

Litteraturlista

UDA40F, Didaktiska perspektiv på lärande (7,5 hp) Vårterminen 2019

Kursansvarig: Jonas von Reybekiel Trostek

Obligatorisk litteratur

- Bruner, J. (2009). Culture, mind, and education. In K. Illeris (Ed.), *Contemporary theories of learning. Learning theorists in their own words*. London and New York: Routledge. Finns tillgänglig som E-bok via universitetsbiblioteket. (Ca 10 s.)
- Carretero, M., & Krieger, M. (2011). Historical representations and conflicts about indigenous people as national identities. *Culture and Psychology, 17*, 177-195. (Ca 18 s.)
- Cowan, N. (2014). Working memory underpins cognitive development, learning, and education. *Educational Psychology Review, 26*, 197-223. (Ca 26 s.)
- Daniels, H. (2015). Learning in relation to culture and social interaction. In D. Scott and E. Hargreaves (Eds.), *The SAGE handbook of learning*. Los Angeles: SAGE Publications Ltd. . Finns tillgänglig som E-bok via universitetsbiblioteket. (Ca 11 s.)
- Elkjaer, B. (2009). Pragmatism: a learning theory for the future. In K. Illeris (Ed.), *Contemporary theories of learning. Learning theorists in their own words*. London and New York: Routledge. Finns tillgänglig som E-bok via universitetsbiblioteket. (Ca 16 s.)
- Haglund, L. (2017). *Towards epistemic and interpretative holism. A critique of methodological approaches in research on learning*. Doktorsavhandling från Institutionen för pedagogik och didaktik, Stockholms universitet. Finns tillgänglig via DIVA. (Läs "kappan", ca 65 s.)
- Halldén, O., Scheja, M. & Haglund, L. (2013). The contextuality of knowledge. An intentional approach to meaning making and conceptual change. In S. Vosniadou (Ed.), *International handbook of research on conceptual change* (pp. 71-95). 2nd edition. New York and London: Routledge. Finns tillgänglig som E-bok via universitetsbiblioteket. (Ca 24 s.)
- Hattie, J. (2008). *Visible learning. A synthesis of over 800 meta-analyses relating to achievement*. London and New York: Routledge. Finns tillgänglig som E-bok via universitetsbiblioteket. (Kap 1-11. Ca 262 s.)
- Jarvis, P. (2009). Learning to be a person in society: learning to be me. In K. Illeris (Ed.), *Contemporary theories of learning. Learning theorists in their own words*. London and New York: Routledge. Finns tillgänglig som E-bok via universitetsbiblioteket. (Ca 14 s.)
- John-Steiner, V. & Mahn, H. (1996). Sociocultural approaches to learning and development: A Vygotskian framework. *Educational Psychologist, 31*(3/4), 191-206. (Ca 15 s.)
- Kagan, J. (2017). *Five constraints on predicting behavior*. Cambridge, Massachusetts: The MIT Press. Finns tillgänglig som E-bok via universitetsbiblioteket. (Kap 1, 2, 3, 4, 7. Ca 119 s.)
- Lave, J. (2009). The practice of learning. In K. Illeris (Ed.), *Contemporary theories of learning. Learning*

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- theorists in their own words*. London and New York: Routledge. Finns tillgänglig som E-bok via universitetsbiblioteket. (Ca 9 s.)
- Mezirow, J. (2009). An overview of transformative learning. In K. Illeris (Ed.), *Contemporary theories of learning. Learning theorists in their own words*. London and New York: Routledge. Finns tillgänglig som E-bok via universitetsbiblioteket. (Ca 16 s.)
- Sfard, A. (1998). On two metaphors for learning and the dangers of choosing just one. *Educational Researcher*, 27(2), 4-13. (Ca 9 s.)
- Sweller, J., Ayres, P., & Kalyuga, S. (2011). *Cognitive load theory*. New York: Springer Science+Business Media. (Kap "Categories of knowledge: An evolutionary approach" och "Amassing information: The information store principle") Finns tillgänglig som E-bok via universitetsbiblioteket. (Ca 19 s.)
- Vosniadou, S. (2013). Conceptual change in learning and instruction. The framework theory approach. In S. Vosniadou (Ed.), *International handbook of research on conceptual change* (pp. 11-30). 2nd edition. New York and London: Routledge. Finns tillgänglig som E-bok via universitetsbiblioteket. (Ca 19 s.)
- Wenger, E. (2009). A social theory of learning. In K. Illeris (Ed.), *Contemporary theories of learning. Learning theorists in their own words*. London and New York: Routledge. Finns tillgänglig som E-bok via universitetsbiblioteket. (Ca 10 s.)

Totalt 670 sidor.

Referenslitteratur

- Seel, N. M. (Ed.) (2012). *Encyclopedia of the sciences of learning*. Springer Science+Business Media, LLC. Finns tillgänglig som E-bok via universitetsbiblioteket.