



## Kurslitteratur

### HV003FS – Samhällskunskapsdidaktisk översikt kurs, 7,5 hp

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Barton, K. C. (2015). Elicitation techniques: Getting people to talk about ideas they don't usually talk about. *Theory and Research in Social Education*, 43(2), 179–205. <https://doi.org/10.1080/00933104.2015.1034392> [24 s.]

Björklund, M., & Sandahl, J. (2021). Inviting students to independent judgement: Teaching financial literacy as citizenship education. *Citizenship, Social and Economics Education*, 20(2), 103-121. <https://doi.org/10.1177/20471734211029494> [18 s.]

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Green, D. P., Aronow, P. M., Bergan, D. E., Greene, P., Paris, C., & Weinberger, B. I. (2011). Does knowledge of constitutional principles increase support for civil liberties? Results from a randomized field experiment. *The Journal of Politics*, 73(2), 463-476. [13 s.]

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Jay, L. (2022). The disciplinary and critical divide in social studies teacher education research: A review of the literature from 2009–2019. *Theory & Research in Social Education*, 50(3), 339-374. <https://doi.org/10.1080/00933104.2022.2077156> [35 s.]

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*Theory & Research in Social Education*, 43(1), 28–67.  
<https://doi.org/10.1080/00933104.2014.1001106> [39 s.]

Jägerskog, A.-S., Halvarson Britton, T. & Olson, M. (2022). Agens och existens i ämnesundervisningen - medborgarbildning i religionskunskap, psykologi och samhällskunskap. *Nordidactica: Journal of Humanities and Social Science Education*, 2022:4. <https://journals.lub.lu.se/nordidactica/article/view/23403> [25 s.]

Kansanen, P. (2009). Subject-matter didactics as a central knowledge base for teachers, or should it be called pedagogical content knowledge? *Pedagogy Culture and Society*, 17(1), 29–39. <https://doi.org/10.1080/14681360902742845>. [10 s.]

Lindmark, T. (2013). *Samhällskunskapslärares ämneskonceptioner*. Umeå universitet. (168 s.)

Olsson, R. (2016). *Samhällskunskap som ämnesförståelse och undervisningsämne: prioriteringar och nyhetsanvändning hos fyra gymnasielärare* (ss. 29-99). Karlstads universitet. [70 s.]

Sandahl, J. (2015). Preparing for citizenship: The value of second order thinking concepts in social science education. *Journal of Social Science Education*, 14(1), 19-30. <https://doi.org/10.4119/jsse-732> [11 s.]

Sandahl, J. (2018). Vart bör samhällskunskapsdidaktiken gå? Om ett splittrat forskningsfält och vägar framåt. *Nordidactica – Journal of Humanities and Social Science Education*, 2018(3), 44-64. [20 s.]

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Saye, J., & Social Studies Inquiry Research Collaborative (SSIRC). (2013). Authentic Pedagogy: Its Presence in Social Studies Classrooms and Relationship to Student Performance on State-Mandated Tests. *Theory & Research in Social Education*, 41(1), 89-132. [43 s.]

Schuitema, J., Radstake, H., van de Pol, J., & Veugelers, W. (2018). Guiding classroom discussions for democratic citizenship education. *Educational Studies*, 44(4), 377-407. <https://doi.org/10.1080/03055698.2017.1373629> [30 s.]



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Tväråna, M. (2018). Theories of justice among eight-year-olds: Exploring teaching for an emerging ability to critically analyse justice issues in social science. *Nordidactica: Journal of Humanities and Social Science Education*, 2018:4, 43-64. [21 s.]

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Sammanlagt 741 sidor

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