

## CV Professor Mikael Quennerstedt

Mikael Quennerstedt, PhD  
Professor  
School of Health Sciences  
Sport Science  
Örebro University  
701 82 Örebro, Sweden  
+46 19 303598  
mikael.quennerstedt@oru.se

### BIOGRAPHY

Mikael Quennerstedt is Professor in Physical Education and Health at Örebro University, Sweden. Quennerstedt has worked as physical education teacher in Swedish compulsory school, and as a physical education teacher educator at Örebro University since 1994. In 1999 Quennerstedt started his doctoral studies in Education and he finished his dissertation (PhD) in 2006 with a thesis named 'Learning Health'. During this time he also was teaching both at the Physical Education Teacher Education program and the program for Health Promotion at Örebro University.

In 2006 Quennerstedt was appointed senior lecturer in Public Health Science teaching in the Health promotion program, and in 2007 senior lecturer in Education, both at Örebro University. From 2008 Quennerstedt was taking up a position as post-doc researcher in Sport Science with specialization in Physical Education at the School of Health and Medical Sciences, Örebro University. In 2010 he became associate professor in Education, and in 2014 he was appointed professor Physical Education and Health.

### QUALIFICATIONS AND EXPERIENCE

PE-teacher in primary and secondary schools	1990 – 1992
PE-teacher in primary and secondary schools	1994 – 1997
Teaching Assistant in Physical Education, Örebro University	1994 – 1996
Lecturer in Physical Education, Örebro University	1996 – 1999
PhD studies in Education, Örebro University	1999 – 2006
Senior lecturer in Public Health Science, Örebro University	2006
Senior Lecturer in Education, Örebro University	2007 – 2008
Post-doc researcher in Sport Science, Physical Education and Sport Pedagogy, Örebro University	2008 – 2012
Associate Professor (docent) in Education, Örebro University	2010
Senior Lecturer in Sport Science	2012 – 2013
Associate Professor (biträdande professor) in Physical Education and health, Örebro University	2013 – 2014
Professor in Physical Education and Health, Örebro University	2014 --

## POST-DOC VISITS

Visiting research fellow at:

- University of Otago, New Zealand; October 2008 – April 2009
- Loughborough University, UK; March – April 2011; and September – October 2011.
- University of Queensland, Australia, January – February 2013.
- University of Limerick, Ireland, November 2014.
- Monash University, Australia, November 2016.
- University of Queensland, Australia, November – December 2017.

## RESEARCH INTERESTS

Quennerstedt's main area of research is within teaching and learning in physical education, and in health education. In his research, questions of health, embodiment, digital technology, subject content, learning processes and governing processes within educational practices has been prominent.

In many of his current research projects Quennerstedt uses a pragmatic approach for studies of meaning-making, learning and socialisation in educational practices. The approach – built on a framework developed within the SMED research group (Studies of Meaning-making in Educational Discourses) – takes a point of departure in pragmatic curriculum theory and sociocultural perspectives on learning, and is inspired mainly by John Dewey and Michel Foucault. A special focus is directed towards communication practices and content selection within physical education and outdoor education. An ambition is to offer a language that enables studies and discussions on questions concerning how meanings are made in people's actions. Another ambition is to make these investigations beyond assumptions of dualisms, essentialism, causality and determinism. In this perspective learning and socialisation is viewed in a communicative perspective. The studies are often built on video recorded 'classroom' studies and on discourse analyses of various kinds of texts.

## CURRENT AND RECENT PROJECTS

### ***Physical education and health - a subject for learning? (2011-2015)***

The purpose of this project is to investigate knowledge, teaching and processes of learning in the school subject physical education and health (PEH). The study uses the following questions: 1. What learning and knowledge appears to be relevant in PEH, and how does this knowledge appear in physical education practice? 2. What sort of learning is being promoted in PEH with regards to different types of teaching and assessment in PE? Historical and educational research about PEH has focused on the relationship between national curriculum documents and teaching practice (i.e. sport activities) and on teachers' and students' views of the subject. Previous research has particularly elucidated issues such as conceptions of the body and gender relations. The research overview shows a lack of studies about knowledge and processes of learning in the subject. Socio-cultural theories about learning serve as the theoretical frame of

reference in the project. Such theories will be elaborated in relation to a kind of learning that can be termed embodied learning, corporal competence or physical literacy. These theories and concepts will be used in an empirical study in eight classes spread over Sweden (Umeå, Stockholm, Örebro and Gothenburg), where local curriculum documents will be analysed, teaching observed and video recorded and where the PE teachers of the eight classes and 32 students will be interviewed in connection with the observed lessons (see e.g. Quennerstedt et al 2014).

### ***Videogames as health promotion - exergaming and young peoples' learning about body, physical activity and health (2011-2016)***

Video- and computer games are an important part of youth culture, criticised in terms of sedentary lifestyles as well as held forth as an important competence for the future in terms of IT-competence. A certain type of videogames, exergames, is now put forward as interesting tools in schools since they combine IT-technology and physical activity. The purpose of the project is to investigate the learning regarding the body, physical activity and health that take place in young people's playing of exergames. First the project is going to investigate if teachers use videogames in health- and physical education as well as explore the arguments for doing that. Secondly, the content offered in the games regarding the body, physical activity and health is investigated in game manuals and in the game content. Thirdly, the project is exploring what young people learn playing videogames and how this learning occurs. The study is carried out through video- and audio recordings of on-going video gaming. The analysis focuses on spoken as well as embodied actions appearing in young people's playing of different exergames once a week during ten weeks. A special focus is directed towards what view of the body that is constituted in young people's use of the game, and if, and in what way, notions of health can be identified in their meaning making while playing (see e.g. Öhman et al 2014)..

### ***Discourses on health, body and weight among PE-teachers (2018-2021)***

The uncritical acceptance of obesity discourses in physical education creates anxieties about the body and runs counter to the ambition to promote health and wellbeing among children and young people. The aim of this project is to study how teachers in physical education and health (PEH) in compulsory Swedish Schools articulate and practice, respectively reformulate obesity discourses in their practices. The methodological frame work of the study is guided by a qualitative and collaborative approach, involving teachers in PEH in the grades 7-9 in the region of Västra Götaland, Sweden. The data collection will be conducted through focus group interviews and video elicitation interviews. The focus groups will primarily be used at the exploratory stages of the study while the video elicitation interviews will allow an in depth understanding of how individual teachers reason around the issues in relation to their own teaching practice and to stimulate critical reflection. In the project queer theory and queer moments will be used in terms of a way to distinguish between "safe moments", which strive to promote tolerance, "positive moments" which strive to promote affirmation, "queer" or "queering moments" as moments which strive to disrupt normativity regarding health, body and weight. The project accordingly aims to study how the discourses of obesity influence PEH and what consequences this influence has for PEH practice. It is highly important that PEH develops pedagogies that are inclusive for all kinds of bodies and allows a more holistic understanding of health than the weight focused understanding imposed by the obesity discourse.

