

Course literature for UB313F – Early Childhood Education focusing on Science and Education for Sustainability, 12 credits, first level

Valid as of the spring semester 2024.

Course within the Section for Early Childhood Education.

Decided by the departmental board 231024.

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

*Titles marked with ** are available as PDF-files at the courses site on Athena.*

Course literature

* Areljung, S. (2020). Capturing the world with verbs: Preschool science education beyond nouns and objects. *Contemporary Issues in Early Childhood Education*, 21(1), pp. 70-82.
doi:10.1177/1463949118805438 (13p.)

* Caiman, C. & Lundegård, I. (2013). Pre-school children's agency in learning for sustainable development. *Environmental Education Research*, 20(4), pp. 437-459.
doi:10.1080/13504622.2013.812722 (22 p.)

* Fleeer, M., Gomes, J. & March, S. (2014). Science learning affordances in preschool environments. *Australasian Journal of Early Childhood*, 39(1), pp. 38-48. doi:10.1177/18369391140390010 (11 p.)

* Günther-Hanssen, A., Danielsson, A. T., & Andersson, K. (2020). How does gendering matter in preschool science: Emergent science, 'neutral' environments and gendering processes in preschool. *Gender and Education*, 32(5), pp. 608-625. doi:10.1080/09540253.2019.1632809 (30 p.)

* de Freitas, E., & Palmer, A. (2016). How scientific concepts come to matter in early childhood curriculum: Rethinking the concept of force. *Cultural Studies of Science Education*, 11(4), 1201-1222. doi:10.1007/s11422-014-9652-6 (20 p.)

Harris Helm, J. & Katz, L. (2011). *Young Investigators: The Project Approach in the Early Years*. Teachers College Press. (148 p.)

Johnston, J. (2007). *Early Explorations in Science - Exploring Primary Science & Technology Education*. Open University Press. (208 p.)

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- * Magntorn, O. & Helldén, G. (2007). Reading nature from a 'bottom-up' perspective. *Journal of Biological Education*, 41(2), pp. 68-75. doi:10.1080/00219266.2007.9656065 (7 p.)
- * McLennan, D.M.P. (2010). Process or Product? The Argument for Aesthetic Exploration in the Early Years. *Early Childhood Education Journal* 38, 81-85. doi:10.1007/s10643-010-0411-3 (10 p.)
- * Rooney, T. (2019). Weathering time: walking with young children in a changing climate, *Children's Geographies*, 17(2), pp. 177-189. doi:10.1080/14733285.2018.1474172 (13 s.)
- * Sundberg, B., Areljung, S. & Ottander, C. (2019). Opportunities for Education for Sustainability through multidimensional preschool science. *NorDiNa*, 15(4), pp. 358-369. urn.kb.se/resolve?urn=urn:nbn:se:oru:diva-79732 (20 p.)
- * Taylor, A. & Pamcini-Ketchabaw, V. (2015). Learning with children, ants, and worms in the Anthropocene: towards a common world pedagogy of multispecies vulnerability. *Pedagogy, Culture & Society*, 23(4), pp. 507-529. doi:10.1080/14681366.2015.1039050 (23 p)
- * Tovey, H. (2007). *Playing Outdoors. Spaces and Places, Risk and Challenge*. Open University Press. (150 p.)

Government agency references

- * Skolverket (2018) *Curriculum for the Preschool, Lpfö 18*. (16 p.)

Additional course literature such as articles, reports etc. as assigned by the teacher (approximately 200 pages).