

SYLLABUS

Arctic Inclusive Pedagogy

10 credits B7002P

Inkluderande utbildning i en arktisk kontext

Course syllabus admitted: Autumn 2021 Sp 1 - Present

DECISION DATE
2020-02-14

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Second cycle, B7002P

Education level	Grade scale	Subject	Subject group (SCB)
Second cycle	U G VG	Utbildningsvetenskap/didaktik allmänt	Educational Sciences/General Didactics

Entry requirements

Completed a Bachelor's programme in the field of Education, or completed three years (180 ECTS) of teacher training programme studies.

Documented skills equivalent to English 6 is required.

Selection

The selection is based on 30-285 credits

Examiner

Eva Alerby

Course Aim

The overarching aim of the course, which brings together students and teachers from the Arctic parts of Norway, Sweden and Finland, is to provide a platform for sharing experiences, knowledge and insights which, in turn, might lead to a mutually shared learning and an increased critical awareness about significant inclusion-related issues in the Arctic.

After course completion the students will be familiar with inclusive thinking and pedagogy in the Arctic context. They will demonstrate an analytical awareness of policies and discourses in the north and show a critical understanding of educational possibilities, challenges and aspects relating to inclusion, diversity and intercultural issues, specific to the Arctic context. On a more practical, pedagogical level the students will develop and demonstrate deeper insights into co-teaching, multi-professional co-operation and culturally sensitive interaction. Moreover, the students will acquire deepened knowledge about Sámi educational history, in comparative Nordic contexts, and the concepts, processes and consequences concerning colonization, with a specific attention to curricula and language policy issues. Students will also develop an enhanced understanding of the significance of intercultural competence and Sámi pedagogy and language teaching practises as well as the meaning of self-image, identity and representation of the Sámi.

Learning outcomes

After the course - including module 1, 2 and 3 - the student will be able to:

- • identify, describe and distinguish between significant policies and discourses in different education systems in the Arctic (M1)
- • demonstrate philosophical, conceptual and theoretical knowledge about inclusive education within the context of the Arctic (M1)
- • provide own examples for reflection and critical discussions about significant contemporary educational issues in the Arctic (M1)
- • critically analyse and discuss the principles of, as well as the prerequisites for conducting, inclusive education and pedagogy in the North/Arctic (M1)
- • critically reflect on his/her values and attitudes related to inclusive education (M2)
- • analytically and systematically elaborate the knowledge of the principles and preconditions of inclusive education and pedagogy in the Arctic and elsewhere (M2)
- • explain the elements of collaboration needed in an inclusive education (M2)
- critically reflect on and discuss the meaning of cultural sensitivity approach in his/her professional work in the Arctic and elsewhere (M2)
- examine and create inclusive learning environments (M2)
- develop research based inclusive education and pedagogy through their professional careers (M2)
- explain and analyze the main historical phases of comparative Nordic Sámi educational history (M3)
- identify, describe, and compare the similarities and differences of colonization, curricula, language policies in Nordic context (M3)
- reflect, and develop upon his/her own values and attitudes in relation to cultural and linguistic diversity (M3)
- explain and analyse the main pedagogical practises of Sámi/endangered language teaching (M3)
- identify, and compare contemporary phenomena in Sámi society (M3)
- explain, and analyse the impact on cultural continuity and change within the Sámi educational settings (M3)

Contents

The course is divided into three major thematic sections: (i) Educational Challenges In The Arctic – Education For All (5ECTS); (ii) Inclusive Educational Experts / Inclusive Pedagogy (2,5 ECTS); and (iii) Sámi Presence In Educational Settings (2,5 ECTS).

Based on students' own experiences and contexts, the first thematic section of the course provides a platform for learning and awareness about significant inclusion-related issues in the Arctic. This section also provides the student with knowledge about the values and implications of different theoretical approaches and methods in Arctic-specific inclusive education. Themes like social justice, equity and equality are central. Students will understand comparative analyses of inclusive education as both a specific means and a general practice. Of particular interest is the ability to reflect on diversity and national variations, such as colonialism, rural policy and inclusion agendas in the North. Context-specific discourses and different perspectives on policies and practice in education for all in the Arctic are significant areas.

The second thematic section, Inclusive Educational Experts / Inclusive Pedagogy, provides theoretical perspectives and practical tools for conducting inclusive education as well as for reflection on inclusive values and attitudes, differences and similarities in an Arctic. This part of the course introduces models for, and discusses advantages and challenges of, co-teaching as well as highlights various dimensions of multi-professional work for pupils' and professionals' wellbeing. Ethical perspectives on the encountering with and inclusion of pupils from different background and cultures are also being processed.

