



DEPARTMENT OF EDUCATION, COMMUNICATION AND LEARNING

HPA201 Research methods in teaching and learning in higher education, 15 credits

Vetenskapliga metoder för högskolepedagogik, 15 högskolepoäng
Second Cycle

Reading list for HPA201, to be valid from spring semester of 2024

Reading list was confirmed by Department of Education, Communication and Learning
on 2023-08-24 to be valid from 2024-01-15.

See appendix.

HPA 201 Literature list

Bacchi, C. (2012). Why Study Problematizations? Making Politics Visible. *Open Journal of Political Science*, 2(1), 1–8. (8 pages)
<http://dx.doi.org/10.4236/ojps.2012.21001>

Chan, C. (2023). A comprehensive AI policy education framework for university teaching and learning. *International Journal of Educational Technology in Higher Education*, 20(1). (25 pages)
<https://link.springer.com/content/pdf/10.1186/s41239-023-00408-3.pdf?pdf=button>

Dafouz, E., & Smit, U. (2022). Towards multilingualism in English-medium higher education. *Journal of English-Medium Instruction*, 1(1), 29–47. (18 pages)
<https://www-jbe-platform-com.ezproxy.ub.gu.se/docserver/fulltext/jemi.21018.daf.pdf?expires=1691587968&id=id&accname=goteborgsswe%2F6&checksum=946BC60D72A874A717922BBADD38FB70>

Daniel, B. K., & Harland, T. (2017). *Higher education research methodology: A step-by-step guide to the research process*. Routledge. (154 pages).
<https://www-taylorfrancis-com.ezproxy.ub.gu.se/books/mono/10.4324/9781315149783/higher-education-research-methodology-ben-kei-daniel-tony-harland>

Esterhazy, R., & Damşa, C. (2019). Unpacking the feedback process: an analysis of undergraduate students' interactional meaning-making of feedback comments. *Studies in Higher Education*, 44(2), 260–274. (14 pages)
<https://doi.org/10.1080/03075079.2017.1359249>

Hovdhaugen, E. (2009). Transfer and dropout: Different forms of student departure in Norway. *Studies in Higher Education*, 34(1), 1–17. (17 pages)
<https://doi.org/10.1080/03075070802457009>

Little, T., Dawson, P., Boud, D., & Tai, J. (2023). Can students' feedback literacy be improved? A scoping review of interventions. *Assessment and Evaluation in Higher Education*. 1-14. Online, ahead-of-print, 1–14. (14 pages) <https://www-tandfonline-com.ezproxy.ub.gu.se/doi/full/10.1080/02602938.2023.2177613>

Martin, F., Wang, C., & Sadaf, A. (2018). Student perception of helpfulness of facilitation strategies that enhance instructor presence, connectedness, engagement and learning in online courses. *The Internet and Higher Education*, 37, 52–65. (13 pages). <https://doi.org/10.1016/j.iheduc.2018.01.003>

Nieminen, J.H., & Carless, D. (2023) Feedback literacy: a critical review of an emerging concept. *Higher Education*, 85, 1381–1400. (20 pages)
<https://doi.org/10.1007/s10734-022-00895-9>

Ou, A., & Malmström, H. (2023). 'It becomes increasingly complex to deal with multiple channels': Materialised communicative competence and digital inequality in English-medium higher education in the digital era. *Journal of Multilingual and*

Multicultural Development, 1–19. (19 pages) <https://www-tandfonline-com.ezproxy.ub.gu.se/doi/pdf/10.1080/01434632.2023.2222102?download=true>

Tight, M. (2018). *Higher education research: The developing field*. Bloomsbury Publishing. (176 pages). <https://www-bloomsburycollections-com.ezproxy.ub.gu.se/monograph?docid=b-9781474283779>

Tight, M. (2019). Systematic Reviews and Meta-analyses of Higher Education Research. *European Journal of Higher Education*, 9(2),133–52. (19 pages) <https://www-tandfonline-com.ezproxy.ub.gu.se/doi/full/10.1080/21568235.2018.1541752>

Some additional literature of approximately 100 pages might be added.