

Course literature for UB129F Schoolage Educare, 15 credits, first level

Valid as of the autumn semester 2023.

Course within the section for child and youth studies.

Decided by the departmental board 2023-05-09.

Titles marked with * can be found electronically, either at su.se/biblioteket or open on the internet.

Titles marked with ** are available as pdf's at the courses site on Athena.

Course literature

- * Brügge, B. (2021). Warm, dry, well fed and happy. In B. Brügge, M. Glantz, K. Sandell, T. Lundqvist Jones, A. Szczepanski, & P. Andersson (eds.). *Friluftsliv explored: an environmental and outdoor teaching approach for knowledge, emotions and quality of life*. Linköping University Electronic Press. (p. 7-28). (21 p.)
- * Brügge, B. & Szczepanski, A. (2021). Pedagogics, didactics and leadership. In B. Brügge, M. Glantz, K. Sandell, T. Lundqvist Jones, A. Szczepanski, & P. Andersson (eds.). *Friluftsliv explored: an environmental and outdoor teaching approach for knowledge, emotions and quality of life*. Linköping University Electronic Press. (p. 49-78). (29 p.)
- * Brügge, B. & Glantz, M. & Svenning, S. (2021). Planning for friluftsliv. In B. Brügge, M. Glantz, K. Sandell, T. Lundqvist Jones, A. Szczepanski, & P. Andersson (eds.). *Friluftsliv explored: an environmental and outdoor teaching approach for knowledge, emotions and quality of life*. Linköping University Electronic Press. (p. 232-255). (23 p.)
- * Engeström, Y. (2018). Expansive learning: toward an activity-theoretical reconceptualization. In K. Illeris, *Contemporary theories of learning: learning theorists in their own words*. Routledge. (p. 46-65). (19 p.)
- * Elkjaer, B. (2018). Pragmatism: learning as creative imagination. In K. Illeris, *Contemporary theories of learning: learning theorists in their own words*. Routledge. (p. 66-82). (16 p.)
- Else, P. (2009). *The value of play*. Continuum. (167 p.)
- Faulkner, D. (2011). Angels, tooth fairies and ghosts: thinking creatively in an early years classroom. In D. Faulkner, & E. Coates, (eds.). *Exploring children's creative narratives*. Routledge. (p. 39-62). (23 p.)
- * Gardner, H. (2018). Multiple approaches to understanding. In K. Illeris, *Contemporary theories of learning: learning theorists in their own words*. Routledge. (p. 129-138). (9 p.)

Barn- och ungdomsvetenskapliga institutionen

- * Hjalmarsson, M. & Odenbring, Y. (2021). Peer victimization among pupils in leisure-time centres: Teachers' reflections on their professional work. *Early Years*, 1-13. (13 p.)
- * Horton, P., Forsberg, C. & Thornberg, R. (2023). Juridification and judgement calls: Swedish schoolteachers' reflections on dealing with bullying, harassment, and degrading treatment. *Education Inquiry*, 1-14. (14 p.)
- * Illeris, K. (2018). A comprehensive understanding of human learning. In K. Illeris, *Contemporary theories of learning: learning theorists in their own words*. Routledge. (p. 1-14). (14 p.)
- Kangas, M., Kultima, A., & Ruokamo, H. (2011). Children's creative collaboration: a view of narrativity. In D. Faulkner, & E. Coates, (eds.). *Exploring children's creative narratives*. Routledge. (p. 63-85). (22 p.)
- * Klerfelt, A., Haglund, B., Andersson, B., & Kane, E. (2020). Swedish School-age Educare: A Combination of Education and Care. In S. H. Bae, J. L. Mahoney, S. Maschke, & L. Stecher (Eds.), *International Developments in Research on Extended Education: Perspectives on extracurricular activities, after-school programmes, and all-day schools* (1st ed., pp. 173–192). Barbara Budrich. (19 p.)
- * Lager, K. (2020). Possibilities and Impossibilities for Everyday Life: Institutional Spaces in School Age Educare. *International Journal for Research on Extended Education*, (8)1, 22–35. (13 p.)
- * Lester, S., & Maudsley, M. (2006). *Play, naturally: A review of children's natural play*. London: Children's Play Council for PlayDay. (105 p.)
- * Ljusberg, A-L. (2023). The concept of pupils' interests in the context of school-age educare in Sweden. *Early Child Development and Care*, 193(2), 223-234. (11 p.)
- * Lundy, L. (2007). 'Voice' is not enough: conceptualising Article 12 of the United Nations Convention on the Rights of the Child. *British Educational Research Journal*, 33(6), 927-942. (15 p.)
- * Mezirow, J. (2018). Transformative learning theory. In K. Illeris, *Contemporary theories of learning: learning theorists in their own words*. Routledge. (p. 114-128). (14 p.)
- Sawyer, R. K. (2011). Improvisation and narrative. In D. Faulkner, & E. Coates, (eds.). *Exploring children's creative narratives*. Routledge. (p. 11-38). (27 p.)
- Sommer, D., Pramling Samuelsson, I., & Hundeide, K. (2009). *Child perspectives and children's perspectives in theory and practice*. Springer. (Read selected parts, p. 1-23). (23 p.)
- Truman, S. M. (2011). A generative framework for creativity: encouraging creative collaboration in children's music composition. In D. Faulkner, & E. Coates, (eds.). *Exploring children's creative narratives*. Routledge. (p. 200-224). (24 p.)
- * Wenger, E. (2018). A social theory of learning. In K. Illeris, *Contemporary theories of learning: learning theorists in their own words*. Routledge. (p. 219-228). (9 p.)
- * Øksnes, M. (2008). The carnival goes on and on! Children's perceptions of their leisure time and play in SFO. *Leisure Studies*, 27(2), 149-164. (15 p.)

Government Agency References

- ** Australian Government Department of Education. (2011). *My time, our place: Framework for school age care in Australia*. Australian Government Department of Education. (Read selected parts, p. 4-19) (15 p.)

- ** Equality Ombudsman. (n.d.). *What is discrimination? (Fact sheet)*. Equality Ombudsman. (6 p.)
- ** Equality Ombudsman. (2023). *Discrimination Act, SFS 2008:567 (unofficial translation)*. Equality Ombudsman. (Chapter 1-3)
- * Swedish National Agency for Education. (2011). *Curriculum for the compulsory school, preschool class and school-age educare* (the English version, Rev. 2018). Skolverket. (16 p.)
- * Swedish National Agency for Education. (2012). *Evaluation of anti-bullying methods*. Skolverket. (Read selected parts, p. 12-28). (17 p.)

Additional literature, consisting of approximately 150 pages, may be added.