

CUMULATIVE PUBLICATIONS

BARNKUNNE- Senter for barnehageforskning

aug 2018- aug 2022

PEER-REVIEWED JOURNAL ARTICLES (101)

2018-2019

1. **Birkeland, J.** (2018). «Å lære et håndverk»: Pedagogikk læreres perspektiver på observasjon i barnehagelærerutdanningen. *Nordisk Tidsskrift for Pedagogikk og Kritikk*, 4, 154–169. <https://doi.org/10.23865/ntpk.v4.1315>
2. **Birkeland, Å.** (2019). Temporal settings in kindergarten: a lens to trace historical and current cultural formation ideals. *European Early Childhood Education Research Journal*, 27(1), 53–67. <https://doi.org/10.1080/1350293x.2018.1556534>
3. **Birkeland, Å., & Ødemotland, S.** (2018). Disorienting Dilemmas - the Significance of Resistance and Disturbance in an Intercultural Program within Kindergarten Teacher Education. *Integrative Psychological and Behavioral Science*, 52(3), 377–387. <https://doi.org/10.1007/s12124-018-9433-y>
4. Fosse, T., Lange, T., Hope Lossius, M., & **Meaney, T.** (2018). Mathematics as the Trojan horse in Norwegian early childhood policy. *Research in Mathematics Education*, 20(2), 166–182. <https://doi.org/10.1080/14794802.2018.1473162>
5. **Grindheim, L. T.** (2020). Beyond uniform reproduction: Exploring children's imaginative play through the lenses of their teacher. *Contemporary Issues in Early Childhood*, 21(1), 58–69. <https://doi.org/10.1177/1463949118783384>
6. Lange, T., & **Meaney, T.** (2018). Talking about mathematics in two languages: Can parental views inform the development of digital games for young children? *Nordic Studies in Mathematics Education*, 23(3-4), 203–223. http://ncm.gu.se/wp-content/uploads/2020/06/23_34_203224_lange.pdf
7. **Pesch, A.M.** (2018). Syn på flerspråklighet som diskursive vilkår for barnehagens samarbeid med foreldre til flerspråklige barn. *NOA. Norsk som andrespråk*, 1-2, 158–188. <https://munin.uit.no/handle/10037/15080>
8. **Sadownik, A.** (2018). Belonging and participation at stake. Polish migrant children about (mis)recognition of their needs in Norwegian ECECs. *European Early Childhood Education Research Journal*, 26(6), 956–971. <https://doi.org/10.1080/1350293x.2018.1533711>
9. **Sageidet, B. M., Almeida, C., & Dunkley, R.** (2018). Children's access to urban gardens in Norway, India and the United Kingdom. *International Journal of Environmental and Science Education*, 13(5), 467–480. <https://eprints.gla.ac.uk/167144/>

10. **Sønsthagen, A. G.** (2018). «Jeg savner barnet mitt». Møter mellom somaliske mødre og barnehagen. *Nordic Journal of Comparative and International Education (NJCIE)*, 2(1), 55–71. <https://doi.org/10.7577/njcie.2289>
11. Tait, K., Sweller, N., Carter, M., Fung, F., **Hu, A.**, & Djajic, J. (2018). A Preliminary Study of the Internal Consistency and Validity of the Traditional Chinese Adaptation of the Impact on Family Scale. *International Journal of Special Education*, 33(1), 77-93. <https://eric.ed.gov/?id=EJ1184095>

