

LITTERATURLISTA

Inkluderande utbildning i en arktisk kontext 10 högskolepoäng B7002P

Arctic Inclusive Pedagogy

Litteraturlista antagna: Höst 2021 Lp 1 - Tills vidare

BESLUTSDATUM
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

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]

Hammime, 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., Nyssönen, 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. Saamelainen 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>

Examinator

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