PDG459   Teaching sustainable development in a global perspective, 7.5 credits

Undervisning för hållbar utveckling i ett globalt perspektiv, 7,5 högskolepoäng

First Cycle

Reading list for PDG459, to be valid from spring semester of 2022

Reading list was confirmed by Department of Pedagogical, Curricular and Professional Studies on 2022-04-14 to be valid from 2022-07-05.

See appendix.

PDG459   Teaching sustainable development in a global perspective, 7,5 credits

Undervisning för hållbar utveckling i ett globalt perspektiv, 7,5 högskolepoäng

Grundnivå / First Cycle

Reading list for PDG459, to be valid from spring semester of 2022

Reading list was confirmed by Department of Pedagogical, Curricular and Professional Studies on 2022-04-14 to be valid from 2022-06-01.

See appendix

Journal articles:

Biesta, G. (2020). Risking ourselves in education: Qualification, socialization, and subjectification revisited. *Educational Theory*, *70*(1), 89-104.

Bylund, L., Hellberg, S., & Knutsson, B. (2022). 'We must urgently learn to live differently': the biopolitics of ESD for 2030. *Environmental Education Research*, *28*(1), 40-55. https://www.tandfonline.com/doi/full/10.1080/13504622.2021.2002821

Huckle, J., & Wals. A. (2015). The UN Decade of Education for Sustainable Development: Business as usual in the end. *Environmental Education Research 21*(3), 491-505.

Knutsson, B. (2021). Segmented pri z ing: biopolitical differentiation in education for sustainable development. *Compare: A Journal of Comparative and International Education*, *51*(3), 431-447. https://www.tandfonline.com/doi/full/10.1080/03057925.2019.1629276

Lind, J., Pelger, S., & Jakobsson, A. (2019). Students' ideas about technological systems interacting with human needs. *International Journal of Technology and Design Education, 29*(2), 263-282. doi:10.1007/s10798-018-9449-0

MacFeely, S., & Nastav, B. (2019). "You say you want a [data] revolution": A proposal to use unofficial statistics for the SDG Global Indicator Framework. *Statistical Journal of the IAOS*, *35*(3), 309-327.

Pedersen, H (2019). "The Contested Space of Animals in Education: A Response to the 'Animal Turn' in Education for Sustainable Development" in *Education Sciences* 9 (211) pp. 1-11.

Books and Book Chapter chapters (Chapters will be provided during the course)

Andrzejewski, J., Pedersen, H., & Wicklund, F. (2009). Interspecies education for humans, animals, and the earth. In J. Andrzejewski, M. P. Baltodano & L. Symcox (Eds.) *Social justice, peace, and environmental education* (pp. 148-166). Routledge.

Carson, R. (2002). *Silent Spring* (Chapters 7-9). New York: Houghton Mifflin.

Dillon, J. & Glackin, M. (2011). Education, the Environment and Sustainability. In J. Dillon & M. Maguire (Eds.), *Becoming a Teacher: Issues in Secondary Education* (pp. 328-342). Maidenhead: McGrawHill/Open University Press.

IEA, IRENA, UNSD, WB, WHO. (2019). *Tracking SDG 7: The Energy Progress Report* 2019, Washington DC.

Oakley, J. (2019). What can an animal liberation perspective contribute to environmental education? In T. Lloro-Bidart & V.S. Banschbach (Eds). *Animals in Environmental Education* (pp. 19-34). Palgrave Macmillan, Cham.

Van Poeck, K., Östman, L., & Öhman, J. (Eds.). (2019). *Sustainable development teaching: Ethical and political challenges.* Routledge.

Van Poeck, K., Östman, L., & Öhman, J. (2019). Introduction: Sustainable development teaching– ethical and political challenges. In K. Van Poeck, L. Östman, & J. Öhman (Eds.) *Sustainable development teaching: Ethical and political challenges* (pp. 1-12). Routledge.

Weldemariam, K., & Wals, A. (2020). From autonomous child to a child entangled within an agentic world. In S. Elliott, E. Ärlemalm-Hagsér, & J. Davis (Eds.) *Researching early childhood education for sustainability : Challenging assumptions and orthodoxies* (pp. 13-24). Routledge: London, UK.

UNESCO. (2020). Education for Sustainable Development: A Roadmap. https://unesdoc.unesco.org/ark:/48223/pf0000374802.locale=en