different ethical considerations, various views on learning, the subjects' traditions, forms of teaching and teaching methods, the participation of children and young people, and the school's pedagogical cultures.

Learning processes within pedagogical institutions must also be described and analysed taking into account contexts that lie outside the institutions, such as family and peer groups and the sociocultural, political and economic environment the children grow up in. Different backgrounds give different conditions for learning and formation, affecting the interaction between school and the pupils' learning. Therefore, sociocultural, political and economic conditions, such as minority and majority cultures, ethnicity, religion, social background and gender must be a thematic focus of a research education that is targeted at different resources and learning processes in kindergartens and schools.

The Ph.D. program is regulated by the *Regulations for the degree of Doctor of Philosophy (Ph.D.)* at Vestfold University College, as well as the *Supplementary Regulations for the PhD program 'Research training in pedagogical resources and learning processes in kindergarten and school'*.

Admission criteria

Admission is open throughout the year. The program's management board at Vestfold University College deals with applications for admission.

To be admitted to the research training program, the applicant must have completed master's degree or the equivalent, and be able to document consistently satisfactory grades. Generally the master's degree should be equivalent to B or better:

- Master's grade point average for the study section - grade A or B
- Master's thesis - grade A or B

Basis for admission

To be admitted to the Ph.D. program, the applicant should have an educational science or relevant master's degree or equivalent five-year education at the master's level.

The management board for the research training does evaluate applicants with other backgrounds than the aforementioned master's level education.

Beyond the formal requirements contained in the regulations in Paragraph 5, there must also be a plan for the applicant's studies as the basis for admission. The plan must include a project description for the thesis, a plan for the education component, a detailed schedule for the program, a funding plan and proposed supervisor, and information about which graduate school the applicant will be affiliated with. The project description must account for the theme, problem at hand, theoretical perspectives, methods, and must make concrete a realistic progress plan for the research.

To assess the applications, the management board will evaluate whether the project proposal lies within the programs field, and if the profession's perspective is taken care of adequately. Usually

a basis for admission will be that projects that can be contextually linked to ongoing research at VUC within the program's field of research. Nonetheless, the program will also be open to projects that point towards new thematic areas and/or use other theoretical perspectives and research methodology.

Agreement of admission

Admission is formalized in a separate contract or 'admission agreement' between the candidate, the supervisor and the college that is developed for the research training program. The contract can also include other parties that contribute financially, professionally or otherwise to the work and will clarify the parties' rights and obligations. The contract shall also contain the themes of the thesis, the contract period, a funding plan, the supervision relationship, the workplace and provide a schedule for the educational component.

Admission is not final until an admission agreement is made. Any conditions of admission must be met in order for the applicant to be offered a place in the program.

Funding requirements - standard time

The Ph.D. program will normally be carried out either within a three-year full-time course or a four-year course with 25% duty work. Alternative solutions for candidates with other forms of financing may be considered. It is vital for admission that the applicant has documented funding. The maximum period of study for the Ph.D. program is eight years from the commencement date to the submission of the thesis for evaluation.

See also Paragraphs 5 and 6 in *Regulations for the degree of Doctor of Philosophy (Ph.D.)* as well as Part II of the *Supplementary Regulations for the PhD program 'Research training in pedagogical resources and learning processes in kindergarten and school'*.

Qualifications

There is a need for research-based knowledge in the field of planning, arranging, managing, leading and evaluating educational activities in kindergartens and schools. The Ph.D. program's field of research / thematic focus lies at the core of the schools' and preschools' activities. The Ph.D. program will be of great relevance for teachers at all levels of schooling, school leaders, the psychological-pedagogical service and other pedagogical support functions. In addition, it will be relevant to national and regional authorities with management and decision-making responsibilities for training and education as well as to teacher educators at university colleges.

The Ph.D. program qualifies the candidates to conduct research and development work, comprehensive studies and evaluations, and to identify and assess the knowledge base for political decisions on education, educational administration and educational practice. The program can therefore qualify graduates for work in local, regional and national authorities, publishers and manufacturers of learning materials, as well as universities, colleges and research institutes.

Internationalisation

It is assumed that candidates completing their research training stay at a foreign research institution for a period of at least two weeks, but preferably for longer periods of three to six

months.

Vestfold University College has established a number of international partners that offer diverse opportunities for a stay at international research institutions: Cardiff Metropolitan University and University of Wales Institute, Cardiff (UK); Aarhus University and University of Southern Denmark (Denmark); Åbo Akademi University (Finland); University of Augsburg (Germany); University of Bologna (Italy); University of Cantabria, Santander (Spain); University of Extremadura, Caceres (Spain); University of Valencia (Spain); American University of Beirut (Lebanon); and the University of Belgrade, Faculty of Philology (Serbia).

The IARTEM network (International Association for Research on Textbooks and Educational Media) is open to candidate exchanges at Masters and Ph.D. levels, mainly in Nordic and European countries, Australia, Brazil, Chile and Canada.

Informal cooperative relations in the pedagogical field exist with the Centre for Advanced Studies (Arts, Humanities and Social Sciences) The Orchards, University Park in Nottingham (UK); the Centre for Research in Schools and Communities, the School of Education in Nottingham (UK); Department of Education, University of Oxford (UK); Academic School of Education, Southern Cross University, Lismore (Australia) and Faculty of Education, University of Gothenburg (Sweden).

Educational materials are best researched at the following institutions: Sciences Techniques Education Formation, Cachan Caen, Paris (France); University of Santiago de Compostela (Spain); Korea Textbook Research Foundation and Yeunam University in Seoul (South Korea); Edingburgh Napier University (Scotland); Nytautas Magnus University in Kaunas (Lithuania), Federal University of Paraná (Brazil); CLU University of Utrecht (Holland); Lillebaelt at University College in Odense and the Danish Research Centre on Education and Advanced Media Materials or DREAM (Denmark).

The faculty's international cooperative relationships will change over time in line with developments in research. In addition, VUC will actively use relevant international networks and funding opportunities such as the established national research schools (NAFOL and NATED) offers its participants.

It is assumed that Ph.D. candidates will present their work at an international conference at least once during their research.

Learning outcomes

After completing the research training, students shall have achieved the following learning outcomes:

Knowledge

The candidate

- is at the forefront of knowledge on national and international research on educational resources and their importance for learning processes and outcomes in kindergarten and school
- can contribute to theory development in their own field of research and to the development of knowledge relevant to professional practice in kindergartens and schools
- have a thorough knowledge of science theory within the humanities and social sciences relevant to the research field
- can evaluate the suitability of different research methodologies as well as methods of data generation and analysis related to the research field

Skills

The candidate

- can formulate epistemologically-based problems for discussion that build on the current research to plan and execute their own research on pedagogical resources and learning processes at the international level
- can generate, adapt and analyse empirical material and present findings in a way that qualifies for international peer-reviewed publication
- can identify and analyse the need for knowledge, development and reform in the field of pedagogics

General competence

The candidate

- can identify ethical challenges and problems in their own research and the field of pedagogics and practise research with professional integrity
- can manage complex tasks and projects
- can communicate results from research and development work through national and international publications and conference presentations
- can participate in professional networks with other researchers, both nationally and internationally
- can identify the need for and contribute to innovation within their own area of research and educational field

Study Model

The program comprises 180 credits, consisting of: two compulsory courses of 10 credits, two elective courses of 5 credits each, and 150 credits related to independent research work, training and supervision in connection with the thesis.

