



# INSTITUTIONEN FÖR PEDAGOGIK, KOMMUNIKATION OCH LÄRANDE

## **HPA201 Vetenskapliga metoder för högskolepedagogik, 15 högskolepoäng**

Research methods in teaching and learning in higher education, 15 credits  
*Avancerad nivå / Second Cycle*

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### **Litteraturlista för HPA201, gällande från och med vårterminen 2024**

Litteraturlistan är fastställd av Institutionen för pedagogik, kommunikation och lärande 2023-08-24 att gälla från och med 2024-01-15.

Se bilaga.

## 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.