### ***Food and health in educational contexts (2018-2019)***

Issues of food and health is present in education in many different ways, e.g. as subject content in many school subjects like home economics, physical education and health, science education and social studies, but also during school lunches. In Sweden governmentally financed 'pedagogical lunches' have been part of schools since the 1940-ies. Still, few teachers use these unique educational opportunities in their pedagogy regarding food. School lunches then becomes a way to get a nutritious meal, rather than learning in, about and through food. In this vein, previous research shows how school lunches has been treated as "a mere accident to the so-called real learning that takes place in the classroom" (Rowe and Rocha 2015, 483). The purpose of the project is to explore the relation between food and health as a pedagogical issue in a primary school profiled towards sustainable development. In the project researchers from education, sport science, biology, and culinary arts and meal science come together to investigate, for example; food and education for sustainable development, food and health as an integrated part of the whole school day, food and health and pupils with special needs, and the political, ethical and ecological consequences of eating meat.

### **RESEARCH GROUP**

Together with senior researchers at Örebro and Uppsala universities, Quennerstedt is leading the educational multi university research environment SMED (Studies of Meaning-making in Educational Discourses). SMED conducts research in education and didactics and includes researchers from Uppsala University and Örebro University. SMED is one of the prioritised research environments at Örebro university.

The group conducts theoretical and methodological development within educational research, and takes a point of departure in curriculum theory as well as learning theory to explore learning, socialisation and meaning making in various educational discourses. In the studies individual experiences, social processes as well as cultural and institutional discourses are included within the scope of the studies as they mutually participate in the results and processes of meaning making.

### **INTERNATIONAL RESEARCH COLLABORATIONS**

*Loughborough University, UK* (Dr Louisa Webb; Dr Ashley Casey). Several co-authored articles and joint applications for research grants. In 2011 Quennerstedt was visiting research fellow at the university for a total of almost two months.

*University of Birmingham, UK* (Professor Kathy Armour; Dr Kyriaki Makopoulou; Dr Victoria Goodyear; Dr Fiona Chambers, now University college Cork). Co-authored articles about learning and CPD in physical education, social media and a book project on the use of technologies in education.

*University of Otago, New Zealand* (Associate Professor Lisette Burrows). As a result of Quennerstedt's post-doc visit 2008-2009, projects and two co-authored articles has been carried out.

*University of Queensland, School of Human Movement Studies, Australia* (Dr Louise McCuaig; Professor Doune Macdonald). Co-authored articles and book chapters regarding health education. Quennerstedt has also been external advisor for one PhD student at School of Human Movement Studies together with professor Richard Tinning and Dr Louise McCuaig.

*University of Wolverhampton, UK* (Gavin Ward). Joint project and two co-authored articles. Quennerstedt also was external advisor for Gavin Ward's PhD thesis.

*Griffith University, Australia* (Dr Sue Whatman; Dr Ben Williams). Co-authored articles as part of Whatman's visit to Örebro university and Quennerstedt's visit to Brisbane.

## EXTERNAL GRANTS

2002-2005	The Swedish National Agency for Education; <i>National evaluation of Swedish physical education, NU-03</i> (with prof. Charli Eriksson, head of project, and Dr. Marie Öhman). Total grant of 195.000€.	
2007	Swedish Research Council	1500€
2007	The Swedish National Agency for Education	8500€
2008	Swedish Research Council	1800€
2009	The Sweduction research foundation	11.000€
2010	Swedish Research Council	2800€
2011-2014	Swedish Research Council; <i>Physical education and health - a subject for learning?</i> (with prof. Håkan Larsson, head of project, and colleagues from GIH, Umeå-, Gothenburg- and Örebro universities). Total grant of 620.000€.	
2011-2015	Swedish Research Council; <i>Videogames as health promotion - exergaming and young peoples learning about body, physical activity and health.</i> (Head of project Mikael Quennerstedt, with colleagues from GIH, Uppsala- and Örebro universities). Total grant of 465.000€	
2011-2014	Swedish Research Council; <i>Research school in physical education</i> (with prof. Håkan Larsson, head of project, and colleagues from GIH, and Malmö universities). Total grant of 520.000€ from the research council, and additionally approx. 450.000€ in salaries paid 'in kind' to the schools as grants from the government.	
2014-2018	Swedish Research Council; <i>Research school in physical education</i> (with prof. Håkan Larsson, head of project, and colleagues from GIH, and Malmö universities). Total grant of 400.000€ from the research council. Salaries for 5 PE-teachers is paid by each municipality or school.	

- 2016-2018 Centrum för idrottsforskning; *Funding for doctoral student*. Robert Svensson: Från träningsoverall till trenchcoat – Den svenska elitfotbollstränarens förändrade position. (The history of the Swedish football coach) 60.000€.
- 2018-- Swedish Research Council; *Research school in physical education teacher education* (with prof. Håkan Larsson, head of project, and colleagues from all nine universities with PE-teacher education). Total grant of 740.000€ from the research council. Salaries for about 9 PE-teacher educators are paid by each university.
- 2018-- Swedish Research Council; *Discourses on health, body and weight among PE-teachers* (with ass prof Peter Korp, head of project and colleagues from Gothenburg university and University West. Total grant of 415.000€.

### UNIVERSITY GRANTS

- 2008-2012 Four year post-doc position at the university with 75% research.
- 2012-2014 Grant approved in internal competition by the Vice-Chancellor at Örebro university for in total 10 young, promising and successful researchers. Total grant of 135.000€.
- 2018-2019 Grant as part of the university investment on food and health. Project: *Food and health in educational contexts*. Total grant of 190.000€.

### TEACHING INTERESTS

Quennerstedts teaching at university level 1994-2018 has mainly been conducted within teacher education, physical education, sport science and health promotion. His main focus of teaching is pedagogy, health theory, didactics of physical education, practices of physical education, health pedagogy, post-structural theory and research methods. He has over 8000 hours of teaching at university level.

Quennerstedt also has published several reports, articles and book chapters used in physical education teacher education in Sweden.

