



DEPARTMENT OF PEDAGOGICAL, CURRICULAR AND PROFESSIONAL STUDIES

ESD101 Education for Sustainable Development - an introduction, 15 credits

Utbildning för hållbar utveckling - en introduktion, 15 högskolepoäng
Second Cycle

Reading list for ESD101, to be valid from autumn semester of 2023

Reading list was confirmed by Department of Pedagogical, Curricular and Professional Studies on 2023-06-07 to be valid from 2023-08-28.

See appendix.

ESD101 H23 – Literature list

Berglund, Teresa, & Gericke, Niklas. (2015). Separated and integrated perspectives on environmental, economic, and social dimensions – an investigation of student views on sustainable development. *Environmental Education Research*, 22(8), 1115-1138.

<http://doi.org/10.1080/13504622.2015.1063589>

Berryman, Tom, & Sauvé, Lucie. (2016). Ruling relationships in sustainable development and education for sustainable development. *The Journal of Environmental Education*, 47(2), 104–117.

Byrne, Loren. (2016). *Learner-Centered Teaching Activities for Environmental and Sustainability Studies*. Cham: Springer International Publishing.

Freire, P. (1996). Chapter 2: *Pedagogy of the oppressed* (revised). New York: Continuum

Gottschlich, D., & Bellina, L. (2017). Environmental justice and care: Critical emancipatory contributions to sustainability discourse. *Agriculture and Human Values*, 34(4), 941-953.

Guanio-Uluru, L. (2019). Education for sustainability: Developing ecocritical literature circles in the student teacher classroom. *Discourse and Communication for Sustainable Education*, 10(1), 5-19. doi:<http://dx.doi.org.ezproxy.ub.gu.se/10.2478/dcse-2019-0002>

Gunnarson Dinker, Karin & Pedersen, Helena (2016). Critical Animal Pedagogies: Re-learning our Relations with Animal Others. In H. Lees & N. Noddings (Eds.), *Palgrave International Handbook of Alternative Education* (pp. 415-430). London: Palgrave Macmillan.

International Commission on the Futures of Education. (2020=). *Education in a post-COVID world: Nine ideas for public action*. Paris, UNESCO

Jensen, Bjarne Bruun (2002). Knowledge, Action and Pro-environmental Behaviour. *Environment Education Research*, 8(3).

Jickling, Bob (2004). Making ethics an everyday activity: How can we reduce the barriers. *Canadian Journal of Environmental Education*, 9(1), 11-26.

Kaijser, Anna & Kronsell, Annica (2014). Climate change through the lens of intersectionality. I: *Environmental Politics*, 23(3), 417-433.

Kaukko, M., Windsor, S., & Reimer, K. (2023). Searching for Worlds Worth Living in. In K. E. Reimer, M. Kaukko, S. Windsor, K. Mahon, & S. Kemmis (Eds.), *Living Well in a World Worth Living in for All: Volume 1: Current Practices of Social Justice, Sustainability and Wellbeing* (pp. 1-11). Springer Nature Singapore. https://doi.org/10.1007/978-981-19-7985-9_1

Kopnina, Helen & Cherniak, Brett (2015). Cultivating a value for non-human interests through the convergence of animal welfare, animal rights, and deep ecology in Environmental Education. *Education Sciences*, 5(4), 363-379.

Maina-Okori, Naomi. M., Koushik, J. R., & Wilson, A. (2018). Reimagining Intersectionality in Environmental and Sustainability Education: A Critical Literature Review. *Journal of Environmental Education*, 49(4), 286-296.

Mezirow, Jack. (2000). Learning to Think Like an Adult. In J. Mezirow (Ed.), *Learning as Transformation. Critical Perspectives on a Theory in Progress* (pp. 3-33). San Francisco: Jossey-Bass.

Nicol, David J. & Macfarlane-Dick, Debra. (2006). Formative assessment and Self-regulated learning: a model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199-218

Pedersen, H., Windsor, S., Knutsson, B., Sanders, D., Wals, A., & Franck, O. (2022). Education for sustainable development in the ‘Capitalocene’. *Educational Philosophy and Theory*, 54(3). <https://doi.org/10.1080/00131857.2021.1987880>

Probyn-Rapsey, Fiona et al. (2016). A Sustainable Campus: The Sydney Declaration on Interspecies Sustainability. *Animal Studies Journal*, 5(1), 110-151.