Compulsory and elective courses

Compulsory courses (10 ECTS each)	Elective courses (5 ECTS each)
Pedagogical resources and learning processes	Learning potential in educational texts and other learning resources
Epistemology, research ethics and methodology	Learning processes and conversation theories in kindergartens and schools Multi-modal pedagogical resources in kindergartens and schools Narration and metaphor in learning resources Texts and learning from an international perspective Children and youth culture, participation and democracy Pedagogical leadership and learning processes Learning contexts and school resources from an educational and sociological perspective

See the individual course plans for a description of the course content.

One or both of the optional courses and the course *Epistemology, research ethics and methodology* may be wholly or partially replaced after the application with relevant courses from other Ph.D. programs or national/international research schools.

Approval of courses and credits

If the candidate takes courses at institutions other than Vestfold University College, the program's management board will decide if these can be included in the training component of the Ph.D. program and determine the number of credits applicable.

Learning Activities

The training in the Ph.D. program consists of participation in compulsory and elective courses and training related to the Ph.D. thesis.

The Ph.D. program consists of the following work:

- Lectures, followed by discussions and colloquiums
- Seminars
 - Presentation and discussion of the research work of others
 - Presentation and discussion of own research work
- Workshops with
 - Discussion of research literature with and without senior researchers
 - Discussion of research fellows' research designs with and without senior researchers
 - Writing workshop with supervisors present
- Responding to peers' proposals, as well as responding to criticism of your own presentations to develop the ability to oppose and accept opposition
- Presentations for other audiences than researchers
- Independent study

See the individual course plans for a description of learning activities in the courses.

The educational component

For courses of 10 credits, the total workload is from 250 to 300 working hours. For 5 credit

courses the workload is from 125 to 150 hours. This includes all learning activities as described in the individual course description and the candidate's independent study. The format of instruction will be adapted to the individual subject. Lectures, seminars and workshops will normally be completed in two sections, with time for independent study and other learning activities between sessions.

The amount of literature that each participant is expected to familiarize themselves with will generally include approximately 450 or 900 pages for courses of 5 and 10 credits respectively.

In the research training there is a particular emphasis on including the Ph.D. candidate in the college's research activities and in research-related contexts at national and international level (such as conferences and project meetings). The training component, apart from the curriculum, will be related to the content and issues in ongoing research projects. Where it is appropriate, the Ph.D. candidate will get the opportunity to contribute to these projects.

The thesis section

The most significant work in the Ph.D. program is the independent scientific work of the Ph.D. thesis. The work on the thesis, collegial supervision and supervision from senior researchers will contribute to the student's acquisition of the knowledge and skills that form the basis for independent research. Collegial guidance through both the daily cooperation with other research fellows and the integration into ongoing research projects will help ensure that the student achieves the research training's learning outcomes.

Assessment

The assessment in the educational component and thesis aims to ensure firstly that the candidate achieves satisfactory progression in the variety of learning outcomes, and secondly that they qualify for the further work with the thesis.

During the course of the program, the candidates will receive feedback on the presentation of their research work, both mandatory and elective, from academics and fellow students. Feedback will be received through the VUC Ph.D. candidate seminars, through the candidate's supervisor and through participation in a national or international research school.

Final assessment:

Compulsory and elective courses

In the two compulsory courses, the Ph.D. candidate shall write an essay and carry out a presentation with discussion. The essays and presentations must be approved (grade B equivalent or better) for the module to be included in the education component. The essays must fulfil the formal requirements of a scientific article. The essays should be between 12 and 22 pages of text (one-and-a-half line spacing and a 12-point font) for the compulsory courses.

In the elective specialization courses, the Ph.D. candidate shall write an essay. The essays must be approved (grade B equivalent or better) for the module to be included in the education component. The essays must meet the formal requirements of a scientific article. The essays should be between 10 and 15 pages of text (one-and-a-half line spacing and a 12-point font) for the elective specialization courses.

Assessment of essays and presentations for compulsory and elective courses will be undertaken by both an internal and an external assessor. The assessors must be approved by the management

board at VUC.

Thesis

The final assessment in the Ph.D. program is the thesis itself and its defence through public debate (see the plan for the thesis section for further information about the thesis requirements).

See the individual course schedules for a description of assessment in the courses.

Thesis section

	Thesis section	150 ECTS
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The largest part of the research training is the independent work with the thesis and supervision as well as the collaboration processes in relation to this work.

LEARNING OUTCOMES

After completing the educational component and the thesis component, the candidate shall have achieved the learning outcomes for the program as a whole. The basis for final assessment of the learning outcomes is the thesis itself and the defence of the thesis through public disputation (see below).

Training and supervision in relation to the thesis component has a particular responsibility to support the following learning outcomes:

Knowledge

The candidate

- is at the forefront of knowledge on national and international research on educational resources and their importance for learning processes and outcomes in kindergarten and school
- can contribute to theory development in their own field of research and to the development of knowledge relevant to professional practice in kindergartens and schools

Skills

The candidate

- can formulate epistemologically-based problems for discussion that build on the current research to plan and execute their own research on pedagogical resources and learning processes at the international level
- can identify and analyse the need for knowledge, development and reform in the field of pedagogics

General competence

The candidate

- can identify ethical challenges and problems in their own research and the field of pedagogics and practise research with professional integrity
- can manage complex tasks and projects
- can communicate results from research and development work through national and international publications and conference presentations
- can communicate research results in a way that is understandable and engaging for staff in kindergartens and schools, as well as guardians and policy makers
- can participate in professional networks with other researchers, both nationally and internationally
- can communicate with researchers representing different cultures and different theoretical and methodological traditions
- can identify the need for and contribute to innovation within their own area of research and educational field

CONTENTS

The thesis is regulated by § 12 in the *Regulations for the degree of Doctor of Philosophy (Ph.D.)* at Vestfold University College, as well as Section III of the *Supplementary Regulations for the PhD program 'Research training in pedagogical resources and learning processes in kindergarten and school'*.

The thesis shall be an independent scientific work that meets international standards on ethical requirements, academic standards, theoretical depth and adequate methods within the subject area and project focus. The thesis shall contribute to the development of new professional knowledge and be of a level of quality such that it could be published as part of the scientific literature of the field.

The thesis may consist of a monograph or a collection of several (3-5) smaller but connected works/articles. If the thesis consists of several work/articles, they shall be suitable for publication in acknowledged scientific journals with peer review. In dissertations consisting of several smaller connected pieces of work, the relationship between them shall be accounted for. (See § III of the *Supplementary Regulations for the PhD program* for further regulations on the requirements for the dissertation).

LEARNING ACTIVITIES

The most important work in connection with the Ph.D. program is the independent scientific work with the Ph.D. thesis. Work with the thesis, collegial supervision and supervision from senior researchers shall contribute to the candidate's acquisition of knowledge, skills and the general competencies that form the basis for independent research. The daily collaboration with other Ph.D. candidates and integration into on-going research projects will also be a factor in the training process.

Supervision

During work on the thesis, the candidates are entitled to and expected to take advantage of supervision. Rights and obligations in relation to the supervision is regulated by § 8 in the *Regulations for the degree of Doctor of Philosophy (Ph.D.)* at Vestfold University College. As a rule students shall have two supervisors, of whom one is appointed as the main supervisor. The main supervisor shall normally be decided upon in the admission process. Supervisors are required to keep themselves updated on the progress of the candidate's work and evaluate it in terms of the progress schedule outlined in the project's description.

