HPA102   Didaktiska perspektiv på lärande och undervisning i högre utbildning, 7,5 högskolepoäng

Didactic perspectives on teaching and learning in higher education, 7.5 credits
Avancerad nivå / Second Cycle

Litteraturlista för HPA102, gällande från och med vårterminen 2024
Litteraturlistan är fastställd av Institutionen för pedagogik, kommunikation och lärande 2024-01-08 att gälla från och med 2024-01-15.

Se bilaga.

HPA102   Didactic perspectives on teaching and learning in higher education, 7.5 credits
Didaktiska perspektiv på lärande och undervisning i högre utbildning, 7,5 högskolepoäng
Second Cycle / Avancerad nivå

Required reading list

Bates, A.W. (2019). *Teaching in a Digital Age: Guidelines for Designing Teaching and Learning*. Vancouver BC: Tony Bates Associates Ltd. (In selection) https://opentextbc.ca/teachinginadigitalage/

Bering Keiding, T., & Qvortrup, A. (2018). Higher education journals as didactic frameworks, *Higher Education Research & Development*, 37(1), 72-87. https://doi.org/10.1080/07294360.2017.1342606

Kálmán, O., Tynjälä, P., & Skaniakos, T. (2020). Patterns of university teachers' approaches to teaching, professional development and perceived departmental cultures, *Teaching in Higher Education*, *25*(5), 595-614. https://doi.org/10.1080/13562517.2019.1586667

Leijon, M., Malvebo, E., & Tieva, Å. (2021). It is time for DiSCo: a theoretical model for didactic spatial competence, *Journal of Learning Spaces, 10*(3), 72–77. https://urn.kb.se/resolve?urn=urn:nbn:se:umu:diva-190685

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Magnússon, G., & Rytzler, J. (2019). Approaching higher education with Didaktik: university teaching for intellectual emancipation, *European Journal of Higher Education, 9*(2), 190-202. https://doi.org/10.1080/21568235.2018.1515030

Moriña, A. (2022). Faculty members who engage in inclusive pedagogy: methodological and affective strategies for teaching, *Teaching in Higher Education, 27*(3), 371-386. https://doi.org/10.1080/13562517.2020.1724938

Schneider, M., & Preckel, F. (2017). Variables associated with achievement in higher education: A systematic review of meta-analyses, *Psychological Bulletin, 143*(6), 565–600. https://doi.org/10.1037/bul0000098

Schneuwly, B., & Vollmer, H. J. (2018). Bildung and subject didactics: exploring a classical concept for building new insights, *European Educational Research Journal, 17*(1), 37-50. https://doi.org/10.1177/1474904117696096

Smith, C. D., & Baik, C. (2021). High-impact teaching practices in higher education: a best evidence review, *Studies in Higher Education, 46*(8), 1696-1713. https://doi.org/10.1080/03075079.2019.1698539

Stentiford, L., & Koutsouris, G. (2021). What are inclusive pedagogies in higher education? A systematic scoping review, *Studies in Higher Education, 46*(11), 2245-2261. https://doi.org/10.1080/03075079.2020.1716322

Theelen, H., & van Breukelen, D. H. J. (2022). The didactic and pedagogical design of e-learning in higher education: A systematic literature review, *Journal of Computer Assisted Learning, 38*(5), 1286–1303. https://doi.org/10.1111/jcal.12705

Reference literature:

Hunt, L., & Chalmers, D. (Red.). (2021). *University Teaching in Focus: A learning-centred approach* (1st ed.). Routledge. https://doi-org.ezproxy.ub.gu.se/10.4324/9781003008330
(Available as e-book through the university library, UB)

Fry, H., Ketteridge, S., & Marshall, S. (2015). *A handbook for teaching and learning in higher education enhancing academic practice* (4th ed.). Hoboken: Taylor and Francis.
(Available as e-book through the university library, UB)

Race, P. (2019). The Lecturer's Toolkit: *A Practical Guide to Assessment, Learning and Teaching* (5th ed.). Routledge. https://doi.org/10.4324/9780429060205
(Available as e-book through the university library, UB)