

## Litteraturlista

### PEA436 Forskningsmetodisk fördjupning i multimodal analys (7,5 hp) HT 2023

Kursansvarig: Ali Reza Majlesi

#### Kurslitteratur

##### *Obligatorisk litteratur*

Cowan, K. (2014). Multimodal transcription of video: examining interaction in Early Years classrooms. *Classroom Discourse*, 5(1), 6-21. (16 s.)

Danielsson, K. (2016). Modes and meaning in the classroom – The role of different semiotic resources to convey meaning in science classrooms. *Linguistics and education*, 35, 88-99. (10 s.)

Derry, S. J., Pea, R.D., Barron, B., Engle, R. A., Erickson, F., Goldman, R., Hall, R., Koschmann, T., Lemke, J.L., Sherin, G. M. & Sherin, B.L. (2010). Conducting video research in the learning sciences: Guidance on selection, analysis, technology, and ethics. *The Journal of Learning Sciences*, 19(1), 3–53. (50 s.)

Fei Lim, V. (2019). Analysing the teachers' use of gestures in the classroom: A Systemic Functional Multimodal Discourse Analysis approach. *Social semiotics*, 29(1), 83-111. (28 s.)

Flood, V. J., (2021). The secret multimodal life of IREs: Looking more closely at representational gestures in a familiar questioning sequence. *Linguistics and education*, 63. (21 s.)

Flewitt, R. (2006). Using video to investigate preschool classroom interaction: education research assumptions and methodological practice. *Visual communication*, 5(1), 25-50. (25 s.)

Flewitt, R. (2011). Bringing ethnography to a multimodal investigation of early literacy in a digital age. *Qualitative research*, 11(3), 293-310. (16 s.)

Insulander, E., Majlesi, A.R, Rydell, M. & Svärde Åberg, E. (2021). *Multimodal analys av klassrumsinteraktion*. Liber. (151 s.)

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Jewitt, C. (2014). *The Routledge handbook of multimodal analysis*. 2:a uppl. Routledge. (s. 1-113, 227-237, 299-322, 354-374, 456-472, ca 200 s.)

Jewitt, C., Bezemer, J. & O'Halloran, K. (2016). *Introducing Multimodality*. Routledge. (214 s.)

Kääntä, L. (2015). The multimodal organization of teacher-led classroom interaction. In Jenks, C. J. & P. Seedhouse (eds.), *International perspectives on ELT classroom interaction*, (pp. 64–83). Palgrave Macmillan. (19 s.)

Melander, H. & Sahlström, F. (2010). *Lärande i interaktion*. Liber. (264 s.)

Luff, P. & Heath, C. (2015). Transcribing embodied action. I D. Tannen, H. Hamilton & D. Schiffrin (Red.), *The handbook of Discourse Analysis*, (2 uppl.). John Wiley & Sons (s. 367-390). (24 s.)

Mondada, L. (2007). Commentary: transcript variations and the indexicality of transcribing practices. *Discourse Studies*, 809, 809-821. (12 s.)

Sahlström, F., Tanner, M. & Valasmo, V. (2019). Connected youth, connected classrooms. Smartphone use and student and teacher participation during plenary teaching. *Learning, culture and social interaction*. 21, 311-331. (20 s.)

Sidantal: ca 1070 s