

COURSE LITERATURE

Arctic Inclusive Pedagogy 10 credits B7002P

Inkluderande utbildning i en arktisk kontext

Course literature admitted: Autumn 2021 Sp 1 - Present

**DECISION DATE
2020-02-14**

(I) EDUCATIONAL CHALLENGES IN THE ARCTIC – EDUCATION FOR ALL5ECTS):

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

Document	Education	Admitted in	Date	Page
Course literature	Arctic Inclusive Pedagogy 10 cr	Autumn 2021, Sp 1	2020-02-14	2 (4)

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., Nyyssönen, 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. Saamelaiten 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>

Examiner

Eva Alerby