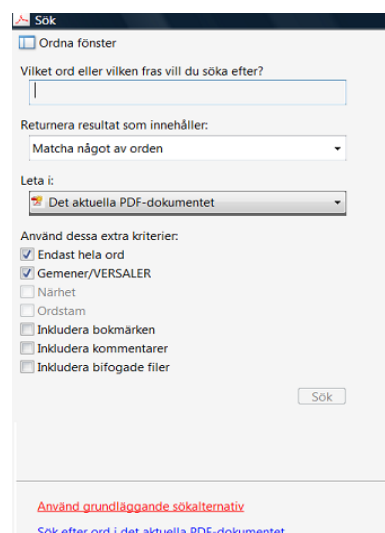# Databas över policyrelevanta kunskapsöversikter inom utbildningsområdet
(Uppdaterad december 2010)

Sökinstruktion

Den sökmotor som finns att tillgå i Adobe Acrobat är inte optimerad för den typ av databasliknande dokument som det föreliggande. Följande sökinstruktion kan förhoppningsvis ge några tips och idéer som kan förbättra din träffbild (observera att booleanska operatorer [AND, OR, NOT, o.s.v.] ej kan användas):

- Klicka på menyknappen "Redigera" uppe till vänster i fönstret. Välj där alternativet "Sök (avancerad)" (alternativt kortkommando "ctrl+skift+f")

- Välj "Använd avancerade sökalternativ" längst ned i det sökfönster du nu har framme.

- I listan "Returnera resultat som innehåller:" väljer du alternativet "Matcha något av orden"

- Skriv därefter in ditt/dina sökord alternativt en fras. (prova både med engelska och svenska termer) OBS! undvik mycket generella termer såsom "education", "skola", "elev" samt småord som "och", "en", "för" o.s.v..

- Ett tips är att söka på de indextermer som finns angivna vid respektive rapport (ett urval av dessa finns bifogat nedan). Markera då avgränsningarna "Endast hela ord" och "gemener/VERSALER". Skriv sedan en eller flera indextermer, alla med versal initialbokstav, och klicka på "Sök". OBS! Dessa indextermer är främst tänkta som ett hjälpmedel och ersätter inte andra sökstrategier.

- Du har nu fått en lista med sökningens resultat utifrån vilken du kan orientera dig bland referenserna (använder du Adobe Reader finns längst ned alternativet "Komprimera sökvägarna". Markera då denna ruta.)

- Får du inga träffar, prova andra sökalternativ, synonymer, ordled o.s.v.. Ett tips är att till en början söka på alla termer på båda språken och inte använda några avgränsningar. Visar det sig att träfflistan blir ohanterligt omfattande kan man börja sortera och avgränsa.

- För mer hjälp, se hjälpavsnittet i det program du använder.

God sökning!

TITEL, FÖRFATTARE	INNEHÅLL	HYPERLÄNK	Nyckelord	UTGIVARE, ÅR
	Förskola (Pre-school)			
Att lära som sexåring; Ingrid Pramling Samuelsson, Ulla Mauritzson	Översikten ger en bild av forskningen om barns utveckling och lärande. Vilka är statens intentioner med samverkan/integrering av förskola och skola och hur har dessa förändrats de senaste decennierna? Vad kan vi lära av alla de försöks- och utvecklingsarbeten som bedrivits runt om i kommunerna? Frågor om innehåll och arbetssätt i olika verksamheter samt kvalitet i pedagogiskt arbete med barn tas upp.	http://www.skolverket.se/publikationer?id=50	Lärande, Utveckling, Styrning, Pedagogik, Integrering, Organisation, Förskoleklass	Skolverket, 1997
Day care for pre-school children (Cochrane Review); Zoritch B, Roberts I, Oakley A	Day-care increases children's IQ, and has beneficial effects on behavioural development and school achievement. Long-term follow up demonstrates increased employment, lower teenage pregnancy rates, higher socio-economic status and decreased criminal behaviour. There are positive effects onmothers' education, employment and interaction with children. Effects on fathers have not been examined. To date, all randomised trials have been conducted among disadvantaged populations in the USA	http://www.mrw.interscience.wiley.com/cochrane/clsysrev/articles/CD000564/pdf_fs.html	Intelligens, Utanförskap, Social miljö, Föräldrar/Hemstöd	British Education Index (BEI), 2000
Fritidshemmet i forskning och förändring; Tullie Torstenson-Ed och Inge Johansson	En kunskapsöversikt av forskningsläget om fritidshemmen. Översikten behandlar bl.a. arbetet i integrerad verksamhet, barns och föräldrars syn på verksamheten samt forskning och verksamhet utanför Sverige - i Norge, Danmark och Finland	http://www.skolverket.se/publikationer?id=597	Samverkan, Fritidsverksamhet, Arbetsförhållande	Skolverket, 2000
Positioner i svensk barnpedagogisk forskning; Ulla Lind	I denna kunskapsöversikt presenteras de senaste årens forskningsstrategier på förskoleområdet. Författaren synliggör nya kunskapsbehov och intressanta forskningsfrågor för framtiden.	http://www.skolverket.se/publikationer?id=805	Pedagogik, FoU	Skolverket; 2001
Strukturella faktorer och pedagogisk kvalitet i barnomsorg och skola En kunskapsöversikt; Maj Asplund Carlsson, Ingrid Pramling Samuelsson och Gunni Kärrby	Forskningsöversikten visar på centrala strukturella faktorer deras samband till pedagogisk kvalitet i barnomsorg och skola. De strukturella faktorer som belyses är framförallt barngruppens storlek och sammansättning samt personaltäthet och personalens utbildningsnivå. Även andra strukturella förutsättningar av betydelse för verksamheten belyses, såsom den pedagogiska ledningens utformning och funktion samt förekomst av planering och uppföljning av den pedagogiska verksamheten.	http://www.skolverket.se/publikationer?id=829	Rektor/Skolledning, Gruppstorlek/Personaltäthet, Arbetsförhållande, Organisation	Skolverket, 2001
The development of gender roles in young children: a review of policy and literature	This report reviews theories and policies relating to the creation of gender identities and roles in the early years of education. It draws on recent studies of the development of gender roles in children aged 3-7.	http://83.137.212.42/sitearchive/eoc/PDF/gender_roles.pdf?page=16060	Jämställdhet/Genus/Kön, identitet, Psykologi	BEI, 2001
Quality teaching early foundations : best evidence synthesis; Sarah-Eve Farquhar, Thorndon, Wellington	What works in early childhood teaching for maximising children's learning outcomes and reducing disparities amongst diverse children?" This synthesis outlines what teachers can do, based on the combined best research evidence, to provide diverse children with a strong foundation for future learning.	http://www.educationcounts.govt.nz/publications/series/2515/5963	Resultat Likabehandling/Likvärdighet, Pedagogik	Education Counts, 2003

Characteristics of professional development linked to enhanced pedagogy and children's learning in early childhood settings: best evidence synthesis; Linda Mitchell, Pam Cubey, Thorndon, Wellington	What constitutes quality professional development as it relates to learning opportunities, experiences and outcomes for children within diverse early childhood provisions?	http://www.educationcounts.govt.nz/publications/series/2515/5955	Lärare, Lärarutbildning, Fortbildning, Reform, Styrning, Lärande, Didaktik, Likabehandling/Likvärdighet	Education Counts, 2003
Om små barns behov och utveckling - Nyare utvecklingspsykologiska och neurobiologiska rön; Magnus Kihlbom	Denna kunskapsöversikt syftar till att bredda och fördjupa kunskaperna om de allra yngsta barnen i utbildningssystemet; kunskap av betydelse för beslutsfattare och professionella i förskolan. den betydelsfulla relationen mellan barn och viktiga anknytningspersoner, separation och trygghet, stressfaktorer hos barn och viktiga kompetenser hos de vuxna i barnets närhet.	http://www.skolverket.se/publikationer?id=1849	Utvecklingspsykologi, Social miljö, Hälsa	Skolverket, 2003
What is the impact of out-of-home integrated care and education settings on children aged 0-6 and their parents?; Penn H et al	It is most likely that integrated childcare and education benefits children and their parents, in particular their mothers; but the evidence does not address the wider issues of setting up such provision - access, staffing, costs and other issues involved in the development of new services.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=143	Integrering, Social miljö, Föräldrar/Hemstöd, Organisation, Styrning	EPPI, 2004
Kunskap om familjedaghem; Malene Karlsson	I denna kunskapsöversikt redovisas tillgänglig kunskap om familjedaghem, både från Sverige och från en rad länder runt om i världen. Den samlade kunskapen visar att det uppstår en rad dilemman i samband med familjedaghemsverksamheten. Främst beror det på att familjedaghem bedrivs i en gråzon mellan privat och offentlig verksamhet. Forskningsdilemmat handlar om verksamhetens komplexitet och svårigheterna att generalisera. Det politiska dilemmat beror på att familjedaghemsverksamheten inte passar in i någon ideologisk fålla. Det finns ett professionellt dilemma eftersom dagbarnvårdarna arbetar i sina egna hem och slutligen ett pedagogiskt dilemma - kan dagbarnvårdarnas arbetssätt beskrivas som pedagogiskt?	http://www.skolverket.se/publikationer?id=1822	Styrning, Organisation, Utvärdering/Effekt	Myndigheten för skolutveckling (MSU), 2004
Kunskap kräver lek; Therese Welén	I kunskap kräver lek redovisas det aktuella kunskapsläget inom internationell och nationell lekforskning. Hur kan lekpedagogik utnyttjas positivt i skolan? Hur ser vuxna och speciellt lärare på lekens betydelse för barns utveckling	http://www.skolverket.se/publikationer?id=1834	Didaktik, Pedagogik, Lärare, Lek, Klassrum, Arbetsförhållande, Läroplan	Skolverket, 2004
What is known about the long-term economic impact of centre-based early childhood interventions?; Penn H et	Considerable thought should be given to the utility and design of long term cost-benefit analysis of such interventions given the difficulty and high cost of such exercises and the likely problems of generalizability across contexts. For these reasons it may be worth considering alternative approaches to cost-benefit analysis. The lack of measures of children's wellbeing in the here and now is a major gap in our understanding of early	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=676	Styrning, Ekonomi, Utvärdering/Effekt	EPPI, 2006

al	childhood interventions.		
Forskning om villkor för yngre barns lärande i förskoleklass och fritidshem; Sven Persson	En forskningsöversikt rörande forskning om villkor för yngre barns lärande i förskola, förskoleklass och fritidshem. Rapporten ger en bred översikt av forskning och nationella utvärderingar och avslutas med en kritisk diskussion där även angelägna områden för fortsatt forskning lyfts fram. Three conditions for societal structuring of special importance to children's learning at preschools: *positioning in the education system* of the voluntary types of school. Research has shown that the positions of the preschools and after-school centres and their suborder in the education system influence teaching practice and set their stamp on it. The second condition is *the institutional historical tradition* which discursively impacts on teaching practice. The third condition is the *societal function and status* of the voluntary types of school. Preschools, preschool classes and after-school centres are voluntary types of school and thus also states the importance to society of their relationship to the compulsory primary schools, but also to other societal institutions.	http://www.cm.se/webbshop_vr/pdfer/VR2008_11.pdf	Styrning, Pedagogik, Utveckling, Lärande, Arbetsförhållande	Vetenskapsrådet (VR), 2008:11
Narrowing the gap in outcomes for young children through effective practices in the early years; Misia Coghlan, Caroline Bergeron, Karen White, Caroline Sharp, Marian Morris and Simon Rutt	This report presents findings from a rapid review of research and national data on the impact of certain background characteristics on outcomes for children in the early years. It seeks to identify the approaches that are most effective in reducing educational disadvantage and promoting positive outcomes. Poverty has the greatest influence on children's outcomes in the early years. Young children in poverty have poorer health. Poor children also do worse academically and make less progress in learning throughout the early years. The differences between poor children and others are greatest for communication, language and literacy; mathematical development; and personal, social and emotional development. Children with a positive home learning environment (HLE) achieve better in the early years and throughout primary school, and this can really help counter the effects of poverty on children's learning and development.	http://www.c4eo.org.uk/themes/early years/ntg/files/c4eo_narrowing_the_gap_kr_1.pdf	Social miljö, Hälsa, Föräldrar/Hemstöd, Segregation, Styrning, Likabehandling/Likvärdighet, Utveckling, Kognition,	C4EO; 2009
Perspektiv på barndom och barns lärande - En kunskapsöversikt om lärande i förskolan och grundskolans tidigare år	Översikten har gjorts av en grupp forskare vid Malmö högskola på uppdrag av Skolverket. Den har en bred ansats och tar upp frågor som: vad är utmärkande för dagens barndom och vad betyder uppväxtvillkoren för lärandet? Vilken betydelse har förskolevistelse och tidpunkten för skolstarten för hur barn senare lyckas i skolan? Vilka didaktiska perspektiv har anlagts på barns lärande och vad säger forskningen om tidig bedömning och dokumentation av barn och barns läroprocesser?	http://www.skolverket.se/publikationer?id=2393	Didaktik, Social miljö, Förskoleklass, Lärande, Styrning, Bedömning/Betyg, FoU,	Skolverket, 2010
Effective Early Childhood Education Programs: A Systematic Review; Chambers, B. Cheung, A., Slavin, R.E., Smith, D., Laurenzano, M.	The scope of the review includes all types of programs that principals or child care directors might consider adopting to prepare their children for success in elementary school and beyond. Various researchers have found that for each dollar spent on preschool, somewhere between four and eight dollars is saved in later social service costs to society (Barnett, 2007; Karoly & Bigelow, 2005). In addition to short-term effects on academic achievement, long-term effects of several programs include fewer arrests, fewer teen pregnancies, and higher employment (Gilliam & Zigler, 2000). There is a	http://www.bestevidence.org/early/early_child_ed/early_child_ed.htm	Förskola, Social miljö, Hälsa, Resultat, Ekonomi, Styrning, Rektor/Skolledning	BEE, 2010

	tremendous need for systematic, large-scale, longitudinal, preferably randomized evaluations of the effectiveness of preschool interventions in bringing children from high-risk environments to normative levels of academic achievement. However, this review identifies several promising approaches that could be used today to help children begin elementary school ready to succeed		

Grundskolan (Primary school)

Kunskapsutnyttjande; Glenn Hultman och Cristina Hörberg	Denna bok ger ett perspektiv på hur kunskap och forskning används i skolan. Utnyttjas forskarnas kunskaper för litet i skolan? Vad beror det i så fall på? Är erfarenheten bättre än forskning? Spelar utvärderingar någon roll? Är lärare ointresserade av forskningsresultat? Är forskare för långt från verkligheten? Ligger hindren i organisationen? Eller är det brist på tid och ork det handlar om?	http://www.skolverket.se/publikationer?id=47	Lärare, Lärarutbildning, Fortbildning, Didaktik, Forskningsanknuten undervisning	Skolverket, 1994
Flickors och pojkars olika förutsättningar och villkor	Rapporten är en kunskapsöversikt om könsskillnader i skolan. Den beskriver flickors och pojkars olika villkor och förutsättningar från skolstart till och med gymnasieskolan, via grundskolan, olika studieval och övergången till gymnasieskolan. Den ger en översikt av vad som styrt uppdelningen av skolformer och undervisning vad gäller kön.	http://www.skolverket.se/publikationer?id=216	Jämställdhet/Genus/Kön, Arbetsförhållande, Likabehandling/Likvärdighet	Skolverket, 1994
Forskning om liv och arbete i svenska klassrum; Kjell Granström och Charlotta Einarsson	Denna översikt redovisar en del av den kunskap som den svenska klassrumsforskningen bidragit med. Vad händer på lektionerna? Varför är eleverna och lärarnas upplevelser och erfarenheter så olika? Går det att få en objektiv bild av vad som sker i klassrummet?	http://www.skolverket.se/publikationer?id=48	Didaktik, Lärandemiljö, Arbetsförhållande	Skolverket, 1995
Stora och små grundskolor i ett likvärdighets- och regionalperspektiv Kulturgeografisk kunskapsöversikt	Rapporten redovisar förutsättningarna på samhällsnivån för en likvärdig utbildning för sex kommuner.	http://www.skolverket.se/publikationer?id=27	Likabehandling/Likvärdighet, Inflytande	Skolverket, 1996
Matematiksvårigheter och svårigheter när det gäller koncentration i grundskolan; Birgitta Sahlin	Vad säger forskarna om elevers svårigheter i matematik och om "de bråkiga barnen" i skolan? Forskningsöversikten redovisar en bild av svensk forskning 1990-1995.	http://www.skolverket.se/publikationer?id=49	Särskilt stöd, Svårigheter (emotionella & beteende), Arbetsförhållande	Skolverket, 1997
The relationship between resource allocation and pupil attainment: a review; Anna Vignoles, Rosalind Levacic, James Walker, Stephen Machin and David Reynolds	This report examines the impact of measurable resource inputs on primary and secondary school students' achievement. The UK literature review shows that, while the link between educational expenditure and outcomes is not proven, some real resources seem to have an impact on outcomes. For example, several studies found a correctly signed and statistically significant relationship between the school level pupil teacher ratio and outcomes. However, there is almost no UK evidence that smaller class size leads to better outcomes.	http://cee.lse.ac.uk/cee%20dps/CEEdp02.pdf	Ekonomi, Styrning, Gruppstorlek/Personaltäthet, Arbetsförhållande, Studieresultat	BEI, 2000
Language needs or special	The main findings of the review are presented in the form of answers to questions that	http://publications.	Särskilt stöd,	BEI, 2000

needs? The assessment of learning difficulties in literacy among children learning English as an additional language: a literature review; Tony Cline and Tatheer Shamsi	are commonly asked about work with children learning EAL who are thought to have learning difficulties in reading. Se sid. 58-63.	education.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=RR184&	Inlärningssvårigheter, Modersmål/Andraspråk	
Elevgrupperingar - en kunskapsöversikt med fokus på matematikundervisning; Karin Wallby, Synnöve Carlsson och Peter Nyström	En kunskapsöversikt med fokus på matematikundervisning och de grupperingar som kan uppstå i och med elevers olikheter att lära. Man menar också att elevers olikheter i första hand inte är ett organisationsproblem utan en utmaning för undervisningen.	http://www.skolverket.se/publikationer?id=864	Didaktik, Organisation, Arbetsförhållande, Gruppering, Lärare	Skolverket, 2001
Att förebygga och möta läs- och skrivsvårigheter Mats Myrberg	En översikt av aktuell forskning om läs- och skrivsvårigheter.	http://www.skolverket.se/publikationer?id=791	Specialundervisning/Specialpedagogik, Läs- och skrivsvårigheter, Särskilt stöd, Dyslexi, Didaktik	Skolverket, 2001
A systematic review of the impact of summative assessment and tests on students' motivation for learning; Harlen W, Deakin Crick R	There should be an emphasis on learning rather than performance goals by teachers and in professional development. Teachers should avoid comparisons between students based on test results. Teachers should develop students' understanding of the goals of their learning, the criteria by which they are assessed and their ability to assess their own work, and encourage self-regulation in learning. There should be a move towards testing individual students when teachers judge them to be ready. Schools should develop assessment policies that include both formative and summative assessment and ensure that the purpose of all assessment is clear to those involved. Policies for school evaluation should ensure that it: covers a full range of subjects; includes moral, spiritual and cultural as well as cognitive aims; and includes a variety of teaching methods and learning outcomes. For tracking national standards, only a sample of students needs to be tested. Comparisons among schools in terms of test results should be avoided and the practice of basing targets only on test results should be ended.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=108	Prov, Bedömning/Betyg, Didaktik, Formativ.	EPPI, 2002
A systematic review of classroom strategies for reducing stereotypical gender constructions among girls and boys in mixed–sex UK primary schools; Francis B, Skelton	These results must be considered tentative. - Single-sex settings seem to be effective in reducing stereotypical gender constructions when the aim is: to increase the self-confidence of girls and/or encourage them to experiment with non-gender-traditional activities; or to provide a setting for boys to tackle aspects of traditional forms of masculine attitudes and behaviour. - Mixed groups may be more effective in: encouraging cross-gender friendships; reducing stereotypical curriculum preferences, particularly with younger children; tackling stereotypical attitudes and behaviour through	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=235	Jämställdhet/Genus/Kön, Didaktik, Likabehandling/Likvärdighet, Arbetsförhållande	EPPI, 2002

C, Archer L	discussion and awareness of the perspectives of the opposite sex. - Intervention providers need a committed and long-term approach. There are advantages in gaining support from the institution as a whole, particularly those exercising power, and adequate resourcing is essential.		
A systematic review of the effectiveness of school-level actions for promoting participation by all students; Dyson A, Howes A, Roberts B	Schools should remove structural barriers between different groups of students and staff, dismantle separate programmes, services and specialisms, and develop pedagogical approaches which enable students to learn together rather than separately. Schools should build close relations with parents and communities based on developing a shared commitment to inclusive values.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=276	Arbetsförhållande, Gruppering, metod,	EPPI, 2002
A systematic review of the impact of networked ICT on 5-16 year olds' literacy in English; Andrews R et al.	A meta-analysis of 12 randomised controlled trials found little evidence to support the widespread use of ICT in literacy learning in English. There was weak evidence of a positive effect on writing.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=473	IT/IKT, Didaktik, Tekniska hjälpmedel	EPPI, 2002
Does small really make a difference? A review of the literature on the effects of class size on teaching practice and pupils' behaviour and attainment	Evidence from previous reviews, correlational studies, meta-analyses, and experimental interventions are presented in this document. Much of the existing evidence is at best confusing, sometimes even contradictory. However, there is sufficient evidence, mainly from American studies, to show that class-size reduction is associated with improvement in pupil achievement, with major benefits accruing in class sizes of 20 pupils or less per teacher. These benefits are more marked for grades K-3.	http://www.scre.ac.uk/resreport/pdf/107.pdf	Arbetsförhållande, Klasstorlek, Studieresultat	BEI, 2002
Literature review: meeting the needs of children with special educational needs; Julie Dockrell, Nick Peacey, Ingrid Lunt	There is a clear indication that children with special educational needs may be disadvantaged in terms of their access to the wider curriculum, conventional assessment procedures and entry into further education. The evidence suggests that appropriate interventions can reduce the barriers to learning for children and young people with SEN. Problems found in schools and colleges can be minimised.	http://www.audit-commission.gov.uk/SiteCollectionDocuments/AuditCommissionReports/NationalStudies/SEN-Literaturereview.pdf	Särskilt stöd, Specialundervisning/Specialpedagogik,	BEI, 2002
Könsmönster i förändring; Elisabet Öhrn	En kunskapsöversikt om samtida könsmönster i skolan.	http://www.skolverket.se/publikationer?id=919	Jämställdhet/Genus/Kön, Likabehandling/Likvärdighet, Arbetsförhållande, Identitet, Resultat	Skolverket, 2002
Choice at the end of compulsory schooling: a research review; Joan Payne	This report reviews the recent UK literature on when, how and why young people make their choices about post-16 pathways. These choices are influenced by a range of factors whose importance varies between individuals. The way in which decisions are made and the range of options between which young people have a meaningful choice also vary. The relative scarcity of longitudinal studies, either quantitative or qualitative, that follow	http://www.education.gov.uk/research/data/uploadfiles/rr414.pdf	SYV, Utbildninsval, Utbildningsval, Arbetsmarknad	BEI, 2003

	young people through the secondary school years means that the evidence base for understanding the decision-making process at age 16 is not strong.		
Comprehensive school reform and achievement: A meta-analysis. Review of Educational Research*, 73, 2, 125-230.;* Borman, G., Hewes G., Overman, L., & Brown, S.	In this exhaustive meta-analysis, we review all known research on the achievement effects of the most widely implemented, externally developed school improvement programs known as "whole-school" or "comprehensive" reforms. In addition to reviewing the achievement effects of CSR as a general strategy, we synthesize research on the specific effects of the 29 most widely implemented CSR-modcls.	www.successforall.net/_images/pdfs/Borman_CSR_meta_RER.pdf	Organisation, Reform, Rektor/Skolledning, Utvärdering/Effekt, Arbetsförhållande	BEE, 2003
The impact of paid adult support on the participation and learning of pupils in mainstream schools; Howes A et al	Paid adult support may provide important attention and support to specific students, affecting individual but not class test scores. Paid support staff can sometimes thwart actual inclusion by working in relative isolation with the pupils they are supporting, and not helping their pupils, other pupils in the class and the classroom teacher to connect and engage together. Paid adult support staff play an important role as mediators, and this is a key element in promoting pupils' participation and learning. When support staff have and use a detailed, personal knowledge of the pupils they support, this has a positive impact.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=283	Gruppstorlek/Personaltäthet, Särskilt stöd, Specialundervisning/Specialpedagogik, Resultat	EPPI, 2003
A systematic review of the impact on students and teachers of the use of ICT for assessment of creative and critical thinking skills; Harlen W, Deakin Crick R	Computer-based concept-mapping with automated scoring can be used for summative assessment of critical and creative thinking about complex relationships. The use of ICT can help teachers by storing and recording information about how students are developing understanding of new material; and by taking over some of the role of assessing and providing feedback to students so that teachers can focus on other aspects of supporting learning. Feedback from the computer during the use of test material improves student performance in later use of the same test material.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=109	IT/IKT, Resultat, Summativ, Formativ, Bedömning	EPPI, 2003
Supporting pupils with emotional and behavioural difficulties (EBD) in mainstream primary schools: a systematic review of recent research on strategy effectiveness (1999 to 2002); Harden A et al	Teachers need to be aware that many strategies being implemented have not been subject to rigorous research. They will need to be evaluated if they are to be used as a basis for policy development.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=125	Särskilt stöd, Svårigheter (emotionella & beteende),	EPPI, 2003
*A systematic review and meta-analysis of the effectiveness of ICT on literacy learning in English, 5-16 /;*Carole Torgerson,	The studies found little evidence of benefit.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=198	IT/IKT, Didaktik, Läs- och skrivinlärning	EPPI, 2003