The third and final section of the course, will mainly focus on comparative Sámi educational history, the world of experience and self-images in contemporary Sámi society, and intercultural competence. This section will thus provide a critical understanding of how colonization and assimilation relate to curricula and language policies, but also give insights in cultural resources, Sámi pedagogy and language teaching practices.

Realization

Each course occasion's language and form is stated and appear on the course page on Luleå University of Technology's website.

The Arctic Inclusive Pedagogy course is given as an online course, which uses various forms of distance-bridging and web-based technologies to bring students and teachers from the northern parts of Norway, Sweden and Finland together.

The course consists mostly of teacher led lectures and seminars as well as independent student work, mainly represented by literature studies and examinations. However, to enhance student-centered activities pre-lecture tasks or teacher recorded learning objects will be used, as well as occasional student-collaborative reading-and-reflection circles.

Individually written essays will be the main part of the exams, supplemented by literature seminars.

The lectures, seminars, and meetings will be arranged on a web-based audio and video conferencing system (free for participating students to use), while the course communication, information, resources, exams and assessments will be administered through a joint, university-managed learning platform (also free for participating students to use). For the streaming of recordings and media files – lectures recorded by teachers or media presentations created by students – a third party streaming service will be used (Youtube).

The study rate of the course represents approximately 50% of a full-study rate and the estimated number of individual study hours, 265, corresponds to approximately 20 hours of study per week. The teacher-led lessons amount to approximately 40 hours for the course as a whole.

Each course occasion's language and form is stated and appear on the course page on Luleå University of Technology's website.

Examination

If there is a decision on special educational support, in accordance with the Guideline Student's rights and obligations at Luleå University of Technology, an adapted or alternative form of examination can be provided.

The three major thematic course sections will be assessed as follows:

(i) Educational Challenges In The Arctic – Education For All (5 ECTS)

Active participation and successful completion of a written assignment (essay) and peer evaluation.

- Active participation in lectures and seminars, 1 ECTS [Pass/Fail]
- Peer-review opponent seminar, 1 ECTS [Pass/fail]
- An individual essay, 3 ECTS, [Fail/Pass/Pass with Distinction]

(ii) Inclusive Educational Experts / Inclusive Pedagogy (2,5 ECTS)

Active participation in online meetings and group work, and successful completion of a written essay and peer evaluation.

- Active participation in group meetings, 0,5 ECTS [Pass/Fail]
- Individual tasks and presentations 1 ECTS [Fail/Pass/Pass with Distinction]
- An individual essay, based on the field study, 1 ECTS [Fail/Pass/Pass with Distinction].

(iii) Sámi Presence In Educational Settings (2,5 ECTS)

Active participation (80%) and successful completion of a written assignment (essay) OR a pedagogical digital resource material.

- Active participation in lectures and seminars, 1 ECTS [Pass/Fail]
- [EITHER] Microstudy (5-7 p.) [OR] Pedagogical digital resource material, and project description (1-2 p), 1,5 ECTS [Fail/Pass/Pass with Distinction].

The course as a whole is graded in accordance with:

#/Fail/Pass/Pass with Distinction (U/G/VG)

If there is a decision on special educational support, in accordance with the Guideline Student's rights and obligations at Luleå University of Technology, an adapted or alternative form of examination can be provided.

Remarks

Participation in online studies requires that you have access to a high-capacity Internet connection, a computer on which you can install software and plug-ins, a webcam and headphones with voice microphone.

Literature. Valid from Autumn 2021 Sp 1

(I) EDUCATIONAL CHALLENGES IN THE ARCTIC – EDUCATION FOR ALL (5 ECTS):

Mhairi C. Beaton, Diane B. Hirshberg, Gregor R. Maxwell & Jennifer Spratt (eds.) (2019). Including the North: a comparative study of the policies on inclusion and equity in the Circumpolar North. Rovaniemi: University of Lapland.

Elenius, L., Tjelmeland, H., Lähteenmäki, M. & Golubev, A. (eds.) (2015). *The Barents Region: a transnational history of subarctic Northern Europe*. Oslo: Pax forlag.

[Additional literature will be provided by the lecturers]

(II) INCLUSIVE EDUCATIONAL EXPERTS / INCLUSIVE PEDAGOGY (2,5 ECTS):

Florian, L. & Spratt, J. (2013). Enacting inclusion: a framework for interrogating inclusive practice. *European Journal of Special Needs Education*, 28(2), pp. 119-135.

