

## B28. Flerkulturell pedagogikk i barnehage, skole og lærerutdanning (4 stp)

Kurstype:	Valgbart kurs: B. Kurs i profesjonsrettede lærerutdanningsfag. Teoretisk perspektiver.
Emnetittel på nynorsk og engelsk:	Fleirkulturell pedagogikk i barnehage, skole og lærerutdanning Multicultural pedagogy in kindergarten, school and teacher education
Emneansvarlig:	Førsteamanuensis postdoktor Jonas Yassin Iversen
Emneinnhold	<ul style="list-style-type: none"> <li>- Aktuelle perspektiver og debatter innen flerkulturell pedagogikk som forskningsfelt</li> <li>- Aktuelle perspektiver på kulturelt, religiøst og språklig mangfold i barnehage, skole og lærerutdanning</li> <li>- Aktuelle perspektiver på forholdet mellom teori og praksis innen flerkulturell pedagogikk</li> </ul>
Læringsutbytte	<p>Etter fullført kurs skal ph.d.-studenten ha følgende læringsutbytte:</p> <p>Kunnskap:</p> <ul style="list-style-type: none"> <li>• Har avansert kunnskap om og kan vurdere sentrale perspektiver og debatter innenfor flerkulturell pedagogikk</li> <li>• Har kunnskap om forskningsfront og profesjonsetiske spørsmål innenfor flerkulturell pedagogikk, og kan anvende disse innsiktene i egen forskning</li> </ul> <p>Ferdigheter:</p> <ul style="list-style-type: none"> <li>• Kan diskutere eget ph.d.-prosjekt i lys av flerkulturell pedagogikk og analysere og kritisk diskutere aktuelle problemstillinger innenfor flerkulturell pedagogikk</li> <li>• Kan diskutere de særskilte kjennetegnene ved flerkulturell pedagogikk i lys av deres relevans for samfunnet</li> </ul> <p>Generell kompetanse:</p> <ul style="list-style-type: none"> <li>• Har skaffet seg et grunnlag for å kunne bidra til videreutviklingen av flerkulturell pedagogikk innenfor profesjonsrettede lærerutdanningsfag</li> </ul>
Organisering og arbeidsmåter, arbeidskrav	<p>Selvstudium og seminar. Undervisningen tilsvarer fire fulle seminardager og består av forelesninger, samtaler i grupper og plenum, samt presentasjoner fra kursdeltakerne.</p> <p>Obligatorisk arbeidskrav:</p> <ul style="list-style-type: none"> <li>- Deltakelse på tre av fire heldagsseminarer.</li> <li>- Muntlig presentasjon og analyse av en studie innen flerkulturell pedagogikk.</li> </ul> <p>Vurderes som godkjent / ikke godkjent og må være gjennomført før essayet leveres.</p> <p>Ved lesekurs kan den muntlige presentasjonen gjennomføres for eksempel på et seminar i stipendiatens forskergruppe.</p>
Vurdering	<p>Et individuelt essay som vurderes som bestått/ikke bestått. I essayet skal kandidaten drøfte en selvvalgt problemstilling knyttet til deres egen ph.d.-avhandling. Essayets tema skal ta utgangspunkt i pensum og kan suppleres med selvvalgt litteratur. Essayets lengde skal være omkring 2500-3000 ord.</p> <p>For å få emnet godkjent som lesekurs med 4 studiepoeng må pensum økes til 550 sider og omfanget på det individuelle essayet til omkring 3500 ord. Essayet vurderes som bestått/ikke bestått.</p>
Studiepoeng	4
Pensum	<i>Følgende litteratur eller tilsvarende</i>

