

TEMATISK SAMMANSTÄLLNING AV PUBLIKATIONER OM HÖGRE UTBILDNING (2010-)

Politik, policy och kvalitetssystem för högre utbildning och forskning

- Adamson, L & Flodström, A. (2010). Ett kvalitetssystem ska värdera utbildningens kvalitet, inte studenternas [A QA system should evaluate educational quality, not student quality]. *Vetenskapsrådets/The Swedish Research Council, Tentakel (4)*. Available at [2012-01-24]: <http://www.tentakel.vr.se/nummer/201004/debatt/kvalitetsutvardering/ettkvalitetssystemskavarderautbildningenskvalitetintestudenternas.5.5ffe710a12a6bb636028000629.html>
- Adamson, L. (2011). On Quality Assurance and Learning Outcomes: Evaluating students' work or institutional work with students? *European Network for Quality Assurance, ENQA, publications*. Available at [2012-01-24]: http://www.enqa.eu/pubs_workshop.lasso
- Bolander Laksov, K., Kettis, Å. & M. Alexandersson (2014) *Ledning för kvalitet i undervisning och lärande på grundnivå och avancerad nivå. Rapport utgiven av Sveriges Universitets- och högskoleförbund (SUHF)/ Expertgruppen för kvalitetsfrågor. ISBN 978-91-979437-5-8*
- Adamson, L & Flodström, A. (2013). *EU and Bologna - A New Educational Agenda for the Knowledge Society and its Global Students*. In Camille B. K., and Weyers, M. (Eds.), *The Global Student Experience: An International and Comparative Analysis* (pp. 135 – 152). International Higher Education Series, RoutledgeTaylorFrancis.
- Adamson, L. (2015). Political Interference in Higher Education Quality Assurance – The Swedish Case. *Science and Society*.
- Carlhed, C. (2016). Resistances to scientific knowledge production of comparative measurements of dropout and completion in European Higher Education. Epub ahead of print September 16, 2016 as <http://doi.org/10.1177/1474904116667363> *European Educational Research Journal*.
- Gougoulakis, P. (2015). 'New Public Management Regime and Quality in Higher Education', *ΕΠΙΣΤΗΜΗ ΚΑΙ ΚΟΙΝΩΝΙΑ [SCIENCE AND SOCIETY]*, 33(Spring 2015): 91-114.[ISSN 1108-3697]
- Hubinette, T & Mähle, P (2015) *The Racial Grammar of Swedish Higher Education and Research Policy: The Limits and Conditions of Researching Race in a Colour-Blind Context*. In (eds) R. Andreassen and K. Vitus. *Affectivity and Race Formations. A Nordic Case Study*. Ashgate (In printing) 2015.
- McGrath, C & Bolander Laksov, K (2012) Laying bare educational crosstalk: a study of discursive repertoires in the wake of educational reform. *International Journal for Academic Development*, 1-11, iFirst <http://www.tandfonline.com/doi/abs/10.1080/1360144X.2012.716760#.UzrcfPaicXw>
- Mähle, P & Fellesson, M (2014) *Kunskapspolitikens blinda fläck- rasifieringens grammatik i akademien. i antologin Att bryta innanförskapet: kritiska perspektiv på jämställdhet och mångfald i akademien* Makadam förlag. (Red) Kerstin Sandell p 173-196

Mähleek, P & Carbin, M (2012) (eds) Akademiens villkor. Temanummer om forskningspolitik *Tidskrift för Genusvetenskap* nr 1-2 (2012).

Mähleek (2012), Situating Swedish research policy landscape in the global knowledge economy. Centre for Gender Excellence at Linköping University. Work in Progress Report Series Vol X. No 14 .

Strömqvist, G., & Sandgren, A. (2010) *Motivation and Incentives for University Entrepreneurialism in Eastern and Western Europe: A Comparative Analysis Based on the EUERЕК Project*. In Macleans A. Geo-Ja-Ja and S. Majhanovich (Eds.) *Education, Language and Economics: Growing National and Global Dilemmas*. Sense Publishers, Rotterdam/Boston/Taipei.

Thunborg, C. & Bron, A. (2012). Higher education and lifelong learning in Sweden. In: Maria Slowey, Hans Schuetze (Ed.), *Global perspectives on higher education and lifelong learners*. Abingdon, Oxon: Routledge.