Reporting

In the admission period, the candidate and appointed supervisors once a year submit their respective written reports on the progress in the research program. The Faculty for the Humanities and Education is responsible for following up and resolving any issues (see § 11 of the *Regulations for the degree of Doctor of Philosophy (Ph.D.)* at Vestfold University College.

Candidate seminars

At least twice each semester candidate seminars will be arranged, where relevant professional challenges will be discussed. Candidate seminars will provide an arena where the candidates can present current problems and results of their own research and get constructive critical and interdisciplinary responses. The Ph.D. candidates shall plan the meetings in collaboration with

the program's management board. It is expected that all candidates, supervisors and researchers in the academic environment will participate.

Presentation

During the course, the Ph.D. candidate shall present their project in forums at the college and beyond, in feature articles, popular scientific articles or at academic conferences. It is expected that the candidate will present a paper at an international researcher conference. In addition, it is assumed that the Ph.D. candidate will present their work in appropriate national and international forums.

Participation in graduate schools

Participation in graduate schools (for example NAFOL or NATED) will be an important contribution to the research training. Writing workshops will be included either here or as part of the supervision.

ASSESSMENT

Commencement seminar, midterm evaluation and final seminar

The candidates must hold the following three seminars during his/her researcher education:

- Commencement seminar
- Seminar with mid-term evaluation
- Final seminar

The seminars are part of the formative assessment of the candidates, and the quality assurance of the research training. The seminars shall among other things ensure that the Ph.D. candidates become active early with the doctoral work; that they get to discuss the technical and practical challenges in the project; and that they make their progression visible (see *Regulations for the degree of Doctor of Philosophy (Ph.D.)* at Vestfold University College § 10).

Final Assessment

The Ph.D. is awarded on the basis of:

- Approved scientific dissertation
- Approved educational component
- Approved doctoral examination consisting of an examination lecture on a given topic and approved public defence of the thesis (disputation).

Information on the evaluation committee and the evaluation of the thesis is given in § 15 to 21 and § 23-3 of the *Regulations for the degree of Doctor of Philosophy (Ph.D.)* at Vestfold University College.

The results of the evaluation of the thesis must be available within three months after the evaluation committee is formally appointed.

Course plans for compulsory courses¹

COURSE	Pedagogical resources and learning processes	10 ECTS
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INTRODUCTION

Pedagogical resources and learning processes is a compulsory course in the Ph.D. program. The course shall create a common professional platform for Ph.D. candidates.

LEARNING OUTCOMES

The training in the course shall assist the candidate to achieve the following learning outcomes:

Knowledge

The candidate

- is at the forefront of knowledge on national and international research on pedagogical resources and learning processes and about the importance of different learning contexts for key learning and formation (Bildung) processes
- has thorough theoretical and empirical knowledge about the relationship between pedagogical resources and learning processes, both historical and contemporary, and can contribute to the development of new knowledge in the field
- is at the forefront of knowledge concerning research on pupils' reception and production of pedagogical resources as an expression of the kindergarten and the school's accommodation to the learning process
- can contribute to new knowledge about pupils' and teachers' use of semiotic resources, resources available culturally and learning resources

Skills

The candidate

- can analyse and critically evaluate pedagogical resources, learning processes and learning contexts in kindergartens and schools and compare these with newer theories and newer theoretical debates in the field
- can formulate problems grounded in theory for use in the analysis of printed, digital and multi-modal pedagogical resources
- can assess new research about children, pupils and teachers' use of semiotic resources, resources available culturally and learning resources
- can identify and critically analyse children and adolescents' learning processes and challenge established knowledge and practice in the field

General competence

The candidate

- can participate in professional debates about pedagogical resources and their importance to learning processes in kindergarten and school

¹ The curricula in the compulsory courses are drafts only and will be continuously revised in line with the development in international research.

- can contribute to knowledge about the development of pedagogical resources and their impact on learning processes in kindergarten and school
- can convey the results of their independent work and relate this to the current research in the field

CONTENTS

The course includes theories and methods for analysis and critical assessment of pedagogical resources. Examples will be given of research-based analyses of such resources associated with different intentions and contexts. The course also includes theories and methods for analysis and critical assessment of individual and collective learning processes within kindergartens and schools. Pedagogical resources and learning processes will consequently be illuminated by research in relation to learning outcomes.

Pedagogical resources and individual and collective learning processes are studied in light of kindergartens' and schools' institutional cultures and learning contexts from both a contemporary and historical perspective. It is necessary to investigate what values that are taken for granted and what is prioritized in practice when it comes to content and use of pedagogical resources, as well as the relationship between individual children and between educationalist and children. Such values can be related to ethnic diversity, religion, gender or social background.

Examples will be given of different approaches to the study of pedagogical resources and learning processes and the relationship between these in order to analyse and discuss different research traditions. Historical studies that can contribute to the understanding of the formational and educational cultures of the day will be looked at; as well as empirical studies that examine the learning contexts in various institutions. Furthermore, analysis of conversations, texts and practices in kindergartens and schools will be included in the course, as well as analyses of how new phenomena in child and youth cultures affect the forms of communication in pedagogical resources and the communication between children and educationalists.

LEARNING ACTIVITIES

- Lectures, followed by discussions and colloquiums
- Seminars with
 - Presentation and discussion of the research work of others
 - Presentation and discussion of own research work
- Workshops with discussion of research literature with and without senior researchers
- Responding to peers' proposals, as well as responding to criticism of your own presentations to develop the ability to oppose and accept opposition
- Presentations for audiences other than researchers (for example bachelor and master students)
- Independent study

ASSESSMENT

The assessment in this course shall be a written essay. The essay must meet the formal requirements of a scientific article. The scope of the essay shall be between 12 and 22 pages of text (one and a half line spacing and 12 point font).

The candidate shall give a 30 minute presentation of the essay, with particular emphasis on the relevance for their own research work. An internal and external examiner will dispose the essay and the presentation (maximum 45 minutes). Part of the disposition will include information drawn from literature on the course curriculum.

The essay and the presentation must be approved before the course can be included in the training component. The approved essay and presentation will be equivalent to grade B or better. Assessment of the essay and the presentation will be made by one internal and one external examiner.