<p>Om lag 400 sider eller tilsvarende.</p>	<p>Banks, J. A. &amp; Banks, C. A. M. (2020). <i>Multicultural Education: Issues and Perspectives</i>. Wiley. Kapittel 1, 2, 3, 5, 6, 7 (ca. 110 sider)</p> <p>May, S., &amp; Sleeter, C. (2010). <i>Critical Multiculturalism: Theory and Praxis</i>. Routledge. Part I (ca. 70 sider)</p> <p>Vertovec, S. (2007). Super-diversity and its implications. <i>Ethnic and Racial Studies</i>, 30(6), 1024–1054. <a href="https://doi.org/10.1080/01419870701599465">https://doi.org/10.1080/01419870701599465</a> (ca. 30 sider)</p> <p><b>Nyere forskning innen flerkulturell pedagogikk</b></p> <p>Dunn, A. H., Neville, M. L., &amp; Vellanki, V. (2022). #UrbanAndMakingIt: Urban youth’s visual counternarratives of being #MoreThanAStereotype. <i>Urban Education</i>, 57(1), 58–82. <a href="https://doi.org/10.1177/0042085918798065">https://doi.org/10.1177/0042085918798065</a> (24 sider)</p> <p>Flores, N., &amp; Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. <i>Harvard Educational Review</i>, 85(2), 149-171. <a href="https://doi.org/10.17763/0017-8055.85.2.149">https://doi.org/10.17763/0017-8055.85.2.149</a> (22 sider)</p> <p>Fylkesnes, S (2018). Whiteness in teacher education research discourses: A review of the use and meaning making of the term cultural diversity. <i>Teaching and Teacher Education</i>, 71 (2018), pp. 24-33 <a href="https://doi: 10.1016/j.tate.2017.12.005">https://doi: 10.1016/j.tate.2017.12.005</a> (9 sider)</p> <p>García, O., Flores, N., Seltzer, K., Li Wei, Otheguy, R. &amp; Rosa, J. (2021). Rejecting abyssal thinking in the language and education of racialized bilinguals: A manifesto, <i>Critical Inquiry in Language Studies</i>, 18(3), 203-228. <a href="https://doi.org/10.1080/15427587.2021.1935957">https://doi.org/10.1080/15427587.2021.1935957</a> (25 sider)</p> <p>Holm, G. &amp; Zilliacus, H. (2009). Multicultural education and intercultural education: Is there a difference? I M-T. Talib, J. Loima, H. Paavola &amp; S. Patrikainen (Red.), <i>Dialogues on diversity and global education</i> (s. 11-28). Peter Lang GmbH. (17 sider)</p> <p>Hummelstedt-Djedou, I, Holm, G., Sahlström, F. &amp; Zilliacus, H. (2018). Diversity as the new normal and persistent constructions of the immigrant other – Discourses on multicultural education among teacher educators. <i>Teaching and Teacher Education</i> 108 <a href="https://doi.org/10.1016/j.tate.2021.103510">https://doi.org/10.1016/j.tate.2021.103510</a> (10 sider)</p> <p>Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: aka the remix. <i>Harvard Educational Review</i>, 84(1), 74-84. <a href="https://doi.org/10.17763/haer.84.1.p2rj131485484751">https://doi.org/10.17763/haer.84.1.p2rj131485484751</a> (10 sider)</p> <p>Mikander, P., Zilliacus, H. &amp; Holm, G. (2018). Intercultural education in transition: Nordic perspectives. <i>Education Inquiry</i>, 9(1), 40-56, <a href="https://doi.org/10.1080/20004508.2018.1433432">https://doi.org/10.1080/20004508.2018.1433432</a> (16 sider)</p> <p>Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. <i>Educational Researcher</i>, 41(3), 93–97. <a href="https://doi.org/10.3102/0013189X12441244">https://doi.org/10.3102/0013189X12441244</a> (5 sider)</p> <p>Skrefsrud, T.-A. (2022). Enhancing social sustainability through education: Revisiting the concept of multicultural education. I L. Hufnagel (Red.), <i>Sustainability, ecology, and religions of the world</i>. IntechOpen. <a href="https://doi.org/10.5772/intechopen.103028">https://doi.org/10.5772/intechopen.103028</a> (15 sider)</p> <p>Zembylas, M., &amp; Papamichael, E. (2017). Pedagogies of discomfort and empathy in multicultural teacher education. <i>Intercultural Education</i>, 28(1), 1-19. (20 sider)</p> <p><b>Anbefalt litteratur</b></p> <p>Rosa, J., &amp; Flores, N. (2017). Unsettling race and language: Toward a raciolinguistic perspective, <i>Language in Society</i>, 46(5), 621-647. <a href="https://doi.org/10.1017/S0047404517000562">https://doi.org/10.1017/S0047404517000562</a></p> <p>Skrefsrud, T.-A. (2022). A transcultural approach to cross-cultural studies: Towards an alternative to a national culture model, <i>Transcultural Studies</i>, 12(1), 81-100. <a href="http://doi.org/10.17885/heiup.jts.2021.1.24153">http://doi.org/10.17885/heiup.jts.2021.1.24153</a></p> <p>Vertovec, S. (2009). <i>Transnationalism</i>. Routledge.</p> <p>Welsch, W. (1999). Transculturality: The puzzling form of cultures today. I M. Featherstone &amp; S. Lash (Red.), <i>Spaces of Culture. City, Nation, World</i> (s. 194–213). Sage Publications. <a href="https://doi.org/10.4135/9781446218723.n11">https://doi.org/10.4135/9781446218723.n11</a></p>
--------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Emneplanen oversatt til engelsk

