Inland Norway University of Applied Sciences

PhD in Teaching and Teacher Education,
Faculty of Education, Hamar, in collaboration with Østfold University College

B 24. Digitalization and practices of inclusion (2 ECTS)
Norwegian title: Digitalisering og inkluderende praksiser (2 studiepoeng)

Course description/Emnebeskrivelse

New technologies are developed and implemented to solve a range of tasks in society, and digitalization processes exist in various contexts and forms. Technology is used to facilitate participation in different arenas, from mHealth and mobile banking services to improve living conditions to robot pets to improve elderly care and dementia patients' care. Digitalization is often considered as the solution to several problems, but how does this play out in the practical technology use? Is the focus on hardware and software or on the human and social systems (cf. Warschauer 2003, p. 6)?

In this cross-disciplinary PhD course, we focus theoretically and empirically on digitalization and inclusion. The concept of inclusion encompasses policies or ideologies "used by governments and other policymakers to change or improve schools, workplaces, housing, or other community institutions so as to adjust them to meet human diversity, and in particular, to embrace people who experience exclusion" (Haualand 2017, p. 317).

The concept in itself is not unproblematic; who should "be included" and who is responsible for this inclusion, into what? In the PhD course, we investigate practices of inclusion critically, examine and discuss empirical work and theoretical approaches in studies of technology's role in practices of inclusion. Inclusion is thus considered as social practice, related to digitalization processes, and it is viewed from different theoretical perspectives, with a focus on educational contexts and linguistic aspects of inclusion (Krüger et al. 2021, etc.).

What expectations do we have to technology and how do these affect our practices? How are digital tools used for practices of inclusion and do they lead to experienced inclusion? Does the supposition that "everyone" has access to technology and digital literacy prevent participation and lead to exclusionary practices, accompanying digital exclusion (Helsper and Reisdorf 2017)?

How do persistent inequalities and global dynamics shape practices (Deumert 2014)? What experiences can we draw from digital practices during the covid-19 lockdowns (Bucholz et al. 2020)?

Type of course	Optional course in B: Courses in theoretical perspectives
Responsible for the course	Researcher, PhD Kristin Vold Lexander Associate professor Jessica B. P. Hansen, Østfold University College
Content of the course	- Theories of inclusion and digitalization related to studies of digital literacy practices - Research ethics - Research reviews and scientific ground - Oral or written presentation and discussion of a topic relecant to own PhD
Learning outcomes	*On completion of the course, the PhD candidates shall have achieved the following learning outcome:* *Knowledge:* - Have advanced systematic knowledge into theoretical approaches to digitalization and inclusion - possess insight into central problems of digitalization and inclusion in various contexts *Skills:* - can assess and critically analyze inclusion as a concept and ways in which digitalization is aimed at inclusion *Competence;* - have acquired a basis for contributing to the field - know and be able to critically discuss the state-of the-art on digitalization and inclusion research related to own PhD project
Mandatory activity/ *"Arbeidskrav"*	- Participation at the seminars, each student asks question(s) at the conference and presenting an individual reflection (10 min) on the conference talks on the upcoming seminar.
Assessment	- An individual seminar presentation (20 min) on the seminar topic related to own PhD project. Evaluated as either 'pass' or 'fail' (bestått , ikke bestått).
Organization	A combination of Zoom seminars, a hybrid conference, and self-study
Credits	2 credits
Syllabus	Approximately 400 pages – out of which 180 pages are to be chosen individually (see list for suggestions). The individual syllabus must include a research review of a topic relevant for own dissertation, and other relevant articles.

Reading list: 400 pages, including 220 pages of own choice.

Inclusion (180 p, compulsory reading)

Blommaert, J., Brandehof, J., & Nemcova, M. (2017). New modes of interaction, new modes of integration: A sociolinguistic perspective on a sociological keyword. In *The dynamics of language: plenary and focus lectures from the 20th international congress of linguists*: 245-56. 12 p.

Fangen, K., & Mohn, F. A., 2010. "Norway": the pitfalls of egalitarianism. In Fangen, K., K. Fossan, & F. A. Mohn (Eds.), Inclusion and exclusion of young adult migrants in Europe: barriers and bridges. Routledge, Farnham, pp. 139-174. (Or a chapter from another country case study in the volume, like Spain, Italy, UK, Sweden…) 35 p.

