

# Gunnlaugur Magnússon

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## Academic Qualifications

- 2020 Associate professor (docent) in Education, Uppsala University  
2015 Ph.D. in Didactics, Mälardalen University  
2004 M.Sc. in International and Comparative Education, Stockholm University  
2002 B.Ed. Teacher education, Akureyri University (certified teacher in Iceland and Sweden)

## Current positions

Post-doctoral fellow, University of Oslo. April 1<sup>st</sup> 2021 – March 31<sup>st</sup> 2023 (100% research)

Senior lecturer, pedagogy and special education, Uppsala University. January 1<sup>st</sup> 2018 –

## Previous positions

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|--|--|
| April 1 <sup>st</sup> 2020 – March 31 <sup>st</sup> 2021 | Researcher, education, Uppsala University (80% research).        |
| July 1 <sup>st</sup> 2016 – June 30 <sup>th</sup> 2018   | Research fellow, Mälardalen University (70% research).           |
| February 2016 – June 30 <sup>th</sup> 2018               | Senior lecturer of didactics, Mälardalen University.             |
| January 2010 – October 23 <sup>rd</sup> 2015             | Ph.D. student, Mälardalen University.                            |
| January 2007 – February 2016                             | Lecturer, special education and education Mälardalen University. |

## Parental leaves:

February 1<sup>st</sup> - September 1<sup>st</sup> 2014 (with Hafdís Freyja Gunnlaugsdóttir, born 2013)

February 1<sup>st</sup> - August 1<sup>st</sup> 2009 (with Hildur Saga Gunnlaugsdóttir, born 2008)

## Grants

Research Project Grants from the Swedish Research Council:

2021 - 2025 From Salamanca to PISA. The professionalization of special needs educators since 1990 from a comparative perspective. (project number: 2020-03652). Co-applicant (main applicant: Wieland Wermke).

Participated as a Ph.D. student in the following projects, grants from the Swedish Research Council:

2012-2016 Special occupations? A project about special teachers' and special education needs coordinators' (SENCOs') work and education, (project number: 2011-5986). Main applicant: Kerstin Göransson

2009 - 2014 Independent schools' work with pupils in need of special support, (project number: 2008-4701). Main applicant: Claes Nilholm.

## Committee and service work

### Committee work

Board-member of RannMennt - The Research Center for Education Policy, Globalization and Social Justice at University of Iceland.

Member of the Faculty Board, Faculty of Education, Uppsala University, August 2020 – March 2021

Deputy-member of the Faculty Board's recruitment-group, Faculty of Education, Uppsala University.

### Service

Member of a reference group for The National Agency for Special Needs Education and Schools SPSM cooperation with European Agency of Special Needs and Inclusive Education.

Invited as scientific expert to a Panel on Inclusive education, by The National Agency for Special Needs Education and Schools (SPSM), May 24<sup>th</sup> 2019.

Coordinator of seminars for the research group SOS-ED (Studies on Social Sustainability in Education) at Mälardalen University (2017-2018)

Co-coordinator of seminars for the PS-group (Pedagogy and Special Education) Uppsala University autumn 2020.

## Reviewer and counsellor for promotions, positions and projects

Commented and summarized academic proficiency of Berglind Rós Magnúsdóttir in relation to application for promotion to professor, School of Education, University of Iceland, December 2020.

Reviewer of applications for position as lecturer of education, Inland Norway University of Applied Sciences.

Scientific counsellor for a research project at Mälardalen University (project leader Linda Jonsson), on school choice and gender representation in a Swedish municipality.

## Appointments as examiner and discussant

- |      |   |
|------|---|
| 2021 | Reader and commentator on Johanna Lüddeckens 90% licentiate-manuscript, Malmö University, (June 1 <sup>st</sup> 2021)                               |
| 2021 | Member of examination committee for Tobias Forsell, Ph.D. Department of Applied Educational Science, Umeå University (January 9 <sup>th</sup> 2021) |
| 2019 | External examiner, Ph.D. student Audur Magnús Audardóttir's interim evaluation report. (currently member of Auðardóttir's doctoral committee).      |
| 2018 | Reader and commentator on Ph.D. student Charlotte Dunne's 10% manuscript at Mälardalen University.  |
| 2018 | Reader and commentator on Licentiate-student Sandra Jederud's 50% manuscript at Mälardalen University.  |

## Reviewer

I've reviewed scientific articles for:

Education Inquiry.

