

Course literature for UB314F – Early Childhood Education focusing on Mathematics and Technology 12 credits, first level

Valid as of the spring semester 2023.

Course within the Section for Early Childhood.

Decided by the departmental board 2022-12-20.

*Titles marked with * can be found electronically, either at su.se/stockholm-university-library or open on the internet.*

*Titles marked with ** are available as PDF-files at the courses site on Athena.*

Mandatory literature

* Barad, K. (2003). Posthumanist Performativity: Toward an Understanding of How Matter Comes to Matter. *Signs*, 28(3), 801-831. (30 p.)

* Baroody, A. J., Lai, M-l. & Mix, K. S. (2006). The development of young children's early number and operation sense and its implications for early childhood education. In: B. Spodek & O. N. Sacharo (eds.). *Handbook of Research on the Education of Young Children*. 2nd ed., Lawrence Erlbaum Associates Publishers, pp. 187-221. (34 p.)

* Boström, J., Hultén, M. & Gyberg, P (2021). Rethinking construction in preschool: discerning didactic strategies in Swedish preschool activities. *International Journal of Technology and Design Education*, 32, pp. 2039-2061. (22 p.)

* Carruthers, E. & Worthington, M. (2006). *Children's Mathematics: Making Marks, Making Meaning*, 2nd ed., Sage publications, (64 p.) Reading instruction: chapter: 1, 2, 3, 12.

Clements, D H. & Sarama, J. (2020). *Learning and Teaching Early Math: The Learning Trajectories Approach*. 3rd ed., Routledge. (270 p.) Reading instruction: pp. 18-278; 338-348.

* Cross, C T., Woods, T A. & Schweingruber, H.(eds.) (2009). *Mathematics Learning in Early Childhood: Paths Toward Excellence and Equity*. National Academies Press., pp. 21-85. (64 p.)

* Franzén, K. (2015). Under threes' mathematical learning. *European Early Childhood Education Research Journal*, 23(1), pp. 43-54. (12 p.)

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- * Franzén, K. (2015). Being a tour guide or travel companion on the children's knowledge journey. *Early Child Development and Care*, 185(11-12), pp. 1928-1943. (16 p.)
- * Helenius, O., Johansson, M. L., Lange, T., Meaney, T., Riesbeck, E., & Wernberg, A. (2014). *Preschool Teachers' Awareness of Mathematics*. Proceedings of MADIF 9: NCM. (10 p.)
- * Kilbrink, N., Bjurulf, V., Blomberg, I., Heidkamp, A., & Hollsten, A.-C. (2014). Learning specific content in technology education: learning study as a collaborative method in Swedish preschool class using hands-on material. *International Journal of Technology and Design Education*, 24, pp. 241-259. (18 p.)
- * Palmer, A. (2009). 'I'm not a "maths-person"!': Reconstituting mathematical subjectivities in aesthetic teaching practices. *Gender and Education*, 21(4), pp. 387-404. (13 p.)
- * Palmer, A. (2010). 'Let's Dance!' Theorising Alternative Mathematical Practices in Early Childhood Teacher Education. *Contemporary Issues in Early Childhood*, 11(2), pp. 130-143. (13 p.)
- * Palmer, A. (2016). 'Is this the tallest building in the world?' A posthuman approach to ethical problems in young children's learning projects. *Global Studies of Childhood* 6(3), pp. 283-298. (15 p.)

Additional course literature such as articles, reports etc. as assigned by the teacher (approximately 150 pages).