2019-2020

12. **Birkeland, J.** (2019). Observation – A Part of Kindergarten Teachers' Professional Skill Set. *Universal Journal of Educational Research*, 7(3A), 50–59. <https://doi.org/10.13189/ujer.2019.071306>
13. **Birkeland, J.**, & **Ødegaard, E.E.** (2019). What is worth knowing about observation in today's kindergarten? Methodology in change between tradition, new science and personal knowledge. *Norwegian educational journal*, 103 (2-03), 108-120. <https://doi.org/10.18261/issn.1504-2987-2019-02-03-08>
14. **Birkeland, Å.**, & Li, M. (2019). Building a Sustainable Future Through International ECE Partnership Programmes. *ECNU Review of Education*, 2(4), 458–474. <https://doi.org/10.1177/2096531119893480>
15. **Boldermo, S.**, & **Ødegaard, E.** (2019). What about the Migrant Children? The State-Of-The-Art in Research Claiming Social Sustainability. *Sustainability*, 11(2), 459. <https://doi.org/10.3390/su11020459>
16. **Dardanou, M.** (2019). From foot to pencil, from pencil to finger: Children as digital wayfarers. *Global Studies of Childhood*, 9(4), 348–359. <https://doi.org/10.1177/2043610619885388>
17. Foss, V., **Fimreite, H.**, Fosøy, I., & **Ødegaard, E. E.** (2019). Frå stamme til satellitt – kva metaforar kan fortelje om korleis ei lærarutdanningsreform vert forstått og iverksett. *Forskning og Forandring*, 2(1), 4–24. <https://doi.org/10.23865/fof.v2.1409>
18. **Grindheim, L. T.**, Bakken, Y., Hauge, K. H., & **Heggen, M. P.** (2019). Early Childhood Education for Sustainability Through Contradicting and Overlapping Dimensions. *ECNU Review of Education*, 2(4), 374–395. <https://doi.org/10.1177/2096531119893479>
19. **Heggen, M. P.**, **Sageidet, B. M.**, **Goga, N.**, **Grindheim, L. T.**, Bergan, V., Krempig, I. W., Utsi, T. A., & Lynngård, A. M. (2019). Children as eco-citizens? *Nordic Studies in Science Education*, 15(4), 387–402. <https://doi.org/10.5617/nordina.6186>
20. Lange, T., & **Meaney, T.** (2019). What the mathematics in the puzzles and handicrafts in 1920s Danish children's magazines tells us about childhoods. *Contemporary Issues in Early Childhood*, 20(4), 394–408. <https://doi.org/10.1177/1463949119888480>
21. Li, M., Zhang, Y., Yuan, L., & **Birkeland, Å.** (2019). A Critical Analysis of Education for Sustainability in Early Childhood Curriculum Documents in China and Norway. *ECNU Review of Education*, 2(4), 441–457. <https://doi.org/10.1177/2096531119893483>

22. Samuelsson, I. P., Li, M., & Hu, A. (2019). Early Childhood Education for Sustainability: A Driver for Quality. *ECNU Review of Education*, 2(4), 369–373. <https://doi.org/10.1177/2096531119893478>
23. Sadownik, A. R., & Baraldsnes, D. (2019). Lithuanian and Polish educators' learning during a short study trip to Norwegian early childhood education and care. *Culture & Psychology*, 25(4), 559–588. <https://doi.org/10.1177/1354067x19845064>
24. Sageidet, B. M. (2019). 'World Environmental Education Congresses' og naturfagenes rolle innen utdanning for bærekraftig utvikling. *Nordic Studies in Science Education*, 15(4), 342–357. <https://doi.org/10.5617/nordina.6187>
25. Sageidet, B.M., Christensen, M., & Davis, J.M. (2019). Children's Understandings of Environmental and Sustainability-related Issues in Kindergartens in Rogaland, Norway, and Queensland, Australia. *International Journal of Environmental and Science Education*, 14(4), 191-205.
26. Sataøen, S. O., & Fosøy, I. (2019). Val av studielitteratur i barnehagelærerutdanninga. *Norsk pedagogisk tidsskrift*, 103(2-3), 83-95. <https://doi.org/10.18261/issn.1504-2987-2019-02-03-02>
27. White, J., & Ødegaard, E. (2019). Ocular Becomings in Dangerous Times. *Video Journal of Education and Pedagogy*, 4(2), 1–9. <https://doi.org/10.1163/23644583-00401012>
28. Ødegaard, E. E., Fosøy, I., Fimreite, H., & Foss, V. (2019). Frå stamme til satellitt: Kva metaforar kan fortelje om korleis ei lærarutdanningsreform vert forstått og iverksett. *Forskning og Forandring*, 2(1), 4-24. doi.org/10.23865/fof.v2.1409
29. Ødegaard, E. E., & Marandon, A. S. (2019). Local Weather Events: Stories of Pedagogical Practice as Possible Cultures of Exploration. *ECNU Review of Education*, 2(4), 421–440. <https://doi.org/10.1177/2096531119893481>