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- Selander, S., Åkerfeldt, A. & Engström, S. (2007): Resurser för lärande i en digital miljö – om “Learning Designing Sequences”. I S.V. Knudsen, D. Skjelbred & B. Aamotsbakken (red.), *Tekst i vekst. Teoretiske, historiske og analytiske perspektiver på pedagogiske tekster*. Oslo: Novus forlag (17 pages).
- Skaftun, A. (2010). Lesing som dialogisk aktivitet – i alle fag. I Skjelbred, D. & Aamotsbakken, B. (red.) (2010). *Faglig lesing i skole og barnehage* (p. 11-26). Oslo: Novus. (15 pages)
- Tønnesson, JL. (2010). Leserens modell – om relevansen av resepsjonsteori. I S.V. Knudsen & B. Aamotsbakken (red.), *Teoretiske tilnærminger til pedagogiske tekster*. Kristiansand: Høyskoleforlaget (19 pages)
- Strand, T. (2008). Eksemplarisk barnehagepedagogikk. *Norsk pedagogisk tidsskrift* (p.401-413, 12 pages)
- Unsworth, L. (2004). Comparing school science explanations in books and computer-based formats; the role of images, image/text relations and hyperlinks. I *International Journal of Instructional Media* 3 (p. 283-298, 15 pages)
- Virtanen, T. (1992). Issues of text typology. Narrative – a “basic” type of text? *Text-Interdisciplinary Journal for the Study of Discourse*, 12(2), 293–310. (17 pages)
- Vuorikari, R. & Koper, R.(2009). Evidence of cross-boundary use and reuse of digital educational resources. *International Journal of Emerging Technologies in Learning* 4-4 (s. 41-56,

15 sider)Wells, G. (1999). *Dialogic Inquiry. Toward a Sociocultural Practice and Theory of Education*. New York: Cambridge University Press (Exerpt, ca. 30 pages)

Wodak, R. (2006): "Dilemmas of discourse (analysis)". I: *Language in Society* 35 . Cambridge: Cambridge University Press. (p. 595-611,16 pages)

COURSE	Epistemology, research ethics and methodology	10 ECTS
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INTRODUCTION

Epistemology, research ethics and methodology are a central part of the training in the PhD study.

This course can in whole or partly be replaced with equivalent courses from other PhD programs or national and international graduate schools after application.

LEARNING OUTCOMES

The training in the course will help the candidate achieve the following learning outcomes:

Knowledge

The candidate

- has a thorough knowledge about the philosophy of science and research ethics in the humanities and social sciences that are relevant to the field of research
- can critically reflect on the basis for scientific findings that build upon different theoretical and research-methodological approaches to pedagogical resources and learning processes in kindergarten and school
- has insight into the epistemological and ontological assumptions that underlie different research traditions in the field
- can assess the appropriateness of different research methodologies and methods of data generation and analysis
- can assess the research-methodological quality of their own and others' work and the reliability, validity and ability to be generalized of all phases of the research process

Skills

The candidate

- can formulate problems founded epistemologically, in order to plan and conduct research about pedagogical resources and learning processes at an international level
- can reflect in education-critical perspectives and apply the knowledge in their own research work and critically evaluate the researcher's importance as an actor in the production of knowledge
- can participate in scientific discussions in a way that satisfies the relevant requirements for precision, reliability, credibility and integrity
- can generate, process and analyse data and present findings in a way that qualifies for international, peer-reviewed publication
- can critically evaluate and apply scientific methods for generating and analysing data and knowledge in the field of research

General competence

The candidate

- can identify ethical challenges in research and the pedagogical field of action and practise research with professional integrity
- can present scientific knowledge and critically reflect on the relevance of this knowledge

- and its applicability in the field of practice
- can describe, analyse and critically reflect over problems from the field of practice with reference to scientific knowledge
- can relate, in ethically justifiable ways, to citation practice, interview and observational practice, to the various methods of gathering and analysing ethnographic data and to the storage of data and research results

CONTENTS

A breadth-oriented approach to questions in the philosophy of science will be a starting point, with emphasis on the participants' own research work. Perspectives in the philosophy of science will be collected from the relevant problems in the humanities and social sciences which occur in contemporary research debates and that can create insight both in the past, present and future. Insight into relevant research ethics guidelines and procedures that shall be followed in connection with the approval of a research project will be developed as general skills, knowledge and tools.

The complex reality of the analysis of pedagogical resources and learning processes in the kindergartens and schools demands methodological diversity and a varied and theory-based application of the research methodology. How methodological choices and analysis strategies are related to the research question and epistemological base will be emphasized. Methodological approaches will be gathered from different theoretical traditions and discussed on the basis of how different theories set the frame for realization and meta-reflection. The training therefore includes epistemological, meta-reflective and methodological perspectives, going beyond a narrow training in methodology.

Both qualitative and quantitative methods together with multi-methodological approaches and their suitability to conduct research on text cultures and learning contexts in a professional perspective will be discussed. Different traditions and practices will be discussed, with an attached assessment of reliability, validity and their ability to be generalized. Survey design, data generation, data analysis and the presentation of results are essential elements in the course.

From VUC's side, specific training shall be offered for small groups or individual candidates that is relevant for their research interests.

LEARNING ACTIVITIES

- Lectures, followed by discussions and colloquiums
- Seminars with presentations and discussion of research method literature and the candidate's planned research work
- Workshops with discussion of the research candidate's research design with and without senior researchers
- Feedback to others' proposals and the reception of feedback
- Independent study

ASSESSMENT

The assessment in this course shall be a written essay. The essay must meet the formal requirements of a scientific article. The scope of the essay shall be between 12 and 22 pages of text (one and a half line spacing and 12 point font).

The candidate shall give a 30 minute presentation of the essay, with particular emphasis on the relevance for their own research work. An internal and external examiner will dispose the essay and the presentation (maximum 45 minutes). Part of the disposition will include information drawn from literature on the course curriculum.

The essay and the presentation must be approved before the course can be included in the training component. The approved essay and presentation will be equivalent to grade B or better. Assessment of the essay and the presentation will be made by one internal and one external examiner.

LITERATURE

- Alvesson, M. & Sköldberg, D. (2008). *Tolkning och reflektion. Vetenskapsfilosofi och kvalitativ metod*. Stockholm: Studentlitteratur. (180 pages)
- Atkinson, P., Coffey, A. & Delamont, S. (2003). *Key Themes in Qualitative Research. Continuities and Change*. Walnut Creek, Ca.: AltaMira Press. (120 pages)
- Brennan, R.L. (Ed.) (2006). *Educational Measurement* (utvalgte kapitler). Santa Barbara: Greenwood Publishing Group. (50 pages)
- Selander, S. og Ödman, P.-J. (red.) (2004). *Text og existens. Hermeneutik möter samhällsvetenskap*. Göteborg: Daidalos. (50 pages)
- Denzin, N.K. & Lincoln, Y.S. (Eds.). (2008). *Collecting and Interpreting Qualitative Materials*. Thousand Oaks, Ca.: Sage Publications. (200 pages)
- Hutchby, I. & Wooffitt, R. (1998). *Conversation Analysis. Principles, Practices and Applications*. Cambridge: Polity Press. (120 pages)
- Kvernbekk, T. (2005). *Pedagogisk teoridannelse. Insidere, teoriformer og praksis*. Bergen: Fagbokforlaget. Chapter 7, 8 og 9: (50 pages)
- Leech, N.L. & Onwuegbuzie, A. (2009). A typology of mixed methods research designs. *Quality & Quantity*, 43(2), 265–275. (11 pages)
- Mark J. S. (2002). *Social Science in question*. London: Sage publications. (120 pages)
- Richardson, L. & St.Pierre, E. Adams (2008). Writing: A Method of Inquiry. In N.K. Denzin & Y.S. Lincoln (eds.), *Collecting and Interpreting Qualitative Materials* (pp.473- 499). Thousand Oaks, Ca.: Sage Publications. (26 pages)
- Seidel, T. & Shavelson, R. J. (2007). Teaching Effectiveness Research in the Past Decade: The Role of Theory and Research Design in Disentangling Meta-Analysis Results. *Review of Educational Research*, 77 (4), 454-499. (45 pages)
- Shadish, W. R., Cook, T. D., & Campbell, D. T. (2002). *Experimental and Quasi-experimental Designs for Generalized Causal Inference* (utvalgte kapitler). Boston, MA: Houghton Mifflin Company. (60 pages)

Course plans for elective specialization courses²

This Ph.D. program will, in addition to the compulsory courses, offer a variety of elective courses. VUC will not offer all elective courses every year. The courses that are offered will be customized to meet the need of its own candidates and from national researcher schools to which VUC is a contributor. The demand from the candidates is judged from the training plan which is a part of the contract entered into between the candidate, the supervisor and the college at admission.

