



Fakulteten för humaniora och samhällsvetenskap
Svenska språket

Litteraturlista

Teoretiska perspektiv på skrivande, kreativitet och artificiell intelligens

Gäller från och med 18 jan 2027

Kurskod: S1AD04
Kursens benämning: Teoretiska perspektiv på skrivande, kreativitet och artificiell intelligens
Högskolepoäng: 7.5
Utbildningsnivå: Avancerad nivå

Böcker

Bereiter, C. & Scardamalia, M. (1987). *The Psychology of Written Composition*. Hillsdale, New Jersey: Lawrence Erlbaum Associates. (urval ca 50 s.).

Boden, M. A (2004). *The Creative Mind: Myths and Mechanisms* (2 uppl.). London: Routledge. (urval ca 50 s.)

Csikszentmihalyi, M. (1996). *Creativity: Flow and the Psychology of Discovery and Invention*. New York: HarperCollins. (urval ca 120 s.)

Glaveanu, V. P. (2014). *Distributed Creativity: Thinking Outside the Box of the Creative Individual*. Cham: Springer. (urval ca 40 s.).

Ivanic, R. (1998). *Writing and Identity: The Discoursal Construction of Identity in Academic Writing*. Amsterdam: John Benjamins. (urval ca 50 s.).

Lillis, T. M. (2001). *Student Writing: Access, Regulation, Desire*. London: Routledge. (urval ca 50 s.).

Milles, K. (2025). *Skriv med AI*. Stockholm: Natur & Kultur.

Sawyer, R. K. (2012). *Explaining Creativity: The Science of Human Innovation* (2 uppl.). Oxford: Oxford University Press. (urval ca 120 s.).

Kapitel i bok

Guo, A., Sathyanarayanan, S., Wang, L., Heer, J. & Zhang, A. X. (2025). From Pen to Prompt: How Creative Writers Integrate AI into Their Writing Practice. *C&C'25. Proceedings of the ACM Creativity and Cognition Conference* (s. 527-545)

Long, D. & Magerko, B. (2020). What Is AI Literacy? Competencies and Design Considerations. *Proceedings of the 2020 CHI Conference on Human Factors in Computing Systems* (s. 1-16.)

Artiklar

Doshi, A. R. & Hauser, O. P. (2024). Generative AI Enhances Individual Creativity but Reduces the Collective Diversity of Novel Content. *Science Advances*, 10 (28), s. 1-9

Flavell, J. H. (1979). Metacognition and Cognitive Monitoring: A New Area of Cognitive-Developmental Inquiry. *American Psychologist*, 34 (10), s. 906-911.

Flower, L. & Hayes, J. R. (1981). A Cognitive Process Theory of Writing. *College Composition and Communication*, 32 (4), s. 365-387.

Formosa, P., Banks, S., Matulionyte, R., & Ghasemi, O. (2025). Can ChatGPT Be an Author? Generative AI Creative Writing Assistance and Perceptions of Authorship, Creatorship, Responsibility and Disclosure. *AI &*

Society, 40, s. 3405-3417.

Hayes, J. R. (2012). The Association for Computing Machinery. *Written Communication*, 29 (3), s. 369-388.

Ivanic, R. (2004). Discourses of Writing and Learning to Write. *Language and Education*, 18 (3), s. 220-245.

Negretti, R. (2012). Metacognition in Student Academic Writing: A Longitudinal Study of Metacognitive Awareness and Its Relation to Task Perception and Evaluation of Performance. *Written Communication*, 29 (2), s. 142-179.

Ng, D. T. K., Leung, J. K. L., Chu, S. K. W. & Qiao, M. S. (2021). Conceptualizing AI Literacy: An Exploratory Review. *Computers and Education: Artificial Intelligence*, 2. 100041. (11 sidor)

Ou, A. W., Khuder, B., Franzetti, S. & Negretti, R. (2024). Conceptualising and Cultivating Critical GAI Literacy in Doctoral Academic Writing. *Journal of Second Language Writing*, 66. 101156. (16 sidor)

Porter, B. & Machery, E. (2024). AI-Generated Poetry Is Indistinguishable from Human-Written Poetry and Is Rated More Favorably. *Scientific Reports*, 14. (12 sidor)

Artiklar om ca 100 sidor tillkommer och läses enligt anvisning.

Fastställd av Fakultetsnämnden vid Fakulteten för humaniora och samhällsvetenskap 21 jul 2026