

Kurslitteratur

UM045FN, Didaktisk modellering, FN, 7,5 hp

Arnold, K.-H. (2012). Didactics, didactic models and learning. In N. M. Seel (Ed.), *Encyclopedia of the Sciences of Learning* (pp. 986-990). Boston, MA: Springer US. Cirka 5 s.

Downes, S. M. (2021). *Models and Modeling in the Sciences: A Philosophical Introduction [Elektronisk resurs]*. Routledge. 114 s.

Gundem, B. (2000). Understanding European didactics. In B. Moon, M. Ben-Peretz, & S. A. Brown (Eds.), *Routledge International Companion to Education* (pp. 210-233). London: Routledge. 24 s.

Hamza, K., & Lundqvist, E. (2023). Mangling didactic models for use in didactic analysis of classroom interaction. In F. Ligozat, K. Klette, & J. Almqvist (Eds.), *Didactics in a Changing World: European Perspectives on Teaching, Learning and the Curriculum* (pp. 103-121). Springer International Publishing. https://doi.org/10.1007/978-3-031-20810-2_7. 18 s.

Ingerman, A., & Wickman, P.-O. (2015). Towards a teachers' professional discipline: Shared responsibility for didactic models in research and practice. In P. Burnard, B.-M. Apelgren, & N. Cabaroglu (Eds.), *Transformative teacher research* (pp. 167-179). Rotterdam: Sense Publishers. 12 s.

Kansanen, P., & Meri, M. (1999). The didactic relation in the teaching-studying-learning process. In B. Hudson, F. Buchberger, P. Kansanen, & H. Seel (Eds.), *Didaktik/Fachdidaktik as science(-s) of the teaching profession?* (Vol. 2, pp. 107-118). Umeå: Thematic Network of Teacher Education in Europe. 11 s.

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Sjöström, J., & Rydberg, C. (2018). Towards transdisciplinary Didaktik: didactic modelling of complex controversial issues teaching for reflexive Bildung and sustainability. In I. Eilks, S. Markic, & B. Raller (Eds.), *Building Bridges Across Disciplines for Transformative Education and a Sustainable Future* (pp. 3-15). Shaker Verlag. 12 s.

Sjöström, J., Eilks, I., & Talanquer, V. (2020). Didaktik models in chemistry education. *Journal of Chemical Education*. doi:10.1021/acs.jchemed.9b01034 6 s.

Thalheim, B. (2010). Towards a theory of conceptual modelling. *Journal of Universal Computer Science*, 16(20), 3102-3137. 35 s.

The Design-Based Research Collective. (2003). Design-Based Research: An emerging paradigm for educational inquiry. *Educational Researcher*, 32(1), 5-8. doi:10.3102/0013189x032001005 4 s.

Weiland, M., Caiman, C., & Hamza, K. (2026). Considerations for the teacher-researcher collaboration during the mangling phase of didactic modelling in primary science. *Nordic Studies in Science Education*, 22, 73-91. <https://doi.org/10.5617/nordina.11837> 18 s.

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Wickman, P.-O., Hamza, K., & Lundegård, I. (2020). Didactics and didactic models in science education. In P. J. White, R. Tytler, J. Ferguson, & J. Cripps Clark (Eds.), *Methodological approaches to STEM education research* (Vol. 1, pp. 34-49). Newcastle upon Tyne, U.K: Cambridge Scholars Publishing. 15 s.

Östman, L., van Poeck, K., Lidar, M., & Lundqvist, E. (2025). Theory-practice bridging through lesson design workshops. *Scandinavian Journal of Educational Research*, 1-16. <https://doi.org/10.1080/00313831.2025.2516446>. 16 s.

(Totalt 344 sidor.)

Valbar litteratur

En av nedanstående två böcker:

Sjöström, J., & Tyson, R. (2022). *Didaktik för lärande och bildning / Jesper Sjöström och Ruhi Tyson* (Första upplagan ed.). Liber. Urval, ca 120 s.

Westbury, I., Hopmann, S., & Riquarts, K. (2000). *Teaching as a reflective practice : the German Didaktik tradition*. L. Erlbaum Associates. Urval ca 120 s.

Valbara artiklar:

Artiklar som behandlar didaktiska modeller eller närliggande kunskapsprodukter inom relevant ämnesområde, väljs i samråd med kursdeltagarna. (150 s.)