The elective courses shall give an opportunity to specialize in specific thematic areas within the field of research of pedagogical texts and learning processes. Candidates shall select at least two of the elective courses linked to an academic specialization area. The elective courses reflect current research areas and topics where VUC has expertise.

COURSE	Learning potential in educational texts and other learning resources	5 ECTS
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INTRODUCTION

This course is an elective course in the program, and is aimed at students who aim for specialization in pedagogical texts and other learning resources that focus on textbooks.

LEARNING OUTCOMES

The training in the course shall contribute the candidate achievement of the following learning outcomes:

Knowledge

The candidate

- is at the forefront of knowledge when it comes to research on pedagogical texts and learning resources and on the research on the use of texts in various subject areas in kindergartens and schools
- can contribute to the development of new knowledge about the learning potential in pedagogical texts and other learning resources
- has specialized insight into research on the relationship between form and content in various pedagogical texts, and the use of these for different groups in kindergartens and schools
- has specialized insight in research on spatial, text based, digital and medial learning contexts and their importance to learning processes

Skills

The candidate

- can analyse and assess learning potentials in the content and form of pedagogical texts in

² The curricula in the compulsory courses are drafts only and will be continuously revised in line with the development in international research.

- kindergartens and school
- can analyse and assess how pedagogical texts are used in kindergartens and schools, using theories about the science of text and pedagogy.
 - can formulate theoretically-grounded problems to analyse the learning potentials in various pedagogical texts

General competence

The candidate

- can participate in academic debates about the use of, and learning potential in, pedagogical texts in kindergarten and school
- can assess ethical challenges in research and the pedagogical field.

CONTENTS

The course focuses on textual theories as a basis for the analysis and assessment of learning potential in pedagogical texts, with an emphasis on textbooks. The learning potential will be discussed on a broad basis that includes the textual, spatial and medial. The course looks at the learning potential pedagogical texts have and how they are applied and assessed in kindergarten and school. The importance of the children's gender, age, ethnicity, social and socio-cultural background in relation to the learning potential in pedagogical texts will be investigated.

LEARNING ACTIVITIES

- Lectures, followed by discussions and colloquiums
- Seminars with
 - Presentation and discussion of the research work of others
 - Presentation and discussion of own research work
- Workshops with discussion of the research literature with and without senior researchers
- Presentations for audiences other than researchers (e.g. bachelor and master students)
- Independent study

ASSESSMENT

Assessment is a written essay in the course. Before the essay is submitted for assessment, it shall be quality assured through presenting the main ideas in the essay in plenum and getting feedback from fellow students and teachers. On the basis of the discussion, the applicant shall further develop the essay before it is submitted for final assessment.

The essay must meet the formal requirements of a scientific article. The scope of the essay shall be between 10 and 15 pages of text (one and a half line spacing and 12 point font).

The approved essay will be the equivalent of a grade of B or better. Assessment of the essay will be made by an internal and an external examiner. The examiners must be approved by the program management board at VUC.

LITERATURE

- Asdal, K. m.fl. (2008): *Tekst og historie. Å lese tekster historisk*. Oslo: Universitetsforlaget
Innledning p. 7 – 67, (60 pages)
- Askeland, N. & Maagerø, E. (2010). Tasting words and letting them hang in the air. About subject-oriented language in kindergarten. *European Early Childhood Education Research Journal*. Routledge (p.75-91, 16 pages)
- Bauer, K. (2010). Textbooks and teaching and learning materials: A case study from the Early Childhood classroom. *IARTEM e-Journal* 3-2 (p. 81-96, 15 pages)
- Crawford, K. (2011). Books versus ‘The Book’: The 1974 Kanawha County Textbook Controversy. *IARTEM e-Journal* 4-1 (p. 52-73, 19 pages)
- Drotner, K., Siggaard Jensen & Schrøder, K. (red.)(2008). *Informal learning and digital media*. Cambridge: Cambridge Scholars Publishing (Exerpt, ca.100 pages)
- Jewitt, C. (2008). Teachers’ Pedagogic Design of Digital Interactive Whiteboard Materials in the Uk Secondary School. I *Designs for learning* 1 (p. 42-55, 13 pages)
- Kuzmic, J. J. (2000). Textbooks, Knowledge and Masculinity. Examining Patriarchy From Within. I Nancy Lesko (red.), *Masculinities at School*. Thousand Oaks, London, New Delhi: Sage Publications (25 pages)
- Lorentzen, S. (2009). Building a Nation. Stages in the construction of national identity in Norwegian History textbooks. I S. Selander and B. Aamotsbakken (red.), *Nordic identities in transition – as reflected in pedagogic texts and cultural contexts*. Oslo: Novus Press. (20 pages)
- Morgan, K. (2009). Of ‘wealthy industrialists’ and ‘white protestant Europeans’ the history of race racism as portrayed in a South African textbook. I *IARTEM e-Journal* 3-1 (72-92, 20 pages)
- Rønningen, A. (2011). Musikkbegrepet som sort boks. *Nordisk musikkpedagogisk forskning. Årbok 12, 2010* (s. 81-100, 19 pages)
- Selander, S., Åkerfeldt, A. & Engström, S. (2007). Ressurser för lärande i en digital miljö – om “Learning Desing Sequences”. I S.V. Knudsen, D. Skjelbred & B. Aamotsbakken (red.), *Tekst i vekst. Teoretiske, historiske og analytiske perspektiver på pedagogiske tekster*. Oslo: Novus forlag (17 pages)
- Selander, S. (2008) Designs for Learning – A Theoretical Perspective. I *Designs for learning* 1 (p. 10-22, 12 pages)
- Skjelbred, D. & Aamotsbakken, B. (2010). Paratekster betydning for lesing av fagtekster. I Aamotsbakken, B. (red): *Læring og medvirkning* Oslo: Universitetsforlaget (14 pages)
- Teistler, G. (red.) (2006). *Lesen lernen in Diktaturen der 1930er und 1940er Jahre. Fibel in Deutschland, Italien und Spanien*. Hannover: Verlag Hantsche Buchhandlung (Exerpt, ca. 60 pages)

COURSE	Learning processes and conversation theories in kindergartens and schools	5 ECTS
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INTRODUCTION

This course is an elective course in the program and is aimed towards candidates that want a deeper understanding in conversation theories and conversation practices as learning contexts.

