

NERA 2019, Education in a globalized world

Teaching for sustainability

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Network: 3. Early Childhood Research

Research topic/aim

This project analyses teaching situations in preschool teacher education. Teachers profession needs to be understood in relation to both theory as practice and the problems that arise in that setting (Wickman, Hamaza & Lunnegård, 2018). Hence, in this study the researcher cooperate with a teacher to investigate a seminar in a specific course where teaching for a sustainable development is in action. This is done using didactic model and design to explore the complexity of teaching preschool teacher students how to plan for a sustainable project in a preschool setting.

What kind of teaching creates opportunities for children to develop skills to think and act creative and independently?

Theoretical framework

A pragmatic approach will be used to analyse what meaning is created in teaching situations. According to a pragmatic reasoning, it is not possible to investigate what people think and feel, but it is possible to analyse the meaning created by the actions performed by the participants (Wickman & Östman, 2002). To understand what meaning is created during students discussions practical epistemology analysis (PEA) is used. By analysing the meaning created in a teaching situation, it is possible to analyse the consequences of the didactic choices made by the teacher.

Methodological design

The implementation of didactical modelling in this study contains of four cycles. In the first cycle the teacher is interviewed and a seminar is conducted. In the second step with the cycle, the seminar is discussed and a new seminar is planned and conducted according to the teacher and the researchers mutual exchange. In this way the circles are conducted over four times. The course "Technology and science in preschool" is examined during spring and autumn of 2018. A total of six seminar groups will attend the course during this time (96 students/ three seminar groups in the spring and 123 students/three seminar groups in the autumn). The analyses is limited to the moments in the course that contains sustainability. A two hour seminar are included where the students discuss how to create a project about rubbish in a made up preschool. The seminars are recorded and transcribed.

Expected conclusions/findings

The aim is to develop a didactical model that can be used by teachers to plan, implement and develop teaching about sustainable issues.

Relevance to Nordic educational research

The research has relevance as there is a need to develop new ways of teaching, as the way the teaching has been conducted has not helped the earth in a sustainable way. We do not know what the future holds, hence the teaching must contain ways of meeting an unknown future.

References

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