European Journal of Special Educational Needs.

International Journal of Inclusive Education.

Journal of Curriculum Studies.

Journal of Nordic Studies of Education Policy.

Policy Futures in Education

Tímarit um uppeldi og menntun (leading Icelandic peer-review journal).

Utbildning & Demokrati (leading Swedish peer-review journal).

## Professional networks

Networks:

Member of the research group CLEG (Curriculum Studies, Leadership and Educational Governance) at University of Oslo.

Member of the research group PS (Pedagogy with focus on special education) at Uppsala University.  
<http://www.edu.uu.se/forskning/pedagogik/ps/>

Member of the research group STEP (Studies in Education Politics and Policy) at Uppsala University.

Member (and board member) of RannMennt - Rannsóknarstofa um menntastefnu, alþjóðavæðingu og félagslegt réttlæti (The Research Center for Education Policy, Globalization and Social Justice) University of Iceland.

Former member of the research group SOS-Ed (Studies on Social Sustainability in Education) at Mälardalen University, and previous coordinator of the seminar-series for the group.

[http://www.mdh.se/ukk/forskning/utbildningsvetenskap-och-matematik/silu?l=en\\_UK](http://www.mdh.se/ukk/forskning/utbildningsvetenskap-och-matematik/silu?l=en_UK)

Member of the national research group REDDI (Research in Educational Dilemmas, Democracy and Inclusion) which has members from several Swedish universities, including Uppsala University, Stockholm University, Karlstad University and Jönköping University. This group has had several encompassing total population studies, financed by the Swedish Research Council, and is considered leading within its field.

Affiliated member of the Nordic research network Just-Ed ([www.justed.org](http://www.justed.org))

Former member of the research group SIDES (Studies in Intersubjectivity and Difference in Educational Settings) run by Professor Carl-Anders Säfström, at Mälardalen University where theoretical and philosophical educational research was premiered. The group has been dissolved.

## Experience of supervision

### Ph.D. level:

- 2019-2021 Member of Auður M. Auðardóttir's doctoral committee (defended thesis June 3<sup>rd</sup> 2021)
- 2016-2020 Supervisor for Anna-Lena Andersson at Mälardalen University (defended Oct. 9th 2020)
- 2018 – Supervisor for Caroline Sims, Uppsala University (to defend thesis in 2022).
- 2019 – Supervisor for David Paulsrud, Uppsala University (to defend thesis in 2023)
- 2020 – Supervisor for Mathilda Tassinari Rogalin, Uppsala University (to defend thesis in 2023)

### Undergraduate and second-cycle level:

Supervision of 26 second-cycle theses, one towards a Master's degree in didactics, the remaining 25 were special education teacher students and special needs coordinator students. Also several theses for teacher students. Currently supervising two Master students. I've also been an examiner for both special education teacher theses and teacher education theses, both first and second cycle.

## Teaching Experience

### Postgraduate teaching

Post-graduate course *Inclusive Education – history, concepts, theories and empirical research*, (7,5 hp), autumn 2020-spring 2021, Uppsala University.

Teacher and seminar-leader on one occasion in Ph.D. course on Ph.D.–defenses, May, 2021 Uppsala University.

### Undergraduate and second cycle level teaching

Course leadership (including teaching) Mälardalen University

- ”Lärarens uppdrag” (15 hp) (teacher education-programme), 2008
- ”Utvecklingsekologi och nätverksarbete” (7.5 hp) (first-cycle level in special education, also for teacher students) 2008 and 2009.
- ”En skola för alla i en värld för alla” (15 hp) –the last course of the teacher ed.-programmes all semesters between 2008-2013 (large student-groups, between 80-160 students/semester)
- ”Specialpedagogik” (7.5 hp) on the upper-secondary education programme, 2013, 2015 and spring 2016
- ”Forskningsmetod för grundlärare F-3” (7.5 hp) spring. 2016.
- Competence-development for teachers at Mälardalen University. ”Specialpedagogiska perspektiv på undervisning i högre utbildning” (2.5 hp) autumn, 2016.
- Competence-development for teachers at Mälardalen University ”Tillgänglighet och undervisning i högre utbildning” (2.5 hp) autumn 2017 and spring 2018.

