Department of Child and Youth Studies

Literature list

for course at first level

Förskoledidaktik med inriktning mot naturvetenskap och hållbar utveckling **12.0 Higher Education Credits**

Early Childhood Education focusing on Science and Education for Sustainability **12.0 ECTS credits**

Course code:	UB313F
Valid from:	Spring 2024
Date of approval:	2023-10-24

Literature

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.)

* Fleer, M., Gomes, J. & March, S. (2014). Science learning affordances in preschool environments. *Australasian Journal of Early Childhood*, 39(1), pp. 38-48. doi:10.1177/183693911403900l0 (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.)

* 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).