Inclusion and diversity. Fundamental questions to be asked. at Ph.D.-level

Category	Content
Course Code	Ph.D.-level Subject-specific topic: **Inclusion and diversity. Fundamental questions to be asked**
Course Title	Inclusion and diversity. Fundamental questions to be asked. at Ph.D.-level
ECTS Credits	2 ECTS. Partcipation 1 day (8 hours), reading of course literature and submitting a course report (2500-3000 words)
Level of Study	Ph.D.
Full-time/Part-time	Part-time
Language of Instruction	English
Semester	Spring/Fall semester
Place of Instruction	NLA University College, Sandviken, Bergen

Objectives and Content	*Content* Advanced level on the topic of inclusion and diversity at Ph.D. level: - Diversity - Inclusive education - Intercultural education - Disability theory - Intercultural paradigm *Main learning objectives* The main course goal is to introduce Ph.D. students to some fundamental questions within the inclusion and diversity debate in contemporary research and develop their understanding of some main controversies in education. More specifically, the Ph.D. students will develop their understanding of different approaches to the phenomenon of disability and how the diversity debate relates to the special case of disability regarding inclusion. Likewise, the Ph.D. students will develop their comprehension of how the intercultural issue pertain to inclusive education and shed light on the concept of inclusion compared to the contribution from special education. The students also will reflect on the intercultural paradigm, its content and outlines in times of climate change. In addition, the course aims to develop the Ph.D. students' abilities and knowledge for posing fundamental questions in the field of inclusion and diversity and examine issues at stake in this research field from the perspectives of intercultural and special education. After completing the course, the Ph.D. students will <u>have general knowledge</u> about: Knowledge of the research fields: disability studies in education, inclusive education in relation to diversity and the special case of disability, intercultural issues regarding inclusion in a society characterised by ethnic tensions and populism and where cultural diversity also is approached through climate change and biodiversity. Fundamental questions within the field of intercultural and special education about conditions for good existence for humans and non-humans in a shared world. After completing the course, the Ph.D. student will have <u>specific knowledge</u> about: How to recognise and examine controversies in the research fields concerning diversity and inclusion within the topics of disability and intercultural education. How to interpret understandings of diversity, disability, interculturality and inclusion in relation to various research traditions.

	How to raise fundamental questions pertaining to the issue of diversity and inclusive education regarding the special case of disability and intercultural education.

Learning Outcomes	By completing the course, the Ph.D. students will have completed the following learning aims, which are here defined as knowledge, skills, and general competence:
	Knowledge:
	The student will have knowledge about different interpretations of diversity regarding the special case of disability and intercultural education in relation to the issue of inclusive education. The student will be familiar with some controversies in these research fields and have knowledge of which fundamental questions that are asked in the field and will have knowledge of critical questions that still has to be posed in the research literature.
	Skills: The student will be able to identity various controversies in the contemporary debate on diversity and inclusive education in an independent way and recognize which fundamental issues are at stake.
	General competence: The student will be able to develop an original problem statement, regarding fundamental questions within the field of diversity and inclusive education in relation to the contemporary debates in the field.
Required Previous Knowledge	Master's degree within disciplines relevant to pedagogy, educational research.
Recommended previous Knowledge	Should know about the research fields of special education, intercultural education, inclusive education and philosophy of education from Bachelor- and Master's level
Credit Reduction due to Course Overlap	None

Is the course open or reserved for students enrolled in particular programmes?	The course is open for students at Ph.D.-level
Teaching Methods and Extent of Organized Teaching	Teaching will be organized as lectures and discussions groups at the NLA University College.
Compulsory Assignments and Attendance	2 ECTS. Partcipation 1 day (8 hours), reading of course literature and submitting a course report (2500-3000 words highlighting fundamental challenges raised in the reading list.

Forms of Assessment	The assessment criteria at the Faculty of Psychology will be used. Pass or fail 2 ECTS. Partcipation 1 day (8 hours), reading of course literature and submitting a course report (2500-3000 words highlighting fundamental challenges raised in the reading list.