Other teaching at Mälardalen University

- Several courses on both first- and second-cycle levels, including competence development courses for teachers, course on equal treatment and bullying prevention for the National Agency of Education; Specialpedagogik förr och nu; Specialpedagogik för de tidigare åren; Den specialpedagogiska praktiken; Komplicerade lärsituationer; Specialpedagogiska forskningsmetoder; Specialpedagogik i grundskola och gymnasium; Specialpedagogik B II, to name a few examples.

Course leadership (including teaching) Uppsala universitet

- Specialpedagogik för grundlärare F-3 och 4-6 (5 hp) ht 18, vt 19 samt ht 19
- Specialpedagogik för ämneslärare, högstadiet och gymnasiet (5hp och 7.5hp), (on campus, distance and as a summer-course (distance)) both semesters and summer of 2019 and spring/summer 2020.
- Ledarskap för ämneslärare (7.5 hp) spring and autumn 2019, spring 2020 (campus and distance).
- Specialpedagogiska perspektiv autumn 2018, 2019. (7.5 hp)
- Vetenskaplig teori och metod II (7.5hp) autumn 19

Teaching

- Inkludering och exkludering i specialpedagogiska sammanhang (7.5 hp) 2018-2020
- Vetenskaplig teori och metod i specialpedagogisk forskning I (7.5hp) 2018-2020

- Vetenskaplig teori och metod i specialpedagogisk forskning II (7.5hp) 2018-2020
- Specialpedagogik som kunskapsområde och forskningsfält (7.5 hp), 2019-2020
- Vetenskaplig teori, forskningsmetoder och vetenskapligt skrivande inom utbildningsvetenskapen I, (7.5 hp) 2019
- Specialpedagogik för grundlärare (7.5hp) 2018-2021
- Specialpedagogik för ämneslärare (7.5hp) 2019-2020
- Specialpedagogiska perspektiv ht 2020

## Invited lecturer

- A lecture open to the public at University of Iceland in November 15<sup>th</sup> 2018.
- A lecture open to the public at University of Iceland, June 4<sup>th</sup> 2019.
- Recurring guest-lecturer in a second cycle course University of Iceland.
- Recurring guest lecturer, university teaching course, Mälardalen University
- Invited to present my research in research groups at Gothenburg University, Karlstad University, Malmö University, Örebro University, Mälardalen University, University of Agder and in several forums at Uppsala University.
- Invited as Key-Note lecturer for Nordisk Kommité Nordic conference in Iceland, September 19<sup>th</sup> 2020 (cancelled due to Covid-19)
- Invited lecturer for National Agency of Education conference series Specialpedagogik för lärande, May 2020 (cancelled due to Covid-19)
- Invited lecturer for Nordic Network conference for Håbo municipality, September 23<sup>rd</sup> 2019
- Invited lecturer for SPSM and National Agency of Education conference on special education October 17<sup>th</sup> 2019
- Invited to lecture about norm-critical perspectives and work for equity for Eskilstuna municipal school committee in Torshälla, 2014
- Invited to lecture about norm-critical perspectives and work for equity at Berga preschool, Eskilstuna 2014
- Invited to lecture about norm-critical perspectives and work for equity Stenby preschool, Eskilstuna 2014

## Educational work and teaching materials

I was responsible of developing the first cycle program in special education to a distance based education in 2008-2009. This included development of web-based platforms for teaching and communication.

I developed a 7.5 ECTS course in special education and a 7.5 ECTS leadership course for teacher students into a distance variant for both summer courses and for regular distance courses at Uppsala University.

I have extensive experience of different forms and techniques of presentation tools, including web-based lectures, video-conferences and other forms and formats.

