

B.31 Inclusive and equitable education in light of newer theories from indigenous research (4 stp) (2PRLU20-33)

Type of course:	Elective course: PhD level, PROFF B-course
Title in Norwegian:	Bokmål: Inkluderende og rettferdig utdanning i lys av nyere teorier fra urfolksforskning Nynorsk: Inkluderande og rettvis utdanning i lys av nyare teoriar frå urfolksforskning
Responsible for the course:	Professor Anne Lindblom
Content:	– Theoretical models and perspectives on inclusive equitable education – Indigenous research methodologies – Ethical considerations in research within Indigenous contexts
Learning outcomes:	On completion of the course, the PhD candidate shall have achieved the following learning outcomes: Knowledge: – Has advanced knowledge about and can evaluate core concepts in special education from newer Indigenous theoretical perspectives – Knows critical standpoints in the forefront of Indigenous research in regard to ethical and methodological considerations and can relate this to their own research Skills: – Is able discuss their own PhD project in the light of newer theories in Indigenous research about inclusive equitable education and critically discuss current discourse in the field – Is able to discuss the core concepts in newer theories in Indigenous research in light of their relevance for research design and outcomes General competence: – Has acquired a foundation to contribute to the further development of research aligning with Indigenous philosophical assumptions and theory
Organisation:	Self-study and seminars. The teaching corresponds to four seminar days and consists of lectures, open and group discussions, as well as presentations by the course participants.
Mandatory assignments:	- Participation in two of three whole day seminars - An oral presentation of an-analysis of a research publication from an Indigenous context. The presentation is assessed as either 'accepted' or 'not accepted' and must take place before the essay is submitted.
Assessment:	An individual essay which is assessed as either 'pass' or 'fail'. In the essay, the candidate should discuss a problem of their own choice, which is relevant for their thesis. This choice should be based on the syllabus and may be supplemented by literature of their own choice. The length of the essay should be 2,500 - 3000 words.
Credits:	4 ECTS

Syllabus approximately 400 pages.

Chilisa, B. (2020). *Indigenous research methodologies*. Sage publications.

Chapters 1–5 and 10. The doctorate student chooses one or two chapters more that fit their own research methodology.

Drugge, A.-L. (Ed.). (2016). *Ethics in indigenous research : past experiences - future challenges* (1st ed.).

Retrieved from <https://urn.kb.se/resolve?urn=urn:nbn:se:umu:diva-119987>

Lindblom, A; Jannok Nutti, Y. (2022). Conceptualizing global Indigenous and Indigenist models of inclusive and equitable education. *World Studies in Education*, 23(1), 135-154.

Melbøe, L.; Hansen, K. L.; Johnsen, B-E.; Fedreheim, G. E.; Dinesen, T.; Minde, G-T. & Rustad, M. (2016) Ethical and methodological issues in research with Sami experiencing disability, *International Journal of Circumpolar Health*, 75:1, 31656, DOI:10.3402/ijch.v75.31656 (7s)

Olsen, T. A. & Sollid, H. (Eds.) (2022). *Indigenising Education and Citizenship. Perspectives on Policies and Practices From Sápmi and Beyond*. Scandinavian University Press. Chapter:

Introduction- Introducing Indigenising education and citizenship. <https://doi.org/10.18261/9788215053417-2022-16>