

Kurslitteratur

HVU30K, Ämnesdidaktik C, fördjupning, AN, 5 hp

HVU30U, Ämnesdidaktik C, fördjupning, AN, 5 hp

Läses av alla ämnesinriktningar

Cobb, P., Confrey, J., diSessa, A., Lehrer, R., & Schauble, L. (2003). Design experiments in educational research. *Educational Researcher*, 32(1), 9–13.

<https://doi.org/10.3102/0013189X032001009> (5 s.)

Hiebert, J., Gallimore, R., & Stigler, J. B. (2002). A Knowledge Base for the Teaching Profession: What Would It Look Like and How Can We Get One? *Educational Researcher*, 31(5), 3–15. <https://doi.org/10.3102/0013189X031005003> (13 s.)

Gemensam litteratur för historia, filosofi, geografi, psykologi, religionskunskap, företagsekonomi och samhällskunskap

Eriksson, I., Björnhammer, S., & Jägerskog, A.-S. (2025). *Undervisningsutmaningar 7–9 - Som en guldgruva för lärardriven didaktisk skolutveckling*. Natur & Kultur. (132 s.)

Gudmundsdottir, S., & Shulman, L. (1987). Pedagogical content knowledge in social studies. *Scandinavian Journal of Educational Research*, 31(2), 59–70.

<https://doi.org/10.1080/0031383870310201> (12 s.)

Sandahl, J. (2023). *Systematisk undervisningsutveckling på vetenskaplig grund och utifrån beprövad erfarenhet—En studiehandledning*. Stockholms universitet. (6 s.)

Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4–14. <https://doi.org/10.2307/1175860> (10 s.)

Young, M. (2015). What is learning and why does it matter? *European Journal of Education*, 50(1), 17–20. <https://doi.org/10.1111/ejed.12105> (4 s.)

(Totalt ca 180 sidor.)

Valbar litteratur (Filosofi)

Brown, G. (2025). Philosophical Roleplaying: Experiencing the History of Philosophy Through High School Lincoln-Douglas Debate. *Journal of Didactics of Philosophy* 9(3):

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Special Issue 2: The History of Philosophy and its Significance for Educational Practice, 1–17. <https://doi.org/10.46586/JDPh.2025.11878> (17 s.)

Cordeiro-Rodrigues, L. (2018). Integrating African Philosophy into the Western Philosophy Curriculum. *Teaching Philosophy*, 41(1), 21–43.
<https://doi.org/10.5840/teachphil201832282> (22 s.)

Hernandez, A. (2025). Imagination, ethics, and epistemic inquiry: Why teaching literature and film in the philosophy classroom matters. *Journal of Philosophy in Schools*. 12(1), 6–20. DOI: 10.46707/jps.v12i1.277 (12 s.)

Hochstetter, G. (2022). The Significance of Creativity for Teaching Philosophy. *Journal of Didactics of Philosophy*, Vol. 6, 1–21. <https://doi.org/10.46586/JDPh.2022.9702> (21 s.)

Thomas, P. (2019). Negativity and Wisdom as Part of Philosophy Education. *Journal of Didactics of Philosophy*. 3(1), 31–44. <https://doi.org/10.46586/JDPh.2019.9558> (13 s.)

Uppenberg, O. (2024). *Filosofiämnets didaktik. En studie om det svenska gymnasieämnet filosofi och dess didaktik*. Uppsala universitet (s. 139–170, 177–196). (50 s.)

Varricchio, I., & Tomperi, T. (2025). History of Philosophy in Nordic Upper Secondary School Curricula: Relating the Past to the Present. *Journal of Didactics of Philosophy*, 9(3), 1–24. <https://doi.org/10.46586/JDPh.2025.11877> (25 s.)

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