



DEPARTMENT OF EDUCATION AND SPECIAL EDUCATION

ESD600 Theory and Method of Research in Education for Sustainable Development, 15 credits

Teori och metod för forskning om utbildning för hållbar utveckling, 15 högskolepoäng
Second Cycle

Reading list for ESD600, to be valid from autumn semester of 2022

Reading list was confirmed by Department of Education and Special Education on
2021-07-02 to be valid from 2022-06-13.

See appendix.



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Teori och metod för forskning om utbildning för hållbar utveckling, 15 högskolepoäng

Second Cycle / Avancerad nivå

Literature list

Required reading

Alvesson, M., & Sandberg, J. (2013). *Constructing research questions: Doing interesting research*. SAGE Publications Ltd. (Chapter two pp. 20-32, three pp. 33-46 and 8 pp. 111-126). (GU library e-book.) (39 pages)

Amundsen, D., & Msoroka, M. (2019). Responsive Ethics: navigating the fluid research space between HREC ethics, researcher ethics and participant ethics, *Educational Review*, 1-17
<https://doi.org/10.1080/00131911.2019.1655392> (16 pages)

Gómez, A. (2014). New Developments in Mixed Methods with Vulnerable Groups. *Journal of Mixed Methods Research*, 8(3), 317–320. (4 pages)

Nagy Hesse-Biber, S.J. (2016). The ethics of social research. In S.J. Nagy Hesse-Biber, *The practice of qualitative research: Engaging students in the research process*. (pp. 59–89). Sage. (30 pages)

Preissle, J., Glover-Kudon, R., Rohan, E. A., Boehm, J. E., & DeGross, A. (2015). Putting ethics on the mixed methods map. In *The Oxford handbook of multimethod and mixed methods research inquiry*. Chapter 46. <https://doi.org/10.1093/oxfordhb/9780199933624.013.46>

Reunamo, J., & Pipere, A. (2011). Doing research on education for sustainable development. *International Journal of Sustainability in Higher Education*, 12(2), 110–124.
<https://doi.org/10.1108/14676371111118183> (14 pages)

Tikly, L., & Bond, T. (2013). Towards a postcolonial research ethics in comparative and international education, *Compare: A Journal of Comparative and International Education*, 43(4), 422-442.
<https://doi.org/10.1080/03057925.2013.797721> (20 pages)

Mandatory selectable literature

It is obligatory for every student to select two workshops.
The mandatory literature per workshop is:

Action research and participatory action research:

Kemmis, S. (2010). What is to be done? The place of action research. *Educational action research*, 18(4), 417-427. <https://doi.org/10.1080/09650792.2010.524745> (10 pages)

Rönnerman, K. (2003). Action research: Educational tools and the improvement of practice. *Educational Action Research*, 11(1), 9-22. <https://doi.org/10.1080/09650790300200206> (11 pages)

Case Study:

Flyvbjerg, B. (2006). Five Misunderstandings about Case-study Research. *Qualitative Inquiry*, 12(2), 219-245. <https://doi.org/10.1177/1077800405284363> (26 pages)

Hamilton, L., & Corbett-Whittier, C. (2013). *Using Case study in Education Research*. Section 1 Chapter 1, pp. 3-21, and chapter 2, pp. 22-32. (GU library e-book.) (28 pages)

Discourse Analysis:

Mullet, D. R. (2018). A General Critical Discourse Analysis Framework for Educational Research. *Journal of Advanced Academics*, 29(2), 116–142. <https://doi.org/10.1177/1932202X18758260> (26 pages)

Interviews:

Bryman, A. (2016) *Social Research Methods*. Oxford University Press. Chapter 20: "Interviewing in qualitative research". (35 pages)

Literature Reviews:

Zawacki-Richter, O., Kerres, M., Bedenlier, S., Bond, M., & Buntins, K. (2020). *Systematic Reviews in Educational Research: Methodology, Perspectives and Application*. Chapter 1, pp. 3-22. Springer VS. <https://doi.org/10.1007/978-3-658-27602-7> (20 pages)

Online ethnography:

Hine, C. (2017). Ethnography and the Internet: Taking Account of Emerging Technological Landscapes. *Fudan Journal of the Humanities and Social Sciences*, 10(3), 315-329. <https://doi.org/10.1007/s40647-017-0178-7> (14 pages)

Survey methods:

Muijs, D. (2010). *Doing quantitative research in education*. Sage. Chapters: 1, 3 and 4. (63 pages)

For every workshop further reading will be suggested.

Suggested reading

Burman, A. (2017). The political ontology of climate change: moral meteorology, climate justice, and the coloniality of reality in the Bolivian Andes. *Journal of Political Ecology*, 24(1), 921. <https://doi.org/10.2458/v24i1.20974>

Caine, V., Estefan, A., & Clandinin, D. J. (2013). A Return to Methodological Commitment: Reflections on Narrative Inquiry. *Scandinavian Journal of Educational Research*, 57(6), 574–586. <https://doi.org/10.1080/00313831.2013.798833>

Chilisa, B., & Tsheko, G. N. (2014). Mixed Methods in Indigenous Research: Building for Sustainable Intervention Outcomes, *Journal of Mixed Methods Research*, 8(3), 222-233 (11 pages.)

