

**Lgid60 Idrott och hälsa VI, 15 högskolepoäng**

Physical Education and Health 6 for Teachers in Upper Secondary School, 15 credits

*Grundnivå / First Cycle*

---

**Litteraturlista för LGID60, gällande från och med vårterminen 2018**

Litteraturlistan är fastställd av Institutionen för kost- och idrottsvetenskap 2018-01-25 att gälla från och med 2018-01-25.

Se bilaga.



## LITTERATURLISTA

### **Lgid60, Idrott och hälsa VI, 15 högskolepoäng** Physical Education and Health VI, 15 higher education credits

Grundnivå/First Cycle

Gäller fr o m vt 2018

---

#### Obligatorisk litteratur

Atkinson, M. (2012). Interviewing. In *Key Concepts in Sport and Exercise Research Methods*. Sage: London, pp. 121-130. DOI: <http://dx.doi.org/10.4135/9781446288092.n20>.

Backman, E. (2008). Friluftsliv inom ämnet idrott och hälsa – ett bidrag till mer integrering i skolan? *Svensk Idrottsforskning*, 4, 1-5.

Backman, E. (2011). What controls the teaching of friluftsliv? Analysing a pedagogic discourse within Swedish physical education. *Journal of Adventure and Outdoor Learning*. 11(1), 51-65, DOI: 10.1080/14729679.2010.532988.

Barker, D. M., Aggerholm, K., Standal, O., & Larsson, H. (2017). Developing the practising model in physical education: an expository outline focusing on movement capability. *Physical Education and Sport Pedagogy*, 1-13. doi:10.1080/17408989.2017.1371685

Barker, D., Annerstedt, M., & Quennerstedt, M. (2013). Inter-student interactions and student learning in Health and Physical Education: A post-Vygotskian analysis. *Physical Education and Sport Pedagogy*. DOI: 10.1080/17408989.2013.868875.

Barker, D., & Annerstedt, C. (2016). Managing physical education lessons: an interactional approach. *Sport, Education and Society*, 21(6), 924-944. doi:10.1080/13573322.2014.969229

Barron, L. & Wells, L. (2013). Transitioning to the real world through problem-based learning: A collaborative approach to teacher preparation. *Journal of Learning in Higher Education*, 9(2), 13-18.

Brooks, F. & Magnusson, J. (2006). Taking part counts: adolescents' experiences of the transition from inactivity to active participation in school-based physical education. *Health Education Research*, 21(6), 872-883.

Edge, D. M. & Claxton, D. B. (2000). 21st-Century Literature Searching in Physical Education, *Journal of Physical Education, Recreation & Dance*, 71(6), 49-52, DOI: 10.1080/07303084.2000.10605163.

Gard, M. (2008). When a boy's gotta dance: masculinities, old pleasures. *Sport, Education and Society*, 13(2), 181-193.

Hastie, P. (2004). Problem solving in teaching sports. In J. Wright, D. Macdonald and L. Burrows (red.), *Critical Inquiry and Problem Solving in Physical Education* (pp. 62-73). London: Routledge.

Hmelo-Silver, D. (2004). Problem-based learning: What and how do students learn? *Educational Psychology Review*, 16(3), 235-244. (part of article only).

Kirschner, P., Sweller, J., & Clarke, R. (2006). Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based, experiential and inquiry-based teaching. *Educational Psychologist*, 41(2), 75-86.

Lundvall, S. & Meckbach, J. (2007). Tid för dans. In H. Larson and J. Meckbach, (red.), *Idrottsdidaktiska utmaningar*. Stockholm: Liber.

Niven, A., Henretty, J., & Fawkner, S. (2014). 'It's too crowded': A qualitative study of the physical environment factors that adolescent girls perceive to be important and influential on their PE experience. *European Physical Education Review*, 20(3), 335-348.

Nyberg, G. & Larsson, H. (2016). *Rörelseförmåga i idrott och hälsa : en bok om rörelse, kunskap och lärande*. Lund: Studentlitteratur. (176 s.)

Macdonald D (2004) Understanding learning in physical education. In: Wright J, Burrows L and Macdonald D (eds) *Critical Inquiry and Problem-solving in Physical Education*. London: Routledge, pp.16–29.

Quennerstedt, M., Almqvist, J. & Öhman, M. (2011). Keep your eye on the ball: Investigating artifacts-in-use in physical education. *Interchange*, 42(3), 287-305.

Rubin, H. & Rubin, I. (2005). Structuring the interview. In *Qualitative Interviewing: The Art of Hearing Data*. Thousand Oaks, CA: Sage, pp. 129-152. DOI: <http://dx.doi.org/10.4135/9781452226651.n7>.

Smith, W. (2016). Fundamental movement skills and fundamental games skills are complementary pairs and should be taught in complementary ways at all stages of skill development. *Sport, Education and Society*, 21(3), 431-442.  
doi:10.1080/13573322.2014.927757

Teng, G. (2013). *Uppdrag samspel: en studie om elevers samspelskunnande i bollspel i ämnet idrott och hälsa*. (Licentiatavhandling), Institutionen för kost- och idrottsvetenskap, Göteborgs universitet. (165 s.)

Vors, O., & Gal-Petitfaux, N. (2014). Relation between students' involvement and teacher management strategies in French 'difficult' classrooms. *Physical Education and Sport Pedagogy*. doi: 10.1080/17408989.2014.882889.