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30. Birkeland, J., Baste, V., & Eriksen Ødegaard, E. (2020). Observation as a professional tool in Norwegian kindergartens and kindergarten teacher education. *Cogent Education*, 7(1), 1789381. <https://doi.org/10.1080/2331186x.2020.1789381>
31. Birkeland, J. (2020). Observasjon – en vei til forståelse av barns verden: læring, samspill og lek. *BARN - Forskning om Barn og Barndom i Norden*, 38(1), 89–102. <https://doi.org/10.5324/barn.v38i1.3580>
32. Boldermo, S. (2020). Fleeting moments: young children's negotiations of belonging and togetherness. *International Journal of Early Years Education*, 28(2), 136–150. <https://doi.org/10.1080/09669760.2020.1765089>
33. Christensen, S. F., & Meaney, T. J. (2020). Cultural meetings? Curricula, Digital Apps and Mathematics Education. *Journal of Mathematics and Culture*, 14(2), 71-90. <https://journalofmathematicsandculture.files.wordpress.com/2021/01/herheim-johnsen-hoines-final-paper-1.pdf>
34. Crisostomo, A. T., & Reinertsen, A. B. (2020). Technology and sustainability for/in early childhood education and care. *Policy Futures in Education*, 18(4), 545–555. <https://doi.org/10.1177/1478210320921691>