### DOCTORAL STUDENTS

#### ***Completed doctoral students (PhD) supervised by Mikael Quennerstedt***

- 2012 Ninitha Maivorsdotter, Sport Science; *Aesthetical Learning Processes in Sport Practice*

- 2012 Susanna Geidne, Medical Sciences – Public Health; *The Non-Governmental Organizations as a health promoting*
- 2015 Bob Hill, School of Human Movement Studies, University of Queensland, Australia; *Older Australians, physical activity, and health; Why are some doing well?*
- 2016 Gavin Ward, University of Wolverhampton, UK; *'It's not just about learning techniques, playing sport and burning calories': Issues with finding coherence in the messy world of learning in Physical education Movement Culture*
- 2017 Björn Tolgfors, Sport Science; *Assessment for learning in physical education*

***Completed doctoral students (Licentiate degree<sup>1</sup>) supervised by Mikael Quennerstedt***

- 2014 Magnus Brodin, Sport Science (Lic); *Hälsoarbete i skolan – mer än motion, morötter och moral?*
- 2014 Andreas Jacobsson, Sport Science (Lic); *Nyanser av lärande – Lärares tal om aspekter av lärandesituationer i ämnet Idrott och hälsa*
- 2014 Jonny Geidne, Medical Sciences – Public Health (Lic); *Implementation and Sustainability in a Swedish neighbourhood setting approach for health promotion*
- 2014 Beatrice Gagnebien-Gibbs, Sport Science (Lic), GIH Stockholm; *Wii lär oss dansa – om dansspel, rörelsekvaiteter och lärande i idrott och hälsa (co-supervisor)*
- 2017 Jing Li, Sport Science (Lic); *The Conception of Qigong across Two Sports Cultures*
- 2018 Helena Ericsson, Sport Science (Lic); *Physical activity and health in elderly women*

***Current doctoral students supervised by Mikael Quennerstedt***

Principal supervisor:

- 2013 -- Karl Jansson, Sport Science; *Intersectionalities in physical education*

---

<sup>1</sup> A Licentiate degree is part of the Doctoral degree program in Sweden and is similar to what a professional doctorate or EdD is in other countries.

- 2014 -- Joakim Segolsson, Sport Science (Lic); *Teaching and leadership in the classroom – a comparative study*
- 2015 -- Robert Svensson, Sport Science; *The position of the Swedish football coach*
- 2016 -- Anna Thorén, Sport Science (Lic); *Health technologies and inclusion in physical education*
- 2018 -- Karin Andersson, Sport Science; *Moral Meaning Making in Encounters with Nature*

Assistant supervisor:

- 2014 -- Lucas Janemalm, Sport Science (Lic); *Assessing the quality of movement in PE*
- 2016 -- Magnus Schoulz, Education; *Education as well-being in successful ageing*
- 2017 -- Anna-Maija Norberg, Language studies; *Literacy practices in physical education*

## SELECTED RECENT ESTEEM INDICATORS

### ***University assignments (selected)***

- 2008 -- Board member of Research School in Education at Örebro University
- 2008 Specific assignment in Sport Sciences as acting representative of physical education and sport pedagogy regarding research, research budget and internal- and external contacts
- 2008-2017 Director of Studies (studierektor) for the PhD program in Sport Sciences at Örebro University
- 2010 Employment committee (anställningsutskott) for Faculty of Education
- 2010 Reference group ahead of the recruitment of second head of school, School of Health and Medical Sciences, Örebro University
- 2010-2016 University faculty board for teacher education (Lärarytbildningsnämnden), Örebro University
- 2015 -- Election committee for the faculty board for Medicine and Health
- 2016-2017 Head of research Public health science
- 2016-- Member of managing group School of Health sciences

### ***External assignments (selected)***

- 2001-2008 Board member of the Swedish Association for Social Science Research in Sport (SVEBI).
- 2009-2014 Board member of Swedish National Research School in Sport Science at Gothenburg University
- 2015 - 2017 Expert referee (beredningsgrupp) for research applications to the Swedish Research Council in Educational Science (Vetenskapsrådet – UVK)



- 2016 Expert referee for British Academy BA/Leverhulme Small Research Grants applications
- 2018-- Board member of the Swedish Research Council for Sport Science

***Referee assignments (selected)***

- 2007-2018 Reviewer for the following journals; Physical Education & Sport Pedagogy; Sport, Education & Society; European Physical Education Review; Journal of Teaching in Physical Education; Education Review; Education & Democracy; J of Physical Education New Zealand; Scandinavian Sport Sciences Forum; Swedish J of Sport Research; Education Inquiry
- 2010 Nominated as external research referee in promotion of academic staff, School of Human Movement Studies, University of Queensland, Australia
- 2010-2018 Examining committee for 7 doctoral theses in sport science, education, history, and psychology at Stockholm University, Uppsala University, Örebro University and Linköping University
- 2010-2018 External expert for employment of in total 4 lecturer positions in sport science, education and didaktik at Gothenburgh University, Uppsala University and Linneus University
- 2013 Second Opponent and examining committee doctoral thesis, NIH Oslo
- 2014-2018 Opponent at 3 doctoral theses in education, youth studies and medical education at Gothenburgh University, Stockholm University and Karolinska institute, Stockholm
- 2015-2017 External reviewer for 2 promotions to associate professor, Halmstad University and Linneus University
- 2016 External reviewer for a promotion to associate professor, University of Auckland New Zealand
- 2016 Examining committee doctoral thesis at Syddansk universitet, Denmark.

***Editor and editorial board participation***

- 2008 Invited guest editor in the 2008 special issue of *Physical Education & Sport Pedagogy*.
- 2008-- Editorial board member of the academic journal *Sport, Education & Society*
- 2009-2013 Editorial board member of the academic journal *Education & Democracy: Journal of Didactics & Educational Policy*
- 2011-- Associate Editor of the international journal *Physical Education & Sport Pedagogy*
- 2015 Invited guest editor in a 2015 special issue of *Sport, Education & Society*
- 2016 Special issue editor in a 2016 special issue of *European Physical Education Review*

***Invited presentations/lectures (selected)***

- 2005 - 2018 Quennerstedt has been invited as speaker at several universities in Sweden.
- 2006 Invited presentation at Loughborough University

- 2007 Invited keynote speaker at the 'Rörelse, hälsa och lärande' conference in Falun, Sweden.
- 2009 Invited speaker at ECSS conference keynote symposium on 'Critical perspectives on obesity'.
- 2011 Invited speaker at NCCF conference on Healthy Learning
- 2011 Invited presentation at University of Bedford
- 2011 Invited presentation at Loughborough University
- 2011 Invited presentation at University of Birmingham
- 2012 Invited speaker at the research conference for the Swedish Association for Social Science Research in Sport (SVEBI), Umeå, Sweden.
- 2013 Invited presentation at University of Queensland, Brisbane
- 2013 Invited speaker at the research conference for the Swedish Association for Social Science Research in Sport (SVEBI), GIH, Stockholm, Sweden.
- 2014 Invited speaker at PE-PAYS seminar at University of Limerick
- 2014 Invited speaker at the 'Queer transitions' work-shop at University of Limerick
- 2014 Invited speaker at research seminar at University college of Cork
- 2015 Speaker in the Physical Culture and Pedagogy session at the Invisible college AERA, Chicago
- 2015 Invited key-note (PE practice what can we learn from YouTube?) at the 3<sup>rd</sup> Symposium on Visual Research, The University of Waikato, NZ
- 2016 Invited speaker at the research seminar in physical education, Monash university, Australia
- 2017 Invited speaker at the workshop on salutogenesis in education at University of Queensland, Brisbane

### **Awards**

- 2009 Young researcher award – The Sweduction research foundation
- 2015 Shape America excellent research and writing award for the article "I just remember Rugby" with Dr Ashley Casey.

