

Literature List

PEA473 Education for Sustainable Development course (7.5 ECTS)

Autumn 2023

Main Readings (Compulsory readings)

- Aksland, C. & Chang Rundgren, S. N. (2020). 5th–10th-Grade In-service Teachers' Pedagogical Content Knowledge (PCK) for Sustainable Development in Outdoor Environment. *Journal of Adventure Education and Outdoor Learning*, 20(3), 274-283.
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- Cars, M., & West, E. E. (2015). Education for sustainable society: attainments and good practices in Sweden during the United Nations Decade for Education for Sustainable Development (UNDES). *Environment, Development and Sustainability*, 17, 1–21.
- Chang Rundgren, S. N. (2011). Post it! - A cross-disciplinary approach to teach socioscientific issues. *Teaching Science*, 57(3), 25-28.
- Chang Rundgren, S. N., & Rundgren, C.-J. (2010). SEE-SEP: From a separate to a holistic view of socioscientific issues. *Asia-Pacific Forum on Science Learning and Teaching*, 11(1), Article 2. https://www.eduhk.hk/apfslt/v11_issue1/changsn/index.htm#con
- Cortese, D.A. (2003) The Critical Role of Higher Education in Creating a Sustainable Future. *Planning for Higher Education*, 31, 15-22.
- Fjellman, A.-M., Yang Hansen, K., & Beach, D. (2019). School choice and implications for equity: the new political geography of the Swedish upper secondary school market. *Educational Review*, 71(4), 518-539.
- Kopnina, H. (2020). Education for the future? Critical evaluation of education for sustainable development goals. *The Journal of Environmental Education*, 51(4), 280-291.
- Leicht, A., Heiss, J., & Byun, W. (2018). *Issues and trends in Education for sustainable development*. Paris: UNESCO. (271 pages)
- Lundahl, L. (2016). Equality, inclusion and marketization of Nordic Education: Introductory notes. *Research in Comparative and International Education*, 11(1), 3–12.
- Mirza, H. S. (2013). 'A second skin': Embodied intersectionality, transnationalism and narratives of identity and belonging among Muslim women in Britain. *Women's Studies International Forum*, 36, 5–15. <https://doi.org/10.1016/j.wsif.2012.10.012>
- Mählck, P. (2013). Academic women with migrant background in the global knowledge economy: Bodies, hierarchies and resistance. *Women's Studies International Forum*, 36, 65–74. <https://doi.org/10.1016/j.wsif.2012.09.007>
- Shawe, R., Horan, W., Moles, R., & O'Regan, B. (2019). Mapping of sustainability policies and initiatives in higher education institutes. *Environmental Science and Policy*, 99, 80–88.



- Sterling, S. (2011). Transformative learning and sustainability: Sketching the conceptual ground. *Learning and Teaching in Higher Education*, 5(11), 17–33.
- Sund, P., & Gericke, N. (2020). Teaching contributions from secondary school subject areas to education for sustainable development - a comparative study of science, social science and language teachers. *Environmental Education Research*, 26(6), 772-794.
- Rundgren, C.-J., Ericsson, M., & Chang Rundgren, S. N. (2017). Investigating the intertwinement of knowledge, value and experiences of upper secondary students' argumentation concerning socioscientific issues. *Science & Education*, 25(9), 1049-1071. doi: [10.1007/s11191-016-9859-x](https://doi.org/10.1007/s11191-016-9859-x)
- UNESCO (2020). Education for sustainable Development; a roadmap. Paris: UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000374802.locale=en>
- UNESCO (2018). What is ESD? Retrieved 2020-03-11 from <https://en.unesco.org/themes/education-sustainable-development/what-is-esd>

Optional Readings

- Berglund, T., Gerick, N., Boeve-de Pauw, J., Olsson, D., & Chang, T.-C. (2020). A cross-cultural comparative study of sustainability consciousness between students in Taiwan and Sweden. *Environment, Development and Sustainability*, 22, 6287–6313. <https://doi.org/10.1007/s10668-019-00478-2>
- Dür, M., & Keller, L. (2018). Education for Sustainable Development through International Collaboration. A Case Study on Concepts and Conceptual Change of School-Students from India and Austria on Gender Equality and Sustainable Growth. *Educ. Sci.* 8, 187. <https://doi.org/10.3390/educsci8040187>
- Eş, H. & Öztürk, N. (in press). An Activity for Transferring the Multidimensional Structure of SSI to Middle School Science Courses: I Discover Myself in the Decision-Making Process with SEE-STEP! *Research in Science Education*. doi: [10.1007/s11165-019-09865-1](https://doi.org/10.1007/s11165-019-09865-1)
- Fredriksson, U., Kusanagi, K., Gougoulakis, P., Matsuda, Y., & Kitamura, Y. A. (2020). Comparative Study of Curriculums for Education for Sustainable Development (ESD) in Sweden and Japan. *Sustainability*, 12, 11-23.
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- Olsson, D., & Gericke, N. (2017). The effect of gender on students' sustainability consciousness: A nationwide Swedish study, *The Journal of Environmental Education*, 48(5), 357-370. doi: [10.1080/00958964.2017.1310083](https://doi.org/10.1080/00958964.2017.1310083)
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- UNESCO (2007). The UN Decade of Education for Sustainable Development (DESD 2005-2014) The First Two Years. Retrieved 2020-03-11 from <http://unesdoc.unesco.org/images/0015/001540/154093e.pdf>
- Van Poeck, K., Östman, L., & Öhman J. (2019). *Sustainable Development Teaching Ethical and Political Challenges*. Routledge Taylor and Francis group: London & New York.
- Wade, R (2008) 'Education for sustainability: Challenges and opportunities', *Policy and Practice: A Development Education Review*, Vol. 6, Spring, pp. 30-48.
- Öhman, J. (2011). New Swedish Environmental and Sustainability Education Research. *Utbildning & Demokrati*, 20 (1), 3-12.