Undervisning och lärarperspektiv i högre utbildning

Barman, L., Bolander Laksov, K., & Silen, C. (2014). Policy Enacted - Teachers approaches to an outcome-based framework for course design. *Studies in Higher Education*

Barman, L., Silén, C., & Bolander Laksov, K. (2014). Outcome based education enacted: teachers' tensions in balancing between student learning and bureaucracy. *Advances in Health Sciences Education*, 1-15. PMID: 24464366 <http://link.springer.com/article/10.1007/s10459-013-9491-3>

Bolander Laksov, K. (2013) Lärare och pedagogiska ledare. I Silén, C & Bolander Laksov, K (red) *Att skapa pedagogiska möten i medicin och vård*. Lund: Studentlitteratur.

Bolander Laksov, K., Boman, L. & Silén S. (2013) Implementation of Scholarship of Teaching and Learning via a new International Masters program on-line. Book chapter in *Cases on Professional Distance Education Degree Programs and Practices: Successes, Challenges and Issues* , eds. Kirk Sullivan and Peter Czigel

Bolander Laksov, K., (2011) Case i : Nordquist, J., Sundberg, K. & L. Johansson *Case – verktyg för professionslärande*. Liber 978-91-47-09936-8

Bolander Laksov, K., & Stenfors-Hayes, T. (2015). What do we mean when we rate a resident as 'good'?. *The clinical teacher*, 12(2), 141-141.

Palmgren, P. J., & Bolander Laksov, K. (2015). Exploring chiropractic students' experiences of the educational environment in healthcare professional training: a qualitative study. *BMC medical education*, 15(1), 128.

Bolander Laksov, K., Liljedahl, M., Engqvist Boman, L. & Björck, E., (2014) Identifying Keys to Success in Clinical Learning: A Study of Two Interprofessional Learning Environments *Journal of Interprofessional Care*.

Brodin, U., Fors, U., & Bolander Laksov, K. (2010) The application of Item Response Theory on a teaching strategy profile questionnaire *BMC Medical Education*, 10:14 doi:10.1186/1472-6920-10-14 PMID:20146802 <http://www.biomedcentral.com/1472-6920/10/14>

Conte, H., Jirwe, M., Scheja, M., & Hjelmqvist, H. (2015). Get it together: Issues that facilitate collaboration in teams of learners in intensive care? *Medical Teacher*. In press

Ekecrantz, S. (2015). Feedback and student learning? – A critical review of research. *Utbildning & Lärande / Education & Learning*, 2(9) [Accepted].

Ekecrantz, S., Parliden, J., & Olsson, U. (2015). Teaching-research nexus or mock research? – Student factors, supervision and the undergraduate thesis in History, In Ludvigsson, D. & Booth, A. (Eds.) *Enriching history teaching and learning: Challenges, possibilities, practice*. Linköping: ISAK, Linköpings universitet, 15-32.

Eulau, L., Sundman, C., Scheja, M., & Fossum, B. (2015). Assessing students' learning in student dedicated treatment rooms during clinical nursing education. *Nursing and Health* 3(1), 22-29. doi: 10.13189/nh.2015.030104.

Gougoulakis, P. & Oikonomou, A. (2014). "University Pedagogy" [Πανεπιστημιακή Παιδαγωγική]. *Ekp@deftikos Kyklos*, Vol. 2, Nr. 1, 2014, s. 9-48, ISSN:2241-4576 http://www.educircle.kioulanis.gr/images/teuxos/2014/teuxos1/teuxos1_1.pdf

Koroma, E., Olsson, L., Vangelius, L. & West, T. (2013). *Future Learn – Öppna digitala resurser för ungdomsskolan och lärarutbildningen*. Projektrapport, Stockholms universitet. <http://dsv.su.se/futurelearn/avslutade-projekt>

Manninen, K., Henriksson, E., Scheja, M., & Silén, C. (2015). Supervisors' pedagogical role at a clinical education ward - An ethnographic study. *BMC Nursing*, 2015, 14: 55. doi:10.1186/s12912-015-0106-6

Palmgren, P. J., Sundberg, T., & Laksov, K. B. (2015). Reassessing the educational environment among undergraduate students in a chiropractic training institution: A study over time. *Journal of Chiropractic Education*.