### **Conference planning**

- 2001-2008 As board member of the Swedish Association for Social Science Research in Sport (SVEBI), participant in the organisation committee of the annual 'Research and education conference on social science in sport'.

### **MEMBERSHIPS**

- AERA – American Educational Research Association
- BERA – British Educational Research Association
- SVEBI – Svensk beteende- och samhällsvetenskaplig idrottsforskning

### **OTHER INFORMATION - PARENTAL LEAVE**

- Jul – dec 2000 100%
- Jan – jun 2000 40%
- Feb-aug 2004 100%
- Aug-sep 2004 50%

## SELECTED PUBLICATIONS

### **Articles in academic journals and other internationally accessible peer reviewed publications**

Almqvist, Jonas; Kronlid, David; Quennerstedt, Mikael; Öhman, Johan; Öhman, Marie & Östman, Leif (2008): Pragmatiska studier av meningsskapande. *Utbildning & Demokrati: Tidskrift för didaktik och utbildningspolitik*, 17(3), 11-24.

Almqvist, J., & Quennerstedt, M. (2015). Is There (Any) Body in Science Education?. *Interchange*, 46(4), 439-453.

Almqvist, J., Meckbach, J., Ohman, M., & Quennerstedt, M. (2016). How Wii Teach Physical Education and Health. *SAGE Open*, 6(4), 1-8.

Armour, K., Quennerstedt, M. Chambers, F. & Makopoulou, K. (2017) What is 'effective' CPD for contemporary physical education teachers? A Deweyan framework. *Sport, Education and Society*, 22(7), 799-811.

Barker, D, Quennerstedt, M & Annerstedt, C (2015) Inter-student interactions and student learning in health and physical education: a post-Vygotskian analysis. *Physical Education and Sport Pedagogy*, 20(4), 409-426.

Barker, D., Quennerstedt, M., & Annerstedt, C. (2015). Learning through group work in physical education: A symbolic interactionist approach. *Sport, Education and Society*, 20(5), 604-623.

Barker, D., & Quennerstedt, M. (2017). Power and group work in physical education A Foucauldian perspective. *European Physical Education Review*, 23(3), 339-353.

Barker, D., Wallhead, T., & Quennerstedt, M. (2017). Student learning through interaction in physical education. *European Physical Education Review*, 23(3), 273-278.

Casey, Ashley & Quennerstedt, Mikael (2015). 'I just remember rugby': Re-membering physical education as more than a sport. *Research Quarterly for Exercise and Sport*, 86(1), 40-50.

Ericson, H., Quennerstedt, M., Skoog, T., & Johansson, M. (2018). Health resources, ageing and physical activity: a study of physically active women aged 69–75 years. *Qualitative Research in Sport, Exercise and Health*, 10(2), 206-222.

Geidne, Susanna; Quennerstedt, Mikael & Eriksson, Charli (2013). The youth sport club as health promoting. *Scandinavian Journal of Public Health*, 41, 269-283.

Geidne, Susanna; Quennerstedt, Mikael & Eriksson, Charli (2013). The implementation process of alcohol policies in eight different football clubs in Sweden. *Health Education*, 113(3), 196-215.

Gibbs, B., Quennerstedt, M., & Larsson, H. (2017). Teaching dance in physical education using exergames. *European Physical Education Review*, 23(2), 237-256.

Goodyear, V. A., Casey, A., & Quennerstedt, M. (2017). Social media as a tool for generating sustained and in-depth insights into sport and exercise practitioners' ongoing practices. *Qualitative Research in Sport, Exercise and Health*, 10(1), 1-16.

Goodyear, V.A., Kerner, C., Quennerstedt, M. (2017). Young people's uses of wearable healthy lifestyle technologies; surveillance, self-surveillance and resistance *Sport, Education and Society* (iFirst).

Hill, R., Tinning, R., McCuaig, L., & Quennerstedt, M. (2016). Physical Activity and Sense of Coherence in Older Australians. In *Journal of Aging and Physical Activity* (Vol. 24, No. Suppl., pp. S111-S112). Human Kinetics.

Kirk, D., Hastie, P., Macphail, A., O'Donovan, T., & Quennerstedt, M. (2014). Writing for publication in Physical education and sport pedagogy: reflections and advice from an editorial team. *Revista Brasileira de Ciências do Esporte*, 36(4), 740-745.

Larsson, Håkan & Quennerstedt, Mikael (2012). Understanding movement: A sociocultural approach to understanding human movement. *Quest* 164(4), 283-298.

Larsson, Håkan, Quennerstedt, Mikael & Öhman, Marie; (2014) Heterotopias in physical education: Towards a queer pedagogy? *Gender and Education* 26(2), 135-150.

Larsson, Håkan & Quennerstedt, Mikael (2016) Same, same but different: (Re)understanding the place of context in Physical Education practice. *Recherches & Éducatives*, Vol 15, 69-86.

Li, Jing; Ericsson, Christer & Quennerstedt, Mikael (2013) The meaning of the Chinese cultural keyword xin. *Journal of Languages and Culture*, 4(5), 75-89.

McCuaig, Louise, Quennerstedt, Mikael & Macdonald, Doune (2013) A salutogenic, strengths-based approach as a theory to guide HPE curriculum change. *Asia-Pacific Journal of Health, Sport and Physical Education*, 4(2), 109-125.

McCuaig, L., & Quennerstedt, M. (2018). Health by stealth—exploring the sociocultural dimensions of salutogenesis for sport, health and physical education research. *Sport, Education and Society*, 23(2), 111-122.

Maivorsdotter, Ninitha & Quennerstedt, Mikael (2012). The act of running: a practical epistemology analysis of aesthetic experiences in sport. *Qualitative Studies in Sport, Exercise and Health*, 4(3), 362-381.

Maivorsdotter, Ninitha, Lundvall, Suzanne & Quennerstedt, Mikael (2014). Being a competent athlete or a competent teacher? Aesthetic experiences in physical education teacher education. *European Physical Education Review* 20(3), 407-422.

Maivorsdotter, Ninitha, Quennerstedt, Mikael, & Öhman, Marie. (2015). Students' Aesthetic Experiences of Playing Exergames: A Practical Epistemology Analysis of Learning. *International Journal of Games Based Learning*, 5(3), 11-24.

Meckbach, Jane, Almqvist, Jonas; Quennerstedt, Mikael & Öhman, Marie; (2013) Exergames as a teaching tool in physical education. *Sport Science Review* 12(5-6), 369-385.

Meckbach, J., Gibbs, B., Almqvist, J., & Quennerstedt, M. (2014). Wii Teach Movement Qualities in Physical Education. *Sport Science Review*, 23(5-6), 241-266.

