

## 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 (Historia)**

Endacott, J., & Brooks, S. (2013). An updated theoretical and practical model for promoting historical empathy. *Social Studies Research and Practice*, 8(1), 41–58. (18 s.)

## Institutionen för ämnesdidaktik



Stockholms  
universitet

Huijgen, T., Van Boxtel, C., Van de Grift, W., & Holthuis, P. (2017). Toward historical perspective taking: Students' reasoning when contextualizing the actions of people in the past. *Theory & Research in Social Education*, 45(1), 110–144. (35 s.)

Miles, J. (2019). Seeing and feeling difficult history: A case study of how Canadian students make sense of photographs of Indian Residential Schools, *Theory & Research in Social Education*, 47(4), 472–496, DOI: [10.1080/00933104.2019.1626783](https://doi.org/10.1080/00933104.2019.1626783) (25 s.)

Miles, J., & Gibson, L. (2022). Rethinking presentism in history education. *Theory & Research in Social Education*, 50(4), 509–529. (21 s.)

Nolgård, O. (2022). De svenska romernas historia i SO-klassrummet: En designstudie på högstadiet. *Nordidactica: Journal of Humanities and Social Science Education*, 12(4), 154–187. (34 s.)

Nygren, T., Vinterek, M., Thorp, R., & Taylor, M. (2017). "Promoting a Historiographic Gaze Through Multiperspectivity in History Teaching" i Åström Elmersjö, H., Clark, A. & Vinterek, M. (red.) (2017) *International perspectives on teaching rival histories: Pedagogical responses to contested narratives and the history wars* (s. 207–228). Palgrave MacMillian. Finns som elektronisk resurs. (22 s.)

Paricio, J. (2021). Perspective as a threshold concept for learning history. *History Education Research Journal*, 18(1), 109–125. (17 s.)

Peters, R. A., & Johannesen, H. J. (2020). What is actually true?: Approaches to teaching conspiracy theories and alternative narratives in history lessons. *Acta Didactica Norden*, 14(4), 1–26. (26 s.)

Reisman, A. (2012). Reading like a historian: A document-based history curriculum intervention in urban high schools. *Cognition and instruction*, 30(1), 86–112. (27 s.)

Retz, T. (2015). A moderate hermeneutical approach to empathy in history education. *Educational Philosophy and Theory*, 47(3), 214–226. (13 s.)

Skolforskningsinstitutet (2023). *Historisk förståelse: undervisning i historia på högstadiet och i gymnasieskolan*. Skolforskningsinstitutet. (94 s.)

Sjölund Åhsberg, C. (2025). (Re) mapping the terrain of historical significance: compiling an atlas of frameworks and criteria. *History Education Research Journal*, 22(1), 1–18. (18 s.)

Thorp, R., & Persson, A. (2020). On historical thinking and the history educational challenge. *Educational Philosophy and Theory*, 52(8), 891–901. (11 s.)

Van Straaten, D., Wilschut, A., & Oostdam, R. (2018). Exploring pedagogical approaches for connecting the past, the present and the future in history teaching. *Historical Encounters*, 5(1), 46–67. (22 s.)



Stockholms  
universitet

Aktuella artiklar väljs i samråd med kurslärare.