Sandell, Klas; Öhman, Johan & Östman, Leif. (2003). *Chapter 8 –Selective Traditions within Environmental Education in Education for Sustainable Development: Nature, School and Democracy* (R. Billingham, Trans.). Lund: Studentlitteratur.

Sanders, Dawn. (2019). Editorial: Standing in the Shadows of Plants. Special issue Standing in the Shadows of Plants: New Perspectives on Plant Blindness *Plants, People, Planet*

Seghezzeo, Lucas. (2009). The five dimensions of sustainability, *Environmental Politics*, 18:4, 539-556.

Sfard, Anna. (1998). On two Metaphors for Learning and the Dangers of Choosing Just One. *Educational Researcher*, 27(2), 4-13.

Schlosberg, David & Carruthers, David. (2010). Indigenous Struggles, Environmental Justice, and Community Capabilities. *Global Environmental Politics*, 10(4), 12-35.
doi:10.1162/GLEP_a_00029

Tassone, Valentina.C. & Wals, Arjen E.J. (2014) ‘EYE for sustainability’: a learning tool for change agents. In: *Intergenerational learning and transformative leadership for sustainable futures*, Corcoran, P.B., Hollingshead, B.P. (Eds), Wageningen: Wageningen Academic Publishers - p. 127 - 138.

UNESCO. (2016). *Education for people and planet: creating sustainable futures for all. Global Education Monitor Report*. Paris: UNESCO.

UNESCO. (2020). *Education for Sustainable Development – a Roadmap*. Paris: UNESCO.

UNESCO. (2021). *SDG 4 Data Digest 2021. National SDG4 benchmarks: Fulfilling our neglected commitment*. Quebec: UNESCO Institute for Statistics
<https://unesdoc.unesco.org/ark:/48223/pf0000380387>

Wals, Arjen E. J., & Benavot, A. (2017). Can we meet the sustainability challenges? The role of education and lifelong learning. *European Journal of Education*, 52, 404–413. doi:<https://doi.org/10.1111/ejed.12250>

Wals, Arjen E.J.; Geerling-Eijff, Floor; Hubeek, Francisca; van der Kroon, Sandra, & Vader, Janneke. (2008). All mixed up? Instrumental and emancipatory learning towards a more sustainable world: Considerations for EE policymakers. *Applied Environmental Education and Communication*, 7(3), 55-65.

Wals, Arjen E.J. (2006). The end of ESD... the beginning of transformative learning. Emphasizing the 'E' in ESD. In: Cantell, M. (Ed.). Proceedings of the *Seminar on Education for Sustainable Development* held in Helsinki, February 15, 2006. ISBN 952-485-255-1. Also published in Finnish under ISBN: 952-485-158-X and ISSN: 0357-1106 as a part of a Finnish UNESCO series

Walsh, Zack, Böhme, J., Lavelle, B. D., & Wamsler, C. (2020). Transformative education: towards a relational, justice-oriented approach to sustainability. *International Journal of Sustainability in Higher Education*, 21(7), 1587-1606.

Warlenius, Rikard, Pierce, Gregory, & Ramasar, Vasna. (2015). Reversing the arrow of arrears: The concept of “ecological debt” and its value for environmental justice. *Global Environmental Change*, 30, 21-30. doi:<https://doi.org/10.1016/j.gloenvcha.2014.10.014>

Wiek, Arnim; Withycombe, Lauren, & Redman, Charles L. (2011). Key competencies in sustainability: A reference framework for academic program development. *Sustainability Science* 6(2), 203–213.

World Wildlife Fund. (WWF, 2022). *Living Planet Report 2022 – Building a nature-positive society*. Almond, R.E.A., Grooten, M., Juffe Bignoli, D. & Petersen, T. (Eds). WWF, Gland, Switzerland. Can be downloaded from: <https://livingplanet.panda.org/>