Quennerstedt, Mikael & Öhman, Marie (2007): Kropp, hälsa och genus – kritiska perspektiv på idrott och hälsa? *Utbildning & Demokrati: Tidskrift för didaktik och utbildningspolitik*, 16(2), 5-16.

Quennerstedt, Mikael (2007): Hälsa eller inte hälsa – är det frågan? *Utbildning & Demokrati: Tidskrift för didaktik och utbildningspolitik*, 16(2), 37-56.

Quennerstedt, Mikael (2008): Studying the institutional dimension of meaning making – a way to analyse subject content in Physical Education. *Journal of Teaching in Physical Education*, 27, 434-444.

Quennerstedt, Mikael (2008): Exploring the relation between physical activity and health – a salutogenic approach to physical education. *Sport, Education & Society*, 13, 267-283.

Quennerstedt, Mikael & Öhman, Marie (2008): Swedish physical education research. *Physical Education & Sport Pedagogy*, 13(4), 295-302.

Quennerstedt, Mikael (2008): Pragmatisk diskursanalys av praktiktära texter – en analys av meningsskapandets institutionella innehåll och villkor. *Utbildning & Demokrati: Tidskrift för didaktik och utbildningspolitik*, 17(3), 89-112.

Quennerstedt, Mikael; Öhman, Marie & Eriksson, Charli (2008): Physical education in Sweden – a national evaluation. *Education-line, 2008*, 1-18.

Quennerstedt, Mikael (2010): Physical education in New Zealand and Sweden: good or bad for students' health? *Journal of Physical Education New Zealand*, 43(2), 7-11.

Quennerstedt, Mikael (2010): 'Warning: physical education can seriously harm your health' – it all depends your health perspective. In: Seth, Brown (Ed), *Issues and Controversies in Physical Education: Policy, Power and Pedagogy*. Auckland: Pearson Education.

Quennerstedt, Mikael; Burrows, Lisette & Maivorsdotter, Ninitha (2010): From teaching young people to be healthy to learning health. *Utbildning & Demokrati: Tidskrift för didaktik och utbildningspolitik*, 19(2), 97-112.

Quennerstedt, Mikael; Öhman, Johan & Öhman, Marie (2011): Investigating learning in physical education – a transactional approach. *Sport, Education & Society*, 16(2), 159-177.

Quennerstedt, Mikael (2013). Practical epistemologies in physical education practice. *Sport, Education and Society*, 18(3), 311-333.

Quennerstedt, Mikael; Almqvist, Jonas & Öhman, Marie (2012): Keep your eye on the ball - On the use of artifacts in physical education. *Interchange: A Quarterly Review of Education*, 42(3), 287-305.

Quennerstedt, Mikael (2013). PE on YouTube – investigating participation in physical education practice, *Physical Education and Sport Pedagogy*, 18(1), 42-59.

Quennerstedt, Mikael (2013). Learning from YouTube. I Laura Azzarito & David Kirk (Eds.), *Physical Culture, Pedagogies and Visual Methods*. London: Routledge.

Quennerstedt, Mikael & Öhman, Marie (2014). Salutogenic approaches to health and the body. I Katie Fitzpatrick & Richard Tinning (Eds.), *Health education: Critical perspectives*. London: Routledge.

Quennerstedt, Mikael; Flintoff, Anne & Webb, Louisa (2013) Narratives From YouTube Juxtaposing Stories About Physical Education. *SAGE Open*, 3(4), 1-10.

Quennerstedt, Mikael; Almqvist, Jonas; Meckbach, Jane & Öhman, Marie (2013) Why do Wii teach physical education. *Swedish Journal of Sport Research*, 2, 55-81.

Quennerstedt, Ann & Quennerstedt, Mikael (2014). Researching children's rights in education: Sociology of childhood encountering educational theory. *British Journal of Sociology of Education* 35(1), 115-132.

Quennerstedt, Mikael, Öhman, Marie & Armour, Kathleen (2014) Sport and exercise pedagogy and questions about learning. *Sport, Education & Society*, 19(7), 885-898.

Quennerstedt, Mikael; Annerstedt, Claes; Barker, Dean; Karlefors, Inger; Larsson, Håkan; Redelius, Karin & Öhman, Marie (2014) What did they learn in school today? A method for exploring aspects of learning in physical education. *European Physical Education Review* 20(2), 282-302.

Quennerstedt, M., & Larsson, H. (2015). Learning movement cultures in physical education practice, *Sport, Education and Society*, 20(5), 565-572.

Quennerstedt, M. & Maivorsdotter, N. (2016) The Role of Learning Theory in Learning to Teach. I: *Handbook of Physical Education Pedagogy*, Ennis, C (Red). London: Routledge.

Quennerstedt, M., Almqvist, J., Gibbs, B., Nilsson, J. & Winther, H. (2016). Béatrice: Dance video games as a resource for teaching dance in PE. In: Casey, Goodyear & Armour (red) *Digital technologies and learning in physical education: Pedagogical cases*, 69-85, London: Routledge.

- Redelius, K., Quennerstedt, M., & Öhman, M. (2015). Communicating aims and learning goals in physical education: part of a subject for learning?. *Sport, Education and Society*, 20(5), 641-655.
- Ward, Gavin & Quennerstedt, Mikael (2016). Transactions in primary physical education in the UK: a smorgasbord of looks-like-sport. *Physical Education & Sport Pedagogy* 21(2), 137-152.
- Ward, G., & Quennerstedt, M. (2015). Knowing in primary physical education in the UK: Negotiating movement culture. *Sport, Education and Society*, 20(5), 588-633.
- Ward, G., & Quennerstedt, M. (2018). Curiosity killed by SATs: an investigation of mathematics lessons within an English primary school. *Education 3-13*, 1-16.
- Webb, Louisa A; Quennerstedt, Mikael & Öhman, Marie (2008): Healthy Bodies: construction of the body and health in Physical Education. *Sport, Education & Society*, 13.
- Webb, Louisa A & Quennerstedt, Mikael (2010): Risky bodies: Health surveillance and teachers' embodiment of health. *International Journal of Qualitative Studies in Education*, 23(7), 353-372.
- Whatman, S., Quennerstedt, M., & McLaughlin, J. (2017). Indigenous knowledges as a way to disrupt norms in physical education teacher education. *Asia-Pacific Journal of Health, Sport and Physical Education*, 8(2), 115-131.
- Öhman, Marie & Quennerstedt, Mikael (2008): Feel Good – Be Good: subject content and governing processes in physical education. *Physical Education & Sport Pedagogy*, 13(4), 365-379.
- Öhman, Marie & Quennerstedt, Mikael (2012): Observational studies. I K. Armour & D. Macdonald (eds) *Research methods in physical education and youth sports*. London: Routledge.
- Öhman, Marie; Almqvist, Jonas; Meckbach, Jane & Quennerstedt, Mikael (2014) Competing for ideal bodies: A study of exergames used as teaching aids in school. *Critical Public Health* 24(2), 115-132.