I've participated in collegial work of development and overviews of several courses in special education, both on first-, and second-cycle level. Been involved in developing several courses within the teacher education programs for secondary- and upper-secondary teachers. I've developed and conducted courses for distance-education of teacher students at Uppsala University.

I was a person of reference in the application processes for the teacher education programs and the special needs coordinator and special education teacher programs at Mälardalen University.

I've participated in developing courses and teaching in the teacher education programs for preschool teachers, primary and secondary school teachers in both Swedish and English.

I participated in the development process of a course for The Swedish National Agency of Education in 2012-2014

I've developed, taught and been responsible for a course in university pedagogy with focus on plurality and didactics at Mälardalen University. I am still a recurring guest lecturer at the course.

I was a member of a team with the objective of developing the special-pedagogue program at Mälardalen University.

## List of publications and presentations

### Peer reviewed articles:

**Magnússon, G.** & Pettersson, D. (forthcoming). Imaginaries of Inclusion in Swedish Education. In Pink, W. (Ed.) *Oxford Encyclopedia of School Reform*. New York: Oxford University Press. doi:10.1093/acrefore/9780190264093.013.1682

**Magnússon, G.** & Sims, C. (2021) Inkludering och särskild begåvning. Förutsättningar och dilemman i svensk utbildningspolicy. *Utbildning & Demokrati*. 30(1) 97-118.

Miškolci, J. **Magnússon, G.** & Nilholm, C. (2020) Complexities of preparing teachers for inclusive education: case-study of a university in Sweden, *European Journal of Special Needs Education*, <https://doi.org/10.1080/08856257.2020.1776983>

Rytzler, J. & **Magnússon, G.** (2020) - Didaktik som lärarutbildningens innehåll och form: Motstånd, dilemman och möjligheter. *Utbildning & Demokrati* 29(1) 29-64

**Magnússon, G.** (2020). Inclusive education and school choice. Lessons from Sweden, *European Journal of Special Needs Education*, 35(1), 25-39 DOI: [10.1080/08856257.2019.1603601](https://doi.org/10.1080/08856257.2019.1603601)

**Magnússon, G.** (2019) An amalgam of ideals – images of inclusion in the Salamanca Statement, *International Journal of Inclusive Education*, 23:7-8, 677-690, DOI: [10.1080/13603116.2019.1622805](https://doi.org/10.1080/13603116.2019.1622805)

**Magnússon, G.**, Göransson, K., & Lindqvist, G. (2019). Contextualizing inclusive education in educational policy: the case of Sweden. *Nordic Journal of Studies in Educational Policy*. <https://doi.org/10.1080/20020317.2019.1586512>

**Magnússon, G.** & Rytzler, J. (2019). Approaching higher education with Didaktik: university teaching for intellectual emancipation. *European Journal of Higher Education*, 9(2) 190-202. <https://doi.org/10.1080/21568235.2018.1515030> (First published online August 27<sup>th</sup> 2018)

**Magnússon, G.** & Göransson, K. (2019) Perimeters of, and challenges to, the jurisdiction of Swedish special educators: an exploration of free text responses, *European Journal of Special Needs Education* 34(3), 257-271 <https://doi.org/10.1080/08856257.2018.1458473> (First published online April 1<sup>st</sup> 2018)

Göransson, K., Lindqvist, G., Klang, N., **Magnússon, G.** & Lena Almqvist (2019) Professionalism, governance and inclusive education – A total population study of Swedish special needs educators, *International Journal of Inclusive Education*, 23(6), 559-574, DOI: [10.1080/13603116.2018.1441339](https://doi.org/10.1080/13603116.2018.1441339) (First published online February 22<sup>nd</sup> 2018)

**Magnússon, G.**, Göransson, K., Nilholm, C. (2018). Varying access to professional, special educational support: a total population comparison of special educators in Swedish independent and municipal schools. *Journal of Research in Special Educational Needs*, 18(4): 225-238 <https://doi.org/10.1111/1471-3802.12407>

**Magnússon, G.** (2016). Representations of special support: Independent schools' descriptions of special educational provision. *European Journal of Special Needs Education*, 31(2): 155-170 <https://doi.org/10.1080/08856257.2015.1125685>