Examination och bedömning i högre utbildning

Benyamine, I., Åkerfeldt, A., West, T. & Selander, S. (2013). Bedömning i högre konstnärlig utbildning – ett designteoretiskt, multimodalt perspektiv. I B. Olsson (red.) *Värderingskriterier och bedömningsnormer inom det konstnärliga området (Assessment in higher arts education) – ett pedagogiskt forsknings- och utvecklingsprojekt*. Sid. 43-63. Rapport till Myndigheten för nätverk och samarbete inom högre utbildning, NSHU. Göteborgs universitet.

Ekecrantz, S. (2015). Examination för lärande? *Utbildning & Lärande / Education & Learning*, 2(9) [Accepted].

Marchese, M., Adamson, L., Jansson, C-G. & Flodström A., (2015). The EIT ICT Labs Master School: a Program to foster the Education of Entrepreneurial, Innovative and Creative Students. In Banerjee B., and Seri, S. (Eds.), *Creating Innovation Leaders*. Springer.

Schwieler, E., & Ekecrantz, S. (2015). Towards a model of teaching disciplinary boundaries – History with Literature and Literature with History: Theoretical implications. *Arts & Humanities in Higher Education*. 1-15 (ahead-of print).

Schwieler, E., & Ekecrantz, S. (2011). Normative values in teachers' conceptions of teaching and learning in higher education: a belief system approach. *International Journal for Academic Development*, 16(1), 59-70.

Studenters lärande i högre utbildning

Bolander Laksov, K., McGrath, C., & Josephson, A. (2014). Students' understandings of integration. *Advances in Health Sciences Education*. DOI 10.1007/s10459-014-9499-3. PMID: 24604665 <http://link.springer.com/article/10.1007/s10459-014-9499-3>

Bonnevier, A., Josephson, A., & Scheja, M. (2012). Potentialities for learning in medical students' ways of approaching a diagnostic task. *Higher Education*, 64, 371-384

Bälter, O., Cleveland-Innes, M., Pettersson, K., Scheja, M., & Svedin, M. (2013). Student approaches to learning in relation to online course completion. *Canadian Journal of Higher Education*, 43(3), 1-18.

Conte, H., Scheja, M., Hjelmqvist, H., & Jirwe, M. (2015). Exploring teams of learners becoming "WE" in the intensive care unit - a focused ethnographic study. *BMC Medical Education*. In press

Johannsen, A., Bolander-Laksov, K., Bjurshammar, N., Nordgren, B., Fridén, C., & Hagströmer, M. (2012). Enhancing meaningful learning and self-efficacy through collaboration between dental hygienist and physiotherapist students – a scholarship project. *International Journal of Dental Hygiene*, doi: 10.1111/j.1601-5037.2011.00539.x PMID: 22257302 <http://onlinelibrary.wiley.com/doi/10.1111/j.1601-5037.2011.00539.x/abstract>

Lewitt, M., Ehrenborg, E., Scheja, M., & Brauner, A. (2010). Stereotyping at the undergraduate level revealed during interprofessional learning between future doctors and biomedical scientists. *Journal of Interprofessional Care*, 24(1), 53-62.

Liljedahl, M., Boman, L. E., Fält, C. P., & Bolander Laksov, K. (2014). What students really learn: contrasting medical and nursing students' experiences of the clinical learning environment. *Advances in Health Sciences Education*, 1-15.

Manninen, K., Welin-Henriksson, E., Scheja, M., & Silén, C. (2013). Authenticity in learning - nursing students' experiences at a clinical education ward. *Health Education*, 113(2), 132-143.

Manninen, K., Welin-Henriksson, E., & Scheja, M., & Silén, C. (2014). Patients' approaches to students' learning at a clinical education ward - An ethnographic study. *BMC Medical Education*, 14, 131. Doi: 10.1186/1472-6920-14-131.

Mattsson, J., Forsner, R.N., Castren, M., Bolander Laksov, K., & Arman, M. (2012). A qualitative national study of nurses' clinical knowledge development of pain in Pediatric Intensive Care.