Die Zhu				
A systematic review of effective literacy teaching in the 4 to14 age range of mainstream schooling; Hall K, Harding A	Differentiation is crucial, and becoming increasingly more important in inclusive classrooms. Policy-makers should consider the importance of: the early years as a key time for literacy learning; authentic opportunities for reading, writing and talk; cross-curricular connections; and careful monitoring of pupils' literacy learning by teachers. Student teachers will need to be exposed to a wide array of teaching practices; have experience of blending these practices in different ways for different children; and have the opportunity to reflect on their own and others' practice in the light of the research base.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=233	Läs- och skrivinlärning, Integrering, Organisation, Didaktik, Lärarutbildning	EPPI, 2003
Support for pupils with emotional and behavioural difficulties (EBD) in mainstream primary school classrooms: a systematic review of the effectiveness of interventions; Evans J et al	Behavioural strategies such as the use of rewards for good behaviour were found to have positive effects on reducing disruptive and off-task behaviour. One programme teaching children a self-instruction technique to monitor their own behaviour was effective. Other strategies using similar cognitive-behavioural techniques, which take account of the capacity of individuals to understand and reflect on their behaviour, require further evaluation. A range of cognitive-behavioural strategies for reducing aggression or improving social skills was found to have immediate positive effects but no long-term effects. Changing seating arrangements for pupils from groups to rows had a positive impact on time on task.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=124	Särskilt stöd, Svårigheter (emotionella & beteende), Didaktik,	EPPI, 2003
How does collaborative Continuing Professional Development (CPD) for teachers of the 5-16 age range affect teaching and learning?; Cordingley P et al	Sustained and collaborative CPD (Continuing Professional Development) was linked with a positive impact upon teachers' repertoire of teaching and learning strategies, their ability to match these to their students' needs, their self-esteem and confidence, and their commitment to continuing learning and development. There is also evidence that such CPD was linked with a positive impact upon student learning processes, motivation and outcomes.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=132	Lärarutbildning, Fortbildning, Lärare, Resultat	EPPI, 2003
A systematic review of the impact of school headteachers and principals on student outcomes; Bell L, Bolam A, Cubillo L	There is some evidence that school leaders can have some effect on student outcomes, albeit indirectly. It is mediated through key intermediate factors, namely the work of teachers, the organisation of the school, and the relationships with parents and the wider community. One tentative conclusion is to suggest that leadership that is distributed among the wider school staff might be more likely to have an effect on the positive achievement of student outcomes than that which is largely, or exclusively, 'top-down'.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=317	Resultat, Rektor/Skolledning	EPPI, 2003
The impact of parental involvement, parental support and family education on pupil achievement and adjustment: a literature review; Charles Desforges	Parental involvement has a significant effect on children's achievement and adjustment even after all other factors (such as social class, maternal education and poverty) have been take out of the equation between children's aptitudes and their achievement. Differences in parental involvement have a much bigger impact on achievement than differences associated with the effects of school in the primary age range. Parental involvement continues to have a significant effect through the age range although the impact for older children becomes more evident in staying on rates and educational	http://www.bgfl.org/bgfl/custom/files_uploaded/uploaded_resources/18617/Desforges.pdf	Föräldrar/Hemstöd, Resultat, Social miljö	BEI, 2003

with Alberto Abouchaar	aspirations than as measured achievement. Of the many forms of parental involvement, it is the 'at-home' relationships and modelling of aspirations which play the major part in impact on school outcomes. the degree of parental involvement is: strongly related to family social class: the higher the class the more the involvement; strongly related to the level of mothers' education: the higher the level of maternal educational qualification the greater the extent of involvement		
ICT and pedagogy: a review of the research literature; Margaret Cox, Mary Webb, Chris Abbott, Barry Blakeley, Tony Beauchamp and Valerie Rhodes	There is extensive evidence of ICT contributing to improved learning by pupils. The benefits include: enabling pupils to challenge their preconceptions; giving them the means of providing more powerful explanations; helping them develop better reasoning strategies; developing their confidence in their ability to communicate their knowledge to others; helping them achieve more autonomy in their learning; and helping them relate their learning in a wider context. However, all the evidence shows that these benefits are dependent on the way in which the teacher selects and organises the ICT resources, and how this use is integrated into other activities in the classroom and beyond. The crucial component remains the teacher and their pedagogical approaches.	http://partners.becta.org.uk/upload-dir/downloads/page_documents/research/ict_pedagogy_summary.pdf	IT/IKT, Resultat, Didaktik,. Lärare	BEI, 2003
Basic skills and key skills: a review of international literature: final report; Robat Powell, Robert Smith, Angharad Reakes	The most successful organisations ensure that they develop the capacity to deliver key skills through promoting the professional development of their teaching staff. They view the financial implications for themselves as an investment, not a cost. A feature of many effective programmes is that their staff devise their own teaching materials. OBS! Många fler resultat och rekommendationer i rapporten.	http://www.leeds.ac.uk/educol/documents/00003620.doc	Fortbildning, Arbetsförhållande, Ekonomi	BEI, 2004
A systematic review of how theories explain learning behaviour in school contexts; Powell S, Tod J	Many of the learning behaviours studied were related to staying on-task in group settings. Useful strategies related to the development of motivation and discipline, social behaviour and self-efficacy. Behaviour management could be improved by: promoting mastery orientation rather than performance orientation; promoting on-task discussion between pupils; working in partnership with pupils in goal setting; discouraging competitive classroom contexts. Positive learning behaviour can be enhanced by: emphasising effective learning behaviour through subject teaching; use of cognitive and affective strategies; formative assessment of social, emotional and behavioural indicators of learning; developing a shared understanding of learning behaviour between teacher and pupil; and increasing the integration of the 'social' and the 'academic'.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=123	Didaktik, Arbetsförhållande, Resultat, Social miljö	EPPI, 2004
A systematic review of the impact of the Daily Mathematics Lesson in enhancing pupil confidence and competence in early mathematics; Kyriacou C, Goulding, M	The key features of the Daily Mathematics Lesson have been well received by teachers and widely implemented. There is some evidence that this has enhanced pupil confidence and competence in early mathematics. The intention that whole class teaching needs to be 'interactive' and promote higher quality dialogue, discussion and strategic thinking has not been realised. Indeed, there is some evidence to indicate that the increased use of 'traditional' whole class teaching with 'pace', is in fact undermining the development of a more reflective and strategic approach to thinking about mathematics, and may be creating problems for lower-attaining pupils. There is evidence	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=289	Didaktik, Resultat, Mattematikinlärning	EPPI, 2004

	that the stricter time management involved may pose particular problems for lower-attaining pupils. The overall enhanced gains in pupil competence may in large measure be a reflection of a closer match between what is being taught and what is being tested, rather than greater gains in pupils' understanding of mathematics.			
A systematic review of the evidence of the impact on students, teachers and the curriculum of the process of using assessment by teachers for summative purposes; Harlen W	Summative assessment by teachers has the potential for positive effects on students and teachers, without the negative effects associated with external tests and examinations. It is most effective when teachers use evidence gathered over a period of time and with flexibility in choice of tasks. Introducing new assessment practices can support improvements in teaching, provided that the techniques are well matched to learning goals. Teachers need time and opportunity to assimilate summative assessment into their practice and design appropriate classroom programmes. Using the results for high-stakes school accountability reduces the validity of the assessment. Students should be helped to understand the criteria by which they are assessed. The basis for the results of internal assessments should be made clear to all concerned. Achievement grades should not be influenced by non-academic factors, such as behaviour. Teachers should emphasise learning outcomes rather than achievement of high grades when presenting assessment tasks to students.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=119	Resultat, Summativ, Bedömning/Betyg, Läroplan, Lärare	EPPI, 2004
A systematic review of the evidence of reliability and validity of assessment by teachers used for summative purposes.; Harlen W	Fine specification of criteria, describing progressive levels of competency, is required for reliable teacher assessment. The clearer teachers are about the goals of students' work, the more consistently they apply the assessment criteria. Teachers who have participated in developing criteria are able to use them reliably. Teachers' judgements of students' performance are likely to be more accurate in aspects more thoroughly covered in their teaching.They can predict with some accuracy their students' success on specific test items and on examinations (for 16-year-olds), given specimen questions. There is less accuracy in predicting 'A' level grades (for 18-year-olds). Without training in assessment, teachers' judgements can be biased by behaviour (for young children), gender and special educational needs; students' overall academic achievement and verbal ability may influence judgement when assessing specific skills. Moderation through professional collaboration is of benefit to teaching and learning as well as to assessment. Reliable assessment needs protected time for teachers to meet and to take advantage of the support that others, including assessment advisers, can give.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=116	Resultat, Summativ, Bedömning/Betyg, Lärare	EPPI, 2004
A systematic review of the characteristics of effective foreign language teaching to pupils between the ages 7 and 11; Driscoll P et al	Teachers' knowledge is important. It encompasses knowledge about the language; subject- and age-specific teaching methods; resources; the curriculum; the children as individuals and their learning needs. These aspects need to be included in initial teacher training. Specialist teachers may be more fluent, but primary teachers have the advantage of knowing the school and pupils better, and being able to introduce the language throughout the day. Games, songs and audiovisual resources are useful aids. Transition arrangements need to be in place for continuity across year groups and across	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=303	Lärare, Didaktik, Specialundervisning/Specialpedagogik, Material, Modersmål/Andraspråk	EPPI, 2004

	Key Stages. Active school leadership support is essential.		
A systematic review of the impact of citizenship education on the provision of schooling; Deakin Crick R et al	The quality of dialogue and discourse is central to learning in citizenship education. Pedagogies need to be: facilitative; conversational; transformative; dialogical; and participatory. Teacher-pupil relationships need to be inclusive and respectful. Teachers may need to 'let go of control'. Students should be empowered to voice their views and gain meaning from their life experiences. Opportunities should be made for them to engage with values issues embedded in all curriculum subjects. Contextual knowledge can lead to citizenship engagement and action. A coherent whole-school strategy, including a community-owned values framework, is key. Participative and democratic processes in school leadership require particular attitudes and skills; schools often restrict participation by students in shaping institutional practices while expecting them to adhere to policies. Strategies for consensual change have to be identified by, and developed in, educational leaders. Teachers need support to develop the appropriate professional skills.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=127	Demokratiundervisning, Didaktik, Inflytande	EPPI, 2004
*A systematic review of the use of small-group discussions in science teaching with students age*d *11-18, and their effects on students' understanding in science or attitude to science;* Bennett J et al	There is reasonable evidence that: make-up of the group has a significant effect on the outcomes. Small-group discussions supported by a specific programme fostering collaborative reasoning improved students' metacognitive knowledge of collaborative reasoning. However, this did not translate into better strategies while reasoning, including when dealing with scientific evidence. There is no evidence that small-group discussions adversely affect students' understanding of the nature of evidence.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=321	Pedagogik, Gruppstorlek/Personaltäthet, Didaktik, Arbetsförhållande, Studieresultat, Lärandemiljö,	EPPI, 2004
A systematic review of the impact of ICT on the learning of literacies associated with moving image texts in English, 5-16; Burn A, Leach J	Implications for policy mainly revolve around the possibility for national definitions and curricula of English to take expanded models of literacy and their link with digital production media into account. Implications for practice include the possibility of using the synthesised evidence and findings of the review to underpin moving image work in classrooms, as well as in initial teacher training in English.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=224	IT/IKT, Didaktik, Läs- och skrivinlärning, Lärarutbildning	EPPI; 2004
The effect of grammar teaching (sentence combining) in English on 5 to 16 year olds' accuracy and quality in written composition; Andrews R et al	Sentence combining is an effective means of improving the syntactic maturity of students in written English between the ages of 5 and 16. In the most reliable studies immediate post-test effects were seen to be positive, with some tempering of the effect in delayed post-tests.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=231	Läs- och skrivinlärning, Resultat	EPPI, 2004
Skolutvecklingens många ansikten; Ulf Blossing,	I denna kunskapsöversikt presenteras fem olika synsätt på skolutveckling samt en europeisk utblick och orientering om andra förekommande föreställningar om	http://www.skolverket.se/publikation	Reform, Organisation, Arbetsförhållande,	Skolverket, 2004

Gunnar Berg, Hans-Åke Scherp, Lennart Grosin, Kjell Granström	skolutveckling.	er?id=1832	Rektor/Skolledning,
Att läsa och skriva; Caroline Liberg	En kunskapsöversikt baserad på forskning och dokumenterad erfarenhet. Den handlar om läsande och skrivande men också om språk, språkutveckling och kommunikation.	http://www.skolverket.se/publikationer?id=1887	Läs- och skrivinlärning, Resultat,	Skolverket, 2004
A systematic review of what pupils, aged 11–16, believe impacts on their motivation to learn in the classroom; Smith C et al	It appears to be easier to nurture students' desire to learn than to reverse demotivation. Engagement is more likely if lessons appear to be: fun; varied, collaborative and participative; useful and authentic. Policy-makers should examine teacher attitudes, expectations and pedagogy within secondary schools. Policy-makers should examine the curriculum, looking at what is recognised and valued as student achievement, and the role of assessment in motivating or demotivating.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=304	Motivation, Bedömning/Betyg, Lärare, Didaktik,	EPPI, 2005
A systematic review of effective strategies to widen adult participation in learning; Taylor S et al.	The most promising strategies appear to involve: 1) a substantial degree of flexibility in learning provision and support services, tailored to learners' needs 2) programmes tailored to the needs of employees and the workplace, including occupationally specific learning. The outcomes of interventions to widen participation are rarely clear-cut and success or failure can be the product of interaction between many different factors.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=315	Vuxenutbildning, Deltagande	EPPI, 2005
A systematic literature review of research (1988 - 2004) into the impact of career education and guidance during Key Stage 4 on young people's transitions into post-16 opportunities; Smith D et al	The level of young people's career-related skills seems to be an important factor in their transition at 16, with those with a high level of skills being less likely to modify choices or switch courses. CEG (career education and guidance) provision appears to have a positive impact on this. Additional appropriate CEG for children at risk can have a significant impact on their learning outcomes. Integration of CEG with guidance provision and the wider curriculum appears to be a key factor. Interventions are more effective if they are flexibly designed to meet the needs of individuals or specific groups. Good quality individual career guidance is important in the development of career-related learning outcomes. People are a key resource. CEG should be provided earlier in the school career. CEG has different effects on different types of people. CEG teachers need access to systematic training.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=346	Studieval, SYV (Studie- och yrkesvägledning), Fortbildning, Lärarutbildning	EPPI, 2005
Effective Reading Programs for English Language Learners and Other Language - Minority Students; Cheung, A. & Slavin, R. E.	This article systematically reviews research on elementary reading programs for English language learners and other language-minoritystudents. Among beginning reading models, research supported structured, phonetic programs emphasizing language development in both native-language and English instruction. Tutoring programs were also supported. For upper-elementary reading, research supported a broad range of programs, but particularly effective were programs using cooperative learning, extensive vocabulary instruction, and literature.	http://www.bestevidence.org/reading/ell/ell_read.htm	Didaktik, Läs- och skrivinlärning, Lärare, Modersmål/Andraspråk,	BEE, 2005
A systematic review of the impact of citizenship education on student	Teachers need to be supported, both initially and through CPD (Continuing Professional Development), to develop a more holistic, process-oriented pedagogy. A citizenship pedagogy will have as its core, communication, facilitating and enabling, dialogue and	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=129	Demokratiundervisning, Didaktik, Inflytande, Resultat Lärarutbildning,	EPPI, 2005

learning and achievement; Deakin Crick R et al	discussion, encouragement to engage with learning, and relating learning to experience. Traditional authoritarian patterns of control are no longer appropriate. Curricular flexibility is necessary, with more opportunities to develop different groupings of learners in interactive and conversational learning contexts.		Fortbildning	
The impact of the implementation of thinking skills programmes and approaches on teachers; Baumfield V et al	The following key areas were found to be significant: Changes in pedagogical practice, including: teacher questioning; grouping of pupils; changes in planning and assessment. Changes in attitudes towards pupils, including: perception of pupil ability; facilitation of greater pupil responsibility and autonomy; access to pupil learning Implications for professional development, including: practical tools being necessary; collaborative CPD (continuing professional development) being preferable; and partnership with researchers as co-inquirers and critical friends being beneficial.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=340	Didaktik, Resultat, Fortbildning, Gruppering	EPPI, 2005
Lärande och fysisk miljö - En kunskapsöversikt om samspelet mellan lärande och fysisk miljö i förskola och skola; Pia Björklid	Denna kunskapsöversikt beskriver forskning om samspelet mellan barns lärande och fysisk miljö i förskola, grundskola och fritidshem med angränsande utemiljöer. Kunskapsöversikten förväntas bidra till kunskap om och ge ökad förståelse för den fysiska miljöns betydelse i barns lärandeprocesser inom bl.a. lärarutbildningar, arkitektutbildningar och skolor.	http://www.skolverket.se/publikationer?id=1827	Arbetsförhållande, Lärande,	MSU, 2005
A systematic literature review on the perceptions of ways in which support staff work to support pupils' social and academic engagement in primary classrooms (1988–2003); Cajkler W et al	Teaching assistants focused on direct academic and socio-academic contributions to learners. Teachers welcomed the flexibility of an additional adult's presence, while headteachers identified contributions to inclusion, academic engagement and support for teachers. Pupils saw support staff members as someone for them to turn to and someone who helped the teacher. Parents welcomed the presence of additional adults, but were not always clear about what they did.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=766	Gruppstorlek/Personaltäthet, Resultat, Social miljö	EPPI, 2006
The effectiveness of different ICTs in the teaching and learning of English (written composition), 5–16; Andrews R et al	No conclusive answer was found; the studies reviewed were too varied in their understanding of writing and ICT. One study found that ICT made little difference to a group of students with learning disabilities in terms of writing quality, but that improvements in lower-order writing skills happened at a faster rate for such students; there was also an increase in self-esteem. Definitions of English, literacy and ICT are still unclear and the relationships between them have still to be fully theorised.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=264	Läs- och skrivinlärning, IT/IKT, Särskilt stöd, Social miljö, Hälsa	EPPI, 2006
Conflict resolution, peer mediation and young people's relationships; Garcia J et al	We found evidence of some benefits for pupils of school interventions in conflict resolution, negotiation skills and peer mediation. Studies tended to measure the effects that were 'closest' to the intervention – views about conflict, understanding of what had been taught – rather than longer term and more 'distant' effects, such as pupils' confidence and ability to make better relationships. The programme that used teaching within an academic curriculum had good results.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=708	Hälsa, Social miljö, Didaktik, Reform, Organisation	EPPI, 2006
A systematic review of	Teachers need to recognise that all pupils are their direct responsibility. They need to	http://eppi.ioe.ac.u	Särskilt stöd, Social	EPPI, 2006

interactions in pedagogical approaches with reported outcomes for the academic and social inclusion of pupils with special educational needs; Rix J et al	draw out pupils understandings, encouraging further questioning and links between new and prior knowledge. These interactions are more likely to be effective if they are situated within activities that are hands-on, personally relevant and offer a range of opportunities to engage with the concepts, and with others' understandings of those concepts	[k/cms/Default.asp x?tabid=1671](k/cms/Default.aspx?tabid=1671)	miljö, Organisation, Didaktik, Integrering, Utvärdering/Effekt	
Pupils' experiences and perspectives of the National Curriculum; Pippa Lord, Megan Jones	In 1999, the QCA commissioned the National Foundation for Educational Research (NFER) to conduct a review of the research on pupils' experiences and perspectives of the National Curriculum. We highlight some of the issues to consider in the light of curriculum policy and developments, including: Assessment for Learning, enjoyment and achievement, the personalised learning agenda, the 14–19 debate and e-learning.	[http://www.nfer.ac .uk/nfer/publicatio ns/NCA01/NCA01. pdf](http://www.nfer.ac.uk/nfer/publications/NCA01/NCA01.pdf)	Lärandemiljö, IT/IKT, Bedömning/Betyg Styrning, Läroplan, Organisation,	NFER, 2006
CSRQ Center report on elementary school comprehensive school reform models;. Comprehensive School Reform Quality Center	This report provides education stakeholders with a decision-making tool to help them sort out options about hundreds of elementary school improvement choices available to meet local needs. The ratings provided are intended to clarify options, not to point to or endorse best buys from among the 22 models reviewed.	[www.csrq.org/docu ments/CSRQCente rCombinedReport_ Web11-03-06.pdf](www.csrq.org/documents/CSRQCenterCombinedReport_Web11-03-06.pdf)	Reform, Styrning, Organisation, Rektor/Skolledning	BEE, 2006
Literature review on intervention with challenging behaviour in children and youth with developmental disabilities; Luanna H. Meyer, Ian M. Evans	This report summarises the processes, approach, and findings of a review of the literature and knowledge base regarding severe challenging behaviour in children and young people with developmental disabilities. Our review is focussed on effective educational and support services for children and youth whose behavioural challenges accompany a diagnosis of intellectual disability, developmental delay, severe learning difficulties, severe traumatic brain injury, and/or autistic spectrum disorder. Special education needs.	[http://www.educat ioncounts.govt.nz/ publications/specia l_education/15183](http://www.educationcounts.govt.nz/publications/special_education/15183)	Särskilt stöd, Social miljö, Hälsa, Inlärningssvårigheter, Svårighet	Education Counts, 2006
Impacts of after-school programs on student outcomes : a systematic review for the Campbell Collaboration; Susan Goerlich Zief, Sherri Lauver, Rebecca A. Maynard	Five studies that met the inclusion criteria for this review. Notably, looking across the 97 impacts measured by the five studies included in this review reveals primarily null findings—84 percent showed no significant differences between the program and control youth. Also, not one of these studies reported impacts for parents.	[http://www.sfi.dk/ graphics/Campbell /reviews/aftercho ol_review.pdf](http://www.sfi.dk/graphics/Campbell/reviews/afterschool_review.pdf)	Resultat, Lärande, Extra personalresurs,	Campbell Collaboratio n, 2006
Approaches to parent involvement for improving the academic performance of elementary school age children /; Nye, Chad,	The results from the meta-analysis up to this point show that effect of parent involvement on achievement is positive, statistically significant, and stable with respect to the removal of any one study. The 18 studies in the meta-analysis embody 40 years of research resulting in an average effect of parent involvement on children's academic performance of d=0.45.	[http://www.sfi.dk/ graphics/Campbell /reviews/parental_i nvolvement_review .pdf](http://www.sfi.dk/graphics/Campbell/reviews/parental_involvement_review.pdf)	Föräldrar/Hemstöd, Resultat, Utvärdering/Effekt, Extra personalresurs	Campbell Collaboratio n, 2006

Turner, Herb, Schwartz, Jamie.			
Överallt och ingenstans - mångkulturella och antirasistiska frågor i svensk skola; Camilla Hällgren, Lena Granstedt och Gaby Weiner	En kunskapsöversikt med utgångspunkten i svensk invandringshistoria, skolpolitik, styrdokument samt forskning inom området mångkultur i skolan. Författarna uppmärksammar också att skolan under lång tid tilldelats nyckelrollen för att realisera samhälleliga integrationsmål samtidigt som resultaten i översikten visar att det finns en uttalad osäkerhet kring hur detta ska genomföras. Lärare lämnas relativt ensamma i arbetet mot rasism och främlingsfientlighet. Ett annat och framträdande resultat är att komplicerade frågor kring rasism, identitet och kultur har fokuserats i långt mindre omfattning än språkfrågan som länge har dominerat rapporter och projekt inom det mångkulturella området.	http://www.skolve rket.se/publikation er?id=1845	Likabehandling/Likvärdig het, Mångkultur/Utländsk bakgrund, Modersmål/Andraspråk, Läroplan	Skolverket, 2006
Elevaktiva arbetsmodeller och lärande i grundskolan - En kunskapsöversikt	Rapporten beskriver forskning om elevaktiva arbetsmodeller i grundskolan och belyser olika faktorer, som har betydelse för möjligheten att realisera dessa i skolan.	http://www.skolve rket.se/publikation er?id=1837	Resultat, Utvärdering/Effekt, Didaktik, Lärare,	Skolverket, 2006
The voice of young people: an engine for improvement? Scoping the evidence; Karen Halsey, Jenny Murfield, Jennie L Harland, Pippa Lord	A review of the literature on the impact of the voice of young people on policy and practice, and on young people themselves. Where young people are involved, organisations should ensure that the outcomes of their involvement are properly evaluated and recorded. This evaluation should be comprehensive, inviting contributions from the young people themselves (about the impact on them personally and the advantages of their involvement). The impacts arising from young people's input should be tracked in the longer term in order to gauge a fuller picture of their contribution.	http://www.cfbt.co m/evidenceforeduc ation/PDF/91151_V oiceOfYoungPeopl e.pdf	Inflytande, Reform, Arbetsförhållande, Styrning, Utvärdering/Effekt	NFER, 2007
How the world´s best-performing school systems come out on top 2007	The experiences of these top school systems suggests that three things matter most: 1) Getting the right people to become teachers, 2) developing them into effective instructors and, 3) ensuring that the system is able to deliver the best possible instructions to every child. Substantional improvements in outcomes is possible in a short period of time.	http://www.mckin sey.com/App_Medi a/Reports/SSO/Wo rlds_School_Syste ms_Final.pdf	Reform, Organisation, Resultat, Lärare, Didaktik, Arbetsförhållande	McCinsey & Company, 2007
Effective Pedagogy in Mathematics: Best Evidence Synthesis	key findings are organised and presented according to five themes: the key principles underpinning effective mathematics teaching, the early years, the classroom community, the pedagogical task and activity, and educational leadership and centre–home and school–home links.	http://www.educat ioncounts.govt.nz/ publications/series/ 2515/5951	Matematikinlärning, Didaktik, Pedagogik, Lärandemiljö	Education counts; 2007
A systematic literature review on the perceptions of ways in which teaching assistants work to support pupils' social and academic engagement in secondary classrooms	TAs (Teaching assistants) are perceived to be much more than auxiliary staff who assist teachers with routine tasks. In their direct interactions with pupils, they are perceived to be making significant pedagogic decisions. However, one worrying incidental finding was the lack of time for TAs and teachers to plan and evaluate their work. The results suggest that TAs support learning under the direction of the teacher but are semi-autonomous and make pedagogical decisions in their interactions with pupils. Further training is needed for TAs and teachers to avoid the creation of dependence or a sense of	http://eppi.ioe.ac.u k/cms/Default.asp x?tabid=2353	Gruppstorlek/Personaltät het, Lärare, Inklusion, Extra personalresurs, Organisation	EPPI, 2007