Furrer, C., Skinner, E., & Pitzer, J. (2014). The influence of teacher and peer relationships on students' classroom engagement and everyday motivational resilience. *National Society for the Study of Education*, 113(1), 101-123.

Haug, P. (2017) Understanding inclusive education: ideals and reality, *Scandinavian Journal of Disability Research*, 19:3, 206-217, DOI:10.1080/15017419.2016.1224778

Hausstätter, R. S. (2014) In Support of Unfinished Inclusion, *Scandinavian Journal of Educational Research*, 58:4, 424-434, DOI: 10.1080/00313831.2013.773553

Lakkala, Takala, Miettunen, Kyrö-Ämmälä, Sarivaara & Kielinen (2019) Steps towards and challenges of inclusive education in Northern Finland. Eds. Mhairi C. Beaton, Diane B. Hirshberg, Gregor R. Maxwell, Jennifer Spratt. *Including the North: a comparative study of the policies on inclusion and equity in the Circumpolar North*. Rovaniemi.

Nilsen, S. (2018). Inside but still on the outside? Teachers' experiences with the inclusion of pupils with special educational needs in general education, *International Journal of Inclusive Education*. DOI:10.1080/13603116.2018.1503348

Persson, B. (2014). An Equal education for all children and young people. *Actes du Colloque international INESCO*, Paris, pp. 149-160.

Shin, M., Lee, H., & McKenna, J. W. (2016). Special education and general education preservice teachers' co-teaching experiences: A comparative synthesis of qualitative research. *International Journal of Inclusive Education*, 20(1), 91–107. doi:10.1080/13603116.2015.1074732

Scruggs, T. E., & Mastropieri, M. A. (2017). Making inclusion work with co-teaching. *Teaching Exceptional Children*, 49(4), 284–293. doi:10.1177/0040059916685065

Spratt, J. & Florian, L. (2015). Inclusive pedagogy: From learning taction. Supporting each individual in the context of "everybody". *Teaching and Teacher Education*, 49, pp. 89-96.

Qvortrup, A. & Qvortrup, L. (2018) Inclusion: Dimensions of inclusion in education, *International Journal of Inclusive Education*, 22:7, 803-817, DOI:10.1080/13603116.2017.1412506

[Additional literature might be provided by the lecturers]

(III) SÁMI PRESENCE IN EDUCATIONAL SETTINGS (2,5 ECTS):

[Suggested references to chose from in dialogue with the students]

Hammine, Madoka & Keskitalo, Pigga & Sarivaara, Erika. (2019). Sámi language teachers' professional identities explained through narratives about language acquisition. *The Australian Journal of Indigenous Education*. 1-9. 10.1017/jie.2018.22.

Harris, M. 2013. Emergent Indigenous Identities: Rejecting the Need for Purity. In: Harris, M et al (eds.), *The Politics of Identity*. Sydney: University of Technology Sydney ePress. DOI:10.5130/978-0-9872369-2-0.b

Harris, M., Carlson, B. and Poata-Smith, E. S. (2013). Indigenous identities and the politics of authenticity. In M. Harris, M. Nakata and B. Carlson (Eds.), *The Politics of Identity: Emerging Indigeneity* (pp. 1-9). Sydney: University of Technology Sydney E-Press.

Kortekangas, O., Keskitalo, P., Nyysönen, J., Kotljarchuk, A., Paksuniemi, M. and Sjögren, D. (Eds.) 2019. *Sámi Educational History in a Comparative International Perspective*.

Keskitalo, P., Lehtola, V.-P. & Paksuniemi M. 2014. Saamelaisten kansankäynnin ja kouluopetuksen historia Suomessa. <http://www.migrationinstitute.fi/files/pdf/A50.pdf>

Keskitalo, P. & Olsen, T. 2019. Historical and political perspectives on Sámi and inclusive school systems in Norway. Lapland university press 2019 ISBN 978-952-337-135-4.s 109-124. <https://lauda.ulapland.fi/handle/10024/63722>

Kortekangas, Ots. 2017. Tools of teaching and means of managing: educational and sociopolitical functions of languages of instruction in elementary schools with Sámi pupils in Sweden, Finland and Norway 1900–1940 in a cross-national perspective. Diss. Stockholm : Stockholms universitet, 2018

Kortekangas, Ots, 'Useful Citizens, Useful Citizenship: Cultural Contexts of Sámi Education in Early 20th Century Norway, Sweden and Finland', *Paedagogica Historica. International Journal of the History of Education* (N53:1&2 2017, peer reviewed).