## B28. Multicultural pedagogy in kindergarten, school, and teacher education (4 ECTS)

Type of course:	Elective course: B. Courses in teaching and teacher education: theoretical perspectives
Title in Norwegian:	Flerkulturell pedagogikk i barnehage, skole og lærerutdanning / Fleirkulturell pedagogikk i barnehage, skole og lærerutdanning
Responsible for the course:	Associate professor, post doc. Jonas Yassin Iversen
Content:	<ul style="list-style-type: none"> <li>- Contemporary perspectives and debates within the research field of multicultural pedagogy</li> <li>- Contemporary perspectives on cultural, religious, and linguistic diversity within pre-school, school, and teacher education</li> <li>- Contemporary perspectives on the relationship between theory to practice in multicultural pedagogy</li> </ul>
Learning outcomes:	<p>On completion of the course, the PhD candidate shall have achieved the following learning outcomes:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> <li>- Has advanced knowledge about and can evaluate key perspectives and debates within multicultural pedagogy</li> <li>- Knows the forefront of the research field of multicultural pedagogy, has knowledge about professional ethical issues in the field, and can make use of these insights in their own research</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>- Is able to discuss their own PhD project from a multicultural pedagogy perspective and analyse and critically discuss current issues within multicultural pedagogy</li> <li>- Is able to discuss the particular characteristics of multicultural pedagogy in the light of their relevance for society</li> </ul> <p>General competence:</p> <ul style="list-style-type: none"> <li>- Has acquired a foundation to contribute to the further development of multicultural pedagogy within teaching and teacher education</li> </ul>
Organisation:	<p>Self-study and seminars. The teaching correspond to four seminar days and consists of lectures, open and group discussions, as well as presentations by the course participants.</p> <p>Mandatory assignment:</p> <ul style="list-style-type: none"> <li>- Participation in three of four whole day seminars.</li> <li>- An oral presentation and analysis of a study within multicultural pedagogy. The presentation is assessed as either 'accepted' or 'not accepted' and must take place before the essay is submitted.</li> </ul> <p>When the course is completed as a reading course, the required oral presentation can for example be completed as part of a seminar in the candidate's research group.</p>
Assessment:	<p>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.</p>

