

Litteraturlista PEA432 vt 2023

Teorier om lärande och bedömning i studier av klassrumsinteraktion (7,5 hp)

Kursansvarig: Tore West

Kurslitteratur

Obligatorisk litteratur

Atjonen, P. (2014). Teachers' views of their assessment practice. *Curriculum Journal*, (2), 238 - 259. (21 s) <https://doi.org/10.1080/09585176.2013.874952>

Berger, R. (8 december 2012). *Critique and feedback - the story of Austin's butterfly*. [Video]. YouTube. <https://www.youtube.com/watch?v=hqh1MRWZjms> 6.29 minuter

Bezemer, J., Kress, G. (2016). Assessment and judgement. I Jeff Bezemer och Gunther Kress, (eds.) *Multimodality, Learning and Communication*. s. 87 – 102, London: Routledge, (16 s) <https://doi-org.ezp.sub.su.se/10.4324/9781315687537> [Elektronisk resurs]

Biesta, G. (2018). Interrupting the politics of learning. I Knud Illeris (ed.) *Contemporary Theories of Learning. Learning Theorists ... In Their Own Words, 2nd ed.* s. 243 - 259, London, Routledge. (16 s)

Black, P.; Harrison, C.; Lee, C.; Marshall, B. & D., Wiliam (2004). *Working Inside the Black Box: Assessment for Learning in the Classroom*. Phi Delta Kappan International, 86 (1) 8 - 21. (12 s) <https://journals.sagepub.com/doi/pdf/10.1177/003172170408600105>

Denscombe, M. (2014). *The Good Research Guide: For Small-Scale Social Research Projects*. Kap. 13 och kap. 17. (38 s) [Elektronisk resurs] <http://libris.kb.se/bib/18186860>

Green, S. K.; Johnson, R. L.; Kim, D - H. & N. S., Pope (2007). Ethics in classroom assessment practices: Issues and attitudes. *Teaching and Teacher Education*, 23 (7) 999 - 1011. (12 s) <https://doi.org/10.1016/j.tate.2006.04.042>

Gyllander Torkildsen, L. (2016). *Bedömning som gemensam angelägenhet – enkelt i retoriken, svårare i praktiken - Elevers och lärares förståelse och erfarenheter*. Avhandling Göteborgs universitet. (168 s) https://gupea.ub.gu.se/bitstream/2077/42264/4/gupea_2077_42264_4.pdf

Hirsh, Å. (2019). *Undervisningsutvecklande bedömning. Bedömningsformer för validitet*. (14 s) https://www.skolverket.se/download/18.fea8b7016850ad830898a/1550650012507/Undervisningsutvecklande%20bed%C3%B6mning%20Hirsh%20gy,%20vux_2019-02.pdf

Javier Murilloa, F. & Hidalgo, N. (2017). Students' conceptions about a fair assessment of their learning. *Studies in Educational Evaluation*, 53, 10 - 16. (6 s) <https://doi.org/10.1016/j.stueduc.2017.01.001>

Johansson, S. (2015). Validitet och lärares bedömningar. *Pedagogisk Forskning i Sverige*, 20 (1-2) 33 - 53. (20 s) <https://open.lnu.se/index.php/PFS/article/view/1406>

Klapp Lekholm, A. (2010). Lärares bedömningspraktik. *Forskning om undervisning och lärande*, 3, 21- 29. (9 s) <https://www.forskul.se/ffiles/0040A39B/Ful3.pdf>

McMillan, J. H. (2010). The Practical implications of educational aims and contexts for formative assessment. In Heidi L. Andrade and Gregory J. Cizek. (eds.) *Handbook of formative assessment*, s. 41- 58, New York, Routledge. (17 s) [Elektronisk resurs]
<https://www.taylorfrancis.com/chapters/edit/10.4324/9780203874851-4/practical-implications-educational-aims-contexts-formative-assessment-james-mcmillan?context=ubx&refId=6ce17d86-86aa-45aa-85b4-fb7a68a4909a>

Merriam, S. B. (2018). Adult learning theory: evolution and future directions. I Knud, Illeris (ed.) *Contemporary Theories of Learning. Learning Theorists ... In Their Own Words, 2nd ed*, s. 83 - 96, London, Routledge. (13 s)

Quennerstedt, M., Almqvist, J. & Öhman, M. (2011). Keep Your Eye on the Ball: Investigating Artifacts-in-Use in Physical Education. *Interchange*, 42(3) 287 - 305. (18 s)

Schneider, C. M. (2010). Research on characteristics of effective professional development programs for enhancing educators' skills in formative assessments. In H. L. Andrade and G. J. Cizek. (eds.) *Handbook of formative assessment*, s. 251- 276, New York, Routledge. (25 s) [Elektronisk resurs]

Tholin, J. (2007). *Vilken kunskap räknas? I Agneta Pettersson (red.) Sporre eller otyg – om bedömning och betyg*. Lärarförbundets förlag (8 s) <https://hb.diva-portal.org/smash/get/diva2:884145/FULLTEXT01>

Wildemeersch, D. & Stroobants, V. (2018). Transitional learning and reflexive facilitation. I Knud, Illeris (ed.) *Contemporary Theories of Learning. Learning Theorists ... In Their Own Words, 2nd ed*, s. 229 - 242, London, Routledge. (13 s)

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