Learning outcomes

Training in the course will help the candidate achieve the following learning outcomes:

Knowledge

The candidate

- is at the forefront of knowledge regarding research on conversation theories and practices in kindergarten and school, and can contribute to theory development in this area
- has profound insight into research on how conversations can be extended, expanded, deepened and repaired
- has specialized insight into research about the meaning of conversations for language development, social relationships, reading and writing, as well as the acquisition of expert knowledge
- can identify, analyse and critically investigate research questions related to language and conversations as a learning tool

Skills

The candidate

- can formulate theoretically-grounded problems relevant for conversation studies
- can identify, analyse and critically investigate the potential for development in conversation studies
- can analyse conversations with children, adolescents and teachers that promote knowledge construction and understanding

General competence

The candidate

- can identify and consider ethical dilemmas in the context of the resistance, the power and the conflicts that are expressed in conversations
- can handle complex and technical academic challenges in different learning processes
- can demonstrate knowledge and understanding of theoretical perspectives on conversation practices
- can identify ethical challenges in research and in the pedagogical field
- can participate in academic debates on conversation theories and conversation practices in kindergarten and school

CONTENTS

This course includes conversations in a number of areas where learning is the purpose, such as subject conversations in the classroom and in the kindergarten, conflict resolution conversations, institution-wide student talks and seminars, and tutorials. The theoretical foundation is theories of language and the importance of conversations for learning. Theories and recent empirical research, which documents how language and conversation forms the basis for learning and development, will make up the course's theoretical platform. A central theme will be the conversation as arena and tool to understand and acquire knowledge in different learning areas.

LEARNING ACTIVITY

- Lectures, followed by discussions and colloquiums
- Seminars with
 - Presentation and discussion of the research work of others
 - Presentation and discussion of own research work
- Independent study

ASSESSMENT

The assessment in this course shall be a written essay. The essay must meet the formal requirements of a scientific article. The scope of the essay shall be between 10 and 15 pages of text (one and a half line spacing and 12 point font).

The essay must be approved before the course can be included in the training component. The approved essay and presentation will be equivalent to grade B or better. Assessment of the essay will be made by an internal and an external examiner who must be approved by the program management board at VUC.

LITERATURE

Bruner, J. (2004). Life as a Narrative. *Social Research: An International Quarterly*, 71(3), 691 – 710.

Bruner, J. (2003). *Making Stories: Law, Literature, Life*: Harvard University Press. (130 p)

Hasan, R. (2005). *Language, Society and Consciousness*. London: Equinow.

Littleton, Karen; Mercer, Neil; Dawes, Lyn; Wegerif, Rupert; Rowe, Denise and Sams, Claire (2005). Talking and thinking together at Key Stage 1. *Early Years: An International Journal of Research and Development*, 25(2),167 -182.

Ludvigsen, Sten Runar; Lund, Andreas; Rasmussen, Ingvill & Säljö, Roger (ed.) (2010). *Learning across sites: new tools, infrastructures and practices*. Routledge. ISBN 978-0-203-84781-7. (388 p)

Rojas-Drummond, S., & Mercer, N. (2003). Scaffolding the development of effective collaboration and learning. *International Journal of Educational Research*, 39, 99-11.

COURSE	Multi-modal pedagogical resources in kindergarten and school	5 ECTS
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INTRODUCTION

The course is an elective course in the program and is aimed at candidates who want a deeper understanding in the area of multi-modal pedagogical resources in kindergartens and schools.

LEARNING OUTCOMES

After completing the course, the candidate shall have achieved the following learning outcomes:

Knowledge

The candidate

- is at the forefront of knowledge within national and international research on multi-modal pedagogical resources, has mastered various approaches to this field of research and can contribute to new interpretations of, and new theoretical perspectives on, how different meaning-creating resources interact in pedagogical contexts
- has specialized insight into research on how multi-modal pedagogical resources are realized in and contribute to concrete learning processes; about the advantages and limitations of different media and modalities for the creation of meaning; and on how the relationship between different modalities is established in multi-modal resources
- has specialized insight into research on the historical and technological development of multi-modal pedagogical resources, and can view this development in relation to learning contexts
- can evaluate different research methodologies for data generation and analysis related to the multi-modal field of research

Skills

The candidate

- can formulate relevant problems grounded in theory that build upon current research to plan their own research on multi-modal pedagogical resources and learning processes at an international level
- can generate, process, analyse and present empirical material in the area of multi-modal pedagogical resources
- can use both reception and production theories and adopt aesthetic perspectives on multi-modal pedagogical resources
- can analyse the need for knowledge, development and reform in the field of pedagogy where multi-modal pedagogical resources are included

General competence

The candidate

- can identify ethical challenges in research on multi-modal pedagogical resources and in the pedagogical field and exercise research with professional integrity
- can convey results from research and development work on multi-modal pedagogical

- resources
- can participate in academic debates on multi-modality with other researchers

CONTENTS

The course encompasses analysis of multi-modal pedagogical resources from the kindergarten and the school learning contexts, as well as different theories about and approaches to multi-modality. The multi-modal pedagogical resources will be drawn from different media, and both the media's and the modality's affordances will be discussed. Specifically, the interaction between multiple meaning-making resources, the aesthetic dimensions associated with multi-modality and the consequences for the pedagogical field stand as central when modalities interact and confront each other. How different forms of meaning-making can contribute to learning will also be important. Both children and adolescents' own multi-modal creation of meaning and multi-modal pedagogical resources will be addressed.

LEARNING ACTIVITIES

- Lectures /seminars
- Presentation of own and others research work with practice in giving and receiving feedback
- Workshops with discussion of research literature and the candidate's research designs
- Workshop with usage and discussions of the different media's affordances.
- Museum visits with emphasis on visual and aesthetic meaning-making from a learning perspective
- Independent study

ASSESSMENT

The assessment shall be written an essay in the subject. The essay must meet the formal requirements of a scientific article. The scope of the essay shall be between 10 and 15 pages of text (one and a half line spacing and 12 point font).

The essay must be approved for the module to be included in the training component. The must be equivalent to a grade of B or better to be approved. Assessment of the essay will be made by an internal and an external examiner. The examiners must be approved by the program management board at VUC.

LITERATURE

Baldry, A. og Thibault, P. (2006). *Multimodal Transcription and Text Analysis*. London: equinox (chapter 1, p. 1-56)

Halliday, M. A. K. (1978). *Language as Social Semiotic: The Social Interpretation of Language and Meaning*. London: Edward Arnold (chapter 6, p. 128-151)

Hopperstad, M. (2008). How children make meaning through drawing and play. *Visual Communication* (p. 77-97)

Kress, G. (2010). *Multimodality. A special semiotic approach to contemporary Communication*. London and New York: Routledge. (197 pages)

Maagerø, E. og Østbye, G. L. (2012). Do Worlds have Corners? When Children's Picture Books invite to Philosophical Questions. *Children's Literature in Education*. 43/1. Heidelberg and New York: Springer Press (14 pages)

Norris, S. (2004). *Analyzing Multimodal Interaction. A methodological framework*. New York and London: Routledge.

Norris, S. & Jones, R.H. (2005). *Discourse in Action. Introducing mediated discourse analysis*. New York and London: Routledge

O'Halloran, K.(2008). Systemic functional-multimodal discourse analysis (SF-MDA): constructing ideational meaning using language and visual imagery. *Visual Communication* (s. 443-475)

Scollon, R. (2001). *Mediated Discourse. The nexus of practice*. London and New York: Routledge.

COURSE	Narration and metaphor in learning resources	5 ECTS
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INTRODUCTION

The course is an elective course in the program and is aimed towards candidates who want a deeper understanding in the area of narration and metaphor in learning resources.