	For the course to be approved as a reading course of 4 credits, the syllabus must be increased to 550 pages and the length of the essay must be extended to approx. 3,500 words. The individual essay is assessed as either 'pass' or 'fail'.
Credits:	4
Syllabus  <i>Approx. 400 pages or the equivalent.</i>	<p><b>The following literature or equivalent:</b></p> <p>Banks, J. A. &amp; Banks, C. A. M. (2020). <i>Multicultural Education: Issues and Perspectives</i>. Wiley. Chapter 1, 2, 3, 5, 6, 7 (approx. 110 pages)</p> <p>May, S., Sleeter, C. (2010). <i>Critical Multiculturalism: Theory and Praxis</i>. Routledge. Part I (approx. 70 pages)</p> <p>Vertovec, S. (2007). Super-diversity and its implications. <i>Ethnic and Racial Studies</i>, 30(6), 1024–1054. <a href="https://doi.org/10.1080/01419870701599465">https://doi.org/10.1080/01419870701599465</a> (30 pages)</p> <p><b>Recent research on multicultural pedagogy</b></p> <p>Dunn, A. H., Neville, M. L., &amp; Vellanki, V. (2022). #UrbanAndMakingIt: Urban youth's visual counternarratives of being #MoreThanAStereotype. <i>Urban Education</i>, 57(1), 58–82. <a href="https://doi.org/10.1177/0042085918798065">https://doi.org/10.1177/0042085918798065</a> (24 pages)</p> <p>Flores, N., &amp; Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. <i>Harvard Educational Review</i>, 85(2), 149-171. <a href="https://doi.org/10.17763/0017-8055.85.2.149">https://doi.org/10.17763/0017-8055.85.2.149</a> (22 pages)</p> <p>Fylkesnes, S (2018). Whiteness in teacher education research discourses: A review of the use and meaning making of the term cultural diversity. <i>Teaching and Teacher Education</i>, 71 (2018), pp. 24-33 <a href="https://doi: 10.1016/j.tate.2017.12.005">https://doi: 10.1016/j.tate.2017.12.005</a> (9 pages)</p> <p>García, O., Flores, N., Seltzer, K., Li Wei, Otheguy, R. &amp; Rosa, J. (2021). Rejecting abyssal thinking in the language and education of racialized bilinguals: A manifesto, <i>Critical Inquiry in Language Studies</i>, 18(3), 203-228. <a href="https://doi.org/10.1080/15427587.2021.1935957">https://doi.org/10.1080/15427587.2021.1935957</a> (25 pages)</p> <p>Holm, G. &amp; Zilliacus, H. (2009). Multicultural education and intercultural education: Is there a difference? In M-T. Talib, J. Loima, H. Paavola &amp; S. Patrikainen (Eds.), <i>Dialogues on diversity and global education</i> (p. 11-28). Peter Lang GmbH. (17 pages)</p> <p>Hummelstedt-Djedou, I, Holm, G., Sahlström, F. &amp; Zilliacus, H. (2018). Diversity as the new normal and persistent constructions of the immigrant other – Discourses on multicultural education among teacher educators. <i>Teaching and Teacher Education</i> 108 <a href="https://doi.org/10.1016/j.tate.2021.103510">https://doi.org/10.1016/j.tate.2021.103510</a> (10 pages)</p> <p>Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: aka the remix. <i>Harvard Educational Review</i>, 84(1), 74-84. <a href="https://doi.org/10.17763/haer.84.1.p2rj131485484751">https://doi.org/10.17763/haer.84.1.p2rj131485484751</a> (10 pages)</p> <p>Mikander, P., Zilliacus, H. &amp; Holm, G. (2018). Intercultural education in transition: Nordic perspectives. <i>Education Inquiry</i>, 9(1), 40-56, <a href="https://doi.org/10.1080/20004508.2018.1433432">https://doi.org/10.1080/20004508.2018.1433432</a> (16 pages)</p> <p>Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. <i>Educational Researcher</i>, 41(3), 93–97. <a href="https://doi.org/10.3102/0013189X12441244">https://doi.org/10.3102/0013189X12441244</a> (5 pages)</p> <p>Skrefsrud, T.-A. (2022). Enhancing social sustainability through education: Revisiting the concept of multicultural education. In L. Hufnagel (Ed.), <i>Sustainability, ecology, and religions of the world</i>. IntechOpen. <a href="https://doi.org/10.5772/intechopen.103028">https://doi.org/10.5772/intechopen.103028</a> (15 pages)</p> <p>Zembylas, M., &amp; Papamichael, E. (2017). Pedagogies of discomfort and empathy in multicultural teacher education. <i>Intercultural Education</i>, 28(1), 1-19. (20 pages)</p> <p><b>Recommended literature</b></p> <p>Rosa, J., &amp; Flores, N. (2017). Unsettling race and language: Toward a raciolinguistic perspective, <i>Language in Society</i>, 46(5), 621-647. <a href="https://doi.org/10.1017/S0047404517000562">https://doi.org/10.1017/S0047404517000562</a></p> <p>Skrefsrud, T.-A. (2022). A transcultural approach to cross-cultural studies: Towards an alternative to a national culture model, <i>Transcultural Studies</i>, 12(1), 81-100. <a href="http://doi.org/10.17885/heiup.jts.2021.1.24153">http://doi.org/10.17885/heiup.jts.2021.1.24153</a></p> <p>Vertovec, S. (2009). <i>Transnationalism</i>. Routledge.</p>