Journal of Nursing Education and Practice, 2(2), 107-118.
<http://www.sciedu.ca/journal/index.php/jnep/article/viewFile/520/467>

- Murstedt, L., Trostek, J. R., & Scheja, M. (2015). Values in political science students' contextualizations of nationalism. *Journal of Political Science Education*, 11(2), 126-140.
- Palmgren, P.J., Lindquist, I., Sundberg, T., Nilsson, G.H., & Bolander Laksov, K. (2014) Exploring perceptions of the educational environment amid undergraduate physiotherapy students - a cross-sectional study International. *Journal of Medical Education*
- Palmgren, P., Chandratilake, M., Nilsson, G. H. & K. Bolander Laksov (2013) Is there a chilly climate? An educational environmental mixed method study in a chiropractic training institution. *Journal of Chiropractic Education*: Spring 2013, Vol. 27, No. 1, pp. 11-20. PMID: 23518905
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3604959/>
- Parkes, K.A., Daniel, R., West, T. & Gaunt, H. (2015). Applied music studio teachers in higher education: Exploring the impact of identification and talent on career satisfaction. *International Journal of Music Education* August 2015 33: 372-385, doi:10.1177/0255761415581281.
- Pettersson, A., Bolander Laksov, K., & Fjellström, M. (2013). Portfolio: Ett verktyg för lärande och synliggörande av kompetens. *Fysioterapi*(02), 32-37. <http://www.diva-portal.org/smash/record.jsf?pid=diva2:612246>
- Pettersson, A. F., Bolander Laksov, K., & Fjellström, M. (2015). Physiotherapists' stories about professional development. *Physiotherapy theory and practice*, 31(6), 396-402. Liljedahl, M., Engqvist Boman, L., Björck, E., & Bolander Laksov, K. (2015). Participation in a clinical learning environment. *The clinical teacher*.
- Scheja, M. (2015). Exploring potentialities for cosmopolitan learning in Swedish teacher education. *Policy Futures in Education*, 13(6), 775-787.
- Scheja, M., & Bonnevier, A. (2010). Conceptualising students' experiences of understanding in medicine. *Journal of the Hellenic Psychological Society*, 'Special issue on Experiences of learning and academic understanding in higher education'. 17(3). 243-258.
- Scheja, M., & Pettersson, K. (2010). Transformation and contextualisation: Exploring students' conceptual understandings of threshold concepts in calculus. *Higher Education*. 59(2), 221-241.
- Weurlander, M., Scheja, M., Hult, H., & Wernerson, A. (2014). The struggle to understand. Exploring medical students' experiences of learning and understanding during a basic science course. *Studies in Higher Education*. Doi: 10.1080/03075079.2014.930122
- Weurlander, M., Scheja, M., Hult, H., & Wernerson, A. (2012). Emotionally challenging learning situations: Medical students' experiences of autopsies. *International Journal of Medical Education*, 3, 63-70

Weurlander, M., Söderberg, M., Scheja, M., Hult, H., & Wernerson, A. (2012). Exploring formative assessment as a tool for learning: Students' experiences of different methods of formative assessment. *Assessment and Evaluation in Higher Education*, 37(6), 747-760.

Wilhelmsson, N., Dahlgren, L. O., Hult, H., Scheja, M., Lonka, K., Josephson, A. (2010). The anatomy of learning anatomy. *Advances in Health Sciences Education*, 15(2), 153-165.

Wilhelmsson, N., Bolander-Laksov, K., Dahlgren, L. O., Hult, H., Nilsson, G., Ponzer, S., . . . Josephson, A. (2013). Long-term understanding of basic science knowledge in senior medical students. *International Journal of Medical Education*, 4, 193-197.
<http://www.ijme.net/archive/4/long-term-understanding-of-basic-science.pdf>

Villkor för studier och lärande i högre utbildning

Bron, A. (2010). Uczenie się dorosłych z perspektywy historycznej. Dorośli studenci w szwedzkich uniwersytetach. No 4 (52) *Terazniejszość - Człowiek - Edukacja*. Kwartalnik myśli społeczno-pedagogicznej, pp.7-19.

Bron, A. (2010). Learning journey as a way of life and a thirst for knowledge, pp. 17-27. In: Merrill, B., Monteagudo, J. G. (Eds.). *Educational Journeys and Changing Lives. Adult Student Experiences*. Vol. 1. Sevilla. Edición digital@tres.

Bron, A., Thunborg, C. & Edström, E. (2014). Ethnicity and class matters: experiences in Swedish higher education. In: Fergal Finnegan, Barbara Merrill, Camilla Thunborg (Eds.), *Student voices on inequalities in European Higher education: challenges for theory, policy and practice in a time of change*. London: Routledge.

