



## INSTITUTIONEN FÖR DIDAKTIK OCH PEDAGOGISK PROFESSION

### **FOU1810, Fenomenografiska horisonter: den interna horisonten, 7,5 högskolepoäng**

Phenomenographic Horizons: the internal horizon, 7.5 credits

*Forskarnivå / Third-cycle level*

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#### **Litteraturlista för FOU1810**

Litteraturlistan är fastställd av Institutionen för didaktik och pedagogisk profession 2024-12-20, att gälla från och med vårterminen 2025.

Se litteraturlistan på nästa sida.



## DEPARTMENT OF PEDAGOGICAL, CURRICULAR AND PROFESSIONAL STUDIES

### **FOU1810 Phenomenographic Horizons: the internal horizon, 7.5 credits**

Fenomenografiska horisonter: den interna horisonten, 7,5 högskolepoäng

*Third-cycle level / Forskarnivå*

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### **Reading and reference list for FOU1810**

This reading and reference list was confirmed by Department of Pedagogical, Curricular and Professional Studies 2024-12-20, and is valid from Spring semester 2025.

The reading and reference list is available on the next page.



## DEPARTMENT OF PEDAGOGICAL, CURRICULAR AND PROFESSIONAL STUDIES

### Phenomenographic Horizons: the internal horizon, 7.5 credits

Fenomenografiska horisonter: den interna horisonten 7,5 högskolepoäng

*Third Cycle/Forskarnivå*

The list of required reading is confirmed by the Faculty of Education, 2011-04-11, revised by the department of Pedagogical, curricular and professional studies 2012-12-05, 2018-03-13 and 2024-12-19.

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#### Required reading

Booth, S. (1997). On Phenomenography, Learning and Teaching. *Higher Education Research and development*, 16(2), 135–158. <https://doi.org/10.1080/0729436970160203>

Booth, S., & Ingerman, Å. (2002). Making sense of Physics in the first year of study *Learning and Instruction*, 12, 493–507. [https://psycnet.apa.org/doi/10.1016/S0959-4752\(01\)00028-7](https://psycnet.apa.org/doi/10.1016/S0959-4752(01)00028-7)

Dahlgren, L. O., & Marton, F. (1978). Students' Conceptions of Subject Matter: an aspect of learning and teaching in higher education. *Studies in Higher Education*, 3(1), 25–35. <https://doi.org/10.1080/03075077812331376316>

Holmqvist, M., Gustavsson, L., & Wernberg, A. (2009). Generative learning: learning beyond the learning situation. *Educational Action Research*, 15(2), 181–208. <https://doi.org/10.1080/09650790701314684>

Ingerman, Å., Linder, C. & Marshall, D. (2009). The learners' experience of variation: following students' threads of learning physics in computer simulation sessions. *Instructional Science*, 37, 273–292. <https://doi.org/10.1007/s11251-007-9044-3>

Kullberg, A., Ingerman, Å., & Marton, F. (2024). Planning and analyzing teaching. Using the variation theory of learning. Routledge. <https://doi.org/10.4324/9781003194903> (Open Access).

Kullberg, A., & Ingerman, Å. (2022). Researching Conditions of Learning–Phenomenography and Variation Theory. Oxford Research Encyclopedia of Education. <https://doi.org/10.1093/acrefore/9780190264093.013.1708>

Kullberg, A., Runesson Kempe, U., & Marton, F. (2017). What is made possible to learn when using the variation theory of learning in teaching mathematics? *ZDM Mathematics Education*, 49(4), 559–569. <https://doi.org/10.1007/s11858-017-0858-4>

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- Marton, F. & Booth, S. (1997). *Learning and Awareness*. Erlbaum (Chapter 2, 4, 6, 7). <https://doi.org/10.4324/9780203053690>
- Marton, F., & Pang, M. F. (2006). On some necessary conditions of learning. *The Journal of the Learning Sciences*, 15(2), 193–220. [https://doi.org/10.1207/s15327809jls1502\\_2](https://doi.org/10.1207/s15327809jls1502_2)
- Marton, F. (2015). *Necessary condition of learning*. Routledge. <https://doi.org/10.4324/9781315816876>
- Pang, M. F. (2003). Two Faces of Variation: on continuity in the phenomenographic movement. *Scandinavian Journal of Educational Research*, 47(2), 145–156. <https://doi.org/10.1080/00313830308612>
- Pang, M.F. & Ki, W.W. (2016). Revisiting the Idea of “Critical Aspects”, *Scandinavian Journal of Educational Research*, 60(3), 323–336. <https://doi.org/10.1080/00313831.2015.1119724>
- Pang, M. F., & Marton, F. (2003). Beyond “lesson study”: Comparing two ways of facilitating the grasp of some economic concepts. *Instructional Science*, 31, 175–194. <https://doi.org/10.1023/A:1023280619632>
- Prosser, M., Walker, P., & Millar, R. (1996). Differences in students’ perceptions of learning physics. *Physics education*, 31(1), 43–48. doi.10.1088/0031-9120/31/1/022.
- Pramling Samuelsson, I., & Pramling, N. (2016). Variation theory of learning and developmental pedagogy: two context-related models of learning grounded in Phenomenography. *Scandinavian Journal of Educational Research*, 60(3), 286–295. <https://doi.org/10.1080/00313831.2015.1120232>
- Rovio-Johansson, A. & Ingerman, Å. (2016). Continuity and development in the Phenomenography and Variation theory tradition, *Scandinavian Journal of Educational Research*, 60(3), 257–271. <https://doi.org/10.1080/00313831.2016.1148074>
- Runesson, U. (2006). What is it Possible to Learn? On Variation as a Necessary Condition for Learning. *Scandinavian Journal of Educational Research*, 50(4), 397–410. <https://doi.org/10.1080/00313830600823753>
- Ryberg, U. (2018). Generating different lesson designs and analysing their effects: The impact of representations when discerning aspects of the derivative. *Journal of Mathematical Behavior*, 51, 1–14. <https://doi.org/10.1016/j.jmathb.2018.03.012>
- Säljö, R. (1979). Learning about learning. *Higher Education*, 8, 443–451. <https://doi.org/10.1007/BF01680533>
- Trigwell, K. (2006). Phenomenography: An approach to research in geography education. *Journal of Geography in Higher Education*, 30(2), 367–372. <https://doi.org/10.1080/03098260600717489>
- Wood, K. (2000). The experience of learning to teach: changing student teachers’ ways of understanding teaching. *Journal of curriculum studies*, 32(1), 75–93. <https://doi.org/10.1080/002202700182862>