	<p>Welsch, W. (1999). Transculturality: The puzzling form of cultures today. In M. Featherstone &amp; S. Lash (Eds.), <i>Spaces of Culture. City, Nation, World</i> (pp. 194–213). Sage Publications. <a href="https://doi.org/10.4135/9781446218723.n11">https://doi.org/10.4135/9781446218723.n11</a></p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

## B27. Flerkulturell pedagogikk i barnehage, skole og lærerutdanning (2 poeng)

Kurstype:	Valgbart kurs: B. Kurs i profesjonsrettede lærerutdanningsfag. Teoretisk perspektiver.
Emnetittel på nynorsk og engelsk:	Fleirkulturell pedagogikk i barnehage, skole og lærerutdanning Multicultural pedagogy in pre-school, school and teacher education
Emneansvarlig:	Førsteamanuensis postdoktor Jonas Yassin Iversen
Emneinnhold	- Aktuelle perspektiver og debatter innen flerkulturell pedagogikk som forskningsfelt - Aktuelle perspektiver på kulturelt, religiøst og språklig mangfold i barnehage, skole og lærerutdanning - Aktuelle perspektiver på forholdet mellom teori og praksis innen flerkulturell pedagogikk
Læringsutbytte	Etter fullført kurs skal ph.d.-studenten ha følgende læringsutbytte:  Kunnskap: <ul style="list-style-type: none"> <li>• Har avansert kunnskap om og kan vurdere sentrale perspektiver og debatter innenfor flerkulturell pedagogikk</li> <li>• Har kunnskap om forskningsfront og profesjonsetiske spørsmål innenfor flerkulturell pedagogikk, og kan anvende disse innsiktene i egen forskning</li> </ul> Ferdigheter: <ul style="list-style-type: none"> <li>• Kan diskutere eget ph.d.-prosjekt i lys av flerkulturell pedagogikk og analysere og kritisk diskutere aktuelle problemstillinger innenfor flerkulturell pedagogikk</li> <li>• Kan diskutere de særskilte kjennetegnene ved flerkulturell pedagogikk i lys av deres relevans for samfunnet</li> </ul> Generell kompetanse: <ul style="list-style-type: none"> <li>• Har skaffet seg et grunnlag for å kunne bidra til videreutviklingen av flerkulturell pedagogikk innenfor profesjonsrettede lærerutdanningsfag</li> </ul>
Organisering og arbeidsmåter, arbeidskrav	Undervisningen tilsvare fire fulle seminar dager og består av forelesninger, samtaler i grupper og plenum, samt presentasjoner fra kursdeltakerne.  Arbeidskrav: Obligatorisk deltakelse på seminar dagene.
Vurdering	En muntlig presentasjon og analyse av en studie innen flerkulturell pedagogikk.. Vurderes som bestått/ikke bestått.  For å få emnet godkjent som lesekurs med 2 studiepoeng må pensum økes til 550 sider og man må levere en skriftlig utgreiing over en gitt oppgave (1500 ord) i tillegg til vurdering av den muntlige presentasjonen. Både det muntlige framlegget og den skriftlige oppgaven må være vurdert til bestått for å få emnet godkjent som lesekurs.
Studiepoeng	2
Pensum  <i>Om lag 550 sider eller tilsvarende.</i>	<b><i>Følgende litteratur eller tilsvarende:</i></b>  Banks, J. A. & Banks, C. A. M. (2020). <i>Multicultural Education: Issues and Perspectives</i> . Wiley. Kapittel 1, 2, 3, 5, 6, 7 (ca. 110 sider)

