

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

<b>Category</b>	<b>Content</b>
<b>Course Code</b>	Ph.D.-level Subject-specific topic: <b>Inclusion and diversity. Fundamental questions to be asked</b>
<b>Course Title</b>	Inclusion and diversity. Fundamental questions to be asked. at Ph.D.-level
<b>ECTS Credits</b>	1 ECTS Credits (80% attendance during lectures)
<b>Level of Study</b>	Ph.D.
<b>Full-time/Part-time</b>	Part-time
<b>Language of Instruction</b>	English
<b>Semester</b>	Spring/Fall semester
<b>Place of Instruction</b>	Faculty of Psychology, University of 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 pertains 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 have general knowledge 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 specific knowledge 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.

<p><b>Learning Outcomes</b></p>	<p>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:</p> <p><i>Knowledge:</i></p> <p>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.</p> <p><i>Skills:</i></p> <p>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.</p> <p><i>General competence:</i></p> <p>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.</p>
<p><b>Required Previous Knowledge</b></p>	<p>Master’s degree within disciplines relevant to pedagogy, educational research.</p>
<p><b>Recommended previous Knowledge</b></p>	<p>Should know about the research fields of special education, intercultural education, inclusive education and philosophy of education from Bachelor- and Master’s level</p>
<p><b>Credit Reduction due to Course Overlap</b></p>	<p>None</p>

<p><b>Is the course open or reserved for students enrolled in particular programmes?</b></p>	<p>The course is open for students at Ph.D.-level</p>
<p><b>Teaching Methods and Extent of Organized Teaching</b></p>	<p>Teaching will be organized as lectures and discussions groups at the NLA University College (Sandviken, Bergen).</p>
<p><b>Compulsory Assignments and Attendance</b></p>	<p>80 % attendance during lectures</p>
<p><b>Forms of Assessment</b></p>	<p>The assessment criteria at the Faculty of Psychology will be used.                  Pass or fail                  1 ECTS Credits: Reading of course literature and 80% attendance during lectures on the course day (8 hours).</p>

<b>Examination Support Material</b>	
<b>Grading Scale</b>	Pass or fail 1 ECTS Credits: Reading of course literature and 80% attendance during lectures on the course day (8 hours).
<b>Assessment Semester</b>	Spring/Fall

Reading List	Required reading
	<p>Anderson, J., &amp; Boyle, C. (2020). Including into what? Reigniting the 'good education' debate in an age of diversity. In C. Boyle, J. Anderson, A. Page &amp; S. Mavropoulou (Eds.) <i>Inclusive education: Global issues and controversies</i> (pp. 15-34). Brill Sense.</p> <p>Felder, F. (2019). Celebrating diversity in education and the special case of disability. <i>Educational Review</i>, Retrieved from: <a href="https://doi.org/10.1080/00131911.2019.1576590">https://doi.org/10.1080/00131911.2019.1576590</a></p> <p>Gorski, P. C. &amp; Dalton K. (2019). Striving for Critical Reflection in Multicultural and Social Justice Teacher Education: Introducing a Typology of Reflection Approaches. <i>Journal of Teacher Education</i>, 1–12. <a href="https://doi.org/10.1177/0022487119883545">https://doi.org/10.1177/0022487119883545</a></p> <p>Tochon, F. V. &amp; Cendel K. A. (2009). Critical reasoning for social justice: Moral encounters with the paradoxes of intercultural education. <i>Intercultural Education</i> 20(2), 135–149. <a href="https://doi.org/10.1080/14675980902922168">https://doi.org/10.1080/14675980902922168</a></p> <p>Vehmas, S. &amp; Mäkelä, P. (2009). The ontology of disability and impairment. A discussion of the natural and social features. In K. Kristiansen, T. Shakespeare &amp; S. (Eds.) <i>Vehmas Arguing about disability philosophical perspectives</i>, (pp. 42–57). Routledge.</p>
	<p><b>Recommended reading</b></p> <p>Abdallah-Preteceille, M. (2006). Interculturalism as a paradigm for thinking about diversity. <i>Intercultural Education</i>, 17(5), 475—483. <a href="https://doi.org/10.1080/14675980601065764">https://doi.org/10.1080/14675980601065764</a></p> <p>Arnesen, A-L., Mietola, R. &amp; Lahelma, E. (2007). Language of inclusion and diversity: policy discourses and social practices in Finnish and Norwegian schools. <i>International Journal of Inclusive Education</i> 11 (1), 97–110, <a href="https://doi.org/10.1080/13603110600601034">https://doi.org/10.1080/13603110600601034</a></p> <p>Barnes, E. (2016). <i>The minority body: A theory of disability</i>. Oxford University Press.</p> <p>Barnes, E. (2018). Against impairment: replies to Aas, Howard, and Francis. <i>Philosophical Studies</i> 175(5), 1151–1162.</p> <p>Benjamin, S. (2002). 'Valuing diversity': a cliché for the 21st century? <i>International Journal of Inclusive Education</i> 6(4),309–323.</p> <p>Begon, J. (2017). Capabilities for All? From Capabilities to Function, to Capabilities to Control. <i>Social Theory and Practice</i> 43(1), 154–179.</p> <p>Begon, J. (2020). Disability: a justice-based account. <i>Philosophical Studies</i>. Retrieved from: <a href="https://doi.org/10.1007/s11098-020-01466-3">https://doi.org/10.1007/s11098-020-01466-3</a></p> <p>Biesta, G. (2012). Philosophy of education for the public good: Five challenges and an agenda. <i>Educational Philosophy and Theory</i> 44(6), 581–593.</p> <p>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. <i>Policy Futures in Education</i>, Retrieved from: <a href="https://doi.org/10.1177/1478210320910312">https://doi.org/10.1177/1478210320910312</a></p>

- 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. J. Biesta (Red.), *Pedagogikk, periferi og verdi: Eksistensiell dialog om skole og samfunn* (s. 191–205). Fagbokforlaget.
- 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.
- 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.

	<p>Terzi, L. (2005b). Beyond the dilemma of difference: The Capability Approach to Disability and Special Educational Needs. <i>Journal of Philosophy of Education</i> 39(3), 443–459.</p> <p>Thomas, C. (2004). How is disability understood? An examination of sociological approaches. <i>Disability and Society</i> 19(6), 569–83.</p> <p>Wolbring, Gregor. (2012). Ethical theories and discourses through an ability expectations and ableism lens: The case of enhancement and global regulation. <i>Asian Bioethics Review</i> 4 (4), 293–309.</p>
<b>Course Evaluation</b>	Course evaluation is done in accordance to the Faculty of Psychology's' procedures for study quality
<b>Programme Committee</b>	<p>Professor Rune Johan Krumsvik (UiB)</p> <p>Professor Frédérique Brossard Børhaug (NLA/VID)</p> <p>Professor Solveig M. Reindal (NLA)</p>
<b>Course Coordinator</b>	<p>Professor Rune Johan Krumsvik (UiB)</p> <p>Professor Frédérique Brossard Børhaug (NLA/VID)</p> <p>Professor Solveig M. Reindal (NLA)</p>

<b>Course Administrator</b>	Research group Digital Learning Communities, Department of Education, the Faculty of Psychology
<b>Contact Information</b>	Rune Johan Krumsvik <a href="mailto:Rune.johan.krumsvik@uib.no">Rune.johan.krumsvik@uib.no</a> Phone: 555 84 807