(1998-2005); Cajkler W et al.	intrusiveness. The results also suggest that TAs play a role in inclusion, which has implications for their training (e.g. what to include, opportunities for supervision, observation, feedback and guidance). We need to know more about the added value of their presence and what happens when their support is not available.		
A systematic literature review on how training and professional development activities impact on teaching assistants' classroom practice (1988-2006) Cajkler W et al.	The results of the present in-depth review point to one clear conclusion: TA training is patchy and its impact is little understood. Exactly how such impacts are achieved is not clear. While training of TAs is needed we require stronger evidence from new studies as to what forms of training work well and why.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=2304	Gruppstorlek/Personaltäthet, Fortbildning, Extra personalresurs,	EPPI, 2007
Review of international literature on admissions; Felicity Fletcher-Campbell, Karen Whitby, Kerensa White and Tamsin Chamberlain	OBS! Jämför GB med bl.a. Sverige! This review aims to put the issues of school admissions in England in the international context, by examining options and identifying assumptions challenged by admissions systems in three countries: Sweden, the Netherlands and New Zealand. Education level - Primary, secondary. Methodology - International comparison, literature review	http://www.cfbt.com/evidenceforeducation/pdf/NFER_Report(2).pdf	Ekonomi, Studieavgift, Reform, Arbetsförhållande	NFER, 2007
Effektivt användande av IT i skolan: Analys av internationell forskning; Skarin Torbjörn	Ger en bild av under vilka förutsättningar IT/teknik kan ge positivt bidrag till elevernas lärande och därmed måluppfyllelse. Finns även som PDF i engelsk version "Effective use of ITC in schools". Sammanfattning 2: I denna analys har Torbjörn Skarin, Metamatrix, på vårt uppdrag gått igenom ett större antal studier och forskningsrapporter inom området. Urvalet är gjort ifrån den kunskapsöversikt fokuserad på just nyttan med IT i skolan som författaren tidigare gjort för myndighetens räkning. Syftet är att baserat på såväl svensk som internationell forskning ge en bild av under vilka förutsättningar IT/teknik kan bidra till elevernas lärande och måluppfyllelse.	http://www.skolverket.se/publikationer?id=1906	IT/IKT, Resultat, Lärande, måluppnående	Skolverket, 2007
Vad händer med läsningen? En kunskapsöversikt om läsundervisningen i Sverige 1995-2007; Britta Herder, Maria Lindgren, Jan Einarsson och Gisela Håkansson	Denna kunskapsöversikt är en kartläggning över den forskning om läsundervisning i grundskolan som genomförts i Sverige under perioden 1995-2007, och en granskning av forskningens resultat.	http://www.skolverket.se/publikationer?id=1757	Läs- och skrivinlärning, Didaktik,	Skolverket, 2007
Mål för alla; Siv Fischbein och Inger Eriksson.	I denna kunskapsöversikt problematiserar två forskare kring mål i grundskolans tidigare år.	http://www.skolverket.se/publikationer?id=1687	Mål, Bedömning/Betyg, Studieresultat	Skolverket, 2007
Underlag till ramverk för en	En kunskapsöversikt utarbetad på uppdrag av Skolverket. Denna rapport ger en översikt över kunskaper och erfarenheter som finns när det gäller provbanker och	http://www.skolverket.se/publikation	Bedömning/Betyg, Likvärdighet	Skolverket, 2007

provbank/bedömningsresurs i grundskolan; Gunilla Svingby och Anders Jönsson	provbanksanvändning nationellt och internationellt.	er?id=1678	
Dyslexi En kunskapsöversikt Vad säger forskningen om dyslexi?; Mats Myrberg	I denna rapport beskriver professor Mats Myrberg vid Lärarhögskolan i Stockholm, ett antal olika aspekter på forskning om dyslexi och hur denna forskning under de senaste decennierna kommit att utvecklas till en mycket fruktbar mötesplats för olika vetenskapliga perspektiv. Neurovetenskap, genetik, specialpedagogik, lingvistik och psykologi har bidragit med värdefulla forskningsinsatser med såväl grundforsknings- som tillämpningsintresse. Rapporten avslutas med reflektioner kring forskningen roll och om förebyggande insatser.	http://www.cm.se/ webbshop_vr/pdfer /VR2007_02.pdf	Dyslexi, Särskilt stöd, Läs- och skrivsvårigheter, Specialundervisning/Spe cialpedagogik	VR, 2007:02
Effective Reading Programs for Middle and High Schools: A Best-Evidence Synthesis; Slavin, R.E., Cheung, A., Groff, C., and Lake, C.	The review concludes that programs designed to change daily teaching practices have substantially greater research support than those focused on curriculum or technology alone. Positive achievement effects were found for instructional-process programs, especially for those involving cooperative learning, and for mixed-method programs. The effective approaches provided extensive professional development and significantly affected teaching practices. In contrast, no studies of reading curricula met the inclusion criteria, and the effects of supplementary computer-assisted instruction were small.	http://www.bestev idence.org/reading/ mhs/mhs_read.htm	Didaktik, Läsning, Läs- och skrivinlärning, Lärare, IT/IKT	BEE, 2008
Lærerkompetanser og elevers læring i barnehage og skole: et systematisk review utført for Kunnskapsdepartementet, Oslo; Nordenbo(red.)	(1) Læreren skal besitte kompetansen å inngå i en sosial relasjon til den enkelte elev (2) Læreren skal i relasjon til hele klassen (alle elever) besitte kompetansen å lede klassens undervisningsarbeide gjennom å være en synlig leder som over tid oppøver elevene til selv å formulere regler og følge dem. Begge disse kompetansene er av betydning for å utvikle overordnede mål som dreier seg om elevenes motivering og autonomi, og spiller en sentral rolle for å fremme den faglige læringen. (3) Læreren skal besitte generell didaktisk kompetanse i relasjon til undervisningens innhold i sin alminnelighet og i det enkelte undervisningsfag.	http://www.regjeri ngen.no/upload/K D/Vedlegg/Grunns kole/L%C3%A6rer kompetanser_og_el evers_l%C3%A6rin g.pdf	Lärare, Lärande, Studieresultat, Lärandemiljö, Didaktik	DCU, 2008
What characterises effective teacher-initiated teacher-pupil dialogue to promote conceptual understanding in mathematics lessons in England in Key Stages 2 and 3: a systematic review; Kyriacou C, Issitt, J	The strongest evidence of the promotion of pupils' conceptual understanding of mathematics came from studies that focused on the enhancement of pupils' self-knowledge concerning how to make use of teacher-pupil dialogue as a learning experience.	http://eppi.ioe.ac.u k/cms/Default.asp x?tabid=2368	Matematikinlärning, Lärare, Didaktik, Lärandemiljö	EPPI, 2008
A systematic review of interventions aimed at improving the educational	The review supports the use of personalised learning and differentiation. There was evidence in favour of the appropriate use of streaming, differentiated provision within mixed ability classes, and individualised programmes. However, effective provision within	http://eppi.ioe.ac.u k/cms/Default.asp x?tabid=2402&lang	Särskilt stöd, Studieresultat, Didaktik, Social miljö,	EPPI, 2008

achievement of pupils identified as gifted and talented; Bailey R et al	mixed ability classes presumes a positive classroom climate. The quality and character of group interactions was identified as a significant factor in the effectiveness of support for gifted and talented pupils. There was evidence that collaborative and group activities helped gifted and talented pupils perform better at some tasks. The role of the teacher was highlighted as especially important in promoting and maintaining positive group work. Studies indicated that enrichment programmes that help gifted and talented pupils develop self egulation and higher order thinking skills had a positive effect on their achievement and engagement.	uage=en-US	Lärandemiljö, Extra personalresurs	
Särskilt stöd i grundskolan En sammanställning av senare års forskning och utvärdering; Karolina Österlind, Lena Hammarberg	Studien omfattar huvudsakligen rapporter från Skolverket och Myndigheten för skolutveckling och svenska avhandlingar. Studien knyter an till Skolverkets skrift Allmänna råd för arbete med åtgärdsprogram genom att studien tar upp en stor del av den forskning och utvärdering som ligger till grund för de Allmänna råden. Skriften vänder sig både till skolansvariga i kommunen och till skolledare och lärare i skolan.	http://www.skolverket.se/publikationer?id=1787	Särskilt stöd, Organisation, Extra personalresurs, Integrering, Lärare, Specialundervisning/Specialpedagogik	Skolverket, 2008
Från lärare till elever, från undervisning till lärande; Fritiof Sahlström	Syftet med denna rapport är att ge en översikt över klassrumsforskningens utveckling under de senaste fyra årtiondena, med ett särskilt fokus på den interaktionellt orienterade klassrumsforskningen från nittiotalets början och framåt, särskilt då svensk och nordisk klassrumsforskning.Texten diskuterar klassrumsforskningens teoretiska utgångspunkter och deras förskjutningar över tid, går igenom klassrumsforskningens mest kända resultat och deras hållbarhet i ett sammanhang av förändrad undervisning, gör nedslag i aktuell klassrumsforskning och aktuella trender inom denna, samt gör en beskrivning av förskjutningar i klassrumsforskningens metoder och tekniker för datainsamling och analys, och hur dessa är relaterade till resultat och utgångspunkter.	http://www.cm.se/webbshop_vr/pdfer/VR9_2008.pdf	Lärandemiljö, Lärare, Didaktik, Arbetsförhållande, Lärande, Klassrum	VR, 2008:09
Effective Programs for Struggling Readers: A Best-Evidence Synthesis	Which elementary reading approaches have been proven to help struggling readers to succeed? To find out, this review summarizes evidence on six types of programs designed to improve the reading achievement of children having difficulty in learning to read	http://www.bestevidence.org/reading/strug/strug_read.htm	Didaktik, Läs- och skrivinlärninginlärning, Lärare, Läs- och skrivsvårigheter, Särskilt stöd	BEE, 2009
Improving children's attainment through a better quality of familybased support for early learning; Iram Siraj-Blatchford, John Siraj-Blatchford	The aim of this review is to evidence on the potential and practical possibilities for improving children's early learning outcomes through familybased support. Parents can pass on risks and resilience to their children, thus emphasising the need to support families, not just children, and for the integration of adult and child interventions.	http://www.c4eo.org.uk/themes/earlyyears/familybasedsupport/files/c4eo_family_based_support_kr_2.pdf	Föräldrar/Hemstöd, Social miljö, Studieresultat	C4EO, 2009
The interaction between behaviour and speech and language difficulties: does	The review has found that some speech and language interventions do have a positive effect on behaviour, although we cannot say which is 'more' effective, or what is differentially more effective for different problems. Therefore, the review does not provide	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=2461&lang	Särskilt stöd, Svårigheter (beteende & emotionella), Läs- och	EPPI, 2009

intervention for one affect outcomes in the other?; Law J, Plunkett C	the type of evidence that would lead directly to the redevelopment of services. However, it does point in a direction which has considerable implications for those developing, managing and delivering services to children identified with either or both SLCD and EBD in the future.	uage=en-US	skrivsvårigheter, Läs- och skrivinlärning, Utveckling, Specialundervisning
Beyond the Basics: Effective Reading Programs for the Upper Elementary Grades; Robert E. Slavin, Cynthia Lake, Alan Cheung, Susan Davis	This article systematically reviews research on the achievement outcomes of three types of classroom approaches to improving the reading achievement of students in grades 2-5: Reading curricula, computer-assisted instruction (CAI), and instructional process programs. The review concludes that programs designed to change daily teaching practices have greater research support than those that focus on curriculum or technology alone. In particular, positive achievement effects were found for cooperative learning programs and for same-age and cross-age tutoring programs.	http://www.bestevidence.org/word/upper_elem_read_Jun_23_2009.pdf	Läs- och skrivinlärning, Didaktik, IT/IKT, Tekniska hjälpmedel	BEE, 2009
A Review of the Research. Evidence (Narrowing the Gap in Outcomes for Vulnerable groups); Sally Kendall, Suzanne Straw, Megan Jones, Iain Springate and Hilary Grayson	This report presents findings from a review of the best evidence on narrowing the gap in outcomes across the five Every Child Matters (ECM) areas for vulnerable groups in the context of improving outcomes for all. In general, there was a shortage of longitudinal, robust evidence on narrowing the gap for vulnerable groups.	http://www.nfer.ac.uk/nfer/publications/LNG01/LNG01.pdf	Social miljö, Studieresultat	NFER, 2009
Improving the outcomes for Gypsy, Roma and Traveller Pupils Literature Review; Anne Wilkin, Chris Derrington and Brian Foster	The school attendance and achievement of Gypsy Traveller pupils remain well below expected levels. Discriminatory school policies and practices, low expectations of Gypsy Traveller pupils, negative attitudes and stereotyping, racism, bullying, lack of curriculum relevance, lack of understanding of Traveller culture, as well as social and economic disadvantage, have all been identified in the literature as factors adversely affecting this.	http://www.education.gov.uk/research/data/uploadfiles/DCSF-RR077.pdf	Mångkultur/Utländsk bakgrund, Organisation, Läroplan, Rektor/Skolledning, Social miljö, Segregation, Likabehandling/Likvärdighet	NFER, 2009
Narrowing the Gap in Outcomes: Governance; Pippa Lord, Ruth Hart, Kerry Martin and Mary Atkinson	This study aimed to identify what is known about the extent to which governance arrangements and features of governance can narrow the gap in outcomes for vulnerable groups of children and young people. The literature provides very litle evidence of narrowed gaps or improved outcomes that are directly related to governance.	http://www.nfer.ac.uk/nfer/publications/NGG01/NGG01.pdf	Rektor/Skolledning, Organisation, Ekonomi, Reform, Styrning, Likabehandling/Likvärdighet	NFER, 2009
Researcher Perspectives on Class Size Reduction; Elizabeth Graue; Erica Rauscher	We find divergent (and sometimes competing) perspectives on identifying beneficiaries of class size reduction (or CSR) and the correct context in which to view CSR research. By contrasting the logic and assumptions embedded in pupil-teacher ratio (PTR), class size (CS), and class size reduction studies, we conclude that sometimes research conflates these constructs and their associated theories of action, and such distortion poorly serves the needs of policymakers and stakeholders in education. We recommend that future inquiry focus on mechanisms of change, particularly instruction—both in	http://www.eric.ed.gov/PDFS/EJ844021.pdf	Gruppstorlek/Personaltäthet, Organisation, Rektor/Skolledning, Arbetsförhållande, Ekonomi, Reform	ERIC, 2009

	terms of instructional strategies that capitalize on the resource of a smaller group and the types of support needed for teacher and administrator professional development. Keywords: class size; teacher student ratio; educational policy.		
Analys: öppna jämförelser grundskola 2009: Konsten att nå resultat — Erfarenheter från framgångsrika skolkommuner; Helena Bjelvenius (projektledare)	I projektet Framgångsrika skolkommuner har Sveriges Kommuner och Landsting genomfört en analys av den övergripande styrningen och ledningen i kommuner vars grundskoleverksamhet är framgångsrik. Syftet med projektet är att lyfta fram goda exempel och bidra till att inspirera kommunerna i deras utvecklingsarbete. Vi har identifierat åtta framgångsfaktorer.	http://brs.skl.se/brsbibl/kata_documents/doc39620_1.pdf	Reform, Rektor/Skolledning, Styrning, Studieresultat	SKL, 2009
Narrowing the gap in outcomes for young children through effective practices in the early years; Misia Coghlan, Caroline Bergeron, Karen White, Caroline Sharp, Marian Morris and Simon Rutt	This report presents findings from a rapid review of research and national data on the impact of certain background characteristics on outcomes for children in the early years. It seeks to identify the approaches that are most effective in reducing educational disadvantage and promoting positive outcomes. Poverty has the greatest influence on children's outcomes in the early years. Young children in poverty have poorer health. Poor children also do worse academically and make less progress in learning throughout the early years. The differences between poor children and others are greatest for communication, language and literacy; mathematical development; and personal, social and emotional development. Children with a positive home learning environment (HLE) achieve better in the early years and throughout primary school, and this can really help counter the effects of poverty on children's learning and development.	http://www.c4eo.org.uk/themes/earlyyears/ntg/files/c4eo_narrowing_the_gap_kr_1.pdf	Social miljö, Styrning, Hälsa, Föräldrar/Hemstöd, Segregation, Likabehandling/Likvärdighet, Utveckling, Kognition,	C4EO; 2009
Effective Reading Programs for the Elementary Grades: A Best-Evidence Synthesis	This article systematically reviews research on the achievement outcomes of four types of approaches to improving the reading success of children in the elementary grades: reading curricula, instructional technology, instructional process programs, and combinations of curricula and instructional process. The review concludes that instructional process programs designed to change daily teaching practices have substantially greater research support than programs that focus on curriculum or technology alone.	http://www.bestevidence.org/reading/elem_read/elem_read.htm	Didaktik, Läs- och skrivinlärning, Lärare	BEE, 2009
Research and Practice in K-12 Online Learning: A Review of Open Access Literature; Cavanaugh, Cathy S.; Barbour, Michael K.; Clark, Tom	This paper reviews open access literature in K-12 online learning and reports on a structured content analysis of the documents. Peer reviewed	http://www.eric.ed.gov/PDFS/EJ831713.pdf	IT/IKT, Didaktik	ERIC, 2009
Vad påverkar resultaten i svensk grundskola? Kunskapsöversikt om betydelsen av olika	Kunskapsöversikt över forskning (1990-2008) inom områdena; resurser, samhällsförändringar, reformer och skolans inre arbete om skolans resultat och måluppfyllelse. Den ökade segregeringen i samhället, den decentraliserade styrningen av skolan och den alltmer differentierade och individualiserade undervisningen har	http://www.skolverket.se/publikationer?id=2260	Styrning, Reform, Studieresultat, Social miljö, Läroplan, Segregation, Ekonomi,	Skolverket, 2009

faktorer.; Lena M Olsson, Jan-Eric Gustafsson, Eva Myrberg, Monica Rosén, Kajsa Yang-Hansen, Henrik Román, Jan Håkansson och Daniel Sundberg	betydelse.		Didaktik, Lärare, Lärandemiljö, Gruppstorlek/Personaltät het,Organisation,	
Children's Online Risks and Safety: a Review of the Available Evidence; Spielhofer, T.	There is some evidence that children with special educational needs may be more likely to be cyberbullied than other children. While children are generally aware of how they should behave to stay safe online, they often do not use these strategies	http://www.nfer.ac .uk/publications/C OJo1/	IT/IKT, Internet, Mobbing, Utsatta, Särskilt stöd	NFER; 2010
Perspektiv på barndom och barns lärande - En kunskapsöversikt om lärande i förskolan och grundskolans tidigare år	Översikten har gjorts av en grupp forskare vid Malmö högskola på uppdrag av Skolverket. Den har en bred ansats och tar upp frågor som: vad är utmärkande för dagens barndom och vad betyder uppväxtvillkoren för lärandet? Vilken betydelse har förskolevistelse och tidpunkten för skolstarten för hur barn senare lyckas i skolan? Vilka didaktiska perspektiv har anlagts på barns lärande och vad säger forskningen om tidig bedömning och dokumentation av barn och barns läroprocesser?	http://www.skolve rket.se/publikation er?id=2393	Didaktik, Social miljö, Förskoleklass, Lärande, Styrning, Bedömning/Betyg, FoU,	Skolverket, 2010
Adaptiva och andra datorbaserade prov	Rapporten är en kunskapsöversikt över forskning om och användning av adaptiva prov inom och utom Norden, med fokus på adaptiva prov i matematik, NO-ämnen och engelska	http://www.skolve rket.se/publikation er?id=2430	Bedömning/Betyg, IT/IKT, Likabehandling/Likvärdig het	Skolverket, 2010
Education that fits: Review of international trends in the education of students with special educational needs; David Mitchell	The purpose of this review is to outline international trends in the education of students with special educational needs. The review does not include early childhood or post-school sectors, behaviour services or giftedness, as these fall outside the scope of the current review of special education for which the current review is intended to be a companion piece. This review examines 15 issues, ranging from paradigms of special educational needs through the administration of special education, to school and classroom policies and practices. Strategies that have a strong evidential base include: (a) cooperative group teaching, (b) peer tutoring, (c) formative assessment, (d) feedback, (e) cognitive strategy instruction, and (f) instruction in memory strategies. The evidence for inclusive education is mixed but generally positive, the majority of studies reporting either positive effects or no differences for inclusion, compared with more segregated provisions.	http://www.edu cationcounts.go vt.nz/publicatio ns/special_educ ation/education -that-fits-review-of-international-trends-in-the-education-of-students-with-special-educational-	Särskilt stöd, Organisation, Formativ, Bedömning/Betyg, Lärandemiljö, Lärarutbildning, Fortbildning, Integrering	Education Counts; 2010

		needs2	
A literature review of Assessment for Learning in science; Claire Hodgson and Katie Pyle	This literature review focus on the primary age phase. Classroom climate is particularly important. It is crucial that a co-constructivist, non-threatening environment is established in order for pupils to feel able to express their ideas and allow the teacher to establish what the pupils know, what they don't know and what they partly know - their misconceptions – and to develop teaching that will move their understanding on. The importance of talk, questioning, feedback, self- and peer-assessment are key in this area of research. The use of summative tests for formative purposes and the provision of resources and particular tools to support this area of teaching and learning are also discussed.	http://www.nfer.ac.uk/nfer/publications/AAS01/AAS01_home.cfm?publicationID=436&title=literature%20review%20of%20Assessment%20for%20Learning%20in%20science	Bedömning/Betyg, Lärare, Didaktik, Lärande, NO	NFER; 2010
Stödja och styra. Om bedömning av yngre barn	Utbredningen av individuella utvecklingsplaner, betyg och test som sprider sig allt lägre ner i åldrarna är en rörelse som kan sägas vara inbäddad i en evidensbaserad trend, utan att i sig vara evidensbaserade. Individuella utvecklingsplaner och skriftliga omdömen regleras via statliga styrsystem och politiska beslut som inte i sig är forskningsbaserade. Det saknas helt enkelt forskning som visar tydliga belägg för att tidig bedömning och dokumentation, exempelvis i form av individuella utvecklingsplaner och skriftliga omdömen som nu införts, bidrar till att studieresultaten bli bättre.	http://www.skolverket.se/publikationer?id=2457	Bedömning/Betyg, Studieresultat, Utvärdering/Effekt, Formativ, Summativ, IUP	Skolverket; 2010
What is the effect of block scheduling on academic achievement? A systematic review; Dickson K, Bird K, Newman M, Kalra N	The in-depth review asks the following question: ***Does block scheduling result in higher levels of student attainment than traditional scheduling?*** There are three main types of block schedule investigated in this review, comprising the following: 4 x 4: four blocks of 80–90 minute classes in one day, with students taking four subjects in one term: A/B: classes of 70-90 minutes each for 3/4 different subjects on every alternating day: hybrid: five classes per day, between 55 and 90 minutes in length. we found that 4 x 4 block scheduling resulted in higher cross subject achievement than traditional schedules. However, the outcome average cross-subject achievement could conceal worsening performance in some subjects and better performance in others.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=2476	Schema, Organisation, Pedagogik, Läroplan, Styrning, Studieresultat	EPPI; 2010
Evidence-Based Systematic Review: Effects of Different Service Delivery Models on Communication Outcomes for Elementary School–Age Children; Cirrin, Frank M.	The purpose of this investigation was to conduct an evidence-based systematic review (EBSR) of peerreviewed articles from the last 30 years about the effect of different service delivery models on speech-language intervention outcomes for elementary school–age students. Some evidence suggests that classroom-based direct services are at least as effective as pullout intervention for some intervention goals, and that highly trained speech-language pathology assistants, using manuals prepared by speech-language pathologists to guide intervention, can provide effective services for some children with language problems	http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=12&hid=104&sid=248d544c-8656-4ba7-be9f-c6f76bc08b09%40sessionmgr115	Särskilt stöd, Specialundervisning, Hörselproblem,	EBSCO; 2010
		Gymnasieskola (Secondary education)		
Gender and attainment: a	Covers studies and statistics about the attainment of boys and girls by the time they leave	https://dspace.gla.a	Jämställdhet/Genus/Kön,	BEI, 1996

review; Powney, Janet	school. It considers performance in public examinations, differences in attainment in primary and earlier secondary school and differential staying on rates and uptake of opportunities in further and higher education with particular reference to Scotland from 1985 - 95. The review concerns equality of outcome in terms of group performance in examinations but also addresses issues of equity and factors contributing to gender differences in outcomes. These include equality of formal and actual access to educational resources and opportunities and experiences which promote educational achievement.	c.uk/bitstream/190 5/242/1/081.pdf	Likabehandling/Likvärdig het, Bedömning/Betyg, Studieresultat	
Gymnasieskola för alla ......andra - En studie om marginalisering och utslagning i gymnasieskolan; Jan Olof Hellsten, Héctor Pérez Prieto	En kunskapsöversikt om ungdomars ofullständiga gymnasieutbildning ofta benämnd marginalisering eller utslagning. Studien har genomförts för att ta fram aktuell kunskap inom området och för att visa på de områden där det finns behov av att veta mera.	http://www.skolve rket.se/publikation er?id=751	Utslagning, Social miljö, Segregation, Likabehandling/Likvärdig het	Skolverket, 1998
Immersion education: a literature review; Peter Neil, Gabrielle Nig Uidhir and Fiona Clark	The academic achievements of immersion pupils across a range of subjects are very much in line with the attainments of their peers in English-instructed comparison groups. An easy transfer of literacy skills from one language to the other was commonly reported. Immersion education is suitable for all children, including pupils with special educational needs, provided that remedial resources are available within the immersion system. FÖRKL: (Language immersion is an approach to foreign language instruction in which the usual curricular activities are conducted in a foreign language. This means that the new language is the medium of instruction as well as the object of instruction. Immersion students acquire the necessary language skills to understand and communicate about the subject matter set out in the school's program of instruction. They follow the same curricula, and in some instances, use the same materials (translated into the target language) as those used in the non-immersion schools of their district.)	http://www.deni.g ov.uk/rb2_2000.pdf	Modersmål/Andraspråk, Särskilt stöd, Didaktik, Specialundervisning/Spe cialpedagogik, Studieresultat	BEI, 2000
Attitudes to education, and choices at age 16: a brief research review; Joan Payne	The remit for the report was: "to undertake a review on the attitudes of parents and young people to their experiences of education, and how that is influencing them to follow different routes after compulsory schooling." Resultat sammanfattas ej. Dessutom ifrågasätts studiens validitet och reliabilitet av förf. p.g.a. att den genomförts under stor tidspress.	http://www.dcsf.go v.uk/research/data/ uploadfiles/AEC16. pdf	SYV, Utbildningsval, Föräldrar/Hemstöd, Social miljö, Gruppering	BEI, 2002
Mentoring and young people: a literature review; Hall, John C.	A number of key features which help to make mentoring schemes successful include: monitoring of program implementation; screening of prospective mentors; matching of mentors and youth on relevant criteria; both pre-match and on-going training; supervision; support for mentors; structured activities for mentors and youth; parental support and involvement; frequency of contact and length of relationship	https://dspace.gla.a c.uk/bitstream/190 5/66/1/114.pdf	Mentor,	BEI, 2003
Do summative assessment	Where assessment methods are discussed, the evidence suggests that learners across	http://www.ttrb.ac	Summativ,	BEI, 2003

and testing have a positive or negative effect on post-16 learners' motivation for learning in the learning and skills sector?; Harry Torrance, Julie Coultas	all sectors prefer coursework assessment and practical competence-oriented assessment over end-of-course tests. Many fear tests and there is also evidence that they can precipitate drop-out and deter progression. All literature, across all sectors, stresses the importance of monitoring, support and feedback on progress in improving retention and achievement. Assessment policies and methods that encourage the active engagement of tutors and learners in such feedback processes will be more effective in improving retention and raising achievement than those that do not. The review follows EPPI centre methodology	.uk/viewArticle2.aspx?contentId=13085	Bedömning/Betyg	
Secondary school size: a systematic review; Garrett Z et al	For some outcomes larger schools appear to be better, for other outcomes smaller schools seem better. The larger the secondary school, the better pupils results and attendance, but only up to a certain size of school. The estimates of the ideal size range from about 600 to 2000 students. Pupils felt less engaged with larger schools. Teachers felt less happy with the climate in larger schools. Some kinds of violent behaviour rose as school size increased while other kinds of violent behaviour increased as school size decreased. Costs per pupil decreased as school size increased. Because of the research methods used, all these results should be considered tentative.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=320	Organisation, Reform, Styrning, Arbetsförhållande	EPPI, 2004
*A systematic review of the use of small-group discussions in science teaching with students age*d *11-18, and their effects on students' understanding in science or attitude to science;* Bennett J et al	There is reasonable evidence that: make-up of the group has a significant effect on the outcomes. Small-group discussions supported by a specific programme fostering collaborative reasoning improved students' metacognitive knowledge of collaborative reasoning. However, this did not translate into better strategies while reasoning, including when dealing with scientific evidence. There is no evidence that small-group discussions adversely affect students' understanding of the nature of evidence.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=321	Pedagogik, Didaktik, Arbetsförhållande, Studieresultat	EPPI, 2004
A review of the research literature relating to ICT and ; Margaret Cox and Chris Abbott (red.)	This literature review has provided substantial evidence of the effects of ICT on attainment and describes a large range of research studies which show a varied but positive effect of ICT on pupils' attainment, but it also shows that positive outcomes are usually determined by the pedagogical reasoning and knowledge of the teacher. These effects are also influenced by the types of ICT uses, which are forever changing.	http://partners.becta.org.uk/upload-dir/downloads/page_documents/research/ict_attainment04.pdf	IT/IKT, Studieresultat	BEI, 2004
Learning styles for post-16 learners: a systematic and critical review; Frank Coffield, David Moseley, Elaine Hall, Kathryn Ecclestone	This report reviews the most influential and potentially influential models and instruments of learning styles and their accompanying literatures with a particular focus on validity, reliability and practical application. The main models chosen for detailed study are as follows: Allinson and Hayes' Cognitive Styles Index (CSI); Apter's Motivational Style Profile (MSP); Dunn and Dunn model and instruments of learning styles; Entwistle's Approaches and Study Skills Inventory for Students (ASSIST); Gregorc's Mind Styles Model and Style Delineator (GSD); Herrmann's Brain Dominance Instrument (HBDI);	http://www.hull.ac.uk/php/edskas/learning%20styles.pdf	Didaktik, Lärande, Lärstil	BEI, 2004

