

## **Kurslitteratur för UB313F – Early Childhood Education focusing Science and Education for Sustainability, 12 higher education credits, first cycle**

Valid from autumn term 2020.

Course within the Section of Early Childhood Education (FUFF).

Established by the Department Board 2020-05-19.

### **Compulsory literature**

Areljung, S. (2020). Capturing the world with verbs: Preschool science education beyond nouns and objects. *Contemporary Issues in Early Childhood Education*, 21(1), pp. 70-82. (13 p.)\*

Caiman, C. & Lundegård, I. (2013). Pre-school children's agency in learning for sustainable development. *Environmental Education Research*, 20(4), pp. 437-459. (22 p.)\*

Fleer, M., Gomes, J. & March, S. (2014). *Science learning affordances in preschool environments. Australasian Journal of Early Childhood*, 39(1), pp. 38-48. (11 p.)\*

Hackett, A., Holmes, R., MacRae, C. & Procter, L. (2018). Young children's museum geographies: spatial, material and bodily ways of knowing, *Children's Geographies*, 16(5), pp. 481-488. (9 p.)\*

Harris Helm, J. & Katz, L. (2011). *Young Investigators: The Project Approach in the Early Years*. New York: Teachers' College Press. (148 p.)

Johnston, J. (2005). *Early Explorations in Science - Exploring Primary Science & Technology Education*. Maidenhead: Open University Press. (208 p.)

Lpfö 18 (2018). *Curriculum for the preschool Lpfö 18*. Stockholm: Skolverket. (16 p.)\*

Magntorn, O. & Helldén, G. (2007). Reading nature from a 'bottom-up' perspective. *Journal of Biological Education*, 41(2), pp. 68-75. (7 p.)\*

Project Zero & Reggio Children. (2001). *Making learning visible: children as individual and group learners*. Reggio Emilia: Reggio Children. (15 p.)\*

Rooney, T. (2019). Weathering time: walking with young children in a changing climate, *Children's Geographies*, 17(2), pp. 177-189. doi: 10.1080/14733285.2018.1474172 (13 p.)\*

Sundberg, B., Areljung, S. & Ottander, C. (2019). Opportunities for Education for Sustainability through multidimensional preschool science. *NorDiNa*, 15(4), pp. 358-369. (12 p.)\*

## **Department of Child and Youth Studies**

Taylor, A. & Pamcini-Ketchabaw, V. (2015). Learning with children, ants, and worms in the Anthropocene: towards a common world pedagogy of multispecies vulnerability. *Pedagogy, Culture & Society*, 23(4), pp. 507-529. (23 p.)\*

Tovey, H. (2007). *Playing Outdoors. Spaces and Places, Risk and Challenge*. Maidenhead: Open University Press. (150 p.)\*

Änggård, E. (2011). Children's Gendered and Non-Gendered Play in Natural Spaces. *Children, Youth and Environments*, 21(2), pp. 5-33. (28 p.)\*

Additional course literature such as articles, reports etc. as assigned by the teacher (approximately 200 pages).

\*Available as electronic resource.