35. **Dardanou, M.**, Unstad, T., Brito, R., Dias, P., Fotakopoulou, O., Sakata, Y., & O'Connor, J. (2020). Use of touchscreen technology by 0–3-year-old children: Parents' practices and perspectives in Norway, Portugal and Japan. *Journal of Early Childhood Literacy*, 20(3), 551–573. <https://doi.org/10.1177/1468798420938445>
36. Fosse, T., Lange, T., & **Meaney, T. J.** (2020). A formulere og løse problemer i barnehagen. *Tangenten – Tidsskrift for matematikundervisning*, 31(3), 20-25.
37. Fotakopoulou, O., Hatzigianni, M., **Dardanou, M.**, Unstad, T., & O'Connor, J. (2020). A cross-cultural exploration of early childhood educators' beliefs and experiences around the use of touchscreen technologies with children under 3 years of age. *European Early Childhood Education Research Journal*, 28(2), 272-285. <https://doi.org/10.1080/1350293X.2020.1735744>
38. **Goga, N.**, & Pujol-Valls, M. (2020). Ecocritical Engagement with Picturebook through Literature Conversations about Beatrice Alemagne's On a Magical Do-Nothing Day. *Sustainability*, 12(18), 7653. <https://doi.org/10.3390/su12187653>
39. **Goga, N.** (2020). Økokritiske perspektiv på representasjoner av skog i skandinavisk barnelitteratur. *Svenskläraryrketens Årsskrift 2019*, 113-129.
40. Kewalramani, S., Palaiologou, I., Arnott, L., & **Dardanou, M.** (2020). The integration of the Internet of Toys in early childhood education: A platform for multi-layered interactions. *European Early Childhood Education Research Journal*, 28(2), 197-213 <https://doi.org/10.1080/1350293X.2020.1735738>
41. Kewalramani, S., Palaiologou, I., & **Dardanou, M.** (2020). Children's engineering design thinking processes: The magic of the ROBOTS and the power of BLOCKS (electronics). *Eurasia Journal of Mathematics, Science and Technology Education*. <https://doi.org/10.29333/ejmste/113247>
42. Kewalramani, S., Arnott, L., & **Dardanou, M.** (2020). [Editorial] Technology integrated pedagogical practices: A look into evidence-based teaching and coherent learning for young children. [Special Issue]. *European Early Childhood Education Research Journal*, 28(2), 163-166 <https://doi.org/10.1080/1350293X.2020.1735739>
43. **Madsen, S. S.** (2020). What is the motivation of Norwegian and New Zealand teacher educators for using digital technology when teaching? *Nordic Journal of Comparative and International Education (NJCIE)*, 4(2), 42–63. <https://doi.org/10.7577/njcie.3826>
44. **Myrstad, A.**, Hackett, A., & Bartnæs, P. (2020). Lines in the snow; minor paths in the search for early childhood education for planetary wellbeing. *Global Studies of Childhood*, 204361062098359. <https://doi.org/10.1177/2043610620983590>
45. **Oropilla, C.** (2020). Young Child's and Older Adult's Voices: Dialogue in a Song. *Journal of Intergenerational Relationships*, 19(2), 280–282. <https://doi.org/10.1080/15350770.2020.1827117>
46. Peters, M. A., **White, E. J.**, Besley, T., Locke, K., Redder, B., Novak, R., Gibbons, A., O'Neill, J., Tesar, M., & Sturm, S. (2020). Video ethics in educational research involving children: Literature review and critical discussion. *Educational Philosophy and Theory*, 1(18). <https://doi.org/10.1080/00131857.2020.1717920>
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48. **Sadownik, A. R.** (2020). Superdiversity as a trajectory of diversity in Norwegian early childhood education and care: From a collection of differences to participation and becoming. *Contemporary Issues in Early Childhood*, 21(4), 284–296.
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49. **Sanderud, J. R.**, Gurholt, K. P., & Moe, V. F. (2020). ‘Winter children’: an ethnographically inspired study of children being-and-becoming well-versed in snow and ice. *Sport, Education and Society*, 25(8), 960–971.
<https://doi.org/10.1080/13573322.2019.1678124>
50. **Skoglund, R. I.**, & Åmot, I. (2021). When Anger Arises in the Interaction with Children in Kindergartens – The Staff’s Reactions to Children’s Resistance. *Scandinavian Journal of Educational Research*, 65(4), 710–721.
<https://doi.org/10.1080/00313831.2020.1739138>
51. **Sønsthagen, A. G.** (2020). Early childcare as arenas of inclusion: the contribution of staff to recognising parents with refugee backgrounds as significant stakeholders. *European Early Childhood Education Research Journal*, 28(3), 304–318.
<https://doi.org/10.1080/1350293x.2020.1755486>
52. **Sønsthagen, A. G.**, & Glosvik, Ø. (2020). ‘Learning by talking?’ – The role of local line leadership in organisational learning. *Forskning og Forandring*, 3(1), 6–27.
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54. **Ødegaard, E. E.**, & Myrstad A. (2020). Visualising Epistemological Perspectives: Using Symbols and Metaphors to Research Sustainability. *Video Journal of Education and Pedagogy*, 4. <https://doi.org/10.1163/23644583-bja10001>

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<https://doi.org/10.24834/educare.2021.4.5>
56. **Birkeland, Å.**, & **Grindheim, L.T.** (2021). Exploring Military Artefacts in Early Childhood Education: Conflicting Perspectives on Cultural Sustainability, Belonging and Protection. *Sustainability*, 13(5), 2587. <https://doi.org/10.3390/su13052587>
57. **Bugge, E.** (2021). Talemål, identitet og tilhørighet: Sosiolingvistiske perspektiv på sprakanalyse ved søknad om beskyttelse og sprakkraft for opphold og statsborgerskap. *Målbryting* 12, 25–42. <https://doi.org/10.7557/17.5926>
58. **Ciren, B.** (2021). Food and meal policies and guidelines in kindergartens in Norway and China: a comparative analysis. *European Early Childhood Education Research Journal*, 29(4), 601-616. <https://doi-org.galanga.hvl.no/10.1080/1350293X.2021.1941170>