LEARNING OUTCOMES

The training in the course will contribute to the following learning outcomes:

Knowledge

The candidate

- is at the forefront of knowledge regarding the research on narration and metaphor in learning resources and can contribute to development of theory in this area
- is at the forefront of knowledge about the importance of narrative theories and metaphor theories for the formulation of learning resources and textual cultures
- have specialized insight in research about narration and metaphor in different types of learning resources, texts and cultures as a basis for analysis, assessment and further development of texts related to learning contexts in kindergarten and school

Skills

The candidate

- can formulate relevant problems based epistemologically for narrative analysis and metaphor analysis on various texts and textual cultures related to learning contexts in kindergarten and school
- can analyse and evaluate how the learning resources and pedagogical texts are designed and how knowledge is created, presented, and evaluated
- can identify characteristics of learning resources and textual cultures in learning contexts and assess the need for development and reform

General competence

The candidate

- has broad knowledge about the importance of narrative theories and metaphor theories for the design of learning resources and textual cultures
- can present a topic in different ways
- can identify ethical challenges in research and in the pedagogical field
- can participate in academic debates about narration and metaphor in learning resources

CONTENTS

The course comprises current research in narration and metaphor in everyday use and in relation to canonized learning resources in kindergartens and schools. It shall involve narration and metaphors in learning resources and textual cultures related to kindergarten and school. Analysis

of different genres will be central, and recent theories will be presented and discussed in relation to their relevance for professional practice in the pedagogical field. National and international research in the area with an eye towards learning contexts will be presented and discussed.

LEARNING ACTIVITIES

- Lectures, followed by discussions and colloquium
- Seminars with
 - Presentation and discussion of the research work of others
 - Presentation and discussion of own research work
- Independent study

ASSESSMENT

Assessment is a written essay in the course. Before the essay is submitted for assessment, it shall be quality assured through presenting the main ideas in the essay in plenum and getting feedback from fellow students and teachers. On the basis of the discussion, the applicant shall further develop the essay before it is submitted for final assessment.

The essay must meet the formal requirements of a scientific article. The scope of the essay shall be between 10 and 15 pages of text (one and a half line spacing and 12 point font).

The approved essay will be the equivalent of a grade of B or better. Assessment of the essay will be made by an internal and an external examiner. The examiners must be approved by the program management board at VUC.

LITERATURE

Askeland, N. (2012). Racist discourse and the use of metaphor and irony as risk-taking in students' essays and textbooks in senior high school in Norway. In S. Kvam, K.P. Knudsen & P. Langfeldt (eds.), *Narratives of Risk*. Münster: Waxmann Verlag.

Barthes, R. (1977). . *Image, Music, Text* (pp. 79-124). New York: Hill and Wang. (45 pages)

Brooks, P. (1985 [1984]). *Reading for the Plot: Design and Intention in Narrative*. New York: A.A. Knopf. (chapter 1: 33 sider; kap. 8: 54 pages)

Chatman, S. (1990). *Coming to Terms. The Rhetoric of Narrative in Fiction and Film*. Ithaca and London: Cornell University Press.

Hejlsted, A. (2007). *Fortællingen – teori og analyse*. København: Forlaget Samfundslitteratur. (chapter 9: Fortællingen i historisk belysning, 15 pages)

Lothe, J. (2003). *Fiksjon og film. Narrativ teori og analyse* (2. utg., s. 13-134). Oslo: Universitetsforlaget. (121 pages)

Salo, P. (2008). Decision-making as a struggle and a play - on alternative rationalities in schools as organizations. *Educational Management, Administration and Leadership*, 36 (4), 495-510 (15 pages)

Semino, E. (2008). *Metaphor in Discourse*. Cambridge: Cambridge University Press. (Chapter 2: Metaphor in literature; chapter 4: Metaphors in Science and Education; 89 pages)

Aamotsbakken, B. (2012). Risk-Writing: Challenging Genre Conventions through Intertextuality in a Didactic Setting. In S. Kvam, K.P. Knudsen & P. Langfeldt (eds.), *Narratives of Risk*. Münster: Waxmann Verlag.

COURSE	Texts and learning from an intersectional perspective	5 ECTS
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INTRODUCTION

This course is an elective course in the program and is aimed at candidates who want a deeper understanding within the field of texts and learning in an intersectional perspective.

LEARNING OUTCOMES

The training in the course will help the candidate achieve the following learning outcomes:

Knowledge

The candidate

- is at the forefront of knowledge concerning research about texts and learning in an intersectional perspective, and can contribute to theory development in this area
- have specialized insight into research about pedagogical texts and learning processes from an intersectional perspective, where sociocultural categories such as ethnicity, social background, religion and gender are included, as well as combinations and hybrids of sociocultural categories
- have specialized insight into post-colonial theories, feminist theories and theories of metaphor

Skills

The candidate

- can formulate relevant problems based intersectionally for analysis of printed, digital and multi-modal texts in kindergarten and school
- can handle the complex relationships between text, learning contexts and intersectional perspectives, and challenge established knowledge and practice in these areas

General competence

The candidate

- can convey new, relevant problems concerning intersectional approaches to texts and learning contexts
- can identify ethical challenges in research and the pedagogical field
- can participate in academic debates about texts and learning from an intersectional perspective

CONTENTS

An intersectional perspective on texts and learning centres around the examination of relationships between categories such as, for example, ethnicity, race and gender, and the analysis of the meaning of such relationships for identity formation and education. The course comprises intersectionally relevant theories and the running international debate about their advantages and disadvantages in the analysis of empirical material focused on text and

educational cultures in different learning contexts. The training will orientate towards minority and majority cultures, related to ethnicity, religion, social background and gender; the way that they are expressed in printed, digital and multi-modal texts; and their pedagogical use in kindergarten and school. The course provides insight into how learning contexts can be analysed to the inclusion or exclusion of (for example) ethnicity in context with other socio-cultural categories.

LEARNING ACTIVITIES

- Lectures, followed by discussions and colloquium
- Seminars with
- Presentation and discussion of the research work of others
- Presentation and discussion of own research work
- Independent study

ASSESSMENT

Assessment is a written essay in the course. The essay must meet the formal requirements of a scientific article. The scope of the essay shall be between 10 and 15 pages of text (one and a half line spacing and 12 point font).

The approved essay will be the equivalent of a grade of B or better. Assessment of the essay will be made by an internal and an external examiner. The examiners must be approved by the program management board at VUC.

LITERATURE

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COURSE	Children and youth culture, participation and democracy	5 ECTS
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INTRODUCTION

The course is an elective course in the program and is aimed at candidates who want a deeper understanding in the area of children and youth culture, participation and democracy.