Haualand, H. (2017) When inclusion excludes. Deaf researcher – either, none, or both. In Kusters, A., M. de Meulder & D. O'Brien (Eds.), Innovation in Deaf Studies. The Role of Deaf Shcolars. Oxford University Press, pp. 317-338. 19 p.

Krüger, A.-B., Mary, L., & Young, A. S., 2021. *Migration, Multilingualism and Education: Critical Perspectives on Inclusion* (Vol. 91). Multilingual Matters, Blue Ridge Summit, PA.

> Chapter 1: Pushing back monoglossic ideologies of language: Towards transformative and inclusive pedagogies for 21st century multilingual classrooms, by C. Hélot, p. 3-15. 12 p.

> Chapter 8: Rethinking inclusion: A case study of an innovative university diploma programme for refugee students in Grenoble (France), by S. Galligani & D. Lee-Simon, p. 131-140. 19 p.

> Chapter 12: Framing critical perspectives on migration, fairness and belonging through the lens of young people's multilingual digital stories, by V. Macleroy, p. 202-222. 20 p.

Kulbrandstad, L. I., 2017. Integration and language education in Norwegian policy documents 1980-2016. Apples – Journal of Applied Language Studies 11(3), 101-120. 19 p.

Otsuji, Emi, and Alastair Pennycook. "Social Inclusion and Metrolingual Practices." *International Journal of Bilingual Education and Bilingualism* 14, no. 4 (2011): 413-26. 13 p.

Piller, I., & Takahashi, K., 2011. "Linguistic diversity and social inclusion." International journal of bilingual education and bilingualism 14(4), 371-381. 10 p.
https://doi.org/10.1080/13670050.2011.573062

Qvortrup, A., & Qvortrup, L. (2018). Inclusion: Dimensions of inclusion in education. International Journal of Inclusive Education, 22(7), 803-817. https://doi.org/10.1080/13603116.2017.1412506 14 p.

Warschauer, M. (2003). Technology and social inclusion: Rethinking the digital divide. Cambridge, Mass: MIT Press. Introduction, 1-10. 10 p.

Digital media and diversity, digital inclusion and exclusion (ca 150 p)

Deen-Swarray, M. (2016). Toward Digital Inclusion: Understanding the Literacy Effect on Adoption and Use of Mobile Phones and the Internet in Africa. *Information Technologies & International Development*, 12(2), 29–45. 16 p.

Deumert, A. (2014). Chapter 3. Affordances and access. In *Sociolinguistics and Mobile Communication*, 33-53. Edinburgh University Press.

Dyers, Charlyn. (2014). Texting literacies as social practices among older women. *Per Linguam* 30(1), 1-17. 17 p.

Dovchin, Sender & Pennycook, Alaistar. (2018). Digital metroliteracies: Space, diversity and identity. In Mills, K: *Handbook of writing, literacies, and education in digital cultures*, 236-259. Routledge. 23 p.

Hannaford J. (2016). Digital worlds as sites of belonging for Third Culture Kids: A new literacies perspective. *Journal of Research in International Education*. 2016;15(3):253-265. doi:10.1177/1475240916677442 12 p.

Helsper, E. J., & Reisdorf, B. C. (2017). The emergence of a "digital underclass" in Great Britain and Sweden: Changing reasons for digital exclusion. *New Media & Society*, 19(8), 1253–1270. 17 p.

Hutchby, I. (2001). Technologies, Texts and Affordances. *Sociology (Oxford)*, *35*(2), 441-456.

Lexander, K. V. (2011). Texting and African languages literacy. *New Media and Society* 13(3), 427–443. 16 p.

Mainsah, H. (2014). Young African Norwegian women and diaspora: Negotiation identity and community through digital social networks. *Crossings: Journal of Migration & Culture*, 5(1), 105-119. 14 p.

Makalela, Leketi. (2021). Multilingual literacies and technology in Africa: Towards Ubuntu digital translanguaging. In: *Rethinking language use in digital Africa. Technology and Communication in Sub-Saharan Africa* ed. by Leketi Makalela and Goodith White, 3-18. Channel View Publications.18 p.

Digitalization and practices of inclusion in education (ca 120 p)

Buchholz, B., DeHart, J., & Moorman, G. (2020). "Digital Citizenship During a Global Pandemic: Moving Beyond Digital Literacy". *Journal of Adolescent & Adult Literacy, 64*(1), 11-17. 7 p.