**Magnússon, G.**, Göransson, K., Nilholm, C. (2014). *Similar Situations? Special Needs in Different Groups of Independent Schools*. *Scandinavian Journal of Educational Research*, 59(4): 377-394 <https://doi.org/10.1080/00313831.2014.904422>

Göransson, K., **Magnússon, G.**, Nilholm, C. (2012). *Challenging Traditions?: Pupils in Need of Special Support in Swedish Independent Schools*. *Nordic Studies in Education*, 32(4): 262-280

#### Ph.D. thesis:

**Magnússon, G.** (2015). *Traditions and Challenges: Special Support in Swedish Independent Compulsory Schools*. (PhD dissertation). Mälardalen University, Västerås <http://urn.kb.se/resolve?urn=urn:nbn:se:mdh:diva-28823>

#### Peer-reviewed book chapter:

**Magnússon, G.**, Rytzler, J. (2018). *Didaktik som alternativ till en instrumentell högskolepedagogik*. I Eva Ärlamalm-Hagsér & Marie Öhman (red.) *Högskolepedagogisk utveckling i teori och praktik*, Västerås: Mälardalens högskola. 9-22.

#### Peer-reviewed project-report

Göransson, K., Lindqvist, G., Klang, N., **Magnússon, G.**, Nilholm, C. (2015). *Speciella yrken? Specialpedagogers och speciallärares arbete och utbildning*. Karlstad: Karlstad Universitet

#### Book review

**Magnússon, G.**, Nordmark, J. & Rytzler, J. (2018). Pedagogikens centrala frågor. En läsning av Klaus Mollenhauers *Forgotten Connections*. On Culture and Upbringing. *Utbildning & demokrati* 27(1), [151-161](https://doi.org/10.1080/151-161).

#### Translation

Biesta, G. & Säfström, C-A. (2019). Menntaáavarpíð. *Veftímaritið Netla*: <http://netla.hi.is/?p=4630>



A translation of "A Manifesto for Education" by Gert Biesta & Carl-Anders Säfström (2010) to Icelandic. Translated in cooperation with Elsa Haraldsdóttir, Ph.D. student at University of Iceland

## Book chapters

- Hallsén, S. & **Magnússon, G.** (2021). Att initiera förändring eller iscensätta handlingskraft? Riktade statsbidrag som utbildningspolitiska instrument. I Landahl, J., Sjögren, D. & Westberg, J. (red). *Skolans kriser: Historiska perspektiv på utbildningsreformer och skoldebatter*. s. 183-204. Nordic Academic Press
- Magnússon, G.** (2021). "De är många, de är överallt, och de har makt..." Historisk kartläggning av pedagogiska etablissemang. I Landahl, J., Sjögren, D. & Westberg, J. (red). *Skolans kriser: Historiska perspektiv på utbildningsreformer och skoldebatter*. s. 233-260 Nordic Academic Press
- Magnússon, G.** & Nygren, T. (forthcoming). Vetenskap och teori i tillämpning inom utbildningsvetenskaperna. I Nygren, T. (red) *Vetenskap och teori inom utbildningsvetenskaperna*. Stockholm: Natur och Kultur.
- Magnússon, G.** (2020) Det pedagogiska etablissemangets retoriska funktion. I Fejes & Dahlberg (red). *Perspektiv på skolans problem – Vad säger forskningen?* Lund: Studentlitteratur
- Göransson, K., Nilholm, C., & **Magnússon, G.** (2012). Inclusive education in Sweden: Past, present and future issues. In Barow & Östlund (red). *Bildning för alla : En pedagogisk utmaning* (pp. 161–174). Kristianstad: Kristianstad University Press

