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

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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.)

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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.)

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Arensmeier, C. (2018). Different Expectations in Civic Education: A Comparison of Upper-Secondary School Textbooks in Sweden. *Journal of Social Science Education*, 17(2), 5–20.

<https://doi.org/10.4119/jsse-868> (16 s.)

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- Björklund, M. (2024). Financial citizenship education and the elusive power of critical inquiry. *Theory & Research in Social Education*, 53(2), 272–295.
<https://doi.org/10.1080/00933104.2024.2406789> (24 s.)
- Børhaug, K. (2014). Selective Critical Thinking: A Textbook Analysis of Education for Critical Thinking in Norwegian Social Studies. *Policy Futures in Education*, 12(3), 431–444.
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- Jay, L. (2022). The disciplinary and critical divide in social studies teacher education research: A review of the literature from 2009–2019. *Theory & Research in Social Education*, 50(3), 339–374. <https://doi.org/10.1080/00933104.2022.2077156> (36 s.)
- Journell, W., Beeson, M. W., & Ayers, C. A. (2015). Learning to think politically: Toward more complete disciplinary knowledge in civics and government courses. *Theory and Research in Social Education*, 43(1), 28–67.
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