LEARNING OUTCOMES

The training in the course will help the candidate achieve the following learning outcomes:

Knowledge

The candidate

- is at the forefront of knowledge concerning changes in child and youth culture, and the meaning the associated learning processes have for participation and democratic processes in kindergarten and school
- have specialized insight into research about the basic values and the thinking behind the Convention on the Rights of the Child and can see this in the context of the research on perspectives on democracy and citizenship
- can develop new knowledge about how schools and kindergartens can encourage children and adolescents in the direction of greater democratic participation
- has specialized insight into the ethical aspects of the relations between specialist staff and children, with particular attention on research about actions to prevent rising passivity, marginalization and stigmatization

Skills

The candidate

- can formulate useful and relevant problems with the intention of bringing into focus the child's everyday influence in kindergartens and schools
- can cite knowledge about the meaning of style, codes and symbolic creativity as learning processes in children and youth cultures
- can identify the dilemmas and challenges that the pedagogical management encounters when it comes to incorporating children and adolescents into real decision-making processes
- can use the citizen concept in scientific analyses of participation, democracy and everyday life in kindergarten and school
- can work scientifically with current issues related to potential and actual conflicts located in the field of conflict between pedagogical accommodation and management and the children's right to involvement and influence

General competence

The candidate

- can identify ethical challenges in research and in the pedagogical field
- can contribute to theory development through insight into theoretical discussions from

- the research concerning children and youth, participation and democracy
- can participate in academic debates about child and youth culture, participation and democracy

CONTENTS

The course covers the central factors that affect the ways children and adolescents interact, both toward peers and adults. Modern media are important sources to new differentiations, but at the same time a potential force for creation of cultural gaps between children and adults. Democracy and participation requires that educationalists and children together can create meeting arenas where the framework for dialogue and cooperation are improved, while at the same time being aware of the existing conflicts of interests. The topic explores the tensions between knowledge of and respect for children and adolescents' learning processes through the use of cultural codes and symbolic communality; as well as the guidelines from the classical democracy concepts, management philosophy and pedagogical management. The candidates shall gain knowledge of the learning potential that lies in informal contexts outside the school, to be able to see the potential in linking this knowledge to the school's cultural mandate.

LEARNING ACTIVITIES

Half of the candidates shall prepare a professional-theoretical contribution related to the topics presented in the talk. The other half of the students will play the role of critical opponents. The session is run by the module's responsible teacher in collaboration with the candidate.

ASSESSMENT

Assessment is a written essay in the course. The essay must meet the formal requirements of a scientific article. The scope of the essay shall be between 10 and 15 pages of text (one and a half line spacing and 12 point font).

The essay must be approved for the module to be included in the training component. The approved essay will be the equivalent of a grade of B or better. Assessment of the essay will be made by an internal and an external examiner. The examiners must be approved by the program management board at VUC.

LITERATURE

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COURSE	Pedagogical leadership and learning processes	5 ECTS
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INTRODUCTION

This course is an elective course in the program and is aimed at candidates who want a deeper understanding in the area of pedagogical management and learning processes.

LEARNING OUTCOMES

The training in the course will help the candidate achieve the following learning outcomes:

Knowledge

The candidate

- is at the forefront of knowledge concerning the research about pedagogical management and learning processes, and can contribute to theory development in this area
- has specialized insight into the various theoretical approaches and research traditions within learning in organizations, in particular the different strategies for individual and collective learning and development
- has specialized insight into the trade-off between research and development within current research designs in relation to pedagogical leadership and learning processes

Skills

The candidate

- can scientifically plan, adjust and assess research and reform processes concerning learning and development for organizations within the education sector.

General competence

The candidate

- can identify and discuss ethical dilemmas in the context of resistance and conflicts in institutions undergoing change
- can identify ethical challenges in research and in the pedagogical field
- can participate in academic debates about pedagogical leadership and learning processes

CONTENTS

This course concerns individual and collective learning processes in kindergarten and school and pedagogical institutions, both as learning organizations and as central learning cultures. These learning processes can be directed towards all involved as well as at different levels within the organization's learning culture. This course deals with accommodation for learning processes with perspectives from the management, team and individual level. This will be contextualised with the development of the organization's learning culture in relation to regulatory documents, such as curricula and the local frames of reference.

The course shall comprise interdisciplinary topics and contemporary issues that come from participants in the course. Knowledge about the accommodation of active learning is a central strategy, and knowledge about active research as a strategy for knowledge development will be

particularly emphasized. The candidate will also gain insight into the many complex facets of learning cultures in kindergartens and schools.

LEARNING ACTIVITIES

- Lectures, followed by discussions and colloquium
- Seminars with
- Presentation and discussion of the research work of others
- Presentation and discussion of own research work
- Presentations to audiences other than researchers
- Independent study

ASSESSMENT

Assessment is a written essay in the course. The essay must meet the formal requirements of a scientific article. The scope of the essay shall be between 10 and 15 pages of text (one and a half line spacing and 12 point font).

The essay must be approved for the module to be included in the training component. The approved essay will be the equivalent of a grade of B or better. Assessment of the essay will be made by an internal and an external examiner. The examiners must be approved by the program management board at VUC.

LITERATURE

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COURSE	Learning contexts and school resources from an educational and sociological perspective	5 ECTS
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INTRODUCTION

This course is an elective course in the study program and is aimed at candidates who want a deeper understanding in the area of learning contexts and school resources from an educational sociological perspective.

LEARNING OUTCOMES

The instruction in the course will help the student achieve the following learning outcomes:

Knowledge

The candidate

- is at the forefront of knowledge concerning research about learning contexts and school resources from an educational-sociological perspective, and can contribute to theory development in this area
- has specialized insight in both historically- and contemporarily-oriented empirical research about the relationship between learning contexts within and outside of the kindergarten and school (family, school and working life)
- is updated on national and international research about the consequences of social inequality for kindergarten and school, and how this can be analysed and conceptualized

Skills

The candidate

- can employ an educational-sociological perspective to work with issues related to the relationship between the school and the school's allocation of human and material resources and social, cultural and economic inequalities in the society at large

General competence

The candidate

- can use an educational-sociological perspective in connection with the need for reform and innovation
- can identify ethical challenges in research and in the educational field
- can participate in academic debates about learning contexts and school resources from an educational-sociological perspective

CONTENTS

The Sociology of Education has developed a threefold perspective on how educational institutions function, and on their relationships to other central institutions in the society such as the family and work. From this perspective, the modern education system appears as: (1) an institution that imparts knowledge, skills, and importantly cultural patterns to new generations; (2) as an arena for social equalization and mobility; and (3) as an arena for the maintenance of

social, cultural and economic inequality. These three conditions are important dimensions from a resource and learning context perspective.

The course concerns sociological theories about how the school's mechanisms and pedagogical practices may work as both socially differentiating and integrating, and how socio-cultural differences can assign limitations and opportunities at the same time. The selection of text is centred on the classic works of Pierre Bourdieu and Raymond Boudon. Bourdieu's system of concepts and methods of analysis are particularly suited to examine how the school contributes to the reproduction of social inequality, and concepts such as habitus, symbolic power, and cultural, social and economic capital have almost become public property. Boudon's system of concepts and methods of analysis encompasses the school and the society's 'double' character; that is mechanisms that both contribute to the reproduction of inequality and the mechanisms that give children and adolescents from less privileged homes new opportunities. These classic works are supplemented by recent empirical analyses of resource utilization in schools and how it is related to social reproduction and mobility in modern societies, with a special focus on Norway.

LEARNING ACTIVITIES

- Lectures followed by discussions and colloquium
- Seminars with presentations and discussion of own research work
- Workshops with discussion of the Ph.D. candidates' research designs with and without senior researchers
- Responding to others' presentations and relating to other people's responses on own proposal to develop the ability to oppose and accept opposition
- Independent study

ASSESSMENT

Assessment is a written essay in the course. The essay must meet the formal requirements of a scientific article. The scope of the essay shall be between 10 and 15 pages of text (one and a half line spacing and 12 point font).

The essay must be approved for the module to be included in the training component. The approved essay will be the equivalent of a grade of B or better. Assessment of the essay will be made by an internal and an external examiner. The examiners must be approved by the program management board at VUC.

LITERATURE

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