### ***Refereed conference proceedings***

- Almqvist, Jonas; Quennerstedt, Mikael; Öhman, Johan; Öhman, Marie & Östman, Leif (2008): Pragmatic investigation – studies of meaning-making in educational practices. Paper presented at *NFPF/NERA Conference 2008*. Copenhagen, Denmark.
- Almqvist, Jonas, Öhman, Marie, Meckbach, Jane & Quennerstedt, Mikael (2012): *What do Wii teach in PE?* Presentation at ECER in Cadiz, Spain 18-21 september 2012.
- Almqvist, J., Meckbach, Jane, Quennerstedt, M., & Öhman, M. (2014). *How Wii teach Physical Education and Health*. Presentation at BERA in London, UK september 2014.

Andersson, Kristina; Hansson, Petra; Håkansson, Michael; Mattlar, Jörgen; Molin, Lena; Quennerstedt, Mikael & Olsson Kronlid David (2010): Climate change education. Presentation in the symposia at *NERA Conference 2010*. Malmö, Sweden.

Barker, D., Quennerstedt, M., & Annerstedt, C. (2013). Facilitating group work in physical education: Working with post-Vygotskian ideas. Presentation at *Nord-Plus Idrott Conference*, 6-8 May 2013, Odense.

Barker, Dean, Quennerstedt, Mikael, & Annerstedt, Claes (2014). Embodied interaction in physical education: examining group work from a multimodal perspective. Paper at: *AIESEP World Congress 2014. International Association for Physical Education in Higher Education*. Auckland New Zealand.

Barker, Dean & Quennerstedt, Mikael (2016). Power relations in Physical Education group work - a Foucauldian analysis. Paper at: *AIESEP World Congress 2016. International Association for Physical Education in Higher Education*. Larami, US.

Eriksson, Charli; Gustavsson, Kjell; Johansson, Therese; Mustell, Jan; Quennerstedt, Mikael; Rudsberg, Karin; Sundberg, Marie & Svensson, Lena (2003): A National Evaluation of the School Subject Physical Education and Health. I. Methodological approaches and challenges. *4th Nordic Health Promotion Research Conference* Västerås, Sweden.

Eriksson, Charli; Gustavsson, Kjell; Johansson, Therese; Mustell, Jan; Quennerstedt, Mikael; Rudsberg, Karin; Sundberg, Marie & Svensson, Lena (2003): A National Evaluation of the School Subject Physical Education and Health. II. On the importance of subject content and focus. *4th Nordic Health Promotion Research Conference* Västerås, Sweden.

Eriksson, Charli; Gustavsson, Kjell; Johansson, Therese; Mustell, Jan; Quennerstedt, Mikael; Rudsberg, Karin; Sundberg, Marie & Svensson, Lena (2003): A National Evaluation of the School Subject Physical Education and Health. III. "More for boys than girls?" *4th Nordic Health Promotion Research Conference* Västerås, Sweden.

Eriksson, Charli; Gustavsson, Kjell; Quennerstedt, Mikael; Rudsberg, Karin; Öhman, Marie & Öijen, Lena (2005): Physical Education in Sweden – a National Evaluation. Poster presented at *NFPF/NERA Conference 2005*. Örebro, Sweden.

Eriksson, Charli; Gustavsson, Kjell; Quennerstedt, Mikael; Rudsberg, Karin; Öhman, Marie & Öijen, Lena (2005): Physical Education in Sweden – a National Evaluation. Poster presented at *BERA Conference 2005*. Pontypridd, UK.

Eriksson, Charli; Quennerstedt, Mikael & Öhman, Marie (2007) Physical education in Sweden. *European Journal of Public Health*, 17(supplement 2), s 204.

Hill, B., Tinning, R., McCuaig, L. & Quennerstedt, M. (2016) Physical Activity and Sense of Coherence in Older Australians. *Journal of Ageing and Physical Activity*, Vol 24, supplement. Abstracts for the 9th World Congress on Active Ageing



Kronlid Olsson, David & Quennerstedt, Mikael (2010): En klimatförändrad hälsa. Paper presented in the symposium; *Klimatdidaktik på NERA Conference 2010*. Malmö, Sweden.

Larsson, Håkan & Quennerstedt, Mikael (2010): Understanding movement: a socio-cultural approach to analysing human movement. Paper presented at *AARE Conference 2010*. Melbourne, Australia.

Larsson, H., Quennerstedt, M. & Öhman, M. (2013). Queering physical education 2.0. Presentation at *Nord-Plus Idrott Conference*, 6-8 May 2013, Odense

Larsson, Håkan, Annerstedt, Claes, Barker, Dean, Karlefors, Inger, Quennerstedt, Mikael, Redelius, Karin, & Öhman, Marie (2014). Physical education—a subject for learning?. Symposium at: *AIESEP World Congress 2014. International Association for Physical Education in Higher Education*. Auckland New Zealand.

Larsson, Håkan & Quennerstedt, Mikael (2016) Zooming in on PE-practice with the help of Bourdieu and Dewey. *BERA conference 2016*. Leeds, UK.

Larsson, H., Quennerstedt, M., Lundvall, S., Nyberg, G., & Barker, D. (2016). Normkritisk idrottsundervisning. In *SVEBI-konferens 2016, Örebro, 16-17 November, 2016*.

Larsson, H., Quennerstedt, M., Caldeborg, A., Janemalm, L., Ridderlund, S., Segolsson, J., ... & Öhman, M. (2017). Teachers as researchers investigating their PE practice!. In *British Educational Research Association BERA-conference in Brighton*.

Macdonald, Doune, McCuaig, Louise, Quennerstedt, Mikael, & Nelson, Alison (2014) How might a strengths-based approach contribute to a futures-oriented health and physical education curriculum? Presentation at: *AIESEP World Congress 2014. International Association for Physical Education in Higher Education*. Auckland New Zealand.

Maivorsdotter, Ninitha, Öhman, Mikael & Quennerstedt, Mikael. (2014). *Young people's aesthetic experience of playing Wii*. Presentation at BERA in London, UK september 2014.

Makapoulou, Kyriaki; Armour, Kathy; Chambers, Fiona & Quennerstedt, Mikael (2009): Ariadne's Thread: Navigating the labyrinth of PE-CPD provision in physical activity and health using John Dewey as the (theoretical) guide. Paper presented at *AIESEP Conference 2009*. Pensacola, US.

McCuaig, L., & Quennerstedt, M. (2016). Where is the river?-Exploring the implications of the sociocultural aspects of salutogenesis for health education curriculum and research. In Australian Association For Research In Education (AARE) Conference 2016.