## Peer reviewed conference papers and presentations

- Magnússon, G.** (accepted). "They're Many, They're Everywhere, And They Have Power...": A Historical Mapping Of 'The Pedagogical Establishment' In Swedish Education Debates. Submitted to NFPF/NERA, 2021
- Magnússon, G.** (accepted). *Historical commonalities and differences in primary education reforms and teacher education reforms in Sweden*. Submitted to NFPF/NERA, 2021
- Magnússon, G.** (accepted). "They're Many, They're Everywhere, And They Have Power...": A Historical Mapping Of 'The Pedagogical Establishment' In Swedish Education Debates. Submitted to ECER/EERA, 2021
- Rytzler, J., **Magnússon, G.**, Nordmark, J. (accepted). *The Becoming of the Teacher Student – On the Importance of Pedagogical Theory in Higher- and Teacher Education*. Submitted to ECER/EERA, Glasgow, 2021
- Magnússon, G.** (accepted). "They're Many, They're Everywhere, And They Have Power...": A Historical Mapping Of 'The Pedagogical Establishment' In Swedish Education Debates. Submitted to ECER/EERA, Glasgow, 2020. (Cancelled due to Covid-19)
- Rytzler, J., **Magnússon, G.**, Nordmark, J. (accepted). *The Becoming of the Teacher Student – On the Importance of Pedagogical Theory in Higher- and Teacher Education*. Submitted to ECER/EERA, Glasgow, 2020. (Cancelled due to Covid-19)
- Sims, C. & **Magnússon, G.** (accepted). *Dilemmas of inclusion and "giftedness". What are the prerequisites in Swedish education policies?* Co-author, to be presented 17th Conference of the ECHA - European Council for High Ability i Porto, July 2020. (Cancelled due to Covid-19).
- Magnússon, G.** (2019). *Education as a problem of and for the market. Political conceptions of education in Swedish government statements*. Accepted to ECER/EERA, Hamburg, 2019 within the symposium *What is the 'Public' in Public Education? Mapping Past, Present and Future European Educational Imaginaries*
- Rytzler, J. & **Magnússon, G.** (2019). *Existential Hardships In Higher Education - Becoming A Teacher*. To be presented at ECER/EERA, Hamburg, 2019
- Sims, C. & **Magnússon, G.** (2019). *Dilemmas of inclusion and "giftedness". What are the prerequisites in Swedish education policies?* NERA, Uppsala 2019

- Andersson, A-L., Wilder, J., Lillvist, A., Klang, N. & **Magnússon, G.** (2019). *Teachers' perspectives on the learning situation in school of students with mild intellectual disabilities*. IASSIDD 2019 Congress. (co-author)
- Andersson, A-L., Wilder, J., **Magnússon, G.**, & Klang, N. (2018). *Teachers' Experiences About The Teaching Situation For Pupils With Mild Intellectual Disability*. ECER/EERA, Bolzano, 2018. (co-author)
- Magnússon, G.**, & Rytzler, J. (2018). *Teaching towards employment or preparing students for life? Recovering the pedagogy of university teaching*. ECER/EERA, Bolzano, 2018.
- Magnússon, G.** (2018). *Contextualising educational policy: the case of inclusive education in Sweden*. Paper presented at JustEd conference, Helsinki, 2018
- Magnússon, G.** (2018). *Balancing educational ideals? – Swedish head teachers about marketization and inclusion*. Paper presented at JustEd conference, Helsinki, 2018
- Magnússon, G** & Rytzler, J. (2018). *Teaching towards employment or preparing students for life? Recovering the pedagogy of university teaching*. Paper presentation at NFPF/NERA, Oslo, 2018
- Magnússon, G.** (2018). *Balancing educational ideals? – Swedish head teachers about inclusion and marketization*. Paper presentation at NFPF/NERA, Oslo, 2018.
- Magnússon, G** (2017). *Enacting Contradictory educational ideals? – Balancing marketization and social inclusion in practice*. Paper presentation at ECER/EERA, Copenhagen, 2017.
- Magnússon, G** (2016). *Politics of Choice and Inclusion - Consequences in Practice and Theory*. Paper presentation at ECER/EERA, Dublin, 2016
- Magnússon, G** (2016). *Challenging Special Educational Traditions? Swedish Independent Schools and Special Support*. Paper presentation at ECER/EERA, Dublin, 2016
- Magnússon, G.** (2016). *Parallell Paradigm shifts? Developments of Market Ideals and Ideals of Inclusion in the Swedish Education System*. Paper-presentation at NFPF/NERA, Helsinki 2016
- Magnússon, G.** (2016). *What happens in the conjuncture of ideals of school choice and ideals of inclusive education? Special education as a case in point*. Paper-presentation at NFPF/NERA, Gothenburg 2015
- Magnússon, G.** (2013) *Special Occupations in Swedish Independent Schools*. Paper-presentation at NFPF/NERA, Reykjavik 2013
- Magnússon, G.** (2012). *Clash of democratic conceptions? The Swedish Independent Schools and Inclusion*. Paper-presentation at NFPF/NERA, Copenhagen 2012

