**SPECIFIC READING PER SESSION**

**Week 1 – Learning in Times of Global Crisis: Introduction**

Essential/ pre-session readings:

Kontopodis, M. (2012). *Neoliberalism, Pedagogy and Human Development: Exploring Time, Mediation and Collectivity in Contemporary Schools*. London and New York: Routledge/ Taylor & Francis. Pages: 12-28 & 50-57.

\*Kontopodis, M., Magalhaes, M. C., &Coracini, M. J. (Eds.). (2016). *Facing poverty and marginalization: 50 years of critical research in Brazil*. Bern, Oxford and New York: Peter Lang. Pages: 127-145.

**Week 2 – Learning in socio-cultural-historical perspective (i)**

Essential/ pre-session reading:

\*Lave, J. (1991). Situated learning in communities of practice. In L. Resnick, J. Levine, and S. Teasley (eds.) *Perspectives on Socially Shared Cognition*. Washington, DC: American Psychological Association.

**Week 3 – Learning in socio-cultural-historical perspective (ii)**

Essential/ pre-session reading:

Blunden, A. (2008). Vygotsky’s unfinished theory of child development. Online publication – see MOLE.

**Week 4 – Learning, development & capabilities**

Essential/ pre-session reading:

Hart, C.F. (2016) How Do Aspirations Matter? *Journal of Human Development and Capabilities*, 17(3), 324-341.

**Week 5 – Deconstructing cognitivism, behaviourism &biopedagogies**

Essential/ pre-session reading:

Kontopodis, M. (2013). Biomedicine, Psychology and the Kindergarten: Children at Risk and Emerging Knowledge Practices. *Sport, Education and Society*, 18(4), 475-493.

**Week 6 – Learning, critical pedagogy &countryside education**

Essential/ pre-session reading:

#### Giroux, H. A. (2003) Public pedagogy and the politics of resistance: notes on a critical theory of educational struggle.*Educational Philosophy and Theory, 35*(1), 5–16.

Kontopodis, M. (2012). *Neoliberalism, pedagogy and human development: Exploring time, mediation and collectivity in contemporary schools*. London and New York: Routledge/ Taylor & Francis (pages: 71-87).

**Week 7: Learning, distributed cognition and post-humanism**

Essential/ pre-session reading:

Kontopodis, M., &Ferrin, N. (2017). Playing sports with Nintendo Wii in Berlin: Technography, interactivity and imagination. In M. Kontopodis, C. Varvantakis, & C. Wulf (Eds.), *Global youth in digital trajectories* (pp. 39-52). London: Routledge.

**Week 8 – Learning to become gendered sexual subjects: The role of education**

Essential/ pre-session reading:

DePalma, R., & Atkinson, E. (2009) 'No Outsiders' Moving beyond a discourse of tolerance to challenge heteronormativity in primary schools', British Educational Research Journal, 35(6(, 837-855.

Slater, J., Jones, C. & Procter, L. (2017) Troubling school toilets: resisting discourses of 'development' through a critical disability studies and critical psychology lens. *Discourse: Studies in the Cultural Politics of Education*, 1-12.

**Week 9:Synthesis: Learning and community in a hyper-connected world**

Essential/ pre-session reading:

Introduction of: Kontopodis, M.; Varvantakis, C. &Wulf, C. (Eds) (2017). *Global Youth in Digital Trajectories.* London: Routledge (pp. 1-11)

**Week 10: Contextualising learning in the British educational system**

Essential/ pre-session reading:

Check MOLE for the essential reading on this session**.**