

Publikationer

Björk-Willén, P. (2013). Being doggy: Disputes embedded in preschooler's family role play. *Sociological Studies of Children and Youth*, Volume 15, 119-140.

Castro, S., Granlund, M & Almqvist, L. (submitted). The relation between classroom quality-related variables and engagement levels in Swedish preschool classrooms: a longitudinal study. *Early Childhood Research Quarterly*.

Hvit, S. (2014). Literacy events in toddlergroups: Preschool educators' talk about their work with literacy among toddlers. *Journal of Early Childhood Literacy*. Online version 6 April, 2014.

Hvit Lindstrand, S. & Björk-Willén, P. (resubmitted). "When you give them a pencil they often say they're writing" – Preschool teachers' categorization of written language work with toddlers. Resubmitted to *Australian Journal of Early Childhood*.

Hvit Lindstrand, S. (2015). Are we spinning or is it the board? Young children's interaction with an interactive whiteboard in preschool. Accepted by the editor for publication in *Nordic Journal of Digital Literacy* (3) 2015.

Norling, M. (2015). *Förskolan – en arena för social språkmiljö och språkliga processer*. Mälardalen University Doctoral Dissertations, 173. Mälardalen University, Sweden.

Norling, M., (2014). Preschool staff's view of emergent literacy approaches in Swedish preschools. *Early Child Development and Care*. 184 (4), 571-588.

Norling, M., & Almqvist, L. (accepted). Engagement and Emergent Literacy Practices in Swedish Preschools. *European Early Childhood Education Research Journal*, Volume 24, 1, 2016.

Norling, M., & Lillvist, A. (accepted). Literacy-related play activities and preschool staff's strategies to support children's concept development). *Sage Open*.

Norling, M., & Sandberg, A. (accepted). Language learning in outdoor environments. *Journal of Nordic Research in Early Childhood Educational Research*.