Additional articles selected by the PhD student may be added.

### Recommended reading

- Linder, C., & Marshall, D. (2003). Reflection and phenomenography: towards theoretical and educational development possibilities. *Learning and Instruction*, 13, 271–284. [https://doi.org/10.1016/S0959-4752\(02\)00002-6](https://doi.org/10.1016/S0959-4752(02)00002-6)
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- Runesson, U. (2005). Beyond discourse and interaction. Variation: a critical aspect for teaching and learning mathematics. *Cambridge Journal of Education*, 35(1), 69–87. <https://doi.org/10.1080/0305764042000332506>
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- Webb, G. (1997). Deconstructing deep and surface: Towards a critique of phenomenography. *Higher Education*, 33, 195–212. <https://doi.org/10.1023/A:1002905027633>
- Åkerlind, G. S. (2005). Variation and commonality in phenomenographic research methods. *Higher Education Research & Development*, 24(4), 321–334. <https://doi.org/10.1080/07294360500284672>

### Suggested further reading

- Anderberg, E. (2000). Word meaning and conceptions. An empirical study of relationships between students' thinking and use of language when reasoning about a problem. *Instructional Science*, 28, 89–113.
- Ashworth, P., & Lucas, U. (2000). Achieving empathy and engagement: a practical approach to the design, conduct and reporting of phenomenographic research. *Studies in Higher Education*, 25(3), 295–308. <https://doi.org/10.1080/713696153>
- Booth, S. (2004). Engineering education and the pedagogy of awareness. In C. Baillie & I. Moore (Eds.), *Effective Learning and Teaching in engineering*. Kogan Page. <https://doi.org/10.4324/9780203415986>
- Brew, A. (2001). Conceptions of research: a phenomenographic study. *Studies in Higher Education*, 26(3), 271–285. <https://doi.org/10.1080/03075070120076255>
- Cope, C., & Prosser, M. (2005). Identifying didactic knowledge: An empirical study of the educationally critical aspects of learning about information systems. *Higher Education*, 49, 345–372. <https://doi.org/10.1007/s10734-004-6677-x>
- Dahlin, B. (2007). Enriching the Theoretical Horizons of Phenomenography, Variation Theory and Learning Studies. *Scandinavian Journal of Educational Research*, 51(4), 327–346. <https://doi.org/10.1080/00313830701485437>

- Ekeblad, E. (1997). Children learning numbers. A phenomenographic excursion into first-grade children's arithmetic. Gothenburg studies in educational sciences 105. Acta Universitatis Gothoburgensis.
- Emanuelsson, J. (2002). Question of questions. (Summary of doctoral thesis), Gothenburg studies in educational sciences 168. Acta Universitatis Gothoburgensis.
- Entwistle, N. (1997). Reconstituting approaches to learning: A response to Webb. *Higher Education*, 33, 213–218. <https://doi.org/10.1023/A:1002930608372>
- Kullberg, A., Runesson, U., Marton, F., Vikström, A., Nilsson, P., Mårtensson, P., & Häggström, J. (2016) Teaching one thing at a time or several things together? – Teachers changing their way of handling the object of learning by being engaged in theory-based professional learning community in Mathematics and Science, *Teachers and teaching. Theory and practice*, 22(6), 745–759. <https://doi.org/10.1080/13540602.2016.1158957>
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- Marton, F., Watkins, D., & Tang, C. (1997). Discontinuities and continuities in the experience of learning: An interview study of high-school students in Hong Kong. *Learning and Instruction*, 7(1), 21–48. [https://doi.org/10.1016/S0959-4752\(96\)00009-6](https://doi.org/10.1016/S0959-4752(96)00009-6)
- Pang, M. F. (2006). The use of learning study to enhance teacher professional learning in Hong Kong. *Teaching Education*, 17(1), 27–42. <http://dx.doi.org/10.1080/10476210500527915>
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- Stokes, A. (2011). A phenomenographic approach to investigating students' conceptions of geoscience as an academic discipline. In A.D. Feig & A. Stokes (Eds). Qualitative inquiry in geoscience education research. *Geological Society of America*. [https://doi.org/10.1130/2011.2474\(03\)](https://doi.org/10.1130/2011.2474(03))
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