

Kurslitteratur

UM8106, Undervisning och lärande i matematik och naturvetenskap i flerspråkiga klasser, AN, 7,5 hp

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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.)

Danielsson, K. (2022). Multimodala perspektiv på meningskapande i språkligt heterogena klassrum. I K. Aldén & M. Olofsson (Red). *Möjligheter till lärande: Andraspråksdidaktik i ett kritiskt perspektiv*, (s. 66–80). Liber. Finns som elektronisk resurs (15 s.)

García, G., & Sylvan, C. E. (2011). Pedagogies and practices in multilingual classrooms: Singularities in pluralities. *The Modern Language Journal*, 95(3), 385–400) (16 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.)

Gorgorió, N., & Planas, N. (2005). Social representations as mediators of mathematics learning in multiethnic classrooms. *European Journal of Psychology of Education*, 20(1), 91–104. (14 s.)

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.)

Karlsson, A., Nygård Larsson, P., & Jakobsson, A. (2019). Multilingual students’ use of translanguaging in science classrooms. *International Journal of Science Education*, 41(15), 2049–2069. (21 s.)

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

Norén, E., & Caligari, L. (2020). Practices in multilingual mathematics classrooms: Word problems. In MADIF 12, *The twelfth research seminar of the Swedish Society for Research in Mathematics Education* (Vol. 15, s. 61–70). Swedish Society for Research in Mathematics Education. (10 s.)

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

Selander, S. (2021). Designs in and for learning – a theoretical framework. In L. Boistrup Björklund, & S. Selander (Eds.), *Designs for research, teaching and learning: A framework for future education* (s. 1–22). Routledge. (22 s.)

Otheguy, R., García, O., & Reid, W. (2015). Clarifying translanguaging and deconstructing named languages: A perspective from linguistics. *Applied Linguistics Review*, 6(3): 281–307. (27 s.)

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.)

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Ünsal, Z. (2017). *Bilingual students' learning in science: Language, gestures and physical artefacts* (s. 29–41). [Doktorsavhandling, Stockholms universitet]. (13 s.)

Ünsal, Z., Jakobson, B., Wickman, P-O. & Molander, B-O. (2018). Gesticulating science: Emergent bilingual students use of gestures. *Journal of Research in Science Teaching*, 55(1), 121–144. (24 s.)

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