

Kurslitteratur

UM8006, Undervisning och lärande i matematik och naturvetenskap i flerspråkiga klasser, AN, 7,5 hp

Aikenhead, G. S., (1996). Science education: Border crossing into the subculture of science. *Studies in Science Education*, 27 (1), 1–52, (52 s.)

Barwell, R. (2018). From language as a resource to sources of meaning in multilingual mathematics classrooms. *The Journal of Mathematical Behavior*, 50, 155–168. (14 s.)

Caligari, L., Norén, E., & Valero, P. (2021). Multilingual students working with illustrated mathematical word problems as social praxis. In *Multilingual Education Yearbook 2021* (s. 175–194). Springer, Cham. (20 s.)

Gómez Fernández, R., & Siry, C. (2018). ‘Opening up’ a science task: an exploration of shifting embodied participation of a multilingual primary student. *International Journal of Science Education*, 40(7), 771–795. (25 s.)

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Hauge, K. H., & Barwell, R. (2017). Post-normal science and mathematics education in uncertain times: Educating future citizens for extended peer communities. *Futures*, 91, 25–34. (10 s.)

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Kress, G., Jewitt, C., Ogborn, J. & Tsatsarelis, C. (2001). *Multimodal teaching and learning: the rhetorics of the science classroom*. London: Continuum, s. 1–10. (11 s.)

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Msimanga, A., & Lelliott, A. (2014). Talking science in multilingual contexts in South Africa: Possibilities and challenges for engagement in learners home languages in high school classrooms. *International Journal of Science Education*, 36 (7), 1159–1183. (25 s.)

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Norén, E., & Svensson Källberg, P. (2018). Fabrication of newly-arrived students as mathematical learners. *Nordisk matematikdidaktik, NOMAD: [Nordic Studies in Mathematics Education]*, 23(3–4), 15-37. (23 s.)

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Pierson A. E., Clark, D. B., & Brady, C. E. (2021). Scientific modeling and translanguaging: A multilingual and multimodal approach to support science learning and engagement. *Science Education*, 105(4), 776–813. (38 s.)

Smit, J., & Van Eerde, H. A. A. (2011). A teacher's learning process in dual design research: Learning to scaffold language in a multilingual mathematics classroom. *ZDM*, 43(6), 889–900. (12 s.)

Säljö, R. (2000). Lärande i praktiken. *Ett sociokulturellt perspektiv*. Bokförlaget Prisma, (80–94). (15 s.)

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