



DEPARTMENT OF EDUCATION AND SPECIAL EDUCATION

PDA085 Introduction to International Master in Educational Research, 15 credits

Introduktion till internationell masterutbildning i pedagogisk forskning, 15
högskolepoäng
Second Cycle

Reading list for PDA085, to be valid from autumn semester of 2022

Reading list was confirmed by Department of Education and Special Education on
2022-06-13 to be valid from 2022-08-29.

See appendix.

PDA085 Introduction to International Master in Educational Research, 15 credits

Introduktion till internationell masterutbildning i pedagogisk forskning,
15 högskolepoäng

Second Cycle

Reading list for PDA085, to be valid from autumn semester of 2022

Reading list was confirmed by Department of Education and Special Education on 2022-05-08 to be valid from 2022-07-01.

Chapters from the course book

Biesta, G. (2014). Evidence Based Practice in Education: Between Science and Democracy. In: Reid, A., Hart, E., Peters, M. (eds) *A Companion to Research in Education*. Springer, Dordrecht. https://doi-org.ezproxy.ub.gu.se/10.1007/978-94-007-6809-3_52

Ladson-Billings, G. (2014). What It Means To Be Critical: Beyond Rhetoric and Toward Action. In: Reid, A., Hart, E., Peters, M. (eds) *A Companion to Research in Education*. Springer, Dordrecht. https://doi-org.ezproxy.ub.gu.se/10.1007/978-94-007-6809-3_33

McKenzie, M. (2014). Beyond the Giving and Taking of Accounts: Time, Space and the Social in Educational Research with Youth. In: Reid, A., Hart, E., Peters, M. (eds) *A Companion to Research in Education*. Springer, Dordrecht. https://doi-org.ezproxy.ub.gu.se/10.1007/978-94-007-6809-3_41

Rowbottom, D.P. (2014). Educational Research as Science? In: Reid, A., Hart, E., Peters, M. (eds) *A Companion to Research in Education*. Springer, Dordrecht. https://doi-org.ezproxy.ub.gu.se/10.1007/978-94-007-6809-3_18

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Articles

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- Deka, J. (2021). A Russellian Plea for 'Useless' Knowledge: Role of Freedom in Education. *Journal of Philosophy and Education*, 40(1), 23–37. <https://doi-org.ezproxy.ub.gu.se/10.1007/s11217-020-09736-7>
- Ferrer-Estévez, M., & Chalmeta, R. (2021). Integrating Sustainable Development Goals in educational institutions. *The International Journal of Management Education*, 19(2), 100494. <https://doi-org.ezproxy.ub.gu.se/10.1016/j.ijme.2021.100494>
- Labaree, D. F. (2000). On the nature of teaching and teacher education: Difficult practices that look easy. *Journal of teacher education*, 51(3), 228-233. <https://doi-org.ezproxy.ub.gu.se/10.1177/0022487100051003011>
- Laird, S. (2017). Learning to Live in the Anthropocene: Our Children and Ourselves. *Studies in Philosophy and Education*, 1–18. <https://doi-org.ezproxy.ub.gu.se/10.1007/s11217-017-9571-6>
- Lefstein, A., Vedder-Weiss, D., & Segal, A. (2020). Relocating research on teacher learning: Toward pedagogically productive talk. *Educational researcher*, 49(5), 360-368. <https://doi-org.ezproxy.ub.gu.se/10.3102/0013189X20922998>
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- Pulvermacher, Y., & Lefstein, A. (2016). Narrative representations of practice: What and how can student teachers learn from them? *Teaching and Teacher Education*, 55, 255-266. <https://doi-org.ezproxy.ub.gu.se/10.1016/j.tate.2016.01.013>
- Stein, S., Andreotti, V., Suša, R., Ahenakew, C., & Čajková, T. (2022). From “education for sustainable development” to “education for the end of the world as we know it”. *Educational Philosophy and Theory*, 54(3), 274-287. <https://doi-org.ezproxy.ub.gu.se/10.1080/00131857.2020.1835646>

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