	Honey and Mumford's Learning Styles Questionnaire (LSQ); Jackson's Learning Styles Profiler (LSP); Kolb's Learning Style Inventory (LSI); Myers-Briggs Type Indicator (MBTI); Riding's Cognitive Styles Analysis (CSA); Sternberg's Thinking Styles Inventory (TSI); Vermunt's Inventory of Learning Styles (ILS).			
Ungdomars utbildnings- och yrkesval - i egna och andras ögon; Karin Fransson, Gunnel Lindh	Boken redovisar kunskapsläget nationellt, med internationell utblick, om hur ungdomar tänker, agerar och utvecklar strategier i samband med val av studieinriktning, arbete och livskarriärer.	http://www.skolve rket.se/publikation er?id=1359	Utbildningsval, Arbetsmarknad, Yrkesval, SYV	Skolverket, 2004
A systematic review of the use of small-group discussions in science teaching with students aged 11-18, and the effect of different stimuli (print materials, practical work, ICT, video/film) on students' understanding of evidence; Hogarth S et al	Small-group discussion aimed at understanding the use of evidence, regardless of the prompt stimulus, is enhanced and focused by giving students some form of guidance on how to use that stimulus effectively. This guidance can be prior training in argumentation that provides instruction on how to use evidence, or it can be built into the structure or sequence of a stimulus-based task. A successful stimulus for students working in small groups has two elements. One requires students to generate their individual prediction, model or hypothesis which they then debate in their small group (internally driven conflict or debate). The second element requires them to test, compare, revise or develop that jointly with further data provided (externally driven conflict or debate).	http://eppi.ioe.ac.u k/cms/Default.asp x?tabid=324	Pedagogik, Gruppstorlek/Personaltä het, Didaktik, Arbetsförhållande, Studieresultat, Klassrumsklimat,	EPPI, 2005
The effect of formal assessment on secondary school Art and Design education: a systematic description of empirical studies; Mason R et al	The research reports found were about assessment methods, their effects on how art is taught, and their possible influences on art students' work. The studies identified were all very different, and important details relating to research methods were not reported. It was therefore not possible to synthesise the findings to answer the review question.	http://eppi.ioe.ac.u k/cms/Default.asp x?tabid=94	Bedömning/Betyg	EPPI, 2005
A systematic review of the impact of financial circumstances on access to post-16 learning in the Learning and Skills Council sector; Clarke C et al	Very little is known about how financial factors affect learners. Research has not been able to separate out factors relating to finance and socioeconomic groups, and policy change has not been accompanied by appropriate research.	http://eppi.ioe.ac.u k/cms/Default.asp x?tabid=312	Ekonomi, Studieresultat, Likabehandling/Likvärdig het	EPPI, 2005
The effects of context-based and Science-Technology-Society (STS) approaches in the teaching of secondary science on	There is reasonable evidence of the following: Both boys and girls in classes using a context-based/STS approach held significantly more positive attitudes to science than their same-sex peers in classes using a traditional approach. A context-based/STS approach to teaching science narrowed the gap between boys and girls in their attitude to science. Generally, there was no difference between boys and girls in the enjoyment of	http://eppi.ioe.ac.u k/cms/Default.asp x?tabid=329	Didaktik, Likabehandling/Likvärdig het.	EPPI, 2005

boys and girls, and on lower-ability pupils; Bennett J et al	context-based course materials. Where a difference occurred, boys enjoyed materials significantly more because of the nature of the practical work included, whereas girls based their positive judgement on non-practical activities in the course materials.		
Utbildningsmodeller och läroprocesser i brytningen mellan skola och arbetsliv - En kunskapsöversikt; Höjlund, Göhl och Hultqvist	I kunskapsöversikten presenteras några utbildningsmodeller i brytningen mellan skola och arbetsliv som är nya i den svenska diskussionen om yrkes- och yrkesförberedande utbildning. De modeller som beskrivs är självbyggerirörelsen, Productive Learning, Community Education, utbildning och produktion (EWP) samt yrkesarbete som nytt "ämne" (Work-based Learning, WBL). Därutöver diskuteras lärlingsutbildning eftersom denna idag ställs inför nya utmaningar.	http://www.skolverket.se/publikationer?id=1835	Didaktik, Arbetsmarknad, Arbetsplatsförlagd utbildning, Lärling, Demokratiundervisning, Utbildningsmodeller	Skolverket, 2005
Pupils' experiences and perspectives of the National Curriculum; Pippa Lord, Megan Jones	In 1999, the QCA commissioned the National Foundation for Educational Research (NFER) to conduct a review of the research on pupils' experiences and perspectives of the National Curriculum. We highlight some of the issues to consider in the light of curriculum policy and developments, including: Assessment for Learning, enjoyment and achievement, the personalised learning agenda, the 14–19 debate and e-learning.	http://www.nfer.ac.uk/nfer/publications/NCA01/NCA01.pdf	Organisation, Arbetsförhållande, Inflytande, Styrning, Läroplan	NFER, 2006
Comprehensive School Reform Quality Center. CSRQ Center report on middle and high school comprehensive school reform models.	With the release of this report, readers now have an opportunity to compare the ratings of nearly 50 distinct approaches to improve outcomes in elementary and secondary schools. For the first time, education decision makers can compare "apples to apples" on key dimensions that they care about, such as improved achievement outcomes, strong implementation support, effective professional development, solid links between research and the model's design, and involvement of parents and the community.	www.csrq.org/MSHSreport.asp	Reform, Styrning, Utvärdering/Effekt	BEE, 2006
Review of international literature on admissions; Felicity Fletcher-Campbell, Karen Whitby, Kerensa White and Tamsin Chamberlain	OBS! Jämför GB med bl.a. Sverige! This review aims to put the issues of school admissions in England in the international context, by examining options and identifying assumptions challenged by admissions systems in three countries: Sweden, the Netherlands and New Zealand. Education level - Primary, secondary. Methodology - International comparison, literature review	http://www.cfbt.com/evidenceforeducation/pdf/NFER_Report(2).pdf	Ekonomi, Studieavgift, Reform, Arbetsförhållande	NFER, 2007
Effective Reading Programs for Middle and High Schools: A Best-Evidence Synthesis; Slavin, R.E., Cheung, A., Groff, C., and Lake, C.	The review concludes that programs designed to change daily teaching practices have substantially greater research support than those focused on curriculum or technology alone. Positive achievement effects were found for instructional-process programs, especially for those involving cooperative learning, and for mixed-method programs. The effective approaches provided extensive professional development and significantly affected teaching practices. In contrast, no studies of reading curricula met the inclusion criteria, and the effects of supplementary computer-assisted instruction were small.	http://www.bestevidence.org/reading/mhs/mhs_read.htm	Didaktik, Läsning, Läs- och skrivinlärning, Lärare, IT/IKT	BEE, 2008
Practitioners' experiences of implementing national education policy at the local level: an examination of 16-19 policy; Nixon L,	There is currently a widespread tendency for policy in its local form to appear in a marketised form. Practitioners commonly respond pragmatically to local policymaking it work for the benefit of their institution/learners. Practitioners faced a key challenge when implementing policy at the local level: balancing the duties placed on them by both marketising and pedagogic discourses. Tutors, in particular, felt that they struggled to	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=2326	Styrning, Reform, Ekonomi, Marknad, Pedagogik	EPPI, 2008

Gregson M, Spedding T, Mearns A	make space to exercise pedagogic judgement and agency in a context they perceived to be dominated by marketised discourses. Practitioners, and tutors in particular, identified concerns about their ability to exercise pedagogic judgement and agency. The view was widely expressed that this aspect of practice was the under-exploited resource in local settings. It was perceived that the way in which local policy was articulated operated to constrict the exercise of pedagogic judgement and agency. Tutors sometimes expressed attitudes of professional and pedagogic insecurity. That is, they were sometimes unsure that they had struck the best balance between pedagogic and marketised priorities. This insecurity could be seen to be stimulated by three factors: the demands for more and more flexibility, a context of policy initiative overload, and a local tendency to devalue pedagogic principles and valorise marketised discourse.		
Narrowing the Gap in Outcomes: Governance; Pippa Lord, Ruth Hart, Kerry Martin and Mary Atkinson	This study aimed to identify what is known about the extent to which governance arrangements and features of governance can narrow the gap in outcomes for vulnerable groups of children and young people. The literature provides very little evidence of narrowed gaps or improved outcomes that are directly related to governance.	http://www.nfer.ac.uk/nfer/publications/NGG01/NGG01.pdf	Arbetsförhållande, Rektor/Skolledning, Organisation, Ekonomi, Reform,	NFER, 2009
A Review of the Research. Evidence (Narrowing the Gap in Outcomes for Vulnerable groups); Sally Kendall, Suzanne Straw, Megan Jones, Iain Springate and Hilary Grayson	This report presents findings from a review of the best evidence on narrowing the gap in outcomes across the five Every Child Matters (ECM) areas for vulnerable groups in the context of improving outcomes for all. In general, there was a shortage of longitudinal, robust evidence on narrowing the gap for vulnerable groups.	http://www.nfer.ac.uk/nfer/publications/LNG01/LNG01.pdf	Social miljö, Studieresultat	NFER, 2009
Narrowing the Gap in Outcomes: Governance; Pippa Lord, Ruth Hart, Kerry Martin and Mary Atkinson	This study aimed to identify what is known about the extent to which governance arrangements and features of governance can narrow the gap in outcomes for vulnerable groups of children and young people. The literature provides very little evidence of narrowed gaps or improved outcomes that are directly related to governance.	http://www.nfer.ac.uk/nfer/publications/NGG01/NGG01.pdf	Arbetsförhållande, Rektor/Skolledning, Organisation, Ekonomi, Reform,	NFER, 2009
Researcher Perspectives on Class Size Reduction; Elizabeth Graue; Erica Rauscher	We find divergent (and sometimes competing) perspectives on identifying beneficiaries of class size reduction (or CSR) and the correct context in which to view CSR research. By contrasting the logic and assumptions embedded in pupil-teacher ratio (PTR), class size (CS), and class size reduction studies, we conclude that sometimes research conflates these constructs and their associated theories of action, and such distortion poorly serves the needs of policymakers and stakeholders in education. We recommend that future inquiry focus on mechanisms of change, particularly instruction—both in terms of instructional strategies that capitalize on the resource of a smaller group and the types of support needed for teacher and administrator professional development.	http://www.eric.ed.gov/PDFS/EJ844021.pdf	Gruppstorlek/Personaltäthet, Lärandemiljö, Organisation, Rektor/Skolledning, Arbetsförhållande, Ekonomi, Reform	ERIC, 2009

	Keywords: class size; teacher student ratio; educational policy.			
Research and Practice in K-12 Online Learning: A Review of Open Access Literature; Cavanaugh, Cathy S.; Barbour, Michael K.; Clark, Tom	This paper reviews open access literature in K-12 online learning and reports on a structured content analysis of the documents. Peer reviewed	http://www.eric.ed.gov/PDFS/EJ831713.pdf	IT/IKT, Didaktik	ERIC, 2009
The Effectiveness of Youth Financial Education: A Review of the Literature; McCormick, Martha Henn	This review of the literature explores the state of youth financial education and policy, including definitions and measures of effectiveness. Delineating a range of approaches to the delivery and assessment of youth financial education, this paper reports on impact data and best practices and highlights some controversies.	http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ859566	Didaktik, Ekonomi	ERIC; 2009
Evaluation of Enterprise Education in England; McLarty, Laura; Highley, Helen; Alderson, Suzy	The core principle of Enterprise Education is to ensure young people are well equipped in facing the challenges of the world of work and entrepreneurship. a number of „critical success factors" that appear to be facilitating good enterprise provision. This appears to be founded on support and involvement from the Senior Management Team (SMT). Once this is in place, a series of actions are generated that further develop provision: Support of the SMT; Enterprise Co-ordinator with dedicated time (usually accompanied by a strategy/policy for Enterprise Education); Time in the timetable; High priority in the curriculum; Time and resources for employer engagement; Combination of external provision & embedded in curriculum; Enterprising way of teaching (learning by doing); Relevant Continual Professional; Development (CPD) for teaching staff; Measurement of the impact of activity; Reviewing sustainability	http://www.education.gov.uk/research/data/uploadfiles/DFE-RR015_WEB.pdf	Entreprenör, Arbetsplatsförlagd utbildning, Lärarutbildning, Fortbildning, Didaktik	DfS; 2010
What is the effect of block scheduling on academic achievement? A systematic review; Dickson K, Bird K, Newman M, Kalra N	The in-depth review asks the following question: ***Does block scheduling result in higher levels of student attainment than traditional scheduling?*** There are three main types of block schedule investigated in this review, comprising the following: 4 x 4: four blocks of 80–90 minute classes in one day, with students taking four subjects in one term: A/B: classes of 70-90 minutes each for 3/4 different subjects on every alternating day: hybrid: five classes per day, between 55 and 90 minutes in length. we found that 4 x 4 block scheduling resulted in higher cross subject achievement than traditional schedules. However, the outcome average cross-subject achievement could conceal worsening performance in some subjects and better performance in others.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=2476	Schema, Organisation, Pedagogik, Läroplan, Studieresultat	EPPI; 2010
Subject choice in STEM: factors influencing young people (aged 14-19) in education. A systematic review of the UK literature	Begränsad relevans för Sverige. Några resultat kan dock vara av intresse.	http://www.wellcome.ac.uk/stellent/groups/corporatesite/@msh_publishing_group/documents	Utbildningsval, Gruppering, SYV	BEI; 2010

		/web_document/wtxo63082.pdf		

Högre Utbildning (Higher education)

Initial teacher education: specialists and generalists - a review of the literature	Dokument ej tillgängligt vid uppdatering	http://www.scre.ac.uk/scot-research/hallinitial/index.html		BEI, 2000
Aptitude testing for university entrance: a literature review; Angus S. McDonald, PaulE. Newton, Chris Whetton, Pauline Benefield	The most important issue is whether it would provide an accurate prediction of subsequent university perfonnance. All available evidence shows that the ability of admission tests to predict perfonnance is limited. Although there are limitations in the statistical methods used to estimate prediction, there are likely to be many other reasons for this.	http://www.suttontrust.com/research/aptitude-testing-for-university-entrance/SAT-Literature_Report.pdf	Intagningsprov, Studieresultat,	BEI, 2000
The impact of international students on domestic students and host institutions ; Colleen Ward	Studies of intercultural interactions have shown that the amount of spontaneous contact between international and domestic students is low although positive outcomes of this contact have been documented. There is considerable discussion in international education about the benefits presumed to arise as a natural consequence of the increasing presence of international students; however, this is founded more on opinion than on empirical evidence. In most cases interventions are required to maximise the benefits of internationalisation, and although the outcomes appear promising, there have been few well-planned evaluations to confirm this. When research is available, it is based almost exclusively in universities and is focused more frequently on international students than their domestic peers. What is clearly needed is more research on local students, multicultural classrooms and institutions, and even the broader community.	http://www.educationcounts.govt.nz/publications/international/the_impact_of_international_students_on_domestic_students_and_host_institutions	Mångkultur/Utländsk bakgrund, Likabehandling/Likvärdighet, Reform, Styrning, Organisation	Education Counts, 2001
Students' perceptions about assessment in higher education: a review; Katrien Struyven; Filip Dochy; Steven Janssens	students with good learning skills and students with low test anxiety rates, both seem to favour the essay type exams, while students with poor learning skills and low test anxiety have more unfavourable feelings towards this assessment mode. It was also found that this essay type of examination goes together with deep(er) approaches to learning than multiple choice formats. From students' point of view, assessment has a positive effect on their learning and is 'fair' when it: (1) Relates to authentic tasks, (2) Represents reasonable demands, (3) Encourages students to apply knowledge to realistic contexts, (4) Emphasis the need to develop a range of skills, and (5) Is perceived to have longterm benefits	http://www.leeds.ac.uk/educol/documents/00002255.doc	Bedömning/Betyg, Prov, Didaktik, Lärande, Lärstil	BEI, 2002
Professional development: a review of teachers'	The majority of the literature indicated that PDPs were most successful for the teacher when they were seen as part of the teacher's continuing professional development and	http://www.leeds.ac.uk/educol/docum	Fortbildning, Lärare, Rektor/Skolledning,	BEI, 2002

placements in business and industry; Eleanor Ireland; Sarah Golden, Thomas Spielhofer	had the full support of the school's senior management team before, during and after the placement. Much of the literature advocated that PDPs should be supported by the school's senior management team and incorporated into the School Development Plan in order to maximise benefits for the school. The literature reported that effectively planned placements could be directly positive to businesses.	ents/00003547.doc	Ekonomi, Arbetsplatsförlagd utbildning	
School leader preparation: a short review of the knowledge base; Gary M. Crow	This part of the report is written for project administrators, trainees, and mentors as a resource for understanding the research and practice of leader preparation. Such a resource may provide a tool for these participants to critically analyze and reflect on the process of becoming innovative leaders.	http://www3.nccu. edu.tw/˜mujinc/tea ching/9- 101principal/refer1- 1(randd-gary-crow- paper).pdf	Rektor/Skolledning, Fortbildning	BEI, 2002
Working for democracy: review of community education training; Malcolm, Heather; Wilson, Valerie & Hamilton, Sheila	CeVe (Scotland) have defined community education as: "a process designed to enrich the lives of individuals and groups by engaging with people living within a geographical area, or sharing a common interest, to develop voluntarily a range of learning, action and reflection opportunities, determined by their personal, social, economic and political needs." Resultaten från studien redovisas på flera nivåer. Utbildning och vidareutbildning av personal verkar, tillsammans med behov av mer statistik och forskning, vara rapportens huvudbudskap.Most key stakeholders believed that community education was well placed to address social inclusion, active citizenship and lifelong learning	https://dspace.gla.a c.uk/bitstream/190 5/215/1/108.pdf	Demokratiundervisning, Didaktik, Fortbildning,	BEI, 2002
E-learning accessibility practices within higher education: a review; Jane K Seale	The review focus on what key professionals (academics, researchers, educational developers and staff developers) within the learning technology field are saying and doing about making electronic materials and resources accessible to disabled students.	http://www.leeds.a c.uk/educol/docum ents/00003152.doc	IT/IKT, Särskilt stöd, Specialundervisning,	BEI, 2003
Review of educational research on virtual learning environments [VLE] - implications for the improvement of teaching and learning and access to formal learning in Europe; John Konrad	**Hyperlänkad bibliografi.**The bibliography of this Review indicates some important resources that are available for the evaluation of on virtual learning environments. Främst en bibliografi. Relaterar till s.k. e-learning.	http://www.leeds.a c.uk/educol/docum ents/00003192.doc	IT/IKT, Tekniska hjälpmedel	BEI, 2003
Review of indirect funding agreements and arrangements between higher education institutions and further education colleges	This report reviews the indirect funding arrangements that exist between higher education institutions and further education colleges. It provides information on the variety and conduct of these arrangements and highlights aspects that work well and those where there is cause for concern. This information will enable HEFCE to give feedback to the sector on the pattern and extent of such partnerships with a view to offering further guidance on good practice.	http://www.hefce. ac.uk/Pubs/hefce/2 003/03%5F57/03_57 .doc	Ekonomi, Styrning,	BEI, 2003

Models of research impact: a cross-sector review of literature and practice; Sandra Nutley, Janie Percy-Smith, William Solesbury	Research must be translated: to have an impact, research findings need to be adapted to, or reconstructed within, practice and policy contexts. Ownership is important to uptake enthusiasm: individual enthusiasts can help to carry the process of research impact. They are vital to 'sell' new ideas and practices. Personal contact is most effective contextual analysis: successful initiatives are those which analyse the research impact context, and target specific barriers to and enablers of change credibility: impact is enhanced where there is strong evidence, endorsement from opinion leaders and high-level commitment leadership: strong and visible leadership, particularly at higher levels, helps to provide motivation, authority and organisational integration support: ongoing support for those implementing changes increases the chance of success. Financial, technical and emotional support are all important. Dedicated project coordinators have been core to the success of several initiatives integration: to support and maintain research impact, activities need to be integrated within organisational systems and activities. All key stakeholders need to be involved.	http://www.tlrp.org/rcbn/capacity/Activities/Themes/Impact/LSDA_models_of_research_impact.pdf	FoU, Förmedling	BEI, 2003
Teacher Leadership: principles and practice. A Review of Research; Alma Harris and Daniel Muijs	It is evident from this review that teacher leadership has the potential to directly positively impact upon school improvement and school effectiveness. There is also evidence to show that where teachers work collaboratively and where leadership responsibilities are devolved, teachers' expectations, morale and confidence are significantly enhanced. In addition, where teachers work collaboratively and share responsibilities there is a higher degree of satisfaction expressed among teachers for their work	http://www.nationalcollege.org.uk/docinfo?id=17417&filename=teacher-leadership-principles-practice-full-report.pdf	Lärare, Rektor/Skolledning, Arbetsförhållande,	BEI, 2003
Demand for graduates: a review of the economic evidence; Libby Aston and Bahram Bekhradnia	Despite the evidence of a rough balance between graduate supply and demand, based on existing trends, there is a strong and widespread belief that an increasing number of graduates, and thereby an increase in the nation's human capital, will lead to increased productivity and therefore economic growth. New Growth Theories make the case that education policy can impact economic growth in a decisive way. Investment in higher education in isolation of other factors is not sufficient to drive economic growth. If the economy is to make best use of increasing graduate output, there is a lot that will need to change over and above the increasing skill levels in the workforce.	http://www.hepi.ac.uk/files/demand_for_graduates.pdf	Ekonomi, Utbildningsnivå, Arbetsmarknad	BEI, 2003
The impact of newly qualified teachers (NQT) induction programmes on the enhancement of teacher expertise, professional development, job satisfaction or retention rates: a systematic review of research literature on	These findings must be considered tentative as they are based on two reports, both considered to be of low quality. There must be clarity about the goals of an induction programme. Establishing this clarity can take time, and will need a lengthy period of piloting and evaluation. New teachers need to be given reduced teaching assignments and structured opportunities for collaborative planning, goal-setting and review with mentors; similarly mentors require selection, preparation, release time and incentives for helping new teachers. Effective training and professional development need to be provided to support all role groups - new teachers, their mentors and principals. Good induction programmes, when combined with attractive pay and conditions, can make a	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=307	Lärarutbildning, Fortbildning, Mentor	EPPI, 2004

induction; Totterdell M et al	measurable difference in improving the short-term retention of teachers. Political and financial support is essential at all levels and must translate into realistic resources. Trends in teacher induction should include a move to professional development in the first three years of teaching, with certification being part of this process.		
What strategies can be used by initial teacher training providers, trainees and newly qualified teachers to raise the attainment of pupils from culturally diverse backgrounds?; Parker-Jenkins M et al	What are the implications? Working with pupils from culturally and linguistically diverse backgrounds should be a substantial core of teacher training, and practitioners need to be encouraged to engage with issues of racism. There is need for ongoing professional development in relation to literacy and numeracy. Considerations of pupils' confidence, motivation and application to task should be incorporated into teachers' plans and classroom management strategies. Raising the attainment of minority ethnic pupils should be a high priority, which should be reflected in strategies at both national and local levels.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=141	Studieresultat, Lärarutbildning, Mångkultur/Utländsk bakgrund, Fortbildning	EPPI, 2004
Review of the academic evidence on the relationship between teaching and research in higher education; Mohammad Qamar uz Zaman	Reviews the evidence on the link between teaching and research in higher education. The evidence gathered for this document suggests that research and quality teaching are not contradictory roles. However, we can not conclude from the information at hand that the link is strongly positive. The evidence indicates the relationship may be modestly positive, though it is likely to be stronger at postgraduate than undergraduate levels. The overall quality of the statistical analyses on which these conclusions are based is not high.	http://www.dcsf.gov.uk/research/data/uploadfiles/RR506.pdf	Forskningsanknuten undervisning,	BEI, 2004
Internationalism in higher education: a review; Sachi Hatakenaka	The main objective of this paper is to provide an evidence-based review of developments in the internationalization of higher education in order to explore their consequences and implications for the UK in particular. Five major trends have shaped international developments: the number of students studying outside their home country has risen; staff mobility has also risen rapidly; there has been a rapid increase in trans-national education, defined as universities in one way or another setting up shop in overseas locations; recent increases in international teaching activities have been concentrated in professional subjects such as business and IT; while research has always been an area for international collaboration, there is evidence that international collaboration in research has increased substantially in recent years.	http://www.hepi.ac.uk/466-1127/Internationalism-in-Higher-Education--A-Review.html	Organisation, FoU, Utveckling, Mångkultur/Utländsk bakgrund, Styrning, Utbytesstudent, Mångfald	BEI, 2004
The impact of collaborative continuing professional development (CPD) on classroom teaching and learning - Review: What do teacher impact data tell us about collaborative CPD?; Cordingley P et al	Opportunities for sustained collaborative CPD, especially in-school, are valuable and should be encouraged. This should be linked to opportunities to experiment with new approaches. However, gains from the CPD are not necessarily greater if they last more than one term. Studies of CPD and the related interventions should consider incorporating and building equally upon the pedagogic and the CPD literature. The cumulative picture of positive outcomes for teachers and pupils emerging from this series of reviews suggests that collaborative CPD between teachers has the potential to play a critical role in interpreting and embedding all policy initiatives in practice.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=139	Fortbildning, Lärarutbildning, Studieresultat	EPPI, 2005