Clarke, R., & Lewis, R. (2016). "Re-configuring inclusion, decolonising practice: Digital participation and learning in Black women's community-led heritage." Journal of Adult and Continuing Education, 22(2), 134-151. 17 p.

Jere-Folotiya, Jacqueline et al., 2014. "The effect of using a mobile literacy game to improve literacy levels of grade one students in Zambian schools." *Educational technology research and development*, 62(4), pp.417–436. 19 p.

Heitplatz, V. N. (2020). "Fostering Digital Participation for People with Intellectual Disabilities and Their Caregivers: Towards a Guideline for Designing Education Programs." *Social inclusion*, 8(2), pp.201–212. 11 p.

Kerkhoff, S., & Makubuya, T. (2022). "Professional Development on Digital Literacy and Transformative Teaching in a Low-Income Country: A Case Study of Rural Kenya." *Reading Research Quarterly, 57*(1), 287-305. 18 p.

Mizzi, Robert C. (2021). "Teaching for LGBTQ Inclusion in Online Settings." *New Horizons in Adult Education & Human Resource Development* 33, no. 3: 70-74. 4 p

Olin-Scheller, Christina, Marie Tanner, Stig-Börje Asplund, Janne Kontio, and Peter Wikström. 2021. "Social Excursions During the In-between Spaces of Lessons. Students' Smartphone Use in the Upper Secondary School Classroom." *Scandinavian journal of educational research* 65 (4): 615-632. https://doi.org/10.1080/00313831.2020.1739132 17 p.

Stranger-Johannessen, Espen, Liam Doherty, and Bonny Norton. 2018. "The African Storybook and Storybooks Canada: Digital Stories for Linguistically Diverse Children." *Language & literacy* (Kingston, Ont.) 20 (3): 121-133. 12 p. https://doi.org/10.20360/langandlit29413

Svoen, Brit, Stephen Dobson, and Linda Tangen Bjørge. 2021. "Let's talk and share! Refugees and migrants building social inclusion and wellbeing through digital stories and online learning resources." *International journal of inclusive education* 25 (1): 94-107. 13 p. https://doi.org/10.1080/13603116.2019.1678802

Digitalization and practices of inclusion in other sectors (ca 120 p + 250 p. in Norwegian)

Brown, C, & Czerniewicz, L. (2010). Debunking the 'digital native': Beyond digital apartheid, towards digital democracy: Net generation. *Journal of Computer Assisted Learning, 26*(5), 357-369. 12 p.

Hansen, Jessica Pedersen Belisle. 2020. Invisible participants in a visual ecology: Visual space as a resource for organising video-mediated interpreting in hospital encounters. *Social Interaction. Video-Based Studies of Human Sociality* 3 (3). 26 p. https://doi.org/10.7146/si.v3i3.122609

Hansen, Jessica Pedersen Belisle, and Jan Svennevig. 2021. "Creating space for interpreting within extended turns at talk." *Journal of Pragmatics* 182 (2021): 144-62. 18 p.

Haualand, Hilde. 2014. "Video Interpreting Services: Calls for Inclusion or Redialling Exclusion?" *Ethnos* 79 (2): 287-305. 18 p. https://doi.org/10.1080/00141844.2012.688756

Jevne, Kjersti Wessel, Marit Kollstad, and Anne-Stine Dolva. 2021. "The perspective of emerging adults with Down syndrome – On quality of life and well-being." *Journal of intellectual disabilities*. 14 p. https://doi.org/10.1177/17446295211030097. (86 hit.)

Thyness, H. & K. V. Lexander (forthcoming) Indexing the 'included' migrant? Social categorization and interpersonal digital interaction between labor migrants, teachers and employers in Norway. To appear in Special Issue edited by N. Truan, F. Busch and C. Bock 'Indexing exclusion in mobile communities', *Language and Communication*. 28 p.

250 pages in Norwegian

Mainsah, Henry, Kamilla Knutsen Steinnes, and Helene Fiane Teigen. 2019. *En undersøkelse av det digitale hverdagslivet til ungdom med nedsatt funksjonsevne*. Forbruksforskningsinstituttet SIFO, OsloMet. 100 p.

Slettemeås, Dag, Henry Mainsah, and Lisbet Berg. 2018. *Eldres digitale hverdag. En landsdekkende undersøkelse om tilgang, mestring og utfordringer i informasjonssamfunnet*. Forbruksforskningsinstituttet SIFO. 150 p.