

Reading list for Educational Sciences 2, Development and Learning, 974G02, 2011

All kurslitteratur är obligatorisk, vissa texter är dock inte examinerande. De icke examinerande texterna markeras med asterisk.

Huvudbok (finns att köpa som en specialutgåva på Bokakademin. Då heter boken Woolfolk & McMillan, Educational Psychology and Classroom Assessment.)
Originalen heter som nedan:

Woolfolk, A. (2010). Educational psychology (11th ed.). Upper Saddle River, New Jersey: Pearson. (kap. 1-3; 5-7; 9-11)

Kompendium (köpes på LIU-Tryck i C-huset från 8 september):

Ausubel, D.P. (1968). The psychology of meaningful verbal learning. New York: Grune & Stratton.

Ausubel, D. (1965). In defense of verbal learning. In R.C. Anderson & D.P. Ausubel (Red.), Readings in the psychology of cognition. New York: Holt, Reinehart & Winston.

Bruner, J. (1996). The culture of education. Cambridge: Harvard University Press.

Bruner, J. (1971). På väg mot en undervisningsteori. Lund: Gleerups.
Lave, J. & Wenger, E. (1991). Situated learning: legitimate peripheral participation. Cambridge: Cambridge University Press.

Skinner, B.F. (1971). Undervisningsteknologi. Stockholm: Almqvist & Wiksell.

*Szczepanski, A. (2007). Uterummet - ett mäktigt klassrum med många lärmiljöer. I L-O. Dahlgren, S. Sjölander, J.P. Strid & A. Szczepanski (Red.), Utomhuspedagogik som kunskapskälla. Lund: Studentlitteratur.

Tidskriftsartiklar:

*Fawcett, L.M. & Garton, A.F. (2005). The effect of peer collaboration on children's problem-solving ability. British Journal of Educational Psychology, 75(2), 157-169.

*Gillies, R.M. & Boyle, M. (2010). Teachers' reflections on cooperative learning: Issues of implementation. Teaching and Teachers Education, 26(4), 933-940.

*Richardson, J.T. (2010). Conceptions of learning and approaches to studying among white and ethnic minority students in distance education. British Journal of Educational Psychology, 80(4), 535-556.

*Szklański, A. (2011). Pupils' experience of being motivated to learn in school: An

empirical phenomenological study. *Teaching Science*, 57(1), 43-48.

*Volet, S., Vauras, M & Salone, P. (2009). Self- and social regulation in learning contexts: An integrative perspective. *Educational Psychologist*, 44(4), 215-226.