



INSTITUTIONEN FÖR PEDAGOGIK OCH SPECIALPEDAGOGIK

PDA085 Introduktion till internationell masterutbildning i pedagogisk forskning, 15 högskolepoäng

Introduction to International Master in Educational Research, 15 credits

Avancerad nivå / Second Cycle

Litteraturlista för PDA085, gällande från och med höstterminen 2022

Litteraturlistan är fastställd av Institutionen för pedagogik och specialpedagogik 2022-06-13 att gälla från och med 2022-08-29.

Se bilaga.

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

Smeyers, P. (2014). The Design(s) of Educational Research: Description and Interpretation. 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_9

Articles

- Avraamidou, L. (2019). Stories we live, identities we build: how are elementary teachers' science identities shaped by their lived experiences?. *Cultural Studies of Science Education*, 14(1), 33-59. <https://doi-org.ezproxy.ub.gu.se/10.1007/s11422-017-9855-8>
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- 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://doi-org.ezproxy.ub.gu.se/10.1080/13504622.2021.2002821>
- Chankseliani, M., & McCowan, T. (2021). Higher education and the sustainable development goals. *Higher Education*, 81(1), 1-8. <https://doi-org.ezproxy.ub.gu.se/10.1007/s10734-020-00652-w>
- 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>
- Lundqvist, U. (2019). Smart, smarter, smartest: competition and linked identities in a Danish school. *Anthropology & Education Quarterly*, 50(2), 205-222. <https://doi-org.ezproxy.ub.gu.se/10.1111/aeq.12289>
- 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>

- Thoutenhoofd, E. D. (2019). The mass production of learning: Positive behaviour in a datafied education system. *Nordic Journal of Studies in Educational Policy*, 5(3), 153–164. <https://doi-org.ezproxy.ub.gu.se/10.1080/20020317.2019.1684812>
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- Weldemariam, K., Chan, A., Engdahl, I., Samuelsson, I.P., Katiba, T.C., Habte, T., & Muchanga, R. (2022) Care and Social Sustainability in Early Childhood Education: Transnational Perspectives. *Sustainability*, 14, 4952. <https://doi-org.ezproxy.ub.gu.se/10.3390/su14094952>
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