



Fakulteten för humaniora och samhällsvetenskap
Pedagogiskt arbete

Litteraturlista

Förskolans digitalisering och internationalisering I

Gäller från och med 20 jan 2025

Kurskod:	PAAFD1
Kursens benämning:	Förskolans digitalisering och internationalisering I
Högskolepoäng:	15
Utbildningsnivå:	Avancerad nivå

Böcker

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>

Artiklar

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), s. 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), s. 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), s. 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), s. 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), s. 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), s. 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), s. 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), s. 472-489.
<https://www.tandfonline.com/doi/full/10.1080/1350293X.2021.1971730>

Referensmaterial

Dong, C. (2018). Preschool teachers' perceptions and pedagogical practices: Young children's use of ICT. *Early Child Development and Care*, 188 (6), s. 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), s. 3-17.
<https://doi.org/10.1080/10749039.2016.1247456>

Ytterligare litteratur och debattartiklar inom kunskapsområdet tillkommer.

Fastställt av Fakultetsnämnden vid Fakulteten för humaniora och samhällsvetenskap
18 nov 2024