Meckbach, Jane, Almqvist, Jonas, Gibbs, Beatrice, Öhman, Marie, & Quennerstedt, Mikael (2014). Use of exergames in PE—Exergames as a teaching tool?. Poster at: *AIESEP World Congress 2014. International Association for Physical Education in Higher Education*. Auckland New Zealand.

Meckbach, Jane, Gibbs, Béatrice, Almqvist, Jonas & Quennerstedt, Mikael. (2015). *Movement Analysis Of Playing Exergames In Physical Education*. In ECSS, 20th Annual Congress of the European College of Sport Science, Malmö 24-27 June 2015 (Vol. 1, p. 101).

Meckbach, Jane, Almqvist, Jonas, Gibbs, Béatrice, & Quennerstedt, Mikael. (2014). *Laban movement analysis and exergames*. Presentation at BERA in London, UK september 2014.

Meckbach, Jane, Gibbs, Béatrice, Almqvist, Jonas & Quennerstedt, Mikael. (2015). *Movement Analysis Of Playing Exergames In Physical Education*. In ECSS, 20th Annual Congress of the European College of Sport Science, Malmö 24-27 June 2015 (Vol. 1, p. 101).

Quennerstedt, Mikael (1999): Naturmöte och miljömoral i skolans hälsoundervisning. I: *Pedagogikhistorisk forskning - perspektiv, betydelse och funktion i dagens samhälle. Dokumentation II*. Paper presented at: Pedagogikhistorisk forskning - perspektiv, betydelse och funktion i dagens samhälle, Lärarhögskolan i Stockholm.

Quennerstedt, Mikael & Sundberg, Marie (2003): Healthy Bodies – to study the construction of body and health in Physical education: *What's going on in the Gym?* *International Conference on PE-teaching, Learning and Research*. Odense, DK.

Quennerstedt, Mikael (2005): Subject Content in Swedish Physical Education. Paper presented at *BERA Conference 2005*. Pontypridd, UK.

Quennerstedt, Mikael (2005): To Study the Institutional Dimension of Meaning-making. Presentation in the symposia: First Person Approaches in Analyses of Educational Practices: Knowledge, Power and Morals. *NFPF/NERA Conference 2005*. Örebro, Sweden.

Quennerstedt, Mikael (2007): Health in Physical Education – a problem or a possibility? Paper presented at *NFPF/NERA Conference 2007*. Turkku, Finland.

Quennerstedt, Mikael; Öhman, Marie & Almqvist, Jonas (2008) Vaulting horses, basket balls and lines in the floor – understanding artefacts in physical education. Paper presented at *BERA Conference 2008*. Edinburgh, UK.

Quennerstedt, Mikael & Öhman, Marie (2008): On the use of artefacts in physical education. Paper presented at *AARE Conference 2008*. Brisbane, Australien.

Quennerstedt, Mikael (2009): Saving young people from obesity – for the good (?) of the society. Presentation in the invited symposia on 'Critical perspectives on health and obesity' at *ECSS Conference 2009*. Oslo, Norge.

Quennerstedt, Mikael; Öhman, Johan & Öhman, Marie (2009): Investigating learning in physical education. Paper presented at *BERA Conference 2009*. Manchester, UK.

Quennerstedt, Mikael; Öhman, Johan & Öhman, Marie (2010): Investigating learning in physical education – a transactional approach. Paper presented at *NERA Conference 2010*. Malmö, Sweden.

Quennerstedt, Mikael (2010): Physical education on YouTube. Paper presented at *BERA Conference 2010*. Warwick, UK.

Quennerstedt, Mikael (2010): Knowledge in Physical Education: 'voices' from YouTube. Paper presented at *AARE Conference 2010*. Melbourne, Australia.

Quennerstedt, Mikael, Flintoff, Anne & Webb, Louisa (2011): Narratives from YouTube. Paper presented at the symposium Researching pedagogies and physical culture using visual methodologies at *BERA Conference 2011*. London, UK.

Quennerstedt, Mikael & Öhman, Marie (2012): *Pedagogy and Questions about Learning*. Paper presented at AISEP-ICSEMIS Symposium "Sport Pedagogy: A (sub) discipline coming of age". Glasgow 19-24th July 2012.

Quennerstedt, M., Öhman, M. Ericsson, Christer, Brodin, Magnus, Seger, Izabela, Tolgfors, Björn, Jacobsson, Andreas & Huitfeldt, Åke (2014). Teachers-as-researchers exploring PE-practice. Symposium at: *AIESEP World Congress 2014. International Association for Physical Education in Higher Education*. Auckland New Zealand.

Quennerstedt, Mikael, Almqvist, Jonas, Gibbs, Béatrice, Maivorsdotter, Ninitha, Meckbach, Jane & Öhman, Marie (2014). *Learning and active video gaming in school*. Presentation at BERA in London, UK september 2014.

Quennerstedt, Mikael. (2015). *Active video gaming in PE—a critical exploration*. Round table at AERA-American Educational Research Association, Chicago.

Quennerstedt, M. (2016). In the name of health—what are Wii doing to them?. In Australian Association For Research In Education (AARE) Conference 2016.

Quennerstedt, M., & Barker, D. (2016). Power relations in Physical Education group work: a Foucauldian analysis. In *AIESEP International Association for Physical Education in Higher Education 2016, 8-11 June, 2016, Laramie, USA*.

Redelius, K., Öhman, M., & Quennerstedt, M. (2013). The hidden learning objects in PE – problematic or not? Presentation at *ECSS Barcelona 26-29 June 2013*.

Redelius, Karin, Quennerstedt, Mikael, & Öhman, Marie (2014). Communicating aims and outcomes in PE—part of a subject for learning?. Paper at: *AIESEP World Congress 2014. International Association for Physical Education in Higher Education*. Auckland New Zealand.

Sund, L., Quennerstedt, M., & Öhman, M. (2016). The Embodied Social Studies Classroom. In European Educational Research Association ECER 2016.

Webb, Louisa A; Quennerstedt, Mikael & Öhman, Marie (2005): *Healthy Bodies: Construction of Body and Health in Physical Education*. Paper presented at *AISEP Conference 2005*. Lisbon, Portugal.

Webb, Louisa A & Quennerstedt, Mikael (2010): *Embodying health: physical education teachers' work as biocitizens in a performative health culture*. Paper presented at *BERA Conference 2010*. Warwick, UK.

Öhman, Marie & Quennerstedt, Mikael (2012). "Three, two, one – measure, measure, measure – done". A study of Exergames in Physical Education. Paper presented at *AARE Sydney 2-6 December 2012*.