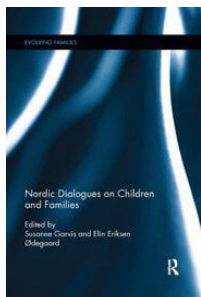
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60. Fossgard, E., **Wergedahl, H.**, & Holthe, A. (2021). Children's experienced and imaginary stories about lunch packs and lunch breaks: Associations and perceptions of school lunch among primary school students in Norway. *Appetite*, 164, 105274.
<https://doi.org/10.1016/j.appet.2021.105274>
61. **Grindheim, L. T., & Sadownik, A. R.** (2021). Wider room for curbing bullying in early childhood education and care – emphasising a democratic, social and contextual approach to bullying phenomenon. *European Early Childhood Education Research Journal*, 1–13. <https://doi.org/10.1080/1350293x.2021.2016881>
62. Grindheim, M., & **Grindheim, L. T.** (2021). Dancing as Moments of Belonging: A Phenomenological Study Exploring Dancing as a Relevant Activity for Social and Cultural Sustainability in Early Childhood Education. *Sustainability*, 13(14), 8080.
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63. **Hu, A., & Ødemotland, S.** (2021). Fostering Cultural Sustainability in Early Childhood Education through a Neighbourhood Project. *Sustainability*, 13(9), 5203.
<https://doi.org/10.3390/su13095203>
64. Ingram, N., & **Meaney, T.** (2021). “My parents are pretty pleased with my maths”: students’ navigation of identity stories about mathematics. *Research in Mathematics Education*, 24(1), 51–68. <https://doi.org/10.1080/14794802.2021.1938190>
65. Višnjic Jevtic, A., **Sadownik, A. R.**, & Halavuk, A. (2022). Early Childhood Education teachers’ attitudes towards risky play as developed through teacher education and impeded by safety procedures. A report from Croatia. *Journal of Adventure Education and Outdoor Learning*, 22(2), 135–147.
<https://doi.org/10.1080/14729679.2021.1894952>
66. Kewalramani, S., Palaiologou, I., **Dardanou, M.**, Allen, K.-A., & Phillipson, S. (2021). Using robotic toys in early childhood education to support children’s social and emotional competencies. *Australasian Journal of Early Childhood*, 46(4), 355–369. <https://doi.org/10.1177/18369391211056668>
67. **Kleemann, C.** (2021). Pedagogical translanguaging to create sustainable minority language practices in kindergarten. *Sustainability*, 13(7),
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68. Lei, H. & **Hu, A.** (2021). Designing a rich numeracy task in early childhood mathematics education: Teaching addition in a kindergarten in Macao. *Studies in Social Science Research*, 2(1).
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70. **Lund, H. H.** (2021). ‘We are equal, but I am the leader’: leadership enactment in early childhood education in Norway. *International Journal of Leadership in Education*, 1–26. <https://doi.org/10.1080/13603124.2021.1969039>
71. **Meaney, T.** (2021). Paulus Gerdes – reflections of Alan Bishop and Marit Johnsen-Hoines in conversation with Tamsin Meaney. *Journal of Mathematics and Culture*. <https://journalofmathematicsandculture.files.wordpress.com/2021/10/4-paulus-gerdes-meaney-final-1.pdf>
72. **Meaney, T.**, Fyhn, A. B., & Graham, S. R. W. (2021). Unfettering discussions about social justice: the role of conversational prompts in discussions about mathematics education for Indigenous students. *Educational Studies in Mathematics*, 109, 549–56. <https://doi.org/10.1007/s10649-021-10089-2>
73. **Oropilla, C. T.**, & Guadana, J. (2021). Intergenerational learning and Sikolohiyang Pilipino: Perspectives from the Philippines. *Nordic Journal of Comparative and International Education (NJCIE)*, 5(2), 22–36. <https://doi.org/10.7577/njcie.4151>
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75. Palaiologou, I., Kewalramani, S., & **Dardanou, M.** (2021). Make-believe play with the Internet of Toys: A case for multimodal playscapes. *British Journal of Educational Technology*, 52(6). <https://doi.org/10.1111/bjet.13110>
76. **Pesch, A. M.**, **Dardanou, M.**, & **Sollid, H.** (2021). Kindergartens in Northern Norway as semiotic landscapes. *Linguistic Landscape*. 1-30, <https://doi.org/10.1075/ll.20025.pes>
77. **Sadownik, A. R.**, Bakken, Y., Gabi, J., Višnjić-Jevtić, A., & Koutoulas, J. (2021). Unfreezing the discursive hegemonies underpinning current versions of “social sustainability” in ECE policies in Anglo–Celtic, Nordic and Continental contexts” *Sustainability*, 13(9), <https://doi.org/10.3390/su13094758>
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82. **Ødegaard, E. E.** (2021). Reimagining “collaborative exploration”: A signature pedagogy for sustainability in early childhood education and care”. *Sustainability*, 13 (9). <https://doi.org/10.3390/su13095139>.