The impact of collaborative continuing professional development (CPD) on classroom teaching and learning - Review: How do collaborative and sustained CPD and sustained but not collaborative CPD affect teaching and learning?; Cordingley P et al	Policy-makers should encourage and/or require providers and facilitators to consider: whether collaboration or structured peer support can be built into development strategies how to encourage and enable schools and/or teachers to develop collaborative opportunities or structured peer support the need for specialist input.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=136	Fortbildning, Lärarutbildning, Studieresultat	EPPI, 2005
Forskning om lärande i högre utbildningen kunskapsöversikt; Lillemor Kim, Ewa Olstedt	Projektets syfte är att ge en probleminriktad kunskapsöversikt över hur forskningen om högre utbildning behandlat de undervisningsnära och didaktiska frågeställningarna.	http://www.cm.se/webbshop_vr/pdfer/vr_2022.pdf	Didaktik, Pedagogik, Lärare, Arbetsförhållande, FoU	SISTER, 2005
What criteria might be used to effectively measure research and innovation in post-secondary environments?	There is a lack of consensus on how to define the terms "research" and "innovation." The majority of studies reviewed by this report view innovation as a multidimensional concept that should be treated as a system with linkages and interdependencies. As a result, the consensus in this field is that multiple measures are necessary to capture innovation. R&D (SV: FoU) is the most common input explored by researchers and is often relied on heavily. Scientific production is often confused and combined with innovation. This leads to an underlying assumption that if a study measures scientific production it will measure innovation. As a result, the majority of studies measure innovative production and fail to measure innovative processes. Collaboration seems to be positively associated with innovation. R&I seems to be positively associated with labour productivity and research production.	http://www.aved.gov.bc.ca/ccl_question_scans/documents/LR4-Research_and_Innovation_in_PSE.pdf	FoU (Forskning och utveckling), Arbetsförhållande, Mätning	Canadian Council on Learning (CCL), 2006
A state of the field review of post-secondary education; prep. by Alex Usher and Andrew Potter	Class size alone appears to have little effect on subject-matter knowledge acquisition; there is a strong body of research showing a positive link between "progressive" pedagogical techniques and an array of learning outcomes. Various forms of "active" or "collaborative" learning, usually built around small groups and regular peer and instructor feedback, are correlated with superior outcomes in learning, cognitive skills, academic performance, and student satisfaction. Furthermore, some of the clearest gains in learning outcomes are associated with the basic building blocks of good teaching, especially instructor clarity and lecture organization. Going beyond learning, a large number of the favourable positive outcomes associated with PSE are in effect, outcomes that are determined at the point of entry. Arguably, what the evidence shows is that letting a reasonably capable large group of young adults congregate and mature together in a scholastic setting over a four-year period is what creates the major gains.	http://www.ccl-cca.ca/pdfs/StateOfField/SoFreviewonPSE.pdf	Gruppstorlek/Personaltäthet, Didaktik, Lärande, Pedagogik, Arbetsförhållande	CCL, 2006

	There is presumably more to it than this, but on the basis of present research, it is difficult to say what this "more" is.		
Measuring quality in post-secondary education	Presenterar goda exempel på hur kvalitet kan mätas genom goda exempel. To determine how quality is measured in higher education settings, preference should be given to studies that address a clearly defined theoretical construct such as "excellence in higher education institutions" and clearly specify the construct's relation to other theoretical constructs or observed variables. It is useful to refer to studies that conduct a statistical comparison of the properties of existing instruments to measure quality in higher education. Such studies assess the relative strengths and weaknesses of each instrument in order to determine which instrument has the better measurement capabilities. Ex. Abdullah (2006). 3. One should consult authors who take great care to conduct sound statistical analyses in accordance with underlying assumptions and take steps to rectify common data problems. McGuinness's analysis is exemplary in that it avoids the effects of clustering in the data and high intercorrelations among predictor variables in regression models by estimating the models separately for each of the quality variables. He also checks for robustness of the results and possible sample selection biases through re-estimating the model for those attending institutions in Great Britain only or re-estimating the model. 4. Ehie and Karathanos (1994) are a good resource for policy development because their study is methodologically sound in design, and data collection and sampling strategies. 5. Useful insights for policy may be gleaned from works such as that by Page (1998). He provides a necessary look at the usefulness and validity of MM university rankings by applying sound statistical techniques. 6. Usher and Savino (2006) provide a very useful resource for policy development by examining the "quality of quality measures." They apply statistical techniques to league table data to arrive at conclusions about validity and usefulness.	http://www.ccl-cca.ca/NR/rdonlyres/AA910EBF-6AE9-4DB0-BEDC-987356CF19C6/0/MeasuringQualityinPSE.pdf	Bedömning/Betyg, Arbetsförhållande, Utvärdering/Effekt, Styrning	CCL, 2006
Factors influencing post-secondary enrolment increases and decreases	Systematisk översikt. Tuition is only one of the costs of PSE, but it seems to be the one to which students are most responsive. The results also suggest that changes in tuition can change the composition of the student body and the choice of PSE institutions. Hung (2003) notes that the gap in PSE enrolment between high- and low-income students widened in states that charged higher tuition. It seems that, while rising tuition has a negative impact on overall enrolment, this impact may be strongest for groups that are already underrepresented in PSE. Student aid is the primary tool used to increase access to PSE for these groups. Both of the meta-analyses, and 11 of the 12 the studies that looked at the impact of aid, determined that it significantly increased enrolment and persistence. Nevertheless, loans seem to have no effect on persistence while grants do have an effect	http://www.ccl-cca.ca/pdfs/SystematicReviews/EnrolmentinPSE.pdf	Studieavgift, Social miljö, Segregering, Studiefinansiering	CCL, 2006
*Lönar sig utbildning?;*Bengt Rolfer	**OBS! Bok. Ej elektronisk fulltext!** Forskare, arbetsgivare, ungdomar och akademiker diskuterar utifrån en rad olika infallsvinklar frågan om högre utbildning lönar sig. "Vilka	http://www.fas.forskning.se/fas_shop	Utbildning, Arbetsmarknad,	FAS, 2006

	krav har arbetsgivarna på de ungdomar de ska anställa? Lärarna på högskolan tycker att dagens studenter är sämre än gårdagens. Varför det? Avhoppen från gymnasiet ökar kraftigt. Är det då rätt att satsa så mycket resurser på att bygga ut högskolan? Detta är några av de många frågor som diskuteras i boken." Boken är en lättillgänglig översikt som sammanfattar den senaste forskningen på området.	/ItemView.aspx?id=782	Styrning, Social miljö, Studieavbrott/Avhopp, Utveckling, Utvärdering/Effekt, Ekonomi
What are the factors that drive high post-16 participation of many minority ethnic groups, and what strategies are effective in encouraging participation? A systematic map, and a focused review of the international interventions; Torgerson CJ et al	Consistent high quality evidence of positive effects was found for a monetary incentives intervention in helping high achieving, ethnically diverse students to maintain their academic good standing. The strategy was found to be particularly effective in a subgroup analysis of Asian students. The main strength of this systematic review lies in its rigorous design, which allows the results and conclusions of the review to be relied upon by users of the review.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=2302	Mångkultur/Utländsk bakgrund, Ekonomi, Studiefinansiering,	EPPI, 2007
Professional Knowledge in Initial Teacher Education (ITE): A Preliminary Review of Hispanic Literature; McCluskey, Raymond	Taking as its focus the issue of professional knowledge in ITE, the present article considers scholarship predominantly of Spanish origin – to a lesser extent Portuguese and Latin American also – in an effort to begin to form an understanding of both historical antecedents and more recent approaches to professional knowledge in a Hispanic context.	http://ajte.education.ecu.edu.au/issues/PDF/323/McCluskey.pdf	Lärarutbildning, Arbetsplatsförlagd utbildning	Google; 2007
Teacher Professional Learning and Development: Best Evidence Synthesis Iteration (BES); H. Timperley, A. Wilson, H. Barrar and I. Fung	Little is known about how teachers interpret the available understandings and utilise the particular skills offered during professional learning opportunities, or the consequent impact of these on teaching practice and student outcomes. What is known is that the relationship is far from simple. This synthesis begins to unpack the contents of that black box. Assessment of students for the purpose of improving teaching was a feature of half the studies that had substantive outcomes for students. In all these studies, assessments were used to provide an analysis of the teaching–learning relationship in order to improve teaching. Student learning was seen to be a function of teaching, and assessment data a means of refining teachers' understanding of the teaching–learning relationship. Ways in which the assessment information was used: To identify the next steps for teaching at an individual, class, or programme level; To review the effectiveness of teaching; To provide motivation for teachers to engage in professional learning.	http://www.educationcounts.govt.nz/publications/series/2515/15341	Lärarutbildning, Fortbildning, Pedagogik, Didaktik	Education Counts, 2007
Expansion och kontraktion; Berit Askling, Rita Foss Lindblad och Gun-Britt Wärvik	Högskolesystemets expansion kan ses som ett viktigt reforminstrument för utbildnings-, arbetsmarknads- och näringslivspolitik och ger lärosätena och dess forskare, lärare och studenter nya arbetsuppgifter och nya kriterier för kvalitet och relevans. En aspekt av expansionen som också bör uppmärksammas är motkraften, kontraktion. En sådan är	http://www.cm.se/webbshop_vr/pdfer/VR2007_09.pdf	Styrning, Reform, Arbetsmarknad,	VR, 2007:09

	redan skönjbar på olika plan. Politiska signaler tyder på att "högskolekostymen" blivit för stor. Det finns lärosäten som reagerat på signalerna och som söker utveckla ett regionalt baserat samgående med andra lärosäten genom samarbetsavtal, allianser eller, rent av, fusioner.		
Global trends in university governance; Fielden, J	The aim of this paper is to provide those concerned with higher education policy with a concise summary of current developments in the management of tertiary systems. While the paper seeks to provide evidence of the global trends in the ways that such systems and institutions are planned, governed, and monitored, its coverage applies more systematically to the commonwealth world than to other regions of the world, notably the francophone countries and Latin America. The scope is also limited to issues of strategy, funding, and governance, although some reference is made to assessing quality and institutional management.	http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2008/06/18/000334955_20080618052349/Rendered/PDF/442440NWP0BOX311webversion01PUBLIC1.pdf	Styrning, Ekonomi, Reform,	WB, 2008
Engagement in course development by employers not traditionally involved in higher education: student and employer perceptions of its impact; Scesa A, Williams R	The review found that there are benefits to employer engagement (e.g. work-based learning) but there are also barriers, and one of these barriers is size of employer organisation: smaller organisations are less likely to engage with higher education. However, the review also found that there is a need for more rigorous evaluative, analytical and longitudinal studies to shed further light on the impact of employer engagement in course development – and in the disciplinary areas and occupational sectors that were the focus of this review.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=2316	Lärling, Arbetsmarknad, Arbetsplatsförlagd utbildning	EPPI, 2008
International perspectives on quality in initial teacher education : an exploratory review of selected international documentation on statutory requirements and quality assurance; Bills L, Briggs M, Browne A, Gillespie H, Gordon J, Husbands C, Phillips E, Still C, Swatton P	There is widespread agreement that effective partnership between the provider and schools is central to the quality of initial teacher education. In the UK, stringent operational requirements are in place for all ITE partnerships, but, in Australia and the US, there are very strong and pervasive forms of partnership for some schools and some providers; however, these are seen as innovative or aspirational, rather than mainstream. There is widespread agreement on the purposes of quality assurance (QA), but differences in the extent to which processes are prescribed. In the US, there is a strong expectation that providers have developed their own rationale, but in the UK there is an apparent indifference to rationale and methods, with an emphasis rather on clarity and rigour. Whereas in the US the provider's own conceptual framework for the provision is seen as a core element of quality, in other countries, particularly the UK, the regulatory framework and official discourse is almost silent on the subject.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=2377	Lärarutbildning, Arbetsplatsförlagd utbildning, Studieresultat,	EPPI, 2008
What are the factors that promote high post-16 participation of many minority ethnic groups? A	Two factors – the influence of family and individual aspirations – stand out as being the major determinants. Sixteen medium to high WoE studies found that a high parental value of education, strong parental support for post-16 participation, positive family influence, and being in a higher social class were determining factors in participation in	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=2386	Mångkultur/Utländsk bakgrund, Föräldrar/Hemstöd, Social miljö,	EPPI, 2008

focused review of the UK-based aspirations literature; Torgerson CJ et al	schools post-16 and in further and higher education. Eight studies found that a low parental value of education, parental influence against post-16 participation, negative family influence, and being in a lower social class could be factors acting as barriers to post-16 and further and higher education. Fifteen studies found that individual aspirations and motivations for participation in post-16 education were major drivers for participation – not only in terms of aspiration for education as an end in itself and for economic gain and better job opportunities, but also in simply placing a high personal value on education and a belief that this would lead to personal satisfaction.		Utbildningsval, SYV, Segregation
Research project on International Student Exchanges – Sending our Students Overseas; Stephanie Doyle, Phil Gendall, Carolyn Tait, Luanna Meyer, Janet Hoek, Lynanne McKenzie, & Avatar Loorparg	The review suggested a number of institutional factors with potential to make a difference to the promotion, support and recruitment of student exchanges: involvement of faculty, travel grants, informative and well designed websites, online tools to assist students plan and organize exchanges, involvement of inbound and returned exchange students in promoting and supporting exchanges. Internationally there is a growing awareness of the need to grow citizens, societies, and economies with the ability to engage and prosper internationally. The policy trends are towards increased funding and systematic and collaborative approaches to facilitating student mobility including: The Bologna process. The European Credit Transfer System (ECTS) and the Diploma Supplement are part of a framework; The ERASMUS scheme is the major vehicle for student exchanges in Europe.	http://www.educationcounts.govt.nz/publications/international/19688	Rektor/Skolledning, Utbytesstudent, Styrning, Mångfald	Education Counts, 2008
Uppföljning av studenter efter avslutade studier — Ett verktyg för att utveckla utbildningen; Lars Geschwind och Karin Larsson	Studenters anställningsbarhet efter avslutad utbildning blir allt mer erkänt som ett centralt inslag vid utbildningsplanering. behovet av en bättre samverkan mellan utbildningsanordnare och arbetsgivare. Vår rapport visar en mängd olika sätt på vilka före detta studenter, alumner, kan vara värdefulla för högskola, framtida arbetsgivare och inte minst för studenterna själva.	http://brs.skl.se/brsbibl/kata_documents/doc39185_1.pdf	Arbetsmarknad, Uppföljning, Styrning,	SKL, 2008
En översikt över nationell och internationell forskning om regionala effekter av högre utbildning.; Hans Westlund	Denna rapport utgör en kort kunskaps- och forskningsöversikt över vad vi idag vet om den högre utbildningens regionala effekter. Det är effekterna för orter och regioner som sammanfattas och analyseras, effekterna för den enskilde individen ligger utanför rapportens ramar. Slutsatsen blir att högskolans avsiktliga och oavsiktliga investeringar i socialt kapital med största sannolikhet har avgörande inverkan på dess samverkan med samhället i övrigt och därmed dess effekter på den regionala utvecklingen. Än så länge vet vi dock mycket lite om omfattningen och effekterna av dessa investeringar.	http://www.sister.nu/pdf/WP_28_WESTLUND.pdf	Utvärdering/Effekt, Styrning, Reform, Arbetsmarknad	SISTER, 2008
Akademiker med utländsk bakgrund – en kunskapsöversikt; Lena Schröder	En kunskapsöversikt om hur kvalifikationerna hos en dryg kvarts miljon utrikes födda akademiker inte tas tillvara på den svenska arbetsmarknaden. Kunskapsöversikten ger en internationell utblick och gör en genomgång av resultaten från befintlig svensk forskning och utredningsverksamhet.	http://www.tco.se/FileOrganizer/TCOs%20webbplats/Publikationer/rapporter/TCO-granskar/2008/nr8	Mångkultur/Utländsk bakgrund, Segregation, Social miljö, Arbetsförhållande, Arbetsmarknad,	TCO, 2008

		_akademiker_med_utlandsk_bakgrund_WEBB.pdf		
A systematic review of resident-as-teacher programmes; Hill, Andrew G; Yu, Tzu-Chieh; Barrow, Mark; Hattie, John	This study was performed in order to investigate the effectiveness of RaT programmes on resident teaching abilities and to identify the features that ensure success. Participants reported positive changes in attitudes towards teaching. Participant knowledge of educational principles improved. Study methodologies allowed for significant risks of bias.: MEDICAL EDUCATION Volume: 43 Issue:12 Pages: 1129-1140 Published: DEC 2009 OBS! Kräver inloggning för fulltext.	Åtkomst mot betalning finns här.	Lärare,	ISI, 2009
Part-time undergraduates in higher education: a literature review; Callender, Claire, Feldman, Rayah	This review investigated aspects of part-time study in higher education. It specifically looked for information about: part-time students' reasons for studying and their experience of study; links between part-time students and employment in terms of employer support, negotiating work and study, and career decision making in relation to their studies; and careers services' and employers' approaches and responses to workers engaged in part-time studies. The conclusions focus on the tendency of existing literature to subsume part-time study under general categories of disadvantage or special treatment rather than explore its particular characteristics, variations or career guidance needs.Not a formal systematic review but literature was searched from a wide range of sources following up references in published sources and grey literature.	http://www.hecsu.ac.uk/hecsu.rd/documents/Reports/part_time_undergraduates_in_HE_0509.pdf	Arbetsmarknad, Arbetslöshet, SYV (studie- och yrkesvägledning)	BEI 2009
ICT in initial teacher training: research review edu Working Paper No. 38; Ann-Britt Enochsson & Caroline Rizza	**OBS! Working paper!** ICT is not used regularly or systematically in the countries reviewed. There are good examples, carried out by enthusiastic teacher trainers, but only a minority of the student teachers benefit from this. Very few articles report innovative use of recent technology. Most of the research reports on the use of computers and traditional computer software. Policy level: Define clear expectations, carry out evaluations and give room for enough flexibility for the changing field.	http://www.oecd-ilibrary.org/education/ict-in-initial-teacher-training-research-review_220502872611	IT/IKT, Reform, Styrning, Didaktik, Pedagogik	OECD, 2009
Ont om lärarledd tid för studenter; German Bender	**OBS! TYDLIG TENDENS I RAPPORTEN!** Mötet med läraren är en central del av all utbildning. Ändå har en stor del av studenterna vid svenska lärosäten i dag ytterst lite kontakt med sina lärare. Rapporten bygger dels på intervjuer, dels på en genomgång av rapporter och utredningar sedan tidigt 1990-tal.	http://www.tco.se/FileOrganizer/TCOs%20webbplats/Publikationer/rapporter/TCO-granskar/2009/tco_lärarledd%20tid_med.pdf	Gruppstorlek/Personaltähet, Lärare, Organisation, Rektor/Skolledning	TCO, 2009
Myten om överutbildning; Kristina Persdotter	Genomgång av den senaste forskningen om överutbildning i Sverige. Finner att bilden av att svenskar är överutbildade är felaktig. En liten grupp kan dock anses vara överutbildad i förhållande till sitt nuvarande jobb. Drar slutsatsen att Sverige inte har ett stort överskott	http://www.tco.se/FileOrganizer/TCOs%20webbplats/P	Arbetsmarknad, Styrning, Reform,	TCO, 2009

	på högutbildad arbetskraft. Slående är att rapporten visar att den överlägset största gruppen som anses överutbildade är personer som har en två- eller treårig gymnasieutbildning som högsta utbildning.	ublikationer/rapporter/TCO-granskar/2009/0709_myten_om_overutbildning.pdf		
Adaptiva och andra datorbaserade prov	Rapporten är en kunskapsöversikt över forskning om och användning av adaptiva prov inom och utom Norden, med fokus på adaptiva prov i matematik, NO-ämnen och engelska	http://www.skolverket.se/publikationer?id=2430	Bedömning/Betyg, IT/IKT, Likabehandling/Likvärdighet	Skolverket, 2010
What do we mean by web-based learning? A systematic review of the variability of interventions	Educators often speak of web-based learning (WBL) as a single entity or a cluster of similar activities with homogeneous effects. Educators and researchers cannot treat WBL as a single entity. Many different configurations and instructional methods are available for WBL instructors. Researchers should study when to use specific WBL designs and how to use them effectively.	http://onlinelibrary.wiley.com/doi/10.1111/j.1365-2923.2010.03723.x/pdf	IT/IKT, Didaktik, Internet	Google; 2010
Mathematics Education and Special Education: Searching for Common Ground and the Implications for Teacher Education; Boyd, Brian; Bargerhuff, Mary Ellen	This article examines research literature that overlaps the fields of mathematics and special education, with a particular focus on students with disabilities at the middle and high school levels. We report the results of this literature by describing some of the inconsistencies or contradictions between the fields as well as the commonalities that exist in the research and recommendations. Finally, we address implications for preparing future mathematics and special education teachers to work with their students, each of whom will have unique learning strengths and needs.	http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ899365	Mattematik, Särskilt stöd, Specialundervisning,	ERIC; 2010

Vuxnas lärande (Adult education)

Review of the theory of workplace learning [WPL] covering the range of approaches present in the research literature; John Konrad	This paper provides a policy studies perspective on the process of Workplace Learning, contrasting the claims for the development of National Vocational Qualifications [S/NVQs] in the United Kingdom since the mid-1980s with the problems of poor definition, confused conceptualisation, complex language and procedures, dilution of knowledge requirements, and a lack of a reliable and valid system of assessment.	http://www.leeds.ac.uk/educol/documents/000000672.doc	Arbetsplatsförlagd utbildning, Lärling, Arbetsmarknad,	BEI, 1998
Financial Resources for Lifelong Learning - Evidence and Issues - Background Paper; Don Verry	In contrast to other far-reaching reforms and new initiatives in learning, the mandate adopted by OECD Education Ministers in 1996 to make lifelong learning for all a reality, poses a particularly complex resource challenge because it changes so many parameters at once. It implies quantitative expansion of learning opportunities; qualitative changes in the content of existing learning activities; qualitatively and quantitatively different learning activities and new settings, and changes in the timing of learning activities in the lifecycle of individuals.	http://www.oecd.org/dataoecd/2/19/1917579.pdf	Livslångt lärande, Studiefinansiering,	OECD, 2000
Assembling the fragments: a review of research on	The review was to cover literacy, numeracy, oracy (speaking and listening skills), English for speakers of other languages (ESOL), and the use of Information and communications	http://www.dcsf.go	Livslångt lärande	BEI, 2001

adult basic skills ; Greg Brooks, Kerry Giles, John Harman, Sally Kendall, Felicity Rees and Sara Whittaker	Technology (ICT) to teach basic skills to adults. The age range to be covered was from 18 upwards.	[v.uk/research/prog rammeofresearch/p rojectinformation.c fm?projectid=12935 &resultspage=1](#)	
Adult and community learning: what? why? who? where? a literature review on adult and community learning; George Callaghan, Derek Newton, Emma Wallis, Jonathan Winterton, Ruth Winterton	This report summarises the literature on adult and community learning (ACL), giving the findings of a literature review. It aims to inform policy and to provide with information on what works in ACL. The literature reviewed ranged from academic studies to unpublished accounts of local practice. The learning often has a significant impact on the skills and employability of individuals even though much of it is non-vocational and non-accredited. Social benefits are numerous and varied, and in some cases there are fairly robust measures of these. Measurement of the economic benefits of ACL is difficult, though more could be done through longitudinal research.	[http://www.dcsf.go v.uk/research/prog rammeofresearch/p rojectinformation.c fm?projectid=13001 &resultspage=1](http://www.dcsf.gov.uk)	Demokratiundervisning, Livslångt lärande, Ekonomi	BEI, 2001
Citizenship and governance education in Europe: a critical review of the literature; John Holford and Ruud van der Veen	Governments should create opportunities for people to practise citizenship, and should support the development of learning resources for this. There is strong evidence that individuals who develop citizenship skills in one domain transfer them to other domains. Financial support to agencies in any one domain can have unseen and disproportionate benefits in other fields. It is important that returns on investment in citizenship related activities should not be measured too narrowly in terms of a single domain. There is evidence of demand for more training in the civil society domain, both to develop skills and technical knowledge, and to develop the personal capacities of individuals. Support should be provided to encourage those with the primary caring role for young children to recognise and develop their role in forming citizens. Parent education are particularly relevant. Such investment may produce significant long term benefits. International exchanges for people of all ages enable individuals and groups to see alternative perspectives, and develop their ability to think laterally and be constructively critical of the status quo. Citizenship skills appear to be developed more through extra curricular activities than through the formal curriculum. Particular initiatives to engage young people in the governance of their own institutions may be particularly helpful in creating a sense of engagement.	[http://www.surrey. ac.uk/politics/ETG ACE/Final-Report- Screen-version.pdf](http://www.surrey.ac.uk)	Demokratiundervisning, Livslångt lärande, Lärarutbildning, Fortbildning	BEI, 2003
The benefits to employers of raising workforce basic skills levels: a review of the literature; Katerina Ananiadou, Andrew Jenkins and Alison Wolf	This paper summarises the literature on the benefits which employers derive from raising the basic skills levels of the workforce. The review also covers the benefits to individuals of improving basic skills and looks at the literature on the benefits of training for employers, and employees, more generally. The aims of the literature review were to review and synthesise the existing literature on the economic and wider benefits of basic skills improvements in the workplace, focusing in particular on the benefits that accrue to the employer. Among the benefits to be considered in the review, subject to the availability of evidence, were increased profits, productivity, sales, turnover, growth and	[http://www.nrdc.o rg.uk/uploads/docu ments/doc_2792.pd f](http://www.nrdc.org.uk)	Arbetsmarknad, Fortbildning, Ekonomi, Livslångt lärande	BEI, 2003

