

## Temanyt 68 – Læringsrum

Nyere bøger på AU Library Emdrup fra udgivelsesårene 2003 til og med 2018 udvalgt til Sprogforums temanummer 68.

- Alterator, S. & Deed, C. (2018). *School space and its occupation: Conceptualising and evaluating innovative learning environments*. Boston: Brill Sense.
- Andersen, G. & Antorini, C. (2017). *Kluge kvadratmeter: Skjulte ressourcer til bedre læringsmiljøer*. Odense: Praxis – Erhvervsskolernes Forlag.
- Babione, C. & Anderkin, K. (2015). *Practitioner teacher inquiry and research*. San Francisco: Jossey-Bass.
- Barnard, R. & Torres-Guzmán, M.E. (2009). *Creating classroom communities of learning: International case studies and perspectives*. Bristol: Multicultural Matters.
- Bertin, J., Grave, P. & Narcy-Combes, J. (2010). *Second language distance learning and teaching: Theoretical perspectives and didactic ergonomics*. Hershey: Information Science Reference.
- Bibby, T. (2017). *The creative self: Psychoanalysis, teaching and learning in the classroom*. Abingdon, Oxon: Routledge.
- Bojsen, H. (red.) (2018). *Hvis du ikke kan sproget ... Om flersprogethed og læring på RUC's Sprogprofiler*. Frederiksberg: Roskilde Universitetsforlag.
- Burke, M., Fialho, O. & Zyngier, S. (2016). *Scientific approaches to literature in learning environments*. Amsterdam: John Benjamins Publishing Company.
- Burns, A. (2010). *Doing action research in English language teaching: A guide for practitioners*. New York: Routledge.
- Cavanagh, R.F. & Waugh, R. (2011). *Applications of Rasch measurement in learning environments research*. Rotterdam: Sense Publishers.
- Cook, V. & Li, W. (2016). *The Cambridge Handbook of linguistic multicompetence*. Cambridge: Cambridge University Press.
- Fabricius, A.H. & Preisler, B. (2015). *Transcultural interaction and linguistic diversity in higher education: The student experience*. Basingstoke: Palgrave Macmillan.
- Friis, K., Østergren-Olsen, D. & Friis, K. (red.) (2018). *Literacydidaktik i fagene på mellemtrinnet*. Frederikshavn: Dafolo.
- García, O., Johnson, S.I. & Seltzer, K. (2017). *The translanguaging classroom: Leveraging student bilingualism for learning*. Philadelphia: Caslon.
- Gibbons, P. (2015). *Scaffolding language, scaffolding learning: Teaching English language learners in the mainstream classroom* (2. udg.). Portsmouth: Heinemann.
- Gibbons, P. (2016). *Styrk sproget, styrk læringen: Sproglig udvikling og stilladsering i flersprogede klasserum* (2. udg.). Frederiksberg: Samfundslitteratur.
- Gregersen, A.S. (red.) (2017). *Tidlig sprogstart i skolen*. Frederiksberg: Samfundslitteratur.

- Gruba, P. & Hinkelmann, D. (2012). *Blending technologies in second language classrooms*. New York: Palgrave Macmillan.
- Gurung, R.A.R. & Prieto, L.R. (2009). *Getting culture: Incorporating diversity across the curriculum*. Sterling: Stylus.
- Hamilton, M. (2014). *Autonomy and foreign language learning in a virtual learning environment*. London: Bloomsbury Academic.
- Hui, M. & Grossman, D.L. (2008). *Improving teacher education through action research*. New York: Routledge.
- Hunsinger, J. & Krotoski, A. (2012). *Learning and research in virtual worlds*. London: Routledge.
- Jensen, I.F. & Petersen, K. (2012). *Toolbox til KIE-modellen – gymnasiet*. Køge: KreaConsult +Education.
- Keppell, M., Souter, K. & Riddle, M. (2012). *Physical and virtual learning spaces in higher education: Concepts for the modern learning environment*. Hershey: IGI Global.
- Lunde, M. & Aamodt, S. (2017). *Inkluderende og flerspråklig opplæring*. Bergen: Fagbokforlaget.
- Mazak, C. & Carroll, K.S. (2016). *Translanguaging in higher education beyond monolingual ideologies*. Bristol: Multilingual Matters.
- McMillan, J.H. (2017). *Using students' assessment mistakes and learning deficits to enhance motivation and learning*. New York: Routledge.
- Murray, G., Gao X. & Lamb, T. (2011). *Identity, motivation and autonomy in language learning*. Bristol: Multilingual Matters.
- Nielsen, G.Ø., Pedersen, M.S. & Lund, K. (2003). *Individuelle læringsplaner og kollektive læringsrum – en vejledning*. København: Integrationsministeriet.
- Nikula, T., Dafouz, E., Moore, P. & Smit, U. (2016). *Conceptualising integration in CLIL and multilingual education*. Bristol: Multilingual Matters.
- Norton, B. & Toohey, K. (2004). *Critical pedagogies and language learning*. Cambridge: Cambridge University Press.
- Pedersen, M.P. (red.) (2007). *På vej med sproget: Arbejde, livshistorie og sproglæring*. København: Ministeriet for Flygtninge, Indvandrere og Integration.
- Quintero, E. (2017). *Teaching in context: The social side of education reform*. Cambridge: Harvard Education Press.
- Rander, H., Boysen, L. & Goldbeck, O. (2018). *Voksendidaktik*. København: Akademisk Forlag.
- Sadler, R. (2012). *Virtual worlds for language learning: From theory to practice*. Bern: Lang.
- Schnotz, W. (2015). *Multidisciplinary research on teaching and learning*. Basingstoke: Palgrave Macmillan.
- Schunk, A. (red.) (2016). *Flip din undervisning: En antologi om flipped classroom og flipped learning*. Aarhus: Turbine Akademisk.
- Sherris, A. & Adami, E. (2019). *Making signs, translanguaging ethnographies: Exploring urban, rural and educational spaces*. Bristol: Multilingual Matters.
- Streeck, J., Goodwin, C. & LeBaron, C.D. (2011). *Embodied interaction: Language and body in the material world*. New York: Cambridge University Press.
- Tay, L.Y. & Lim, C.P. (2013). *Creating holistic technology-enhanced learning experiences: Tales from a future school in Singapore*. Rotterdam: Sense Publishers.
- Thomas, M. (2009). *Handbook of research on Web 2.0 and second language learning*. Hershey: Information Science Reference.
- Thomas, M. & Reinders, H. (2010). *Task-based language learning and teaching with technology*. London: Continuum.

- Trinder, R. (2006). *Language learning with computers: The students' perspective: A theoretical and empirical investigation*. Frankfurt am Main: Lang.
- Ubell, R. (2017). *Going online: Perspectives on digital learning*. New York: Routledge.
- Van Lier, L. (2004). *The ecology and semiotics of language learning: A sociocultural perspective*. Boston: Kluwer Academic.
- Wittek, L. (2012). *Læring i og mellom mennesker: En innføring i sosiokulturelle perspektiver* (2. udg.). Oslo: Cappelen Damm akademisk.
- Østern, A., Sjöholm, K. & Arnolds-Granlund, S. (2006). *Kulturella mötesplatser i tid och rum*. Vasa: Åbo Akademi, Pedagogiska fakulteten.

Se også Sprogforums tidligere temanummer *Læringsrum (Sprogforum, årg. 9, nr. 25, 2003)*.

Find flere bøger og e-bøger fra Sprogpædagogisk Informationscenters sprogsamling på AU Library Emdrup: <http://library.au.dk/sprogpaed-infocenter/> eller søg direkte på: <http://library.au.dk/>.