## Popular science publications

- Magnússon 19/12 2019 – [Popular science summary of three scientific articles on inclusion as policy](#) (Specialpedagogiska skolmyndigheten)
- Magnússon (15/5 2019) – [Popular science article about inclusive education](#) (in Icelandic, Kjarninn)
- Magnússon (13/5 2019) – [Popular science article about inclusive education](#) (Skola och samhälle)
- Magnússon & Rytzler (23/10 2018) – [Summary of a scientific article on Didaktik and higher education](#) (European Journal of Higher Education).
- Magnússon (21/4 2016) – [Popular science summary of doctoral thesis](#) (Skola och samhälle)

## Essays

- Magnússon (23/10 2020) – [Essay about the fall of the Swedish school-empire](#) (Arena Essä)
- Magnússon (21/12 2019) – [Essay about mental health](#) (In Icelandic, Kjarninn)
- Magnússon (15/10 2019) – [Essay about conspiracy theories in Swedish school debate](#) (Arena Essä)

## Debate-articles on education and education politics

- Magnússon (20/ 2021) – The rivers of Halland and the stylistic flaws of the education debates (Skola och samhälle)
- Magnússon (5/11 2020) – [When equity was sacrificed to the market](#) (Skola och samhälle)

- Magnússon, Rudbäck & Jensinger (15/9 2020) – [Response to a debate-article linking relativism to gang-criminality, September 15th 2020](#) (Göteborgsposten))
- Magnússon (16/4 2020). [On the need of organized work for improved working conditions for teachers](#) (Skola och samhälle)
- Magnússon (27/8 2019) – [Final response: On disrespectful discourse about teachers](#) (Dagens Arena)
- Magnússon (26/8 2019) – [Article on disrespectful discourse about teachers and their responsibility and prerequisites](#) (Dagens Arena)
- Magnússon (23/11 2018) – [On the lack of nuance in critique of pedagogy](#) (Pedagogiska magasinet)
- Magnússon (27/9 2018) – [As regards inclusive education and the notion of ”pillow girls”](#) (Skola och samhälle)
- Magnússon (14/6 2018) – [Response to a debate article about the usefulness of teacher education](#) (Skola och samhälle)
- Magnússon (17/5 2018) – [On political suggestions in the election cycle of 2018](#) (Skola och samhälle) Also published at [alltinget.se](#) 22/5 2018
- Magnússon (21/3 2018) – [On political suggestions for marketization in the Icelandic education system](#) (In Icelandic, Kjarninn)

#### Interviews and media appearances:

- **Lärarnas Tidning** (2013):  
<http://www.lararnasnyheter.se/lararnas-tidning/2013/02/01/fria-skolvalet-inte-alla-0>
- **Sveriges Radio** (2013)  
<http://sverigesradio.se/sida/artikel.aspx?programid=87&artikel=5443638>
- **Skolporten** (2015)  
1) <http://www.skolporten.se/forskning/avhandling/traditions-and-challenges-special-support-in-swedish-independent-compulsory-schools/>  
2) <http://www.skolporten.se/forskning/intervju/stodet-till-elever-med-skolsvarigheter-varierar-2/>
- **Skolvärlden** (2015):  
<http://skolvarlden.se/artiklar/valfrihet-missgynnar-elever-i-behov-av-stod>
- **Tidningen Specialpedagogik** (2016):  
1) Short interview (#1 2016, s.21):  
<http://www.lararnasnyheter.se/specialpedagogik/2016/01/31/mer-deltid-pa-friskolor>  
2) Long interview (#6 2016, s. 20):  
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