	other direct benefits, as well as improved workforce flexibility, product quality, customer service and ability to seize new initiatives.		
Literature review of ESOL for learners with learning difficulties and/or disabilities; Derrick Armstrong and Vickie Heathcote	This literature review aims to provide a background for the development of research on English for speakers of other languages (ESOL) and learners who are deaf or hard of hearing, blind or visually impaired, have mental health difficulties, are dyslexic, have physical impairments, or learning difficulties. In particular it aims to identify gaps in our current knowledge in this field.	http://www.nrdc.org.uk/uploads/documents/doc_2791.pdf	Specialundervisning, Särskilt stöd, Läs- och skrivsvårigheter, Svårigheter (emotionella & beteende)	BEI, 2003
Adult numeracy: review of research and related literature; Dhamma Colwell, Sheila Macrae, Jo Boaler, Margaret Brown and Valerie Rhodes	The aim of this project is to review what is known about adult numeracy, to identify gaps in our knowledge and understanding, draw out the implications for practice and make recommendations for further research. the following categories has been reviewed: academic literature; professional literature; government/official reports; electronic publications (webpages, etc.); 'grey' literature, e.g., non-confidential reports produced by organisations for limited circulation.	http://www.nrdc.org.uk/uploads/documents/doc_2802.pdf	Matematik, Livslångt lärande	BEI, 2003
Adult ESOL pedagogy: a review of research, an annotated bibliography and recommendations for future research; David Barton and Kathy Pitt	This report reviews research into the learning of English in classroom settings by adult speakers of other languages (ESOL). There has been little UK research and relevant research from Australia, Canada, Europe and the United States is also included. A research agenda for ESOL pedagogic practice in the UK should take account of four areas: actual pedagogic practice in ESOL classrooms and other settings; the processes of teaching and learning; an account of the learners, their needs and expectations; and a pedagogically appropriate theory of language and literacy. In each of these areas we make recommendations.	http://www.nrdc.org.uk/publications_details.asp?ID=7	Språkinlärning, Modersmål/Andraspråk, Mångkultur/Utländsk bakgrund, Didaktik	BEI, 2003
Förutsättningar för forskningscirklar i skolan. En kritisk granskning.; Lars Holmstrand et al	En kunskapsöversikt som visar vilken potential forskningscirkeln har inom skol- och utbildningsvärlden. en överblick av de erfarenheter som finns om arbetet i och med forskningscirklar inom olika yrkesgrupper och områden	http://www.skolverket.se/publikationer?id=1836	Forskning, Arbetsförhållande, Forskningsanknuten undervisning.	MSU, 2003
Att värdera kunskap, erfarenhet och kompetens; Per Andersson, Nils-Åke Sjösten och Song-Ee Ahn	Hur kan vi synliggöra och ta vara på det lärande som sker utanför det formella utbildningssystemet? Hur kan vi ta vara på kunskaper som människor utvecklat i andra länders utbildningssystem? "Validering" har lyfts fram som svaret på dessa båda frågor. I denna kunskapsöversikt diskuteras vad validering är och dess historia och olika syften behandlas.	http://www.skolverket.se/publikationer?id=1831	Bedömning/Betyg, Informellt lärande, Tillgodoräknande. Validering	Skolverket, 2003
What determines the impact of vocational qualifications? A literature review; Lorna Unwin; Alison Fuller;. Jill Turbin; Michael Young	This report (a systematic, rigorous and exhaustive literature review) provides results from a review of the literature on the impact of vocational qualifications (VQs) carried out between April and August, 2003. It addresses four key questions: what drives learner choice?; what do we know about the nature and extent of the market for VQs?; how do different delivery mechanisms impact on the effectiveness of VQs?; and what does the literature tell us about the wider impact of VQs? Taking all the literature reviewed for this	http://www.dfes.gov.uk/research/data/uploadfiles/RR522.pdf	Studieresultat, Utbildningsval, KY, YH, Arbetsmarknad, Utvärdering/Effekt	BEI, 2004

	report, it is argued that there continues to be a significant demand for VQs that are delivered off-the-job and which combine theoretical knowledge and practical skills. There is a positive link between the attainment of qualifications, including VQs, and future participation, and some evidence to suggest that attainment of VQs is beneficial to individuals' levels of self-confidence.		
Adult literacy and numeracy interventions and outcomes: a review of controlled trials; Carole Torgerson, Greg Brooks, Jill Porthouse, Maxine Burton, Alison Robinson, Kath Wright, Ian Watt	Systematic review methods were made explicit in the review protocol and were used throughout the review, in order to limit bias. 'The most rigorously designed experiments' were defined as randomised controlled trials (RCTs). The primary objectives of this review were: to locate, synthesise and quality appraise all the RCTs intended to evaluate interventions in adult literacy and/or numeracy and published between 1980 and 2002, and to establish what conclusions, if any, could be drawn from those RCTs about the effectiveness of teaching. Three RCTs included comparisons of teaching against a no teaching control group. Pooling these three in a meta-analysis showed a strong positive and statistically significant, effect on outcome.	http://www.nrdc.org.uk/uploads/documents/doc_2850.pdf	Pedagogik, Läs- och skrivinlärning, Matematikinlärning	BEI, 2004
Motivation och vuxnas lärande: en kunskapsöversikt och problematisering; Helene Ahl	Vad motiverar vuxna att delta i vidareutbildning? Boken ger en översikt över motivationsteorier, från upplysningstidens teorier om den rationelle ekonomiske aktören, via teorier om instinkter, drifter och behov som motiverande, och till teorier om människors beteende som inlärt. Kognitiva teorier, det vill säga att motivation är beroende av människans uppfattning om verkligheten, eller att motivation beror på jaguppfattningen berörs också. Ett särskilt kapitel ägnas åt teorier som handlar specifikt om motivation och vuxnas lärande, där så kallade hinderteorier och dessas konsekvenser för vuxenpedagogik diskuteras.	http://www.skolverket.se/publikationer?id=1842	Motivation, Psykologi, Incitament, Livslångt lärande	MSU, 2004
A systematic review of the impact of financial circumstances on access to post-16 learning in the Learning and Skills Council sector; M, Lockhart I, Richmond R, Clarke C, Mason S, Morris A, Ward-Brew M, Westrip R	Very little is known about how financial factors affect learners. Research has not been able to separate out factors relating to finance and socioeconomic groups, and policy change has not been accompanied by appropriate research. National surveys found that direct costs were a barrier for about 20% of the adult population, and a critical barrier for under 10%. The proportions affected are higher in sub-groups with lower incomes.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=312	Ekonomi, Incitament, Studieresultat, Bedömning/Betyg, Social miljö, Segregering	EPPI, 2005
Adult Literacy: A Synthesis of Evidence	Most generalizations in educational research should be made with caution. In the field of adult literacy best practices this warning attains heightened salience. Assessment of each learner's actual abilities is of fundamental importance in determining which instructional practices are likely to yield the best results in terms of improving literacy. Adults should be taught knowledge and skills that they can apply directly to their lives. Adult learners should receive direct instruction about how to make time for learning, planning future learning, and learning meta-cognitive reading and writing strategies such	http://www.aved.gov.bc.ca/ccl_question_scans/documents/Adult_Literacy.pdf	Pedagogik, Läs- och skrivinlärning, Didaktik,	CCL, 2006

	as encouraging them to reflect on what they are doing to help themselves read effectively. Instruction of adults should take into account their prior knowledge and their prior experience in school settings. Computer assisted instruction appears beneficial for adult learners because it allows for individualization, immediate feedback, and privacy.		
Didaktik för vuxna, tankelinjer i internationell litteratur; Staffan Larsson	En lägesbeskrivning av akademiska resonemang kring didaktik för vuxna. Vilka tankelinjer kan identifieras? Vilken kunskapsbas vilar de på? Hur berättigas resonemangen? Författarens avsikt är att inspirera via en utblick över relevanta tankelinjer i internationella akademiska skrifter. Rapporten ska vara en resurs för dem, som önskar utveckla den didaktiska synvinkeln på vuxnas lärande, som ett betydelsefullt område inom högskolan. Den bör vara användbar i såväl forskningsarbetet som när man söker en vetenskaplig bas för utveckling av utbildningar på området.	http://www.cm.se/ webbshop_vr/pdfer /2006_12.pdf	Pedagogik, Didaktik, Livslångt lärande,	VR, 2006:12
Learning for Jobs. The Effect of Economic Downturns on Apprenticeships and Initial Workplace Training: A Review of the Evidence; Giorgio Brunello	What is the existing empirical evidence on the relationship between economic downturns and the provision of workplace training to young individuals? Training policies are an important component of active labour market policies in the OECD countries and a potential tool to address the decline in the accumulation of human capital which could take place in a downturn. In spite of their diffusion, the empirical evidence on their efficacy is mixed: they often don't work, and if they work they do so in the medium term by affecting employment probabilities. Yet training policies are not the only tool available to foster the accumulation of human capital within firms: more structural policies, which affect product market regulation and labour market institutions, can also help.	http://www.oecd.o rg/dataoecd/51/41/4 3141035.pdf	Arbetsmarknad, Ekonomi, Lärling, Arbetsplatsförlagd utbildning, Styrning	OECD, 2009
Planning for technical and vocational skills development; King, Kenneth and Palmer, Robert	Traditionell rapport. Appendix 1 innehåller en fyllig översikt med rekommenderad läsning uppdelat på olika vuxenutbildningsrelevanta områden.	http://unesdoc.une sco.org/images/001 8/001895/189530e.p df	Utveckling, Livslångt lärande, Reform, Styrning	IEEP; 2010
Working out Change: systemic Innovation in Vocational Education and Training	This book analyses systemic innovation in education by looking at the ways in which educational systems encourage innovation, the knowledge base and processes used, and the procedures and criteria used to assess progress and evaluate outcomes.	http://browse.oecd bookshop.org/oecd /pdfs/browseit/960 9071E.PDF	Didaktik, Styrning, Reform, FoU, Utvärdering/Effekt, Bedömning,/Betyg,	OECD, 2009

Skola – generellt (Education general)

Studieresultat och social bakgrund; Britt Hallerdt	Den är översikten har som syfte att beskriva vad de senaste fem årens forskning om eventuella samband mellan social bakgrund och studieresultat kommit fram till.	http://www.skolve rket.se/publikation er?id=51		Skolverket, 1995
A review of research evidence on the apparent underachievement of boys; A M Gallagher	The rate of increase on measured educational attainment levels for females has tended to be faster than that for males. The overall trend and the sex trend in attainment levels have developed steadily over time and appear to be linked to broader processes of social change. The general effect that attainment levels of females are higher than those for	http://www.deni.g ov.uk/rb5_1997.pdf	Studieresultat, Jämställdhet/Genus/Kön, Likabehandling/Likvärdig het	BEI, 1997

	males is evident in developed industrial societies and appears on most, but not all, measures of attainment. The sex pattern in educational attainment to the advantage of females is not evident in the area of vocational education. Based on an examination of evidence on educational attainment in a variety of jurisdictions, including Britain, the United States, the European Union and Northern Ireland, in addition to evidence on broader global patterns		
Gender and differential achievement in education and training: a research review	This document presents the key findings of a traditional desk review of the available literature on gender and differential achievement in education and training in England, Wales and Scotland.	http://83.137.212.42 /sitearchive/eoc/P DF/gender_and_dif ferential_achievem ent_findings.pdf?p age=16069	Studieresultat, Jämställdhet/Genus/Kön, Likabehandling/Likvärdig het	BEI, 1998
Education of minority ethnic groups in Scotland: a review of research; Janet Powney, Joanna McPake, Stuart Hall, Lindsay Lyall	Across the UK, there are higher participation rates in post-compulsory education from minority ethnic groups as a whole compared with the white population: Asians are ten times more likely to stay on than white groups. There are differences in staying on rates between different minority groups that cannot be explained only in terms of social class.	https://dspace.gla.a c.uk/bitstream/190 5/235/1/088.pdf	Utbildningsval, Mångkultur/Utländsk bakgrund, Segregation	BEI, 1998
From initial education to working life: making transition work	**OBS! BOK. EJ ELEKTRONISK FULLTEXT!** The Transition of youth from school to work: issues and policies	http://unesdoc.une sco.org/ulis/cgi- bin/ulis.pl?catno=1 72861&set=49942A 85_3_265&gp=1&lin =1	Arbetsmarknad, Utbildning,	UNESCO, 2000
The returns to education: a review of the macro- economic literature; Barbara Sianesi and John Van Reenen	there is compelling evidence that human capital increases productivity, suggesting that education really is productivity-enhancing rather than just a device that individuals use to signal their level of ability to the employer. Indeed, taking the cross-country studies as a whole, increasing school enrolment rates (human capital flow) by one percentage point leads to an increase in per capita GDP growth of between 1 and 3 percentage points. An additional year of secondary education in the population (human capital stock) leads to over 1 percentage point faster growth each year. It is important to bear in mind that these results apply to pooled samples of both OECD and developing countries. Education has indirect effects on growth as well, in particular by stimulating physical capital investments and technology adoption.This report provides a review of over 20 macroeconomic studies on productivity, economic growth and education, with a particular focus on UK policy.	http://cee.lse.ac.uk /cee%20dps/CEEdp 06.pdf	Styrning, Ekonomi, Utbildningsnivå, Utvärdering/Effekt, Fortbildning, Livslångt lärande	BEI, 2000
The returns to education: a review of evidence, issues and deficiencies in the	Work based on this approach for the UK typically suggests a return to a year of schooling of between 7% and 9% using a relatively parsimonious specification controlling for schooling and experience. This would appear to be at the upper end of returns to	http://cee.lse.ac.uk /cee%20dps/CEED	Styrning, Ekonomi, Utbildningsnivå, Fortbildning, Livslångt	BEI, 2001

literature; Colm Harmon and Ian Walker	schooling in Europe, where Nordic countries in particular have low average returns to schooling. Given this well-defined and positive return to schooling, unless there are benefits to society (social returns) over and above the private returns there is little argument for the taxpayer to subsidise individual study. There is considerable evidence suggesting that early school leaving is an important part of the transmission mechanism for poverty in successive generations. By exploiting the correlation between education and schooling-contingent parental income (child support from absent parents and Child Benefit) we find a large and statistically significant effect of income transfers to parents that increases the probability of staying in education past the age of 16 when a relatively parsimonious model is used.	P05.pdf	lärtande	
Literature review of the costs of being "Not in Education, Employment or Training" at age 16-18; Bob Coles, Sandra Hutton, Jonathan Bradshaw, Gary Craig, Christine Godfrey and Julia Johnson	This report presents an extensive literature review regarding the social costs of NEET (Not in Employment, Education or Training) 16-18 year olds, estimated to be around 9% of all 16-18 year olds. It considers those groups over-represented in NEET (such as those in care, teenage parents, teenage carers, drug abusers, and those in the criminal justice system), and means of those re-entering education, employment or training and the various consequences (such as lower pay, poor pension provision etc.).	http://www.dfes.gov.uk/research/data/uploadfiles/RR347.pdf	Ekonomi, Social miljö, Segregation,	BEI, 2002
Literature review: effectiveness of different forms of interventions in the schools and youth sectors	Numerous factors have been highlighted as potential 'risk' factors in the educational underachievement of pupils. The range of risk behaviours is wide and includes abuse of alcohol, substance abuse, pregnancy, truancy and smoking. The development of successful programmes is possible, but only if they are designed and delivered in the context that risk behaviours are interrelated and influenced by a range of individual and contextual factors. There have been few successful teen pregnancy prevention programmes. Programmes that have been most successful have extended beyond reproductive health to include life options, such as education and job skill training and psychosocially-based components, including decision making, problem solving and communication enhancement. Since bullying has been shown to be implicated in pupil truancy and lack of achievement, intervention is recognised as being necessary. Whole school approaches, which are evidence-based, are needed to address bully/victim problems at the pupil, staff, parent and community level.	http://www.deni.gov.uk/rb3_2002.pdf	Social miljö, Segregation, Hälsa, Utanförskap, Mobbing	BEI, 2002
Returns to investment in education : a further update; George Psacharopoulos, Harry Anthony Patrinos	Returns to investment in education based on human capital theory have been estimated since the late 1950s. In the 40-plus year history of estimates of returns to investment in education, there have been several reviews of the empirical results in attempts to establish patterns. Many more estimates from a wide variety of countries, including over time evidence, and estimates based on new econometric techniques, reaffirm the importance of human capital theory. The authors review and present the latest estimates and patterns as found in the literature at the turn of the century. However, because the	http://www-wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2002/09/27/000094946_02091705491654/Rend	Ekonomi, Utbildningsnivå, Fortbildning, Livslångt lärtande	World Bank, 2002

	availability of rate of return estimates has grown exponentially, the authors include a new section on the need for selectivity in comparing returns to investment in education and establishing related patterns.	ered/PDF/multiopage.pdf	
Dropout prevention : all available reports. – **OBS! Detta är ett fortlöpande project. Nya publikationer kommer löpande.**	This review of dropout prevention interventions will examine secondary school interventions, as well as community-based interventions designed to help students stay in school, progress in school, and/or complete school. systematic review of evidence in this topic area will address the following questions: Which dropout prevention programs are effective in keeping students in school or getting them to return to school? - Which dropout prevention programs are effective in helping youth progress in school? -Which dropout prevention programs are effective in helping youth complete high school by either earning a diploma or a GED certificate?	http://ies.ed.gov/ncee/wwc/reports/topic.aspx?tid=06	Studieavbrott/Avhopp, Utanförskap, Utbildningsval, Social miljö, Studieresultat
Skolbibliotekets pedagogiska roll - en kunskapsöversikt av Louise Limberg	Boken syftar till att ge en fördjupad bild av skolbibliotekets och skolbibliotekariens pedagogiska roll.	http://www.skolverket.se/publikationer?id=1027	Arbetsförhållande, Pedagogik, Didaktik
Indigenous Knowledge and Pedagogy in First Nations Education - A litterature review with recomendation; Battiste, Marie	Behandlar frågor om undervisning hos urbefolkningar. Kan ev. vara av intresse vid frågor rörande sameskolan. Omfattande referenslista.	http://www.yorku.ca/hdrnet/images/uploaded/Battiste_review.pdf	Minoriteter, Likabehandling/Likvärdighet, Pedagogik, Styrning
Ekonomiska resursers betydelse för pedagogiska resultat	Kunskapsöversikt om ekonomiska resursers betydelse för pedagogiska resultat grundat på ett stort antal internationella undersökningar och sammanställningar av forskningsresultat.	http://www.skolverket.se/publikationer?id=999	Ekonomi, Utvärdering/Effekt, Studieresultat, Styrning, Gruppstorlek/Personaltäthet, Fortbildning
Att granska och förbättra kvalitet; Kjell Hedwall (m.fl.)	Om kvalitetsutveckling i skola, förskola, skolbarnsomsorg och vuxenutbildning - en kunskapsöversikt över aktuell forskning och utveckling samt dokumenterad erfarenhet.	http://www.skolverket.se/publikationer?id=1875	Reform, Styrning, Utvärdering/Effekt, Studieresultat, Utveckling
Likvärdighet i en skola för alla: historisk bakgrund och kritisk granskning; Ingegerd Tallberg Broman, Lena Rubinstein Reich och Jeanette Hägerström. (Forskning i fokus ; nr. 3).	Författarna konstaterar att vår skolhistoria är verksam i nutidens skola och undervisning. Processen från en klass- köns- och etnicitetsstrukturerad skola till en skola för alla kan ses som pågående med motsättningar och nya särskiljande principer och med olika aktörer, till vilka även forskarna bör räknas. Forskningen förändras från ett mer strukturellt, modernt närmande (kön, klass, etnicitet) till ett mer post-strukturellt(identitet, subjektivitet).	http://www.skolverket.se/publikationer?id=1105	Likabehandling/Likvärdighet, Jämställdhet/Genus/Kön, Segregation
Fristående skolor:	Främst engelska och amerikanska forskningsredogörelser uppmärksammas. Bland de	http://www.skolve	Friskolor, Styrning,

Skolverket, 2002 appears in rightmost column for: Skolbibliotekets, Ekonomiska resursers, Att granska, Likvärdighet rows. Google; 2002 for Indigenous. WWC, 2002 for Dropout. Skolverket, for Fristående.

internationell forskning 1985-2000; Ingrid Nilsson. 86 s. (Forskning i fokus ; nr. 2).	frågor som diskuteras i de amerikanska rapporterna finns t ex den kristna högerns skolpolitik och den nya tendensen i Nordamerika mot allt mer hemundervisning. De utländska texterna beskrivs mot bakgrund av den hitillsvarande ganska sällsynta svenska forskningen om fristående skolor - historiskt och i nutid. I rapporten finns inga enkla svar på frågor från den svenska skolpolitiska debatten om fristående skolor. Däremot kan den intresserade läsaren få en bättre underbyggd grund för sina egna ställningstaganden	rket.se/publikationer?id=1079	Reform	2002
Towards extended schools: a literature review; Anne Wilkin, Richard White, Kay Kinder	This literature review compares the UK and United States approach to extended schools. In USA literature the reorganisation of service delivery appears to rest on the use of schools as a vehicle through which integrated services can be delivered to the community on a single site. However, in the UK, extended schools seek to provide a range of services as an extension to their traditional educational role. There would appear to be little systematic, rigorous evaluation of the concept and its implementation.	http://www.dfes.gov.uk/research/data/uploadfiles/RR432.pdf	Skola mitt i byn, Styrning, Reform, Social miljö, Arbetsförhållande	BEI, 2003
Community use of schools - an international literature review	The evidence presented confirms that school buildings can be utilised to facilitate a broad range of activities that can improve the well-being of the community. Evidence suggests that the nature of community use differs between primary and secondary schools. The socio-economic condition of the area in which the school is located will also influence the nature and extent of the community use of its facilities. In areas of high disadvantage the school is often one of the main public resources available for use by the community. Essentially, the literature suggests that, in relation to broader benefits, school investment is likely to be characterised by relatively low levels of deadweight, displacement, substitution and inequity.	http://www.deni.gov.uk/facts_figures/researchb/rb2003/RB1_2003.pdf	Skola mitt i byn, Styrning, Reform, Social miljö, Arbetsförhållande	BEI, 2003
The complexity of community and family influences on children's achievement in New Zealand : best evidence synthesis; Fred Biddulph, Jeanne Biddulph & Chris Biddulph, Thorndon, Wellington	The influences of families and communities are identified as key levers for high quality outcomes for diverse children. Outcomes include both social and academic achievement. The focus is on children from early childhood through to the end of secondary schooling. This best evidence synthesis, based on a wide range of New Zealand data (and cautiously informed by a number of overseas studies), has produced findings which have been summarised into four categories. These are family attributes, family processes, community factors, and centre/school, family and community partnerships. The findings are relatively complex. They endeavour to identify what applies to whom and in what circumstances.	http://www.educationcounts.govt.nz/publications/series/2515/5947	Social miljö, Föräldrar/Hemstöd, Studieresultat	Education Counts, 2003
Quality teaching for diverse students in schooling : best evidence synthesis; Adrienne Alton-Lee, Thorndon, Wellington	Quality teaching is identified as a key influence on high quality outcomes for diverse students. The evidence reveals that up to 59% of variance in student performance is attributable to differences between teachers and classes, while up to almost 21%, but generally less, is attributable to school level variables. Quality teaching is focused on student achievement (including social outcomes) and facilities high standards of student outcomes for heterogeneous groups of students. Pedgogical practices enable classes and other learning groupings to work as caring, inclusive, and cohesive learning communities. Effective links are created between school and other cultural contexts in	http://www.educationcounts.govt.nz/publications/series/2515/5959	IT/IKT, Didaktik, Lärare, Lärande, Tekniska hjälpmedel, Mångfald	Education Counts, 2003

	which students are socialised, to facilitate learning. Quality teaching is responsive to student learning processes. Opportunity to learn is effective and sufficient. Multiple task contexts support learning cycles. Curriculum goals, resources including ICT usage, task design, teaching and school practices are effectively aligned. Pedagogy scaffolds and provides appropriate feedback on students' task engagement. Pedagogy promotes learning orientations, student self-regulation, metacognitive strategies and thoughtful student discourse. Teachers and students engage constructively in goal-oriented assessment.			
A systematic review of the impact of school leadership and management on student outcomes; Les Bell, Ray Bolam, Leela Cubillo	There is some evidence that school leaders can have some effect on student outcomes, albeit indirectly. It is mediated through key intermediate factors, namely the work of teachers, the organisation of the school, and the relationships with parents and the wider community. One tentative conclusion is to suggest that leadership that is distributed among the wider school staff might be more likely to have an effect on the positive achievement of student outcomes than that which is largely, or exclusively, 'top-down'.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=317	Rektor/Skolledning, Arbetsförhållande, Styrning, Studieresultat	EPPI, 2003
A systematic map and synthesis review of the effectiveness of personal development planning for improving student learning; Gough D et al	PDP (Personal Development Planning) can have a positive effect on students' attainment and approaches to learning. There is insufficient evidence to determine its effects on personal outcomes for learners. The findings confirm the central policy claim that PDP supports the improvement of students' academic learning and achievement. Other claims, e.g. for broader self-development and employability, need further research.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=309	IUP (individuell utvecklingsplan), Studieresultat, Formativ, Bedömning/Betyg	EPPI, 2003
Kunskapsbedömning: hur, vad och varför?; Helena Korp 175 s. (Forskning i fokus; nr. 13)	Prov och bedömning styr vad och hur elever och studenter lär sig. Prov ska inte bara mäta elevers kunskaper utan också motivera eleverna och hjälpa dem att utveckla sina egna lärarstrategier. Kunskapsbedöming innebär makt, makt över andra människors lärande, identitet och framtid, men också över vilka erfarenheter och perspektiv som ska värderas i samhället.	http://www.skolverket.se/publikationer?id=1823	Formativ, Summativ, Bedömning/Betyg, Studieresultat	MSU, 2003
Utvärderingspolitik, demokratiskt beslutsfattande och utvärderingens nya former; Ove Karlsson	In the name of coordination and assessment, evaluation has become a tool for control and measuring to answer if the performances can show quality and efficiency and to legitimize the political decisions and priorities. In that context of control it is of great importance of observing the need for democratic claims and goals and to give different stakeholders a voice. The article discusses strengths and weaknesses with different evaluation approaches for democratic evaluation and participation.	http://www.upi.artisan.se/docs/Doc171.pdf	Utvärdering/Effekt, Styrning, Inflytande	STEP, Utbildnings politiska Institutet, 2003
What works in parenting support? A review of the international evidence; Patricia Moran, Deborah Ghate and Amelia van der Merwe	In this review, we were asked to collate, sort and summarise the international (English language) evaluation literature on the effectiveness of parenting support programmes across a range of outcomes for both parents and for children. OBS! "Summary of key messages for policy about 'what works' in practice", se sid. 122	http://prb.org.uk/wwiparenting/RR574.pdf	Föräldrar/Hemstöd, Styrning,	BEI, 2004
Review of the evidence	The quality of the evidence presented here is weak for a number of reasons. The	http://www.leeds.a	Styrning, Termin	BEI, 2004

relating to the introduction of a standard school year: final report; Anna Eames; Caroline Sharp and Pauline Benefield	evidence presented here suggests there is little or no impact of calendar change on student test scores and general performance. There is little evidence about the impact of calendar change on parents. A large amount of literature written on calendar change has been written by advocates of alternative calendars.	c.uk/educol/documents/00003697.doc	
Modelling complex educational change: a preliminary literature review; Michael Fertig and Mike Wallace	There was plentiful evidence here that complex change consisted of a multitude of stakeholders, whether they be school-based, community-based or located within district administrative offices. The studies examined also afforded examples of the componential nature of reform, with evidence of changes taking place both within and between system levels in a systemic manner. In addition, the changes analysed provided data indicating that there had been differential impact, whether on pupils, teachers, parents or district personnel and that the degree of impact was significantly contextually dependent.	http://www.leeds.ac.uk/educol/documents/00003812.doc	Reform, Styrning	BEI, 2004
Homework Literature Review - Summary of key research findings; The State of Queensland (Department of Education and the Arts)	Students who complete homework generally outperform students who do not on some measures of academic achievement. Homework can improve students' study skills, improve their attitudes toward school, and demonstrate that learning can take place outside of formal schooling. However, excessive homework may impact negatively on student achievement and reduce student access to leisure activities that can also teach important life skills. There is little research on the impact of homework on student obesity, sleep, stress, and independence. Overall it seems that some homework is better than too much or none at all, however the time on homework needs to be responsive to the student's age and development. The research indicates that a 'more homework the better' view is misleading and should not be the basis for policy and practice. OBS! Många fler slutsatser i rapporten sid. 7-16.	http://education.qld.gov.au/review/pdfs/homework-text-for-web.pdf	Hemläxor, Pedagogik, Föräldrar/Hemstöd, Studieresultat	2004
A review of the research literature on barriers to the uptake of ICT by teachers; Andrew Jones	This report brings together evidence from a range of sources on the actual and perceived barriers to the uptake of ICT by teachers. A very significant determinant of teachers' levels of engagement in ICT is their level of confidence in using the technology. Equipment should be organised in such a way to ensure maximum access for all users. Teachers are sometimes unable to make full use of technology because they lack the time needed to fully prepare and research materials for lessons, particularly where this involves online or multimedia content. The lack of available technical support is also likely to lead to teachers avoiding ICT. Younger teachers are no more likely to make use of ICT than more experienced colleagues. Male teachers making more use of ICT than female teachers, and with female teachers reporting greater levels of computer anxiety than male teachers. This may have a significant negative effect on the use of ICT in primary schools, where there are more female teachers than male teachers.	http://partners.becta.org.uk/upload-dir/downloads/page_documents/research/barriers.pdf	IT/IKT, Lärare,	BEI, 2004
Närmiljöns betydelse för barns och ungdomars hälsa och välbefinnande –	Kunskapen om orsakskedjor är ofullständig men ändå tillräcklig för att kunna ligga till grund för praktiskt genomförbara åtgärder. En sådan åtgärd är att planera bostadsområden så att de blir socialt blandade. Med syftet att minska förekomst av	http://www.fhi.se/PageFiles/3240/r200427narmiljonsbety	Social miljö, Hälsa, Segregation, Svårigheter (emotionella &	FOLKHÄLSO-INSTITUTE