Examination Support Material	All forms of examination support materials are allowed
Grading Scale	Pass or fail 2 ECTS. Partcipation 1 day (8 hours), reading of course literature and submitting a course report (2500-3000 words highlighting fundamental challenges raised in the reading list.
Assessment Semester	Spring/Fall

Reading List	**Required reading**
	Abdallah-Pretceille, M. (2006). Interculturalism as a paradigm for thinking about diversity. *Intercultural Education, 17*(5)*, 475—483. https://doi.org/10.1080/14675980601065764
	Anderson, J., & Boyle, C. (2020). Including into what? Reigniting the 'good education' debate in an age of diversity. In C. Boyle, J. Anderson, A. Page & S. Mavropoulou (Eds.) *Inclusive education: Global issues and controversies* (pp. 15-34). Brill Sense.
	Connor, D. J. (2019). Why is Special Education So Afraid of Disability Studies? Analyzing Attacks of Disdain and Distortion from Leaders in the Field. *Journal of Curriculum Theorizing 34*(1), 10–23.
	Felder, F. (2019). Celebrating diversity in education and the special case of disability. *Educational Review*, Retrieved from: https://doi.org/10.1080/00131911.2019.1576590
	Gorski, P. C. & Dalton K. (2019). Striving for Critical Reflection in Multicultural and Social Justice Teacher Education: Introducing a Typology of Reflection Approaches. *Journal of Teacher Education, 1–12.* https://doi.org/10.1177/0022487119883545
	Tochon, F. V. & Cendel K. A. (2009). Critical reasoning for social justice: Moral encounters with the paradoxes of intercultural education. *Intercultural Education 20*(2), 135–149. https://doi.org/10.1080/14675980902922168
	Vehmas, S. & Mäkelä, P. (2009). The ontology of disability and impairment. A discussion of the natural and social features. In K. Kristiansen, T. Shakespeare & S. (Eds.) Vehmas *Arguing about disability philosophical perspectives*, (pp. 42–57). Routledge.
	Wolbring, Gregor. (2012). Ethical theories and discourses through an ability expectations and ableism lens: The case of enhancement and global regulation. *Asian Bioethics Review 4* (4), 293–309.
	Recommended reading
	Abdallah-Pretceille, M. (2006). Interculturalism as a paradigm for thinking about diversity. *Intercultural Education, 17*(5)*, 475—483. https://doi.org/10.1080/14675980601065764
	Arnesen, A-L., Mietola, R. & Lahelma, E. (2007). Language of inclusion and diversity: policy discourses and social practices in Finnish and Norwegian schools. *International Journal of Inclusive Education 11* (1), 97–110, https://doi.org/10.1080/13603110600601034
	Barnes, E. (2016). *The minority body: A theory of disability*. Oxford University Press.
	Barnes, E. (2018). Against impairment: replies to Aas, Howard, and Francis. *Philosophical Studies 175*(5), 1151–1162.
	Benjamin, S. (2002). 'Valuing diversity': a cliché´ for the 21st century? *International Journal of Inclusive Education 6*(4),309–323.
	Begon, J. (2017). Capabilities for All? From Capabilities to Function, to Capabilities to Control. *Social Theory and Practice 43*(1), 154–179.

Begon, J. (2020). Disability: a justice-based account. *Philosophical Studies*. Retrieved from:
https://doi.org/10.1007/s11098-020-01466-3

Biesta, G. (2012). Philosophy of education for the public good: Five challenges and an agenda. *Educational Philosophy and Theory 44*(6), 581–593.

Biesta, G. (2020). Can the prevailing description of educational reality be considered complete? On the Parks-Eichmann paradox, spooky action at a distance and a missing dimension in the theory of education. *Policy Futures in Education*, Retrieved from: https://doi.org/10.1177/1478210320910312

Brossard Børhaug, F. (2016). How to challenge a culturalization of human existence? Promoting interculturalism and ethical thinking in education. *FLEKS - Scandinavian Journal of Intercultural Theory and Practice, 3*(1), 1–15. Retrieved from: https://journals.hioa.no/index.php/fleks/issue/view/158

Brossard Børhaug, F. (accepted for publication). Missing links between intercultural education and anthropogenic climate change? *Intercultural Education*.

