

Kurslitteratur

HVSOAN, Politics, Democracy and Citizenship – Social Studies

Education Research Traditions in the Nordic Context, AN,

7,5 hp

Amnå, E. & Ekman, J. (2013). Standby citizens: diverse faces of political passivity. *European Political Science Review*, 6(2), 261–281. <https://doi.org/10.1017/S175577391300009X> (21 pp.)

Björklund, M., Tväråna, M., Jägerskog, A-S., Strandberg, M. (2022). Grasping the concept of value: Exploring students' economic and financial literacy in citizenship education. *Journal of Social Science Education*, 21(4), 1–22. <https://doi.org/10.11576/jsse-5535> (22 pp.)

Blennow, K. (2021). Förnuft och känsla: Om emotioners roll i kunskapsprocessen i samhällskunskap [Reason and emotion: On the role of emotions in the knowledge process in social studies] *Nordidactica*, 21(2), 1–20. www.kau.se/nordidactica. English equivalent provided. (20 pp.)

Edling, S., Heather, Sharp, Löfström, J. & Ammert, N. (2020). The good citizen: Revisiting moral motivations for introducing historical consciousness in history education drawing on the writings of Gadamer. *Citizenship, Social and Economics Education*, 19(2), 133–150. <https://journals.sagepub.com/doi/10.1177/2047173420936622> (17 pp.)

Kvamme, O E. (2017). The Significance of Context: Moral Education and Religious Education Facing the Challenge of Sustainability. *Discourse and Communication for Sustainable Education*, 8(2), 24–37. <http://urn.nb.no/URN:NBN:no-67660> (13 pp.)

Lambert, D. (2016). Geography. In D. Wyse, L. Harward, & J. Pandya (Eds.), *The SAGE handbook of curriculum, pedagogy and assessment* (pp. 391–408). Sage. (17 pp.)

Olson, M. (2012). Citizenship Education without Citizenship? The Migrant in EU Policy on Participatory citizenship – Toward the Margin Through 'Strangification'. In R. Hedke & T. Zimenkova (Eds.) *Education for Civic and Political Participation: A Critical Approach* (pp. 155–170). Routledge. (15 pp.)

Ongstad, S. (2006). Fag i endring: Om didaktisering av kunnskap [Subjects in transformation: On the didactization of knowledge]. In S. Ongstad (Ed.), *Fag og didaktikk i*

Institutionen för ämnesdidaktik



Laererutdanning [Disciplines and didactics in teacher education.] Oslo, Norway: Universitetsforlaget, 19–60. English equivalent provided. (41 pp.)

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 pp.)

Seland, I. & Granås Kjöstvedt, A. (2022). Lærerutdanning for å styrke ungdoms demokratiske deltakelse – Casestudie i fire nordiske land. [Teacher training to strengthen young people's democratic participation – Case study in four Nordic countries], *NOVA rapport* nr 10/22, Oslo Met University. (pp. 1–165). <https://oda.oslomet.no/oda-xmlui/bitstream/handle/11250/3046091/NOVA-Rapport-10-2022.pdf?sequence=1>. English equivalent provided. (Approximately 50 pp. of interest.)

Walmann Hidle, K-M. (2021). Menneskerettsopplæring i rammeplanen for barnehagen. I K. J. Horrigmo & K. T. Rosand (Red.) *Fagdidaktikk for SRLE: Barnehagens fagområder kunnskapsgrunnlag og arbeidsmåter*. [Human rights education in the framework plan for the kindergarten. Subject didactics for SRLE: Kindergarten subjects, knowledge base and working methods]. *Cappelen Damm Akademisk*, pp. 78–88. https://issuu.com/cdundervisning/docs/fagdidaktikk_for_srle_bla_i_bok. English equivalent provided. (10 pp.)

(Approximately 240 pages in total.)

Optional literature

About 400 pages of additional literature will also be used in relation to field specific interest.