Faculty of Arts and Social Sciences
Educational Work

Course Reading

Digitalisation and internationalisation of preschool I

Valid from 01/20/2025

Course Code:	PAAFD1
Course Title:	Digitalisation and internationalisation of preschool I
Credits:	15
Degree Level:	Master's level

Books

Kjällander, S., & Riddersporre, B. (2019). *Digitalisering i förskolan på vetenskaplig grund*. Natur & Kultur

Löfdahl Hultman, A. & Ribaeus, K (2021). *Förskollärarens metod och vetenskapsteori*. Liber

Moss, P. & Mitchell, L. (2024). *Early Childhood in the Anglosphere: Systemic failings and transformative possibilities*. UCL Press https://doi.org/10.14324/111.9781800082533

Articles

Alexiadou, A & Stadler Altmann, U (2020). Early childhood education research in Europe: contexts, policies, and ideas. *Early Childhood Education Research in Europe: Education Inquiry*, *11* (2), p. 89-93. https://www.tandfonline.com/doi/full/10.1080/20004508.2020.1736795

Birbili, M., & Myrovali, A. (2020). Early childhood teachers? relationship with the official curriculum: the mediating role of professional and policy contexts. *Education Inquiry*, *11* (2), p. 110-125. https://doi.org/10.1080/20004508.2019.1687080

Enochsson, A-B., & Ribaeus, K. (2021). Everybody has to get a chance to learn: Democratic aspects of digitalisation in preschool. *Early Childhood Educational Journal*,

49 (6), p. 1087-1098. https://doi.org/10.1007/s10643-020-01117-6

Hjelmér, C. (2020). Free play, free choices?: Influence and construction of gender in preschools in different local contexts. *Education Inquiry*, *11* (2), p. 144-158. https://doi.org/10.1080/20004508.2020.1724585

Knauf, H. (2020). Learning stories, pedagogical work and early childhood education: a perspective from German preschools. *Early Childhood Education Research in Europe: Education Inquiry*, *11* (2), p. 94-109. https://doi.org/10.1080/20004508.2019.1591845

Lambrev, V., Kirova, A., & Prochner, L. (2020). Education reforms for inclusion?: Interrogating policy-practice disjunctions in early childhood education in Bulgaria. *Education Inquiry*, *11* (2), p. 126-143. https://doi.org/10.1080/20004508.2019.1708616

Magen-Nagar, N., & Firstater, E. (2019). The obstacles to ICT implementation in the kindergarten environment: Kindergarten teachers´ beliefs. *Journal of Research in Childhood Education*, *33* (2), p. 165-179. https://doi.org/10.1080/02568543.2019.1577769

Undheim, M. (2022). Children and teachers engaging together with digital technology in early childhood education and care institutions: a literature review. *European Early Childhood Education Research Journal*, *30* (3), p. 472-489. https://www.tandfonline.com/doi/full/10.1080/1350293X.2021.1971730

Reference material

Dong, C. (2018). Preschool teachers´ perceptions and pedagogical practices: Young children´s use of ICT. *Early Child Development and Care*, *188* (6), p. 635-650. https://doi.org/10.1080/03004430.2016.1226293

Fleer, M. (2017). Digital role-play: The changing conditions of children´s play in preschool settings. *Mind, Culture, and Society*, *24* (1), p. 3-17. https://doi.org/10.1080/10749039.2016.1247456

Ytterligare litteratur och debattartiklar inom kunskapsområdet tillkommer.

Approved by the Faculty Board of Arts and Social Sciences 11/18/2024