- May, S., & Sleeter, C. (2010). *Critical Multiculturalism: Theory and Praxis*. Routledge. Part I (ca. 70 sider)
- Vertovec, S. (2007). Super-diversity and its implications. *Ethnic and Racial Studies*, 30(6), 1024–1054. <https://doi.org/10.1080/01419870701599465> (ca. 30 sider)
- Nyere forskning innen flerkulturell pedagogikk**
- Dunn, A. H., Neville, M. L., & Vellanki, V. (2022). #UrbanAndMakingIt: Urban youth's visual counternarratives of being #MoreThanAStereotype. *Urban Education*, 57(1), 58–82. <https://doi.org/10.1177/0042085918798065> (24 sider)
- Flores, N., & Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education, *Harvard Educational Review*, 85(2), 149-171. <https://doi.org/10.17763/0017-8055.85.2.149> (22 sider)
- Fylkesnes, S (2018). Whiteness in teacher education research discourses: A review of the use and meaning making of the term cultural diversity. *Teaching and Teacher Education*, 71 (2018), pp. 24-33 <https://doi:10.1016/j.tate.2017.12.005> (9 sider)
- García, O., Flores, N., Seltzer, K., Li Wei, Otheguy, R. & Rosa, J. (2021). Rejecting abyssal thinking in the language and education of racialized bilinguals: A manifesto, *Critical Inquiry in Language Studies*, 18(3), 203-228. <https://doi.org/10.1080/15427587.2021.1935957> (25 sider)
- Holm, G. & Zilliacus, H. (2009). Multicultural education and intercultural education: Is there a difference? I M-T. Talib, J. Loima, H. Paavola & S. Patrikainen (Red.), *Dialogues on diversity and global education* (s. 11-28). Peter Lang GmbH. (17 sider)
- Hummelstedt-Djedou, I, Holm, G., Sahlström, F. & Zilliacus, H. (2018). Diversity as the new normal and persistent constructions of the immigrant other – Discourses on multicultural education among teacher educators. *Teaching and Teacher Education* 108 <https://doi.org/10.1016/j.tate.2021.103510> (10 sider)
- Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: aka the remix. *Harvard Educational Review*, 84(1), 74-84. <https://doi.org/10.17763/haer.84.1.p2rj131485484751> (10 sider)
- Mikander, P., Zilliacus, H. & Holm, G. (2018). Intercultural education in transition: Nordic perspectives. *Education Inquiry*, 9(1), 40-56, <https://doi.org/10.1080/20004508.2018.1433432> (16 sider)
- Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. *Educational Researcher*, 41(3), 93–97. <https://doi.org/10.3102/0013189X12441244> (5 sider)
- Skrefsrud, T.-A. (2022). Enhancing social sustainability through education: Revisiting the concept of multicultural education. I L. Hufnagel (Red.), *Sustainability, ecology, and religions of the world*. IntechOpen. <https://doi.org/10.5772/intechopen.103028> (15 sider)
- Zembylas, M., & Papamichael, E. (2017). Pedagogies of discomfort and empathy in multicultural teacher education. *Intercultural Education*, 28(1), 1-19. (20 sider)
- Anbefalt litteratur**
- Rosa, J., & Flores, N. (2017). Unsettling race and language: Toward a raciolinguistic perspective, *Language in Society*, 46(5), 621-647. <https://doi.org/10.1017/S0047404517000562>
- Skrefsrud, T.-A. (2022). A transcultural approach to cross-cultural studies: Towards an alternative to a national culture model, *Transcultural Studies*, 12(1), 81-100. <http://doi.org/10.17885/heiup.jts.2021.1.24153>
- Vertovec, S. (2009). *Transnationalism*. Routledge.
- Welsch, W. (1999). Transculturality: The puzzling form of cultures today. I M. Featherstone & S. Lash (Red.), *Spaces of Culture. City, Nation, World* (s. 194–213). Sage Publications. <https://doi.org/10.4135/9781446218723.n11>