en systematisk kunskapsöversikt; Eva Sellström och Sven Bremberg	beteendeproblem tyder översikten på att det är önskvärt att erbjuda barn och ungdomar i socialt utsatta miljöer kontakter med jämnåriga från mer gynnande miljöer.	delse.pdf	beteende)	T (FHI), 2004
National and local government raising standards across schools: a literature review; Christopher Savory, Matthew Walker and Peter Rudd	How do national and local government work together to raise school standards? This review of relevant literature provides an up-to-date picture of the context within which this educational priority is being implemented.	http://www.nfer.ac.uk/research-areas/pims-data/summaries/shared-priorities-raising-standards-across-schools.cfm	Studieresultat, Styrning	NFER, 2005
A systematic review of the nature of small-group discussions aimed at improving students' understanding of evidence in science; Bennett J et al	In general, students often struggle to formulate and express coherent arguments during small-group discussions, and demonstrate a relatively low level of engagement with tasks. There is very strong evidence that teachers and students need to be given explicit teaching in the skills associated with the development of arguments and the characteristics associated with effective group discussions. There is good evidence that the stimulus used to promote discussion should involve both internal and external conflict, i.e. where a diversity of views and/or understanding are represented within a group (internal conflict) and where an external stimulus presents a group with conflicting views (external conflict). There is good evidence on group structure; it tends to indicate that groups should be specifically constituted so that differing views are represented. Assigning managerial roles to students is likely to be counterproductive. Group leadership which promotes inclusion and reflection can be effective. There is some evidence that small-group discussion work does improve students' understanding and use of evidence.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=326	Didaktik, Studieresultat, Fortbildning	EPPI, 2005
Education for Democratic Citizenship: a review of research, policy and practice 1995-2005; Audrey Osler and Hugh Starkey	This paper provides a synthesis of the scholarly literature on education for democratic citizenship (EDC) in the school sector in England since 1995. It identifies some key themes within the research, such as diversity and unity; global and cosmopolitan citizenship; children as citizens; democratic schooling; students' understandings of citizenship and democracy; the complementary roles of schools and communities; European citizenship; and the practicalities of implementing EDC at school level.	http://www.bera.ac.uk/files/reviews/oslerstarkeyberareview2005.pdf	Demokratiundervisning, Didaktik, Inflytande,	BERA, 2005
The impact of population inclusivity in schools on student outcomes; Kalambouka A et al	Taken as a whole the findings indicate that placing children with SEN (Special Education Needs) in mainstream schools is unlikely to have a negative impact on academic and social outcomes for pupils without SEN. The findings are slightly more positive for academic rather than social outcomes. At the secondary level, where there were very few studies, the outcomes were slightly more mixed. Some of the findings suggest that the inclusion of pupils with SEN in primary schools can have a positive impact on the achievement of their mainstream peers, particularly if the support offered to the pupil	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=287	Särskilt stöd, Organisation, Studieresultat, Integrering, Gruppering,	EPPI, 2005

	with SEN is well managed. There is no evidence about whether the 'inclusion effect' is more or less serious for any one particular curriculum area. The review findings suggest that there is no empirical evidence to support expressed concerns about the impact of inclusion on achievement, especially in primary schools. This applies across all of the four categories of SEN. Implementation of the inclusion agenda may address these concerns through the provision of appropriate information and support to schools, parents and pupils. Further research is needed on the views of pupils without SEN about inclusion.		
Utbildning i glesbygd - samspel eller konflikt? : en kunskapsöversikt; Annika Andræ Thelin och Karl Jan Solstad.	Många kommuner tvingas i dag att lägga ner små skolor i glesbygd p.g.a. de höga kostnaderna per elev. Bortsett från ekonomin tycks ansvariga på såväl central som lokal nivå ha dåliga kunskaper om starka och svaga sidor hos dessa små skolor, deras betydelse för bygden och vad som blir följden av en stark skolcentralisering för elever, orter och lokalsamhällen i glesbygd. I detta arbete går författarna igenom svensk och norsk forskning, som är relevant för dessa frågeställningar. Resultaten värderas i förhållande till såväl lokala och regionala förutsättningar som nyare strömningar med t.ex. globalisering och marknadskrafter i fokus.	http://www.skolverket.se/publikationer?id=1826	Styrning, Glesbygd, Ekonomi	MSU, 2005
Accountability in education. Booklet N° 1; Andersson, Jo Anne	This booklet offers a set of principles and strategies to be considered in the development and implementation of results-based accountability systems. Technical and political issues are addressed as well as the ways in which educators, policymakers, and community members can use the information from accountability systems to improve results.	http://unesdoc.unesco.org/images/0014/001409/140986e.pdf	Styrning, Utveckling, Reform, Utvärdering/Effekt Resultatstyrning	IIEP; 2005
Recruitment, retention and development of school principals Booklet N° 2; Chapman, Judith D.	The aim of this booklet is to present, in a concise way, what is known about the recruitment, retention, and development of school principals – and in so doing to seek to inform the development of good policy and practice. The booklet is based on an extensive review of relevant literature and interviews with key individuals in international organisations and national settings.	http://unesdoc.unesco.org/images/0014/001409/140987e.pdf	Rektor/Skolledning, Utveckling, Organisation	IIEP; 2005
School-based management Booklet N° 3; Caldwell, Brian J.	The main objective of the discussion has been to provide senior decision makers with sound foundation knowledge about the key concepts and related research in this area so that they can engage in informed debate on whether or not school-based management has been a "success" – or whether it is just another passing fashion in the field of educational administration.	http://unesdoc.unesco.org/images/0014/001410/141025e.pdf	Rektor/Skolledning, Styrning	IIEP; 2005
Economic outcomes and school quality. Booklet N° 4; Hanushek, Eric E.	This booklet takes up the two-fold challenge of establishing the linkages between educational quality and national economic productivity, and then identifying those aspects of educational reform that are most likely to deliver enhanced levels of educational quality.	http://unesdoc.unesco.org/images/0014/001410/141027e.pdf	Ekonomi, Stryrning, Studieresultat, Utvärdering/Effekt,	IEEP; 2005
Bättre skolprestationer med ökat föräldrainflytande - En	Översikten visar följande huvudresultat: 1) Föräldrar/Hemstödnas beslutsfattande har en positiv effekt på barnens skolprestationer, men inte på deras skolbeteende. 2) Föräldrar/Hemstödnas skolstöd förefaller främst ha positiva effekter på barnens	http://www.fhi.se/PageFiles/3322/r20053foraldrainflyta	Föräldrar/Hemstödinflytande, Svårigheter (emotionella &	FHI, 2005

systematisk forskningsöversikt; Pia Wennerhom Juslin och Sven Bremberg	skolbeteende, men detta resultat försvinner när man endast inkluderar högkvalitativa studier i analysen. 3) Föräldrar/Hemstödnas engagemang i skolan som aggregerat mått, d.v.s som beslutsfattande och skolstöd, har tydligt positiva effekter på barnens skolbeteende. Alla studierna var genomförda i USA.	nde0510.pdf	beteende), Studieresultat	
Lärande och undervisning i naturvetenskap; Pia Wennerhom Juslin och Sven Bremberg	I denna rapport beskrivs forskning om lärande och undervisning i naturvetenskap, forskning inom skolväsendet, ämnesstudier inom högskolan samt lärarutbildning. Författarna berör även attityder till, och synen på, naturvetenskap. Rapporten innehåller också en sammanställning över internationella organisationer, konferenser och tidskrifter.	http://www.cm.se/webbshop_vr/pdfer/vr_rapp2005_2.pdf	Studieresultat, NO	VR, 2005:02
Skolans undervisning och elevers lärande i teknik; Jan-Erik Hagberg och Magnus Hultén	Denna rapport är en kartläggning av teknikdidaktisk forskning gjord av universitetslektor Jan-Erik Hagberg, Linköpings universitet och Magnus Hultén, forskarstuderande vid Lärarhögskolan i Stockholm. I rapporten diskuteras internationell och svensk publicerad forskning. Här redovisas även en enkät som syftat till att kort beskriva svenska forskningsmiljöer, pågående forskning i Sverige, verksamheten vid Science Center samt forskare uppfattningar om forskningsfältets villkor och utvecklingsmöjligheter. Rapporten innehåller också en förteckning över internationella organisationer, tidskrifter och konferenser, d.v.s. det teknikdidaktiska forskningsfältets institutionella struktur.	http://www.isv.liu.se/content/1/c6/04/61/75/Teknikdidaktiskforskningmanusnov04.pdf	Didaktik, NO, Lärare	VR, 2005:06
Svensk historiedidaktisk forskning; Bengt Schüllerqvist	I denna rapport ger Bengt Schüllerqvist, universitetslektor i historia och chef för lärarutbildningen vid högskolan i Gävle, en översikt av den svenska historiedidaktiska utvecklingen, såväl forskning som aktörer och miljöer. Det görs även en genomgång av avhandlingar och andra större arbeten. Fokus ligger på vilka frågor som ställts, vilka svar man kommit fram till, samt vilken forskningtradition man arbetat inom. Vidare sammanfattas andra forskningsinsatser samt de utvecklingsarbeten som har bidragit till den svenska historiedidaktiska debatten. Detta avsnitt följs av några exempel på internationell forskning, och då särskilt sådana som rör frågor inom vilka forskningen i Sverige är svagt utvecklad. Avslutningsvis sammanfattas läget för svensk historiedidaktisk forskning.	http://www.forskning.se/download/18.3038c74f116e7ac80e7800580/VR_2005_9_inlaga.pdf	Didaktik	VR, 2005:09
Global Education Literature Review–Becoming the Change We Want to See; Tracy Lyons	The quest to discover the true meaning of global education or what the global classroom might look like remains elusive. To be sure the sheer enormity of literature only adds to the debate and to the illusion that the answer is somewhere out there. Rather than wasting time searching for a universal definition we might attempt to review the common links, thereby utilizing what we believe to be true as the foundation for further inquiry.	http://www.sacsc.ca/PDF%20files/Research%20and%20Evaluation/Global%20Education%20Lit%20Review-Lyons-06.pdf	Värdegrund, Pedagogik, Reform	Google; 2006
Teachers learning with digital technologies : a review of research and projects; Tony Fisher, Chris Higgins, Avril	Our purpose in this review is to examine how teachers learn, and what part digital technologies may have to play in that process. We have consulted the literature in order to examine the research base. We have found that, though there is research-based literature that deals with teacher learning, and a literature base for thinking about learning with digital technologies, there is little that deals directly with our specific focus	http://www.futurelab.org.uk/resources/publications-reports-articles/literature-	Lärarutbildning, IT/IKT, Lärare	FutureLab, 2006

Loveless	of 'teachers as learners with digital technologies'.	reviews/Literature-Review129		
CSRQ Center report on education service providers; Comprehensive School Reform Quality Center. American Institutes for Research	This report provides education stakeholders with a decision-making tool to help them sort out options about hundreds of elementary school improvement choices available to meet local needs. The ratings provided are intended to clarify options, not to point to or endorse best buys.	www.csrq.org/espreport.asp	Reform, Styrning, Utveckling	BEE, 2006
Family and Welfare Research', Policy Review Series nr 1, Brussels, 2006, EUR n ° 22088, ISBN 92-79-02494-9, 49 pages	The review found that research was relevant to policy in a number of ways. It can: contribute to the knowledge base about socio-economic change that policy makers draw on when formulating policies; help to refine the concepts and indicators used by policy actors in determining policy needs; inform them about how different policy instruments are used to deal with similar problems; make policy actors aware of how the policy process operates at various levels in society and in diverse cultural contexts; contribute to assessment of the efficacy of policy delivery and to evaluation of policy outcomes; help policy actors understand the outcomes of policy for social practice by examining what works and, if so, why it works, with reference to socio-economic and political settings; assist policy actors involved in policy transfer by showing how a particular policy may need to be adapted if it is to be introduced in a different national welfare setting; help make policy more effective in dealing with socio-economic issues by identifying and encouraging the implementation of best practice.	http://ec.europa.eu/research/social-sciences/pdf/hiep_ok_eur22088_fandwpolreviewfinal_en.pdf	Social miljö, Reform, Styrning	EC, 2006
Litteraturdidaktik, från gymnasium till förskola; Gerd B Arfwedson	I denna rapport behandlas litteraturläsningen i skolan, från gymnasium till förskola. Rapporten innehåller även en presentation av nationella nätverk och andra former av samarbete kring svenskämnets mångfaldiga didaktiska problematik, med tonvikten på beskrivningen av dagens utvecklingstendenser. Rapporten avslutas med en översikt över ämnesdidaktisk litteratur i svenska.	http://www.cm.se/webbshop_vr/pdfer/2006_11.pdf	Didaktik, Litterturundervisning	VR, 2006:11
Skolliv – om skolan som arbetsplats; Ulla Kindenberg, Anders Persson och Gunhild Wallin	**OBS! BOK. EJ FRI ELEKTRONISK FULLTEXT**I Skolliv – om skolan som arbetsplats presenteras aktuell skolforskning på ett sätt som gör den tillgänglig för alla som är intresserade av vad som händer i skolan.	http://libris.kb.se/bib/10245496	Arbetsförhållande,	FAS, 2006
Preparation, recruitment, and retention of teachers. Booklet N° 5; . Cooper, James M and Alvarado, Amy	Rapporten tittar på den befintliga, om än bristande, forskning som förklarar hur man kan attrahera, rekrytera och behålla de bästa lärarna. Tittar också på lovande konkreta exempel.	http://unesdoc.unesco.org/images/0015/001520/152023e.pdf	Lärare, Lärarutbildning, Rektor/Skolledning, Styrning, Rekrytering, Arbetsförhållande	IEEP; 2006
Grade repetition. Education policy booklet	Rapporten samlar forskning om effekterna av system där elever som misslyckas hålls kvar (får 'gå om' en årskurs) alternativt system där man automatiskt flyttas upp och	http://unesdoc.unesco.org/images/001	Kvarhållande (gå om), Studieresultat, Social	IEEP; 2006

series N° 6. Brophy, Jere	istället får extra stöd. Slutsatsen är att kvarhållande system är dyra, skapar långvariga negativa akademiska och social effekter.	5/001520/152038e.pdf	miljö, Särskilt stöd,
IT och lärande - en översikt av aktuell forskning inom IT och lärande 2006;Patrik Hassel	KK-stiftelsens har tagit initiativ till en kartläggning av aktuell forskning om IT och lärande. Sedan 2002 har antalet nya forskningsprojekt inom IT och lärande per år successivt minskat.	http://www.kks.se/upload/publikationsfiler/it_i_utbildning/it_och_larande_en_oversikt_av_aktuell_forskning_inom_it_och_larande_2006_publ.pdf	IT/IKT, FoU	KK-stiftelsen, 2006
Social capital and children's wellbeing: a critical synthesis of the international social capital literature; Ferguson, Kristin M.	Kunskapsöversikt som analyserar relationen mellan socialt kapital och välmående hos unga. Visar på betydelsen av föräldrars utbildningsnivåns för ungdomars välbefinnande.	http://ejscontent.ebsco.com/ContentServer.aspx?target=http%3A%2F%2Fonlinelibrary%2Ewiley%2Ecom%2Fresolve%2Fdoi%2Fpdf%3FDOI%3D10%2E1111%2Fj%2E1468%2D2397%2E2006%2E00575%2Ex	Social miljö, Föräldrar/Hemstöd, Hälsa	EBSCO; 2006
Comparative international evidence on the impact of digital technologies on learning outcomes: empirical studies ;Anja Balanskat	ICT can benefit likewise academically strong and weak students and students with special needs. Studies reveal that these benefits can not only remain technology driven but should be more intentionally exploited following a pedagogical approach. Collaboration or teamwork as well as the use of specific ICT'-s should be more strategically exploited, better planned and focused on the solving of a joint problem or given task. These skills should be much more formally be taken into account in the future as they present important outcomes of a new and changed educational context. Overall the evidence base (actual and perceived) shows that ICT has a positive impact on attainment levels and subject related performance.	http://insight.eun.org/shared/data/pdf/impact_study.pdf	IT/IKT, Didaktik, Studieresultat	OECD, 2006
What Do We Know About School Based Management?	This report discusses the challenges associated with establishing impact evaluations in the SBM setting. It presents the most robust evaluations of different SBM programs around the world, classifying them by type of evaluation—randomization, regression discontinuity analysis, instrumental variables, difference in differences, and matching estimators. The report assesses the strength of the literature and discusses key aspects of evaluating SBM, such as how the intervention affects educational outcomes and how quickly the impact is likely to be seen. Also, it gives guidance on how best to implement	http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099079934475/547	Styrning, Rektor/Skolledning, Reform	World Bank; 2007

	an impact evaluation.	667-11453139485 51/what _do_we_know_SB M.pdf		
Improving School Leadership - Country Background Report for Sweden	This activity aims to support policy development through examining: the roles and responsibilities of school leaders, policies and conditions for making school leaders most effective, the development and support of effective school leadership and policies and practices conducive to these ends.	http://www.oecd.o rg/dataoecd/17/41/3 8613828.pdf	Styrning, Reform	MSU, OECD, 2007
National assessments of educational achievement. Education policy booklet series N° 9; Postlethwaite, Neville and Kellaghan, Thomas	This booklet examines the key issues for national assessments, proposes a framework for classifying types of educational policy and action that have been prompted by national assessments, and concludes by mapping the common and unique aspects of national and international assessments.	http://www.iiep.un esco.org/fileadmin/ user_upload/Info_S ervices_Publication s/pdf/2009/EdPol9. pdf	Bedömning/Betyg, Nationella prov, Styrning, Organisation, Utvärdering/Effekt,	IEEP; 2007
Education; Sally Power. Policy Review Series n° 4, Brussels, 2007, EUR n° 22090, 56 pages	The 28 research projects reviewed in this report cover all phases of education – from early childhood provision to the needs of adult learners. Their evidence is drawn from a wide variety of sources – from cross-national databases to individual life histories. They also include sociological, economic and psychological investigations. The synthesis of findings from these diverse projects is organised into five broad policy themes: (a) modernising education systems; (b) innovations in teaching and learning; (c) addressing inequalities; (d) education and employment; and (e) European 'convergence' and integration.	http://ec.europa.eu /research/social-sciences/pdf/eur22 090_final_en.pdf	Didaktik, Pedagogik, Likabehandling/Likvärdig het, Ekonomi, Reform, Styrning, utveckling	EC, 2007
Program evaluation: large-scale and small-scale studies. Education policy booklet series N° 8; Anderson, Lorin W. and Postlethwaite, Neville	There are some similarities in terms of sound and defensible evaluation designs. For example, it is always important that some measure of student learning be made at the beginning of a program. Education programs cannot be said to be effective if there are no measurable improvements in student learning over time. Similarly, some comparison group, or groups, of teachers and students should be included in the study. If there are measurable changes in student learning over time, but the magnitude of the changes is not different from changes that occur in non-program students, then the program cannot be said to be effective.	http://www.iiep.un esco.org/fileadmin/ user_upload/Info_S ervices_Publication s/pdf/2007/Edpol8. pdf	Styrning, FoU, Utvärdering/Effekt	IEEP; 2007
Understanding Authority in Classrooms: A Review of Theory, Ideology, and Research; Judith L. & Hemmings, Annette	Authority is a fundamental, problematic, and poorly understood component of classroom life. A better understanding of classroom authority can be achieved by reviewing writings on social theory, educational ideology, and qualitative research in schools. More research focused on classroom authority as a social construction is needed to address critical educational concerns for contemporary practitioners, policy makers, and researchers.	http://rer.sagepub. com/content/77/1/ 4.full	Lärandemiljö, Lärare, Lärandemiljö, Inflytande, Likabehandling/Likvärdig het	ERIC; 2007
Learning skills and the development of learning capabilities; S. Higgins, V.	There is a tension between approaches to learning skills which emphasise content – in terms of mastery of specific skills – and process – in terms of locating skills within an overall understanding of learning approaches. So that, in the short term the most	http://eppi.ioe.ac.u k/cms/Default.asp	Bedömning/Betyg, Studieresultat, Pedagogik, Utveckling,	EPPI, 2007

Baumfield, E. Hall	effective means to improve performance where the assessment focuses on content knowledge is likely to be direct instruction. In the longer term, or where assessment focuses on conceptual understanding, metacognitive or strategic approaches are likely to be more effective.	x?tabid=1851	Kognition, Didaktik	
What do specialists do in CPD programmes for which there is evidence of positive outcomes for pupils and teachers; Cordingley P et al	We only found studies where the results indicated a positive impact of CPD (continuing professional development). Most studies were designed and conducted by the specialists themselves, using research approaches with limited capacity to control for the potential biases arising from such a situation. All specialists focused on professional development (formal input) and professional learning (embedding new practice through classroom and/or collaborative support) All the studies reported that the CPD contributed to changes in teacher practice in ways which were sustainable. Many elements of specialist input and support were common across the studies, but their configuration varied. What changed were timescales, the rhythm of meetings, patterns of input and support. The following stayed the same: Specialists built the CPD processes on what teachers knew and could do already, with an emphasis on individual learning. In most cases, the CPD lasted longer than two terms, and the specialist contact with teachers (both scheduled and 'on call' sessions) took place over 10 days or more. Specialists encouraged and guided the teachers in supporting each other. Specialists introduced the theoretical and practical knowledge base. Ongoing specialist support included modeling, workshops, observation and feedback, coaching, and planned and informal meetings for discussion.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=2275	Fortbildning, Lärarutbildning, Studieresultat,	EPPI, 2007
Policies & practices supporting the Educational achievement and social integration Of first and second generation migrants: A systematic review	Results from the most robust studies suggest early intervention programs produce promising future academic effects for migrant children; the majority of the education and training research focuses on children rather than adult training programs; and current migration research treats language as a proxy for measuring the social integration of children.	http://www.ccl-cca.ca/ccl/Reports/SystematicReviews/PoliciespracticessupportingEducationalachievement.html	Styrning, Mångkultur/Utländsk bakgrund, Segregation, Modersmål/Andraspråk	CCL, 2007
Demand-side financing in education. Education policy booklet series N° 7. Patrinos, Harry Anthony	In contrast to supply-side financing, where public funds go directly to suppliers, under demand-side financing consumers (or in the case of education, parents or students) receive a certain amount of money for specific expenditures. In most cases, demand-side programs are associated with increased school attendance rates and lower school dropout rates. They can also be used in some cases to improve learning outcomes and to pursue other important goals such as gender equity and longer-term poverty reduction.	http://www.iiep.unesco.org/fileadmin/user_upload/Info_Services_Publications/pdf/2007/Edpol7.pdf	Studiefinansiering Studieavbrott/Avhopp, Social miljö, Likabehandling/Likvärdighet, Styrning	IEEP; 2007

Is it possible to accurately forecast labour market needs?	The studies suggest that there is no single forecasting model that can accurately forecast labour market needs in all situations. While some of the proposed models show an impressive level of accuracy in forecasting the labour market in a particular market, without controlled replicability, the consistency of their forecast accuracy remains uncertain.	http://www.ccl-cca.ca/ccl/Reports/SystematicReviews/SummaryReview3.html	Arbetsmarknad, Styrning,	CCL, 2007
Bridging the gap. The role of monitoring and evaluation in evidence-based policymaking	This publication offers a number of strong contributions from senior officers in institutions dealing with Evidence-based policy making. Measuring the impact of a policy intervention is more demanding of methodology and of information than is monitoring policy implementation. Incorporating an explicit mechanism for evaluating policy impact into the design of a policy is a key step to ensure its evaluability. OBS! ANTOLOGI, EJ SYSTEMATISK KUNSKAPSÖVERSIKT.	http://www.unicef.org/ceecis/evidence_based_policy_making.pdf	Styrning, Utvärdering/Effekt	UNICEF; 2008
*Science, Governance and Society;*J.R. Ravetz Policy Review Series n° 12, 2008, EUR 23169, ISBN 978-92-79-08498-0, 58 pages	This Synthesis Report reviews research on the theme of 'Science, Society and Governance'. For completeness, the Report also analyses the Science & Society Action Plan published by the Commission in 2003. All the reports are of high quality. As a set, they show an evolution over time, of depth and articulation in the study of the basic issues. Several of them raise issues that would well repay study in future research projects. I am able to recommend a new strategic direction for research in the area. This would explore the consequences of the asymmetries among stakeholders in the current dialogues on science & society issues.	http://ec.europa.eu/research/social-sciences/pdf/eur23169_final_en.pdf	Styrning	EC, 2008
Poverty and education. Education policy booklet series N° 10; van der Berge, Servaas	There appears to be a limit to what schools alone can do to overcome the effects of poverty on education. Educational interventions throughout the world show at best modest success. Successful interventions seem to deal well with a specific context, rather than offering models that can be copied.	http://www.iiep.unesco.org/fileadmin/user_upload/Info_Services_Publications/pdf/2009/EdPol10.pdf	Social miljö, Segregation, Särskilt stöd, Likabehandling/Likvärdighet	IEEP; 2008
Practitioners' experiences of implementing national education policy at the local level; Nixon L, Gregson M, Spedding T, Mearns A	The review found that practitioners, at whatever institutional level, saw themselves to implementing policy in contextually sensitive ways for the benefit of the organisation and learners. However, tutors, in particular, expressed concerns about their ability to exercise pedagogic agency in local contexts congested with competing 'policy' demands, commonly expressed in marketised forms.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=2326&language=en-US	Styrning, Reform, Ekonomi	EPPI, 2008
Intergenerational practice: a review of the literature;	There is evidence in the literature that successful intergenerational projects have the potential to deliver positive outcomes for participants (e.g. increased understanding,	http://www.nfer.ac.uk/nfer/publicatio	Social miljö, Demokratiundervisning	NFER, 2008