Patrik Lantto & Ulf Mörkenstam (2008): Sami Rights and Sami Challenges, *Scandinavian Journal of History*, 33:1, 26-51. <http://dx.doi.org/10.1080/03468750701431222>

Lindmark, D. 2006. "Pietism and colonialism: Swedish schooling in 18th-century Sápmi", i *Acta Borealia: A Nordic journal of circumpolar societies* 2/2006.

Lindmark, D. 2014. Colonial Education and Saami Resistance in Early Modern Sweden. *Connecting Histories of Education: Transnational and cross-cultural exchanges in (post)colonial education*, New York & Oxford: Berghahn Books 2014, 140-155.

Lindmark, D. 2014. Educational media in Sápmi: religious instruction in a missionary context (1619-1811). *Bildungsgeschichte: International Journal for the Historiography of Education*, Bad Heilbrunn: Verlag Julius Klinkhardt 2014, Vol. 4, (1), 51-62.

Norlin, B. 2018. "The church, mission and school", *The Sami and the Church of Sweden: Results from a white paper project*, Daniel Lindmark & Olle Sundström (eds.), Gidlunds förlag; Möklinta.

Norlin, B. 2018. "The church and Sami cultural expressions", *The Sami and the Church of Sweden: Results from a white paper project*, Daniel Lindmark & Olle Sundström (eds.), Gidlunds förlag; Möklinta.

Nyysönen, J. 2018. Narratives of Sámi School History in Finland: The Histories of Assimilation Made Visible. *Nordic Journal of Educational History*, Vol. 5, no. 1 (2018), pp. 97–114.

Pasanen, A. (2018). "This Work is Not for Pessimists": Revitalization of Inari Saami Language. In L. Hinton, L. Huss, & G. Roche (Eds.), *The Routledge Handbook on Language Revitalization* [34] Routledge, Taylor & Francis.

Sarivaara, E. & Keskitalo, P. 2016. Mediating Structures in Sámi Language Revitalisation. *Social Inclusion*, 4 (1), 11-18.

Sarivaara, E. K. 2016. Emergent Sámi Identities– From Assimilation Towards Revitalization. In R. Toivanen & J. Saarikivi (eds.) *New and Old Language Diversities*. Bristol: Multilingual Matters.

Sarivaara, E. K., Määttä, K. & Uusiautti S. 2013. How to revitalize an indigenous language? Adults' experiences of the revitalization of the Sámi language. *Cross-Cultural Communication*, 9 (1), 13-21.

Kirk P.H. Sullivan, Kristina Belancic, Eva Lindgren, Hanna Outakoski, Mikael Vinka 2018. The global in the local: young multilingual language learners write in North Sámi (p. 235-253). New York: Routledge.

Svonni, C. 2015. At the Margin of Educational Policy: Sámi/Indigenous Peoples in the Swedish National Curriculum 2011. *Creative Education*, 6, 898-906. <http://dx.doi.org/10.4236/ce.2015.69091>

Course offered by

Department of Health, Education and Technology

Modules

Code	Description	Grade scale	Cr	Status	From period	Title
0009	Active participation in the first course section's lectures and seminars	U G#	1	Mandatory	A21	
0010	Peer-review opponent seminar	U G VG	1	Mandatory	A21	
0011	Essay/paper assignment	U G VG	3	Mandatory	A21	
0012	Active participation in group meetings	U G#	0.5	Mandatory	A21	
0013	Individual tasks and presentations	U G VG	1	Mandatory	A21	
0014	Individual field-study related essay/paper	U G VG	1	Mandatory	A21	
0015	Active participation in the third course section's lectures and seminars	U G#	1	Mandatory	A21	
0016	Independent project (microstudy/small paper OR Pedagogical digital resource material, with a project description/reflection)	U G VG	1.5	Mandatory	A21	

Study guidance

Study guidance for the course is to be found in our learning platform Canvas before the course starts. Students applying for single subject courses get more information in the Welcome letter. You will find the learning platform via My LTU.

Last revised

by Patrik Häggqvist, Director of Undergraduate Studies at the Department of Arts, Communication and Education
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Syllabus established

by Patrik Häggqvist, Director of Undergraduate Studies at the Department of Arts, Communication and Education
2020-02-14