

Bibliography of summarizing publications in English on the German Tradition in General Didactics

provided by Dr. Karl-Heinz Arnold, Professor of Education at the University of Hildesheim, Institute of Educational Science, 28.02.2013

- Arnold, K.-H. (2012). Didactics (didactic models) and learning. In N. M. Seel (Ed.), *Encyclopedia of the sciences of learning* (pp. 986–990). Heidelberg: Springer.
- Arnold, K.-H., & Koch-Priewe, B. (2011). The merging and the future of the classical German traditions in General Didactics: A comprehensive framework for lesson planning. In B. Hudson & M. A. Meyer (Eds.), *Beyond fragmentation: Didactics, learning and teaching in Europe* (pp. 252–264). Opladen: Budrich.
- Arnold, K.-H. & Lindner-Müller, C. (2012). The German Tradition in General Didactics: Its origins, major concepts, approaches, and perspectives. *Jahrbuch für Allgemeine Didaktik*, 2, 46–64.
- Gundem, B. B. (2010). Didactics - Didaktik - Didactique. In C. A. Kridel (Ed.), *Encyclopedia of curriculum studies* (pp. 292–293). Thousand Oaks, CA: Sage.
- Hopmann, S., & Keitel, C. (1995). Editorial: The German Didaktik tradition. *Journal of Curriculum Studies*, 27(1), 1–2.
- Hopmann, S. (2007). Restrained teaching: The common core of Didaktik. *European Educational Research Journal*, 6 (2), 109–124.
- Kansanen, P. (1995). The Deutsche Didaktik. *Journal of Curriculum Studies*, 27(4), 347–352.
- Kansanen, P. (1999). The Deutsche Didaktik and the American Research on Teaching. In B. Hudson, F. Buchberger, P. Kansanen, & H. Seel (Eds.), *TNTEE Publications: 2, Nr 1. Didaktik/Fachdidaktik as science(-s) of the teaching profession?* (pp. 21–34). Umeå: TNTEE, University of Umeå. Retrieved from <http://tntee.umu.se/publications/v2n1/pdf/ch2.pdf>
- Kansanen, P. (2002). Didactics and its relation to educational psychology: Problems in translating a key concept across research communities. *International Review of Education*, 48(6), 427–441.
- Menck, P. (2000). *Looking into classrooms: Papers on didactics. Issues in curriculum theory, policy, and research*. Stamford, CO: Ablex.
- Meyer, M. A. (2007). Didactics, sense making, and educational experience. *European Educational Research Journal*, 6(2), 161–173.
- Meyer, M. A. (2012). Keyword: Didactics in Europe. *Zeitschrift für Erziehungswissenschaft*, 15 (3), 449–482.
- Oser, F., & Baeriswyl, F. J. (2001). Choreographies of teaching: Bridging instruction to learning. In V. Richardson (Ed.), *Handbook of research on teaching* (pp. 1031–1065). Washington, D.C.: American Educational Research Association.
- Pepin, B. (1999). Existing models of knowledge in teaching: Developing an understanding of the Anglo/American, the French and the German scene. In B. Hudson, F. Buchberger, P. Kansanen, & H. Seel (Eds.), *TNTEE Publications: 2, Nr 1. Didaktik/Fachdidaktik as science(-s) of the teaching profession?* (pp. 49–66). Umeå: TNTEE, University of Umeå. Retrieved from <http://tntee.umu.se/publications/v2n1/pdf/ch4.pdf>
- Shirley, D. (2009). American Perspectives on German Traditions in educational theory and research. In K.-H. Arnold, S. Blömeke, R. Messner, & J. Schlömerkemper (Eds.), *Allgemeine Didaktik und Lehr-Lernforschung: Kontroversen und Entwicklungsperspektiven einer Wissenschaft vom Unterricht* (pp. 195–209). Bad Heilbrunn: Klinkhardt.
- Uljens, M. (1997). *School didactics and learning. A school didactic model framing an analysis of pedagogical implications of learning theory*. Hove: Psychology Press.
- Westbury, I., Hopmann, S., & Riquarts, K. (Eds.). (2000). *Teaching as a reflective practice. The German Didaktik tradition*. Mahwah, NJ: Erlbaum.
- Zierer, K. (2011). Didactics textbooks in Germany and the USA: A comparative study of eclecticism, selection and integration. *Research in Comparative and International Education*, 6(2), 147–160.