Iain Springate, Mary Atkinson and Kerry Martin	friendship) and for communities (e.g. community cohesion). The evidence base for the effectiveness of intergenerational practice is still weak.	ns/LIG01/LIG01.pdf	
From Transmission to Collaborative Learning: Best Evidence in Continuing Professional Development (CPD); Philippa Cordingley & Barbara Rundell	The evidence that emerged linked collaborative CPD (Continuing Professional Development) to positive changes in teachers, including: self confidence e.g. in taking risks; self efficacy e.g. belief in ability to make a difference; willingness to continue professional learning; willingness and ability to make changes to practice; knowledge and understanding; and knowledge of wider repertoire of strategies and the ability to choose when and how to use them. Evidence also indicated positive links with students, including: motivation to learn; performance e.g. test results, and specific skills, such as problem solving or development of reading strategies; responses to specific subjects and curricula; organisation of work; use of collaboration as a learning strategy; questioning skills and responses; and skills in selecting and using a wider range of learning activities. Features of the CPD programmes which were found to have been linked to positive impact included: building on the knowledge base about professional learning; using external expertise in the form of consultancy linked to classroom based activity; opportunities for collaboration with peers and 'experts'; coaching including observation, feedback and shared interpretation of classroom experiences; processes to encourage, extend and structure professional reflection and dialogue; programmes that were sustained, enabling teachers to embed new practices in their own contexts; and scope for teachers to identify their own starting points, CPD needs and the focus of enquiry or development.	http://www.curee-paccts.com/resources/publications/transmission-collaborative-learning-best-evidence-continuing-professional-d-o	Fortbildning, Lärarutbildning, Studieresultat, Forskningsanknuten undervisning, Arbetsförhållande	CUREE, 2008
Use of audio podcast in K-12 and higher education: a review of research topics and methodologies; Hew, Khe Foon	This article reviews past empirical studies on the use of audio podcast (hereby referred to as podcast) in K-12 and higher education settings. Using the constant comparative method, this review is organized into three major research areas or topics: (a) participants' podcast usage profile, (b) effects of podcast on learners' outcomes, and (b) institutional aspects. Probably the main benefit of podcasting is that it allows students to listen to specific material that they missed or did not understand multiple times. The availability of podcast does not appear to encourage students to skip classes.	http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=11&hid=104&sid=248d544c-8656-4ba7-be9f-c6f76bco8bo9%40sessionmgr115	IT/IKT, Didaktik, Särskilt stöd	EBSCO; 2008
Education and citizenship in the knowledge society - towards the comparative study of national systems of education; Kap, Hrvoje	The tracking that vocational training often implies has been argued to impede on student's possibilities to continue to higher studies, instead reproducing class differences or segregation. For vocational training in particular though, several researchers have argued that even though these programmes decrease the chance of student's attending colleges or universities and thereafter finding jobs in higher occupational positions, they also increase chances of employment for students who otherwise run the risk of experiencing spells of unemployment in early working careers. Therefore, these two consequences should not be seen as mutually exclusive, but as the flip side of the same coin	http://www.framtidsstudier.se/filebank/files/20080820$140915$fil$gwOkS3B86jOf2xdcoJ9V.pdf	Gruppering, Arbetsmarknad, Styrning	Institutet för Framtidsstudier, 2008

Jämställdhetsarbete — En utmaning för kommuner och landsting: en kunskapsöversikt; Anna Jutterdal	Denna kunskapsöversikt visar att jämställdhetsarbete är ett kvalificerat förändringsarbete där förtroendevalda och chefer inom kommuner, landsting och regioner har en avgörande betydelse.	http://brs.skl.se/brsbibl/kata_documents/doc39312_1.pdf	Likabehandling/Likvärdighet, Jämställdhet/Genus/Kön	SKL, 2008
A systematic review of whole class, subject-based pedagogies with reported outcomes for the academic and social inclusion of pupils with special educational needs; Sheehy K, Rix J	Teachers need opportunities to learn and reflect on their practice and develop subject-specific pedagogies, which develop pupils' social engagement across a range of scaffolded activities. Policymakers should act to support the development of this reflection in early training and its continuation throughout an individual's teaching career.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=2429	Lärandemiljö, Särskilt stöd, Lärarutbildning, Fortbildning, Styrning,	EPPI, 2009
Inequalities and the mental health of young people: a systematic review of secondary school-based cognitive behavioural interventions; Kavanagh J, Oliver S, Caird J, Tucker H, Greaves A, Harden A, Oakley A, Lorenc T, Thomas J	It was found that CBT (Svenska=KBT) delivered to young people in secondary schools can reduce the symptoms of depression and anxiety. No evidence was found to assess the impact of CBT on suicidal thinking or behaviour. Few studies provided any useful data that might be used to examine the impact of CBT-based interventions on inequalities in mental health. Although conclusions about impact of CBT on inequalities are therefore tentative, there are suggestions that it might be less effective for people who are more socio-economically disadvantaged.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=2418&language=en-US	Hälsa, Psykologi, Särskilt stöd, Kognition	EPPI, 2009
The impact of adult support staff on pupils and mainstream schools; Alborz A, Pearson D, Farrell P, Howes A	The review suggests the deployment of the TA (teaching assistant) workforce has been successful in providing support for teachers on a number of levels and in delivering benefits to pupils.	http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=2438	Gruppstorlek/Personaltäthet, Fortbildning, Studieresultat, Social miljö, Extra personalresurs	EPPI, 2009
European Research on Youth - Supporting young people to participate fully in society - The contribution of European Research	This publication examines the results of youth-related socio-economic research projects funded under Research Framework Programmes. This review of projects focused on youth and how to best ensure their transition into working life, on strategies for social inclusion of young people and on their full participation as citizens in society. prioritise involving young people in identifying solutions, developing appropriate responses and exploring implementation issues. encourage partnerships between the worlds of education and enterprise, take care that enterprise education plays a major role in ensuring that young people develop the kinds of skills which will enable them to participate effectively in society and in the labour market.	http://ec.europa.eu/research/social-sciences/pdf/policy-review-youth_en.pdf	Didaktik, Demokratiundervisning, Inflytande, Arbetsplatsförlagd utbildning	EU; 2009
Beyond Textbooks: Digital	Technology is a key driver of educational innovation, and a variety of programmes	http://browse.oecd	IT/IKT, Didaktik, Styrning	OECD,

Learning Resources as Systemic Innovation in the Nordic Countries	focusing on investment in infrastructure, equipment, in-service training and digital learning resources have been established to promote its usage in primary and secondary schools. Drawing on case studies from five Nordic countries, the report assembles information on the knowledge bases and policy actors which impact each phase of this innovation process and the main factors which influence its success including governance, financing and user involvement.	bookshop.org/oecd /pdfs/browseit/96o 9081E.PDF		2009
A Meta-Analysis of Published School Social Work Practice Studies 1980-2007; Franklin, Cynthia; Kim, Johnny S.; Tripodi, Stephen J	**OBS! Kräver inloggning för fulltext.**This systematic review examined the effectiveness of school social work practices using meta-analytic techniques. Results highlight the positive impact school social workers may have on student emotional, mental, behavioral, and academic outcomes. I: Research on Social Work Practice; Nov2009, Vol. 19 Issue 6, p667-677, 11p, 5 charts	http://rsw.sagepub. com/cgi/content/a bstract/19/6/667	Hälsa, Social miljö, Svårigheter (emotionella & beteende)	EBSCO, 2009
What pedagogical approaches can effectively include children with special educational needs in mainstream classrooms? A systematic literature review; Rix, Jonathan; Hall, Kathy; Nind, Melanie; Sheehy, Kieron; Wearmouth, Janice	**OBS! Kräver inloggning för fulltext.** There is evidence that teachers' ability to include all pupils in whole class activities is enhanced if they have a shared curricular and pedagogic understanding and can become part of, and sustain membership of communities of practice involving teaching staff, teacher educators, and academics. Given the complexities of working within inclusive settings, teachers in training need opportunities to reflect on their practices and the perspectives of others in the light of this existing research. Of particular relevance to practitioners is the evidence that teachers who see the inclusion of pupils with SEN as part of their role are more likely to have effective, high-quality, on-task interactions.	http://www3.inters cience.wiley.com/j ournal/122511539/ab stract (Finns i .doc-format här (University of Southamptons websida. Osäker peer review)	Särskilt stöd, Svårigheter (emotionella & beteende), Integrering, Organisation, Pedagogik	BEI, 2009
Valuable lessons: improving economy and efficiency in schools. Local government national report July 2009; Audit Commission	This report by the Audit Commission explored how to improve the economy and efficiency of spending in schools.	http://www.audit-commission.gov.uk /SiteCollectionDoc uments/AuditCom missionReports/Na tionalStudies/valua blelessons30jun200 9REP.pdf	Styrning, Ekonomi, Rektor/Skolledning	BEI, 2009
Conceptualizing the use of technology to foster peace via Adventure Learning; George Veletsianos	**OBS! Kräver inloggning för fulltext.** In this paper we present and discuss the findings of a systematic literature review on the use of educational technology initiatives to foster peace outcomes, and we relate those findings to Adventure Learning. I: INTERNET AND HIGHER EDUCATIONVolume: 12 Issue: 2 Special Issue: Sp. Iss. SI Pages: 63-70 Published: JUN 2009..	INTERNET AND HIGHER EDUCATION Pre-publication version finns här	IT/IKT, Didaktik,	ISI, 2009
Turning Around Failing Schools Policy Insights	**OBS! Kräver inloggning för fulltext.** In this article, the author reviews research from the organizational sciences to develop turnaround policy guidelines that may prove useful for	EDUCATIONAL POLICY	Styrning, Reform, Ekonomi, Organisation	ISI, 2009

From the Corporate, Government, and Nonprofit Sectors; Murphy, Joseph	policy makers and educators. The approach is an integrative review of the literature. It is argued that the literature on turning around failing organizations in sectors outside of education provides potential blueprints for recovery activity in failing schools. This is the first systematic effort to mine research in the corporate, not-for-profit, and public sectors to develop policy insights for shaping efforts to turn around failing schools. I: EDUCATIONAL POLICY Volume: 23 Issue: 6 Pages: 796-830 Published: NOV 2009..	Konferenspapper med samma titel finns [här]	
Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies; US Department of Education Means, Barbara; Toyama, Yukie; Murphy, Robert; Bakia, Marianne; Jones, Karla	The meta-analysis found that, on average, students in online learning conditions performed better than those receiving face-to-face instruction. The difference between student outcomes for online and face-to-face classes--measured as the difference between treatment and control means, divided by the pooled standard deviation--was larger in those studies contrasting conditions that blended elements of online and face-to-face instruction with conditions taught entirely face-to-face. OBS! Online learning är i detta sammanhang INTE synonymt med distansundervisning. Se sid. 52f. för info. rörande detta.	[http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf]	IT/IKT, Didaktik, Studieresultat	ERIC, 2009
Research Report for GeSCI Meta-Review of ICT in Education; LeBaron, john; McDonough, Elizabeth	OBS! konferenspapper. Osäkert ifall det genomgått fullgod granskning. This report is the first of two phases of this meta-review. The purpose of this research is to provide a multi-disciplinary, multi-methodological lens for understanding the complexity and exponential growth of ICT around the world. The scope was limited to studies conducted between 2006 and 2008, and included articles from traditional peer-reviewed literature and "grey literature," such as policy reports, conference papers, and reports from the popular media.	[http://www.gesci.org/assets/files/Research/meta-research-phase2.pdf]	IT/IKT, Utveckling	ERIC, 2009
School Leadership and Student Outcomes: Identifying What Works and Why Best Evidence Synthesis; Viviane Robinson, Margie Hohepa, Claire Lloyd	The big finding of the BES is that when school leaders promote and/or participate in effective teacher professional learning this has twice the impact on student outcomes across a school than any other leadership activity.	[http://www.educationcounts.govt.nz/publications/series/2515/60169/60170]	Rektor/Skolledning, Styrning, Studieresultat, Lärarutbildning, Fortbildning	Education counts, 2009
A systematic review of literature examining the impact of homework on academic achievement.	Homework will likely produce different results in different student groups. Older students and lower achieving students appear to have the most to gain from homework. Homework that increases active student engagement with the homework task likely boosts achievement. Classes and schools that assign more homework appear, to a point, to produce students with better achievement than classes and schools which assign less. Homework's impact on achievement likely stems from effort more than time.	[http://www.ccl-cca.ca/ccl/Reports/SystematicReviews/Homework.html]	Hemläxa, Didaktik, Studieresultat	CCL, 2009
School Leadership and Student Outcomes:	In this synthesis, the focus is on the complex relationship between educational leadership and student outcomes and on uncovering the particular leadership	[http://www.educationcounts.govt.nz/]	Rektor/Skolledning, Studieresultat,	Education counts;

Identifying What Works and Why Best Evidence Synthesis; Robinson, V., Hohepa, M. and Lloyd, C	dimensions that are crucial for improving student outcomes. The synthesis draws evidence about this relationship from three broad sources: (a) assessments of the direct and indirect impacts of leadership on student outcomes, (b) descriptive accounts of the role played by leadership in effective interventions into teaching and learning, and (c) research on the links between leaders' knowledge, skills, and dispositions and student outcomes.	publications/series/2515/60169/60170	Organisation, Utveckling	2009
Educational Attainment in Rural Areas	Our analyses have shown that pupils living in rural areas do have higher average attainment than those living in urban areas, as found in Census data. However, this difference is almost entirely due to differences in social position, area deprivation and pre-existing attainment on entry to secondary school. It therefore seems that there are no intrinsic benefits to attainment that come from living in a rural area, at least not during secondary school.	http://www.education.gov.uk/research/data/uploadfiles/DEFRA-2009-12-02.pdf	Social miljö, Studieresultat, Likabehandling/Likvärdighet, Styrning	DfS; 2009
Skolk – kan det påverka barnens framtida psykiska hälsa och hälsobeteende?; Sofia Ljungdahl och Sven Bremberg	Resultaten av denna forskningsgenomgång visar på att skolk under tonåren medför en ökad risk för depression i vuxen ålder. 5/6 analyser visar på att skolk under tonåren medför en ökad risk för allvarliga alkoholproblem i vuxen ålder.	http://www.fhi.se/Documents/Vart-uppdrag/BoU/Uppslagsverket/Skolk.pdf	Hälsa, Social miljö, Skolk, Psykologi,	FHI, 2009
Nordisk forskning om genus och jämställdhet i skola och utbildning: 2005 – 2009; Eva Nyström	Syftet med rapporten är främst att ge en översikt över nordisk forskning då det gäller jämställdhet, skola och utbildning. Begreppet genusforskning används i översikten på ett inkluderande sätt, dvs. så att både forskning om kön och könsskillnad samt forskning som studerar hur genus, social klass, etnicitet och sexualitet konstrueras.	http://www.nikk.uio.no/filestore/Publikasjoner/forskningsversikt_skola2005-2009.pdf	Jämställdhet/Genus/Kön, Likabehandling/Likvärdighet, Arbetsförhållande, Mångfald	NORDEN, 2009
På tal om mobbning - och det som görs; Mats Wingborg (red.)	Denna kunskapsöversikt beskriver hur mobbning kan förstås ur olika perspektiv och hur synen på mobbning förändrats historiskt.	http://www.skolverket.se/publikationer?id=2224	Hälsa, Social miljö, Mobbning	Skolverket, 2009
*Nyanlända och lärande - En forskningsöversikt om nyanlända elever i den svenska skolan***;**Bunar, Nihad	Bunar kommer i rapporten fram till att forskningsläget är mycket bristfälligt och bör främjas genom upprättandet av ett specifikt forskningscentrum. Vad gäller resultaten verkar information om skolgång och samverkan mellan skola och hem vara de viktigaste framgångsfaktorerna.	http://www.vr.se/download/18.5adac704126af4b4be280001784o/Rapport+6.2010.pdf	Mångkultur/Utländsk bakgrund, Styrning, Likabehandling/Likvärdighet, Reform, Modersmål/Andraspråk, Rektor/Skolledning, Hemstöd/Föräldrar, Lärande	VR & Skolverket, 2010
Corruption and education. Education policy booklet series N° 11; Muriel Poisson,	The booklet demonstrates that improving transparency and accountability in the education sector requires concerted action on three mains fronts: developing transparent regulation systems and standards, building management capacity, and promoting greater ownership of administrative and financial processes. Each of these areas is	http://unesdoc.unesco.org/images/0014/001409/140987e.pdf	Styrning, FoU, Rektor/Skolledning, Korruption	IEEP; 2010

	illustrated by presenting practical cases taken from international experience.		
Social, human capital and health - What is the Evidence?; Marmot, Michael	As education appears to be an essential determinant of social participation, policymakers may consider an education policy targeting deprived groups. Increased education levels would lead to healthier lifestyles and greater use of preventive services, which would positively influence overall community health. Education also has an indirect effect, because it increases the use of social capital, which in turn improves health.	http://www.oecd.org/dataoecd/40/24/45760738.pdf	Likabehandling/Likvärdighet, Hälsa, Social miljö	CERI; 2010
Adaptiva och andra datorbaserade prov	Rapporten är en kunskapsöversikt över forskning om och användning av adaptiva prov inom och utom Norden, med fokus på adaptiva prov i matematik, NO-ämnen och engelska	http://www.skolverket.se/publikationer?id=2430	IT/IKT, Bedömning/Betyg, Tillgänglighet	Skolverket; 2010
Gender and social exclusion. Education policy booklet series N° 12; Lockheed, Marlaine	The booklet concludes that simply raising the availability and quality of schools can help, but may not be sufficient. It notes that the most effective programmes are tailored to the specifics of socially excluded groups and of the countries themselves, and that programmes designed for targeting socially excluded girls require detailed demographic information that often is not available.	http://www.iiep.unesco.org/fileadmin/user_upload/Info_Services_Publications/pdf/2010/EdPol_12.pdf	Jämställdhet/Genus/Kön, Likabehandling/Likvärdighet, Social miljö	IEEP; 2010
Inspired by Technology, Driven by Pedagogy: A Systemic Approach to Technology-Based School Innovations	OBS! KRÄVER TILLGÅNG TILL CERI:s DATABAS FÖR ELEKTRONISK FULLTEXT! This report highlights key issues to facilitate understanding of how a systemic approach to technology-based school innovations can contribute to quality education for all while promoting a more equal and effective education system.	http://www.oecd.org/document/60/0,3343,en_2649_35845581_46156604_1_1_1_1,00.html	IT/IKT, Internet, Utveckling, Pedagogik, Didaktik, Studieresultat, Likabehandling/Likvärdighet	CERI; 2010
Improving Health and Social Cohesion through Education	OBS! KRÄVER TILLGÅNG TILL CERI:s DATABAS FÖR ELEKTRONISK FULLTEXT! This report addresses challenges in assessing the social outcomes of learning by providing a synthesis of the existing evidence, original data analyses and policy discussions. The report finds that education has the potential to promote health as well as civic and social engagement.	http://www.oecd.org/document/36/0,3343,en_2649_35845581_46130468_1_1_1_1,00.html	Social miljö, Hälsa	CERI; 2010
The Nature of Learning: Using Research to Inspire Practice	Leading researchers take different perspectives on learning, summarising large bodies of research and identifying their significance for the design of learning environments, in such a way as to be relevant to educational leaders and policy makers. Kapitel: 1. Analysing and designing learning environments for the 21st century; 2. Historical developments in the understanding of learning; 3. The cognitive perspective on learning: ten cornerstone findings; 4. The crucial role of motivation and emotion in classroom learning; 5. Learning from the developmental and biological perspective; 6. The role of formative assessment in effective learning environments; 7. Co-operative learning: what makes group-work work?; 8. Learning with technology; 9. Prospects and challenges for inquiry-based approaches to learning; 10. The community as a resource for learning - an analysis of academic service-learning in primary and secondary education; 11. The effects of family on children's learning and socialisation; 12. Implementing innovation:	http://www.oecd.org/document/6/0,3343,en_2649_35845581_45983942_1_1_1_1,00.html	Reform, IT/IKT, Social miljö, Utveckling, Föräldrar/Hemstöd, FoU, Lärande, Styrning, Demokratiundervisning	CERI; 2010

	from visionary models to everyday practice; 13. Future directions for learning environments in the 21st century			
A Review of Adventure Learning; Veletsianos, George; Kleanthous, Irene	Adventure learning (AL) is an approach for the design of digitally-enhanced teaching and learning environments driven by a framework of guidelines grounded on experiential and inquiry-based education. Results indicate the appeal and promise of the adventure learning approach.	http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ869426	Didaktik, Pedagogik	ERIC; 2010
Ensuring that all Children and Young People Make Sustained Progress and Remain Fully Engaged through all Transitions Between Key Stages; Evans, K., George, N., White, K., Sharp, C., Morris, M. and Marshall, H.	While the majority of children and young people make successful transitions, those from vulnerable groups are more likely to experience difficulties, especially children from economically deprived backgrounds and children with special educational needs. Good practice include: a focus on the whole child; implementing a number of transition practices; and helping young children to cope with transition in the future. Effective transitions promote good communication between all stakeholders, encourage induction (such as visits to the new environment in advance of the transition) and balance continuity (in curriculum, environment, friendship groups and routines) with positive opportunities for change.	http://www.c4eo.org.uk/themes/schools/sustainedprogress/files/sustained_progress_research_review.pdf	Stadieövergång, Härlsa, Social miljö, Likabehandling/Likvärdighet Särskilt stöd	C4EO; 2010
Early Intervention and Prevention in the Context of Integrated Services: Evidence from C4EO and Narrowing the Gap Reviews (Early Intervention Desk Study); Sharp, Caroline and Filmer-Sankey, Caroline	The findings underline the importance of holistic approaches for vulnerable children, young people and their families. It stresses the importance of intervening to prevent or reduce risks and increase resilience for children from the most disadvantaged backgrounds.	http://www.c4eo.org.uk/themes/earlyintervention/files/early_intervention_desk_study.pdf	Social miljö, , Hälsa, Föräldrar/Hemstöd, Särskilt stöd	C4EO; 2010
Month of Birth and Education	This evidence topic note draw together all the available statistical and research evidence on the month of birth effect in education and present a complete and coherent account of what we know about it, and how this links to various areas of school policy. In England, children born in August are the youngest within each school year group, and have lower average attainment than their older peers throughout schooling. The size of the month of birth gap in reaching the expected level of attainment decreases as children progress through the Key Stages, beginning at an odds ratio for autumn-born children compared with summer-born children of 2.6 at age five, and shrinking to 1.5 by age eleven, then 1.3 by age sixteen.	http://www.education.gov.uk/research/data/uploadfiles/DFE-RR017_WEB.pdf	Studieresultat, Styrning, Likabehandling/Likvärdighet	DfS; 2010
Jobb i förändring; Rolfer, Bengt	OBS! BOK. Ej elektronisk fulltext! Vår välfärd och arbetsmarknad står inför genomgripande utmaningar. Förändringarna i arbetets villkor gäller strukturen på jobben, arbetets innehåll och vardagsvillkor. Denna kunskapsöversikt analyserar hur arbetet	http://www.fas.se/fas_shop/ItemView____1837.aspx	Arbetsmarknad	FAS; 2010

	förändras och utvecklas. Blir jobben bättre eller sämre? Fler eller färre? Boken vänder sig till politiker, praktiker, utbildningsansvariga och en intresserad allmänhet.			
What works re-engaging young people who are not in education, employment or training (NEET)? Summary of evidence from the Activity Agreement Pilots and the Entry to Learning Pilots	Being NEET (not in education, employment or training)can impose high external costs on society; latest evidence suggests that the average additional lifetime cost per person NEET at age 16-18 was around £56,000 in public finance costs (Coles *et al,* forthcoming publication). This summary has drawn together the headline evaluation evidence from the Activity Agreement and Entry to Learning Pilots and the numerous publications that span four years of evaluation. The evidence suggests that the combination of Adviser support, tailored activities and a financial allowance has worked to help re-engage some young people who are NEET at 16 and 17. This approach is relatively costly. However, this is balanced by wider evidence that points to the longer-term social costs of being NEET at 16 and 17 and related limited future life chances.	http://www.education.gov.uk/research/data/uploadfiles/DFE-RR065-WEB.pdf	Studieavbrott/Avhopp, Social miljö, Ekonomi, Styrning	DfS; 2010
Closing the gap in educational achievement and improving emotional resilience;	This knowledge review tells us what works in educational achievement and improving emotional resilience for children and young people with additional needs. It is based on a rapid review of the research literature involving systematic searching, analysis of key data, validated local practice examples and views from service users and providers. It summarises the best available evidence that will help service providers to improve services and, ultimately, outcomes for children, young people and their families.	http://www.c4eo.org.uk/themes/schools/educationalachievement/files/kr_full_closing_the_gap.pdf	Särskilt stöd, Likabehandling/Likvärdighet, Föräldrar/Hemstöd, Styrning	C4EO; 2010
Characteristics of Effective Interventions in Improving Young People's Sexual Health: A Review of Reviews; Poobalan, Amudha S m.fl.	Effective interventions and/or programmes tended to be those targeting younger age groups before they become sexually active, focused interventions tailored to the physical and biological development stages, theory based, and abstinence education programmes that incorporate values of relationships and provide skills training and links to contraceptive services. Adequate training of personnel delivering the interventions and culturally sensitive programmes were identified as important facilitators of effectiveness.	http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=12&hid=104&sid=248d544c-8656-4ba7-be9f-c6f76bc08b09%40sessionmgr115	Sexualundervisning, Hälsa, Didaktik	ERIC; 2010
How the world's most improved school systems keep getting better	Uppföljning av 2007 års rapport (se ovan). Huvudbudskapet är att omfattande förändringar är möjliga på relativt kort sikt och att rapporten identifierat ett antal nyckelfaktorer för sådan framgångsrik utveckling.	http://www.mckinsey.com/clientservice/Social_Sector/our_practices/Education/Knowledge_Highlights/How%20School%20Systems%20Get	Styrning, Reform, Organisation, Studieresultat, Utvärdering/Effekt, Utveckling	McKinsey & CO; 2010

		[%20Better.aspx](#)		
Den svenska utbildningspolitikens arbetsmarknadseffekter. Vad säger forskningen?	Rapporten är en omfattande genomgång av utbildningens ekonomiska effekter. Huvudfrågan i rapporten är: Vilka arbetsmarknadseffekter har svensk utbildningspolitik? Effekter på individers löner, sysselsättning och arbetsinkomster är i fokus men inte uteslutande. Ett (av många) resultat är att införandet av målrelaterade betyg medförde att färre fullföljde gymnasiet. Det försämrade också arbetsmarknadsutsikterna för elever på yrkesinriktade program. Allra sämst gick det för elever med låga grundskolebetyg.	http://www.ifau.se/upload/pdf/se/2010/r10-13-Den-svenska-utbildningspolitikens-arbetsmarknadseffekter-vad-sager-forskningen.pdf	Ekonomi, Arbetsmarknad, Studieavbrott/Avhopp, Utvärdering/Effekt, Styrning	IFAU, 2010