Bron, A. (2015). Researching higher education students' biographical learning: In: Antikainen, Ari, Goodson, Ivor, Andrews, Molly & Sikes, Pat *International Handbook on Narratives and Life History*. London Routledge (in print)

Bron, A. Thunborg, C. (2015). Biographical interviewing. The case of non-traditional students in higher education. *SAGE Research Methods Cases*. <http://srmo.sagepub.com/page/help-1/help>

Bron, A., Thunborg, C. (accepted). Theorising biographical work. *International Journal of Contemporary Sociology*

Bron, A. (2014) Increasing access of non-traditional students to Higher Education. *Report Zeitschrift für Weiterbildungsforschung* 37(4), pp.54-66.

Carlhed, C. (2016). The Social Space of Educational Strategies: Exploring Patterns of Enrolment, Efficiency and Completion among Swedish Students in Undergraduate Programmes with Professional Qualifications. Epub ahead of print. *Scandinavian Journal of Educational Research*
<http://www.tandfonline.com/doi/full/10.1080/00313831.2016.1172496>

Finnegan, F., Fleming, T. & Thunborg, C. (2014). Enduring inequalities and student agency: theorizing an agenda for change in higher education. In: Fergal Finnegan, Barbara Merrill and Camilla Thunborg (Eds.), *Student voices on inequalities in European higher education: challenges for theory, policy and practice in a time of change*. London: Routledge.

- Thunborg, C., Bron, A. & Edström, E. (2013). Motives, commitment and student identity in higher education: experiences of non-traditional students in Sweden. *Studies in the Education of Adults*, 45(2), 177-193.
- Thunborg, C., Bron, A. & Edström, E. (2012). Forming learning identities in Higher Education in Sweden. *Studies for the learning Society* (2-3), 23-34.
- Thunborg, C., Bron, A. & Edström, E. (2011). Forming and transforming learning identities in higher education. In: Jögi, Larissa & Krabi, Kristina (Eds.), *Raamat Õppimisest: Õppides täiskasvanuks - Õppimine erinevates perspektivides*. Tallin: Talinna Ülikooli andragoogika osakond.
- Thunborg, C. & Edström, E. (2010). Changing Learning Identities in Higher Education (1ed.). In: Merrill Barbara & González Monteagudo José (Ed.), *Educational Journeys and Changing Lives: Adult Student Experiences, Vol 1*. Sevilla: Edición Digital@Tres.
- West, L., Bron, A. & Merrill, B. (2014). Researching students experience, pp. 25-36. In: Finnegan, F., Merrille, B & Thunborg, C. (eds.) (2014). *Student Voices on Inequalities in European Higher Education*. London: Routledge. (refereed)

Forskning och forskare

- Adamson, L. & Flodström, A. (2014). Forskning – en råvara som måste förädlas. [Research – rawmaterial that needs refining]. *Curie – en tidning från Vetenskapsrådet/Curie, Swedish National Science Foundation*. Available at [2014-03-20]: <http://www.tidningencurie.se/22/debatt/debatter/2014-03-19-forskning---en-ravara-som-maste-foradlas.html>
- Fellesson, M & Mählcck, P (2013) Academics on the move: Mobility and Institutional Change in the Swedish development Support to research Capacity building in Mozambique, *Current African issues*, no 55.p 3-103
- Flodström, A. & Adamson, L. (2012). Framtiden handlar om att bygga mångfasetterade forskningsteam [The future is about building multifaceted research teams]. I *Myt och verklighet I forskningspolitiken*. RISE, Research Institutes of Sweden.
- Mählcck, P & Thaver, T (2010), Dialogue on Gender and Race Equality. Conversations between Sweden and South Africa, *Equality, diversity and inclusion. An international Journal* (formerly Equal Opportunities International). Vol 29, no 1 p23-37
- Mählcck, P (2012) Differentiering och excellens i det nya forskningslandskapet: Om kön, tystnad och performativa vithetshandlingar. [Research Policy as a performative act of whiteness. Research excellence, differentiation and gender], *Tidskrift för Genusvetenskap* nr 1-2.p 25-48.
- Mählcck, P. (2013) Academic Women with migrant background in the global knowledge economy: bodies hierarchies and resistance. *Women's studies International Forum*. 36 (2013) 65–74.