

Litteraturlista PEA432

VT 2022

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

Kursansvarig: Caroline Ignell

Kurslitteratur

Obligatorisk litteratur

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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)
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Biesta, G. (2018). Interrupting the politics of learning. I Knud Illeris (ed.) *Contemporary Theories of Learning. Learning Theorists ... In Their Own Words*. 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)

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)
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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)

Johansson, S. (2015). Validitet och lärares bedömningar. *Pedagogisk Forskning i Sverige*, 20 (1-2) 33 - 53. (20 s) [file:///C:/Users/042CAR~1/AppData/Local/Temp/1406-Text%20\(artikel\)-3058-1-10-20180906.pdf](file:///C:/Users/042CAR~1/AppData/Local/Temp/1406-Text%20(artikel)-3058-1-10-20180906.pdf)

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

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