Emneplan oversatt til engelsk

## B27. Multicultural pedagogy in pre-school, school, and teacher education (2 ECTS)

Type of course:	Elective course: B. Courses in teaching and teacher education: theoretical perspectives
Title of course in Norwegian:	Flerkulturell pedagogikk i barnehage, skole og lærerutdanning / Fleirkulturell pedagogikk i barnehage, skole og lærerutdanning
Responsible for the course:	Associate professor, post doc. Jonas Yassin Iversen
Content:	<ul style="list-style-type: none"><li>- Contemporary perspectives and debates within the research field of multicultural pedagogy</li><li>- Contemporary perspectives on cultural, religious, and linguistic diversity within pre-school, school, and teacher education</li><li>- Contemporary perspectives on the relationship between theory to practice in multicultural pedagogy</li></ul>
Learning outcomes:	<p>On completion of the course, the PhD candidate shall have achieved the following learning outcomes:</p> <p>Knowledge:</p> <ul style="list-style-type: none"><li>- Has advanced knowledge about and can evaluate key perspectives and debates within multicultural pedagogy</li><li>- Knows the forefront of the research field of multicultural pedagogy, has knowledge about professional ethical issues in the field, and can make use of these insights in their own research</li></ul> <p>Skills:</p> <ul style="list-style-type: none"><li>- Is able to discuss their own PhD project from a multicultural pedagogy perspective and analyse and critically discuss current issues within multicultural pedagogy</li><li>- Is able to discuss the particular characteristics of multicultural pedagogy in the light of their relevance for society</li></ul> <p>General competence:</p> <ul style="list-style-type: none"><li>- Has acquired a foundation to contribute to the further development of multicultural pedagogy within teaching and teacher education</li></ul>
Organisation:	<p>The teaching correspond to four seminar days and consists of lectures, open and group discussions, as well as presentations by the course participants.</p> <p>Participation on the seminars is compulsory</p>
Assessment:	<p>An oral presentation and analysis of a study within multicultural pedagogy. The presentation is assessed as either 'passed' or 'failed'.</p> <p>In order to have the course approved as a reading course with 2 credits, the syllabus must be increased to 550 pages and one must deliver a written assignment of a given task (1500 words) in addition to the oral presentation. Both the oral presentation and the written assignment must be assessed as passed in order to have the subject approved as a reading course (2 ECTS).</p>
Credits:	2



<p>Syllabus</p> <p><i>Approx. 550 pages or the equivalent.</i></p>	<p><b>The following literature or equivalent:</b></p> <p><b>Introduction to multicultural pedagogy</b></p> <p>Banks, J. A. &amp; Banks, C. A. M. (2020). <i>Multicultural Education: Issues and Perspectives</i>. Wiley. Chapter 1, 2, 3, 5, 6, 7 (approx. 110 pages)</p> <p>May, S., &amp; Sleeter, C. (2010). <i>Critical Multiculturalism: Theory and Praxis</i>. Routledge. Part I (approx. 70 pages)</p> <p>Vertovec, S. (2007). Super-diversity and its implications. <i>Ethnic and Racial Studies</i>, 30(6), 1024–1054. <a href="https://doi.org/10.1080/01419870701599465">https://doi.org/10.1080/01419870701599465</a> (30 pages)</p> <p><b>Recent research on multicultural pedagogy</b></p> <p>Dunn, A. H., Neville, M. L., &amp; Vellanki, V. (2022). #UrbanAndMakingIt: Urban youth’s visual counternarratives of being #MoreThanAStereotype. <i>Urban Education</i>, 57(1), 58–82. <a href="https://doi.org/10.1177/0042085918798065">https://doi.org/10.1177/0042085918798065</a> (24 pages)</p> <p>Flores, N., &amp; Rosa, J. (2015). Undoing appropriateness: Raciolinguistic ideologies and language diversity in education. <i>Harvard Educational Review</i>, 85(2), 149-171. <a href="https://doi.org/10.17763/0017-8055.85.2.149">https://doi.org/10.17763/0017-8055.85.2.149</a> (22 pages)</p> <p>Fylkesnes, S (2018). Whiteness in teacher education research discourses: A review of the use and meaning making of the term cultural diversity. <i>Teaching and Teacher Education</i>, 71 (2018), pp. 24-33 <a href="https://doi: 10.1016/j.tate.2017.12.005">https://doi: 10.1016/j.tate.2017.12.005</a> (9 pages)</p> <p>García, O., Flores, N., Seltzer, K., Li Wei, Otheguy, R. &amp; Rosa, J. (2