Brossard Børhaug, F. & Reindal, S. M. (2016). *En drøfting av inkludering som allmennpedagogisk begrep i lys av interkulturell pedagogikk og spesialpedagogikk*. I F. Brossard Børhaug & I. Helleve (Red.), *Interkulturell pedagogikk som motkraft i en monokulturell praksis* (s. 131–148). Fagbokforlaget.

Brossard Børhaug, F. & Reindal, S. M. (2018). Hvordan forstå inkludering som allmenpedagogisk prinsipp i en transhumanistisk (fram)tid? *Utbildning & Demokrati 27*(1), 81–97.

Brunstad, P.O. & Brossard Børhaug F. (2020). Populisme og pedagogikk: Duell eller duett? I T. Sævi & G. JJ. Biesta (Red.), *Pedagogikk, periferi og verdi: Eksistensiell dialog om skole og samfunn* (s. 191-205). Fagbokforlaget.

Gorski, P. C. (2008) Good intentions are not enough: A decolonizing intercultural education. *Intercultural Education*, *19*(6)*,* 515–525. https://doi.org/10.1080/14675980802568319

Göransson, K. & Nilholm, C. (2014). Conceptual diversities and empirical shortcomings–a critical analysis of research on inclusive education. *European Journal of Special Needs Education*, *29*(3), 265–280.

Kiuppis, F. (2014). Why (not) associate the principle of inclusion with disability? Tracing connections from the start of the 'Salamanca Process'. *International Journal of Inclusive Education 18*(7), 746–761.

Maffi, L. (2005). Linguistic, Cultural, and Biological Diversity. *The Annual Review of Anthropology, 34,* 599–617. https://doi.org/10.1146/annurev.anthro.34.081804.120437

Oliver, M. (1996). Defining impairment and disability. Issues at stake. In C. Barnes & G. Mercer (Eds.). *Exploring the divide: Illness and disability*, (pp. 39–54). Disability Press.

Reindal, S. M. (2016). Discussing inclusive education: An inquiry into different interpretations and a search for ethical aspects of inclusion using the capabilities approach. *European Journal of Special Needs Education*, *31*(1)*,* 1–12.

Reindal, S. M. (2008). A social relational model of disability: a theoretical framework for special needs education?. *European Journal of Special Needs Education*, *23*(2)*,* 135–146.

Riddle, C. A. (2013). Defining disability: Metaphysical not political. *Medicine, Health Care and Philosophy 16*(3)*,* 377–384.

	Taylor, A. (2012). Addressing ableism in schooling and society? The capabilities approach and students with disabilities. *Philosophy of Education Archive*, 113–121. Terzi, L. (2004). The social model of disability: A philosophical critique. *Journal of applied philosophy*, *21*(2), 141–157. Terzi, L. (2005a). A Capability Perspective on Impairment, Disability and Special Needs: Towards Social Justice in Education. *Theory and Research in Education 3*(2)*,* 197–223. Terzi, L. (2005b). Beyond the dilemma of difference: The Capability Approach to Disability and Special Educational Needs. *Journal of Philosophy of* Education *39*(3)*,* 443–459. Thomas, C. (2004). How is disability understood? An examination of sociological approaches. *Disability and Society 19*(6)*,* 569–83.
Course Evaluation	Course evaluation is done in accordance to the Faculty of Psychology's' procedures for study quality
Programme Committee	Professor Rune Johan Krumsvik (UiB) Professor Frédérique Brossard Børhaug (NLA/VID) Professor Solveig M. Reindal (NLA)
Course Coordinator	Professor Rune Johan Krumsvik (UiB) Professor Frédérique Brossard Børhaug (NLA/VID) Professor Solveig M. Reindal (NLA)

Course Administrator	Research group Digital Learning Communities, Department of Education, the Faculty of Psychology. All economic resources for the course will be provided by NLA.
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