

Kurslitteratur

för kurs på avancerad nivå

Sociala och samhälleliga perspektiv i matematikdidaktisk och naturvetenskapsdidaktisk forskning och undervisning, 7,5 hp

Kurskod: UM8009

Gäller från: HT 2021

Fastställt: 20201110

Institution: Institutionen för matematikämnets och naturvetenskapsämnenas didaktik

Obligatorisk litteratur

de Freitas, E. & Sinclair, N. (2014). The haptic nature of gesture: Rethinking gesture with new multi-touch digital technologies. *Gesture Studies*, 14(3), 351-374. (23s)

de Freitas, E., & Sinclair, N. (2017). Concepts as generative devices. In E. De Freitas, N. Sinclair, & A. Coles (Eds.), *What is a mathematical concept?* (pp. 76–89). Cambridge: Cambridge University Press. (13s)

Ideland, M., & Malmberg, C. (2015). Governing ‘eco-certified children’ through pastoral power: critical perspectives on education for sustainable development. *Environmental Education Research*, 21(2), 173-182. doi:10.1080/13504622.2013.879696 (9s)

Jakobsson, A., Davidsson, E., Karlsson, K.-G., & Oskarsson, M. (2013). Exploring epistemological trends in students’ understanding of science from the perspective of large-scale studies. *International Scholar research notes, ISRN-Education*, 13(1), 4-18. (14s)

Jorgensen, R., Gates, P., & Roper, V. (2014). Structural exclusion through school mathematics: using Bourdieu to understand mathematics as a social practice. *Educational Studies in Mathematics*, 87(2), 221-239. (18s) Finns som elektronisk resurs.

Kanes, C., Morgan, C., & Tsatsaroni, A. (2014). The PISA mathematics regime: knowledge structures and practices of the self. *Educational Studies in Mathematics*, 87(2), 145-165. doi:10.1007/s10649-014-9542-6. (20s)

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- Langer-Osuna, J. M., Moschkovich, J., Norén, E., Powell, A. B., & Vazquez, S. (2016). Student agency and counter-narratives in diverse multilingual mathematics classrooms: Challenging deficit perspectives. In R. Barwell, P. Clarkson, A. Halai, M. Kazima, J. Moschkovich, N. Planas, M. Setati-Phakeng, P. Valero, & M. Villavicencio Ubillús (Eds.), *Mathematics education and language diversity: The 21st ICMI Study* (pp. 163-173). Cham: Springer International Publishing. (10s)
- Leder, G. C. (2019). Gender and mathematics education: An overview. In G. Kaiser & N. Presmeg (Eds.), *Compendium for early career researchers in mathematics education* (pp. 289-308). Cham: Springer International Publishing. (19s)
- Lerman, S. (2006). Cultural psychology, anthropology and sociology: the developing 'strong' social turn. In J. Maasz & W. Schloeglmann (Eds.), *New mathematics education research and practice* (pp. 171-188). Rotterdam: Sense. (17s)
- Lundegård, I., & Wickman, P.-O. (2007). Conflicts of interest: an indispensable element of education for sustainable development. *Environmental Education Research*, 13(1), 1-15. (14s)
- Morgan, C. (2014). Understanding practices in mathematics education: structure and text. *Educational Studies in Mathematics*, 87(2), 129-143. (14s) Finns som elektronisk resurs.
- Radford, L., & Empey, H. (2007). Culture, knowledge and the self: Mathematics and the formation of new social sensibilities in the Renaissance and Medieval Islam. *Revista Brasileira de História de Matemática, Especial no. 1*, 231-254. (23s)
- Roberts, D. A. (1982). Developing the concept of "curriculum emphases" in science education. *Science Education*, 66, 243-260. (17s)
- Schultz, J., Säljö, R., & Wyndham, J. (2001). Heavenly talk: Discourse, artifacts and children's understanding of elementary astronomy. *Human Development*, 44, 103-118. (15s)
- Sund, P. (2016). Discerning selective traditions in science education: a qualitative study of teachers' responses to what is important in science teaching. *Cultural Studies of Science Education*, 11(2), 387-409. (12s)
- Valero, P., & Orlander, A. A. (2017). Democracy and justice in mathematics and science curriculum. In G. W. Noblit (Ed.), *Oxford Research Encyclopedia of Education*. New York: Oxford University Press. (20s) Finns som elektronisk resurs.
- Valoyez-Chavez, L., & Martin, D. B. (2016). Exploring racism inside and outside the mathematics classroom in two different contexts: Colombia and USA. *Intercultural Education*, 27(4), 363-379. (16s) Finns som elektronisk resurs.

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van Poeck, K., & Vandenabeele, J. (2012). Learning from sustainable development: education in the light of public issues. *Environmental Education Research*, 18(4), 541-552. (11s)

Zeidler, D., Walker, K., Ackett, W., & Simmons, M. (2002). Tangled up in views: Beliefs in the nature of science and responses to socioscientific dilemmas. *Science Education*, 86(3), 343-367. (14s)