### **Review articles, books and chapters in books:**

Eriksson, Charli; Gustavsson, Kjell; Johansson, Therese; Mustell, Jan; Quennerstedt, Mikael; Rudsberg, Karin; Sundberg, Marie & Svensson, Lena (2003): *Skolämnet Idrott och hälsa i Sveriges skolor - en utvärdering av läget hösten 2002*. Institutionen för idrott och hälsa, Örebro universitet. (Regeringsuppdrag)

Eriksson, Charli; Gustavsson, Kjell; Quennerstedt, Mikael; Rudsberg, Karin; Öijen, Lena & Öhman, Marie (2005): *Nationella utvärderingen av grundskolan NU-03 - Idrott och hälsa* Fritzes: Stockholm.

Eriksson, Charli; Quennerstedt, Mikael & Öhman, Marie (2005): *Idrott och hälsa – Ett ämne för hälsa i rörelse*. I: Skolverket: *Grundskolans ämnen i ljuset av Nationella utvärderingen 2003 – Nuläge och framåtblickar*. Stockholm: Fritzes.

Kronlid Olsson, David & Quennerstedt, Mikael (2010): *Klimatförändrad hälsa - Om hälsobegreppets betydelse för undervisning i/om klimathälsa*. I: Kronlid Olsson (red.). *Klimatdidaktik*. Stockholm: Liber.

Larsson, H., Lundvall, S., Meckbach, J., Peterson, T., & Quennerstedt, M. (2016). *Hur är det i praktiken?: Lärare utforskar ämnet idrott och hälsa*. Rapport.

Quennerstedt, Mikael Sundberg, Marie & Öhman, Johan (1999): *Friluftsliv, hälsa och livskvalitet*. I: Brügge, Glantz & Sandell (red.). *Friluftslivets pedagogik*. Liber: Stockholm.

Quennerstedt, Mikael (2000): *Hälsa – en fråga om identitet!?. Från fysisk fostran till hälsoarbete*, Idrottshistorisk konferens. Rapporter. Idrottshögskolan: Stockholm.

Quennerstedt, Mikael & Öhman, Johan (2000): *Perspektiv på hälsa*. Arbetsrapporter från Friluftspröven Natur och Hälsa. Institutionen för idrott och hälsa, Örebro universitet.

Quennerstedt, Mikael (2002): *Att styra hälsa*. I: Patriksson, Göran (red). *Aktuell beteendevetenskaplig idrottsforskning*. Lund: SVEBI.

Quennerstedt, Mikael & Sundberg, Marie (2004): *Healthy Bodies – to study the construction of body and health in Physical education* I: Per Jørgensen & Niels Vogensen (red) *What's Going on in the Gym*. Odense: University of Southern Denmark.

Quennerstedt, Mikael & Öhman, Marie (2004): *Att skapa hälsosamma kroppar*. I: Patriksson, Göran (red). *Aktuell beteendevetenskaplig idrottsforskning*. Lund: SVEBI.

Quennerstedt, Mikael (2006): Subject Content in Swedish Physical Education. *Education-line*. [www.leeds.ac.uk/educol/documents/154023.htm]

Quennerstedt, Mikael (2006): Idrott och hälsa – ett undervisningsinnehåll. I: Patriksson, Göran (red). *Aktuell beteendevetenskaplig idrottsforskning*. Lund: SVEBI.

Quennerstedt, Mikael (2006): *Att lära sig hälsa*. (Dissertation). Örebro Studies in Education, 15.

Quennerstedt, Mikael (2007): *Idrott och hälsa – en samtalsguide om kunskap arbetssätt och bedömning*. Stockholm: Myndigheten för skolutveckling.

Quennerstedt, Mikael; Öhman, Marie; Meckbach, Jane; Almqvist, Jonas; Maivorsdotter, Ninitha; Gibbs, Béatrice; Nyberg, Gunn & Bäckström, Åsa (2015): TV-spel som hälsofostran. I: *Vetenskapsrådets resultatdialog*. Stockholm: Vetenskapsrådet.

Quennerstedt, M. (2017). Elevengagemang en fråga om lärande. I: Almqvist, Hamza & Olin (Red) *Undersöka och utveckla undervisning: professionell utveckling för lärare*. Lund: Studentlitteratur.

### **Other articles**

Eriksson, Charli; Gustavsson, Kjell; Johansson, Therese; Mustell, Jan; Quennerstedt, Mikael; Rudsberg, Karin; Sundberg, Marie & Svensson, Lena (2003): Skolämnet idrott och hälsa hösten 2002 – uppläggning och huvudresultat från en nationell utvärdering. *Svensk idrottsforskning* 3/03.

Eriksson, Charli; Johansson, Therese; Quennerstedt, Mikael & Rudsberg, Karin (2003): Idrott och hälsa – mer för fysiskt aktiva pojkar än fysiskt inaktiva flickor? *Svensk idrottsforskning* 3/03.

Eriksson, Charli; Gustavsson, Kjell; Johansson, Therese; Mustell, Jan; Quennerstedt, Mikael; Rudsberg, Karin; Sundberg, Marie & Svensson, Lena (2003): Skolämnet idrott och hälsa – en nationell utvärdering. *Tidsskrift i gymnastik och idrott* 4.

Eriksson, Charli; Gustavsson, Kjell; Johansson, Therese; Mustell, Jan; Quennerstedt, Mikael; Rudsberg, Karin; Sundberg, Marie & Svensson, Lena (2004): Idrott och hälsa – en utvärdering. *Idrottsforskaren* 2/04.

Gibbs, B., Almqvist, J., Meckbach, J., Quennerstedt, M., & Öhman, M. (2012). TV-spel som läromedel i idrott och hälsa?. *Idrott & hälsa*, 2(8), 11-14.

Kerner, C., Quennerstedt, M., & Goodyear, V. A. (2017). Young people oppose Fitbits in schools. *The Conversation*.

Meckbach, J., Almqvist, J., Gibbs, B., Quennerstedt, M., & Öhman, M. (2013). Idrottslärare vill ha tv-spel på lektionerna. *Svensk Idrottsforskning: Organ för Centrum för Idrottsforskning*, (3), 39-43.

Quennerstedt, Mikael (1999): Ett salutogent förhållningssätt - en möjlig väg. *Tidskrift i gymnastik och idrott* 2.

Quennerstedt, Mikael (1999): Hälsa i skolämnet idrott och hälsa. *Tidskrift i gymnastik och idrott* 3.

Quennerstedt, Mikael (2003): Kursplaner i idrott och hälsa har ingen betydelse – en bedräglig myt!? *Tidskrift i gymnastik och idrott* 4.

Quennerstedt, Mikael & Sundberg, Marie (2003): Ett ämne för kroppen och hälsan. *Svensk idrottsforskning* 3/03.

Quennerstedt, Mikael (2006): Kanske inte bojkott ... men hör fotboll och sex ihop? *Idrottsforskaren* 2/06.

Quennerstedt, Mikael, Almqvist, Jonas, Meckbach, Jane & Öhman, Marie (2011) TV-spel som hälsofostran, *Tidskrift för idrott och hälsa* 11(6).