

Kurslitteratur

för kurs på avancerad nivå

Naturvetenskapsämnenas didaktik B, 7,5 hp

Kurskod: UM7014, UM8030

Gäller från: HT 2020

Fastställt: 2020-01-28

Institution: Institutionen för matematikämnets och naturvetenskapsämnenas didaktik

Obligatorisk litteratur

Abd-El-Khalick, F., & Lederman, N.G. (2000). Improving science teachers' conceptions of the nature of science: A critical review of the literature. *International Journal of Science Education*, 22(7), 665-701. (36s)

Bennet, R. E. (2011). Formative assessment: A critical review. *Assessment in Education: Principles, Policy & Practice*, 18, 5-25. (20s)

Carlone, H., Haun-Frank, J., & Webb, A. (2011). Assessing equity beyond knowledge- and skills-based outcomes: a comparative ethnography of two fourth-grade reform-based science classrooms. *Journal of Research in Science Teaching*, 48(5), 459-485. (26s)

Clarke, D., & Hollingsworth, H. (2002). Elaborating a model of teacher professional growth. *Teaching and Teacher Education*, 18(8), 947-967. (20s)

Eriksson, M., & Rundgren, C-J (2010). Vargfrågan – Gymnasielevs argumentation kring ett sociovetenskapligt dilemma. *Nordic Studies in Science Education*, 8(1), 43-58. (15s)

Gyllenpalm, J., Wickman, P-O., & Holmgren, S-O. (2010). Secondary science teachers' selective traditions and examples of inquiry-oriented approaches. *NorDiNa*, 6(1), 44-60. (16s)

Hamza, K., & Wickman, P-O. (2008). Describing and analyzing learning in action: An empirical study of the importance of misconceptions in learning science. *Science Education*, 92, 141-164. (23s)

Hubber, P., & Tytler, R., & Haslam, F. (2010). Teaching and learning about force with a representational focus: Pedagogy and teacher change. *Research in Science Education*, 40, 5-28. (23s)

Hudson, B. (2002). Holding complexity and searching for meaning: Teaching as reflective practice. *Journal of Curriculum Studies*, 34(1), 43-57. (14s)

Jakobson, B. & Wickman, P-O. (2007) Transformation through Language Use: Children's Spontaneous Metaphors in Elementary School Science *Science & Education* 16, 267-289 (22s)

Johansson, A.-M., & Wickman, P.-O. (2011) A pragmatist approach to learning progressions. In B. Hudson & M. A. Meyer (Eds.), *Beyond Fragmentation: Didactics, Learning, and Teaching* (pp. 47-59). Leverkusen: Barbara Budrich Publishers. [Hur man kan förstå lärandeproggression pragmatiskt, svensk översättning]. (12s)

Johansson, A.-M., & Wickman, P.-O. (2017). The use of organizing purposes in science instruction as a scaffolding mechanism to support progressions: a study of talk in two primary science classrooms, *Research in Science & Technological Education*, DOI: 10.1080/02635143.2017.1318272

Lavett Lagerström, M., Piqueras, J., & Palm, O. (2018). Planning for learning progressions with the didactical model organizing purposes: A study in context-based science teaching. *Nordic Studies in Science Education* 14(3), 317-330. (23s)

Maxwell, J. (2004). Causal explanation, qualitative research, and scientific inquiry in science education. *Educational Research*, 33(2), 3-11. (8s)

Mercer, N., Warwick, P., Kerschner, R., & Kleike Staarman, J. (2010). Can the interactive whiteboard help to provide 'dialogic' space for children's collaborative activity? *Language and Education*, 24, 367-384. (17s)

Morrison, J.A., Raab, F., & Ingram, D. (2009). Factors influencing elementary and secondary teachers' views on the nature of science. *Journal of Research in Science Teaching*, 46(4), 384-403. (19s)

Murphy, P. (1995). Sources of inequity: Understanding students' responses to assessment. *Assessment in Education: Principles, Policy & Practice*, 2(3), 249-270. (21s)

Rudsberg, K., Öhman, J., & Östman, L. (2013). Analyzing students' learning in classroom discussions about socioscientific issues. *Science Education*, 97, 594-620. (26s)

Rundgren, C-J (2006). Att börja tala 'biokemiska' – betydelsen av metaforer och hjälpord för meningsskapande kring proteiner. *Nordic Studies in Science Education*, 1(5) 30-42 (12s)

Piqueras, J., Hamza, K. M., & Edvall, S. (2008). The practical epistemologies in the museum. A study of students' learning in encounters with dioramas. *Journal of Museum Education*, 33, 153-164. (11s)

Scott, P. H., Mortimer, E. F., & Aguiar, O. G. (2006). The tension between authoritative and dialogic discourse: A fundamental characteristic of meaning making interactions in high school science lessons. *Science Education*, 90, 605-631. (26s)

Simon, S. (2008). Using Toulmin's argument pattern in the evaluation of argumentation in school science. *International Journal of Research & Method in Education*, 31, 277-289. (12s)

Swaffield, S. (2011). Getting to the Heart of Authentic Assessment for Learning. *Assessment in Education: Principles, Policy & Practice*, 18(4), 433-449. (16s)

Wickman, P-O. (2004). The practical epistemologies of the classroom: A study of laboratory work. *Science Education*, 88, 325-344. (19s)

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