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86. Ciren, B., Aadland, E. K., Hu, A., & Wergedahl, H. (2022) 'A long way to get here and a long way to go': a case study on changing lunch meal practices in a Norwegian kindergarten, *European Early Childhood Education Research Journal*, DOI: [10.1080/1350293X.2022.2098994](https://doi.org/10.1080/1350293X.2022.2098994)
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90. Madsen, S. S., Habbestad, H., & Borch, I.H. (2022). Valuable unintended learning outcomes when practicum for student teachers in kindergartens is carried out online. *Educ Inf Technol*. <https://doi.org/10.1007/s10639-022-11135-z>
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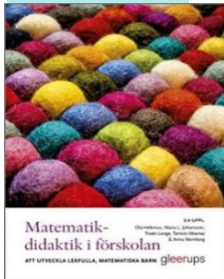
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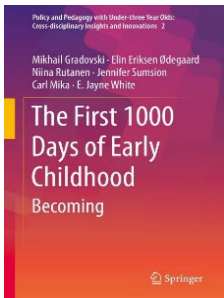
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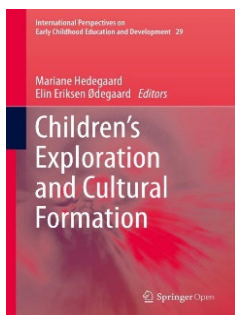
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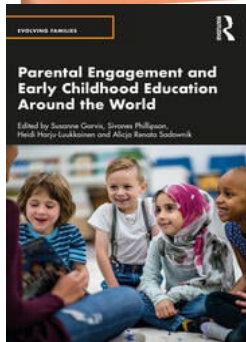
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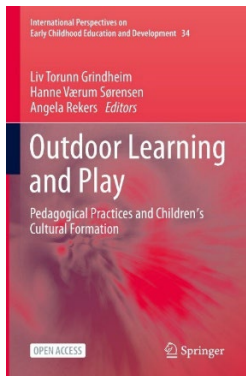
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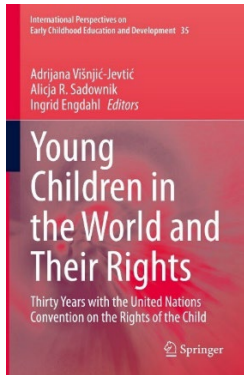
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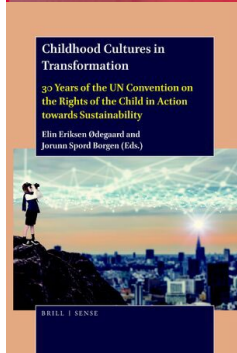
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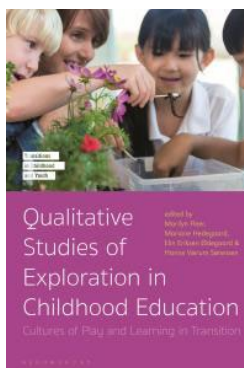
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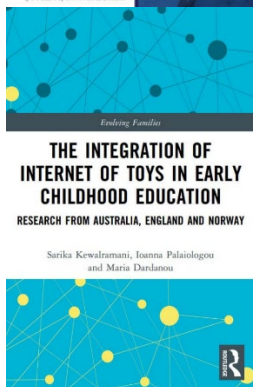
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