Clandinin, D. J., Pushor, D., & Orr, A. M. (2007). Navigating Sites for Narrative Inquiry. *Journal of Teacher Education*, 58(1), 21–35. <https://doi.org/10.1177/0022487106296218>

Del Pino, M., & Ferrada, D. (2019). Construction of educational knowledge with the Mapuche community through dialogical-kishu kimkelay ta che research. *Educational Action Research*, 27(3), 414–434. <https://doi.org/10.1080/09650792.2019.1616587>

- Dono, J., Webb, J., & Richardson, B. (2010). The relationship between environmental activism, pro-environmental behaviour and social identity. *Journal of Environmental Psychology*, 30(2), 178–186. <https://doi.org/10.1016/j.jenvp.2009.11.006>
- Fisher, S. R. (2016). Life trajectories of youth committing to climate activism. *Environmental Education Research*, 22(2), 229–247. <https://doi.org/10.1080/13504622.2015.1007337>
- Franck, O., & Osbeck, C. (2018). Challenging the concept of ethical literacy within Education for Sustainable Development (ESD): storytelling as a method within sustainability didactics. *Education 3-13*, 46(2), 133–142. <https://doi.org/10.1080/03004279.2016.1201690>
- Gómez, A., Puigvert, L., & Flecha, R. (2011). Critical Communicative Methodology: Informing Real Social Transformation Through Research. *Qualitative Inquiry*, 17(3), 235–245. <https://doi.org/10.1177/1077800410397802>
- Greenhalgh-Spencer, H., & Zaliwska, Z. (2019). Storying Ruptures as Educational Practice. *Studies in Philosophy and Education*, 38(1), 1–6. <https://doi.org/10.1007/s11217-018-9631-6>
- Hale, C. (2001) What is activist research? *Items and Issues—Social Science Research Council*, 2(1–2):13–15. <https://items.ssrc.org/from-our-archives/what-is-activist-research/>
- Heikkinen, H. L. T., Huttunen, R., Syrjälä, L., & Pesonen, J. (2012). Action research and narrative inquiry: Five principles for validation revisited. *Educational Action Research*, 20(1), 5–21. <https://doi.org/10.1080/09650792.2012.647635>
- Hunter, L., Emerald, E., & Martin, G. (Eds.). (2013). Methodology of Activism in Research. In *Participatory activist research in the globalised world: Social change through the cultural professions* (pp. 61–72). Springer. (GU library e-book chapter.)
- Hussein, M. E., Hirst, S., Salyers, V., & Osuji, J. (2014). Using grounded theory as a method of inquiry: Advantages and disadvantages. *The Qualitative Report*, 19(27), 1–15.
- Jagers, S. C., & Matti, S. (2010). Ecological Citizens: Identifying Values and Beliefs that Support Individual Environmental Responsibility among Swedes. *Sustainability*, 2(4), 1055–1079. <https://doi.org/10.3390/su2041055>
- Jones, K. (2000) A regrettable oversight or a significant omission? Ethical considerations in quantitative research in education. In H. Simons & R. Usher (Eds.) *Situated ethics in educational research*. Routledge. pp.147–161.
- Kopnina, H., & Cherniak, B. (2016). Neoliberalism and justice in education for sustainable development: A call for inclusive pluralism. *Environmental Education Research*, 22(6), 827–841. <https://doi.org/10.1080/13504622.2016.1149550>
- Lönngren, J., Ingerman, Å., & Svanström, M. (2017). Avoid, Control, Succumb, or Balance: Engineering Students' Approaches to a Wicked Sustainability Problem. *Research in Science Education*, 47(4), 805–831. <https://doi.org/10.1007/s11165-016-9529-7>
- Luitel, B.C. & Taylor, P.C. (2019). Introduction: Research as transformative learning for sustainable futures. In P. C., Taylor & B. C. Luitel (Eds.). *Research as Transformative Learning for Sustainable Futures*. Sense. (GU library e-book.)
- Martinez-Vargas, C., Walker, M., & Mkwanzani, F. (2019). Access to higher education in South Africa: Expanding capabilities in and through an undergraduate photovoice project. *Educational Action Research*, 1–16. <https://doi.org/10.1080/09650792.2019.1612767>
- Mc Ewen, B. M., Clément, P., Gericke, N.M., Nyberg, E., Hagman, M. et al. (2015). Female and male teachers' pro-environmental behaviour, conceptions and attitudes towards nature and the environment do not differ: Ecofeminism put to the test. *Asia-Pacific Forum on Science Learning and Teaching*, 16(1), 294–323.

Mills, J., Bonner, A., & Francis, K. (2006). The development of constructivist grounded theory. *International journal of qualitative methods*, 5(1), 25–35.

Pedersen, H. (2013). Follow the Judas sheep: materializing post-qualitative methodology in zoo ethnographic space. *International Journal of Qualitative Studies in Education*, 26(6), 717–731. <https://doi.org/10.1080/09518398.2013.788760>

Post, D. (2016). Adult literacy benefits? New opportunities for research into sustainable development. *International Review of Education*, 62(6), 751–770. <https://doi.org/10.1007/s11159-016-9602-5>

Walker, C. (2017). Embodying ‘the Next Generation’: children’s everyday environmental activism in India and England. *Contemporary Social Science*, 12(1–2), 13–26. <https://doi.org/10.1080/21582041.2017.1325922>