

Pensum NATDID212-P (vår 2018) 288 sider

- Abrahams, I., & Millar, R. (2008). Does practical work really work? A study of the effectiveness of practical work as a teaching and learning method in school science. *International Journal of Science Education*, 30(14), 1945-1969.
doi:10.1080/09500690701749305 **25 sider**
- Dewey, J. (1910). How we think. Boston: D.C. Heath & Co. (kap. 9 og 13). s. 116-134 og 170-187 (kan lastes ned fra: <https://archive.org/details/howwethink000838mbp>) **37 sider**
- Kunter, M., & Voss, T. (2013). The model of instructional quality in COACTIV: A multicriteria analysis. In M. Kunter, J. Baumert, W. Blum, U. Klusmann, S. Krauss, & M. Neubrand (Eds.), *Cognitive activation in the mathematics classroom and professional competence of teachers: Results from the COACTIV project* (pp. 97-124). Boston, MA: Springer US. E-bok **28 sider**
- Lunetta, V. N. (1998). The school science laboratory: Historical perspectives and contexts for contemporary teaching. In B. J. Fraser & K. G. Tobin (Eds.), *International handbook of science education* (pp. 249-262). Dordrecht: Kluwer. **14 sider** (fåes ved litteraturkiosken)
- Mehan, H. (1979). 'What time is it, Denise?': Asking known information questions in classroom discourse. *Theory into Practice*, 18(4), 285-294. doi: 10.1080/00405847909542846 **10 sider**
- Nuthall, G. (2004). Relating classroom teaching to student learning: A critical analysis of why research has failed to bridge the theory-practice gap. *Harvard Educational Review*, 74(3), 273-306. doi:10.1207/s15327809jls10-1-2_6 **34 sider**
- Nuthall, G., & Alton-Lee, A. (1995). Assessing classroom learning: How students use their knowledge and experience to answer classroom achievement test questions in science and social studies. *American Educational Research Journal*, 32(1), 185-223.
doi:10.2307/1163218 **39 sider**
- Slavin, R. E. (1994). Quality, appropriateness, incentive, and time: A model of instructional effectiveness. *International Journal of Educational Research*, 21(2), 141-157.
doi:[http://dx.doi.org/10.1016/0883-0355\(94\)90029-9](http://dx.doi.org/10.1016/0883-0355(94)90029-9) **17 sider**
- Topphol, A. K. (2012). "Da klokka klang ..." - om timesignaturane til matematikk og naturfag. In P. Haug (Ed.), *Kvalitet i opplæringa: arbeid i grunnskulen observert og vurdert* (pp. 123-143). Oslo: Samlaget. **21 sider** (fåes ved litteraturkiosken)
- Wahlberg, H. J., & Paik, S., J. (2000). *Effective educational practices*. Retrieved from <http://www.ibe.unesco.org> **24 sider**
- Windschitl, M., Thompson, J., Braaten, M., & Stroupe, D. (2012). Proposing a core set of instructional practices and tools for teachers of science. *Science Education*, 96(5), 878-903. doi:10.1002/sce.21027 **25 sider**
- Ødegaard, M., & Arnesen, N. E. (2010). Hva skjer i naturfagklasserommet? - resultater fra en videobasert klasseromsstudie; PISA+. Nordina, 6(1), 16-32. Tilgjengelig på net, **17 sider**
- Læreplanen naturfag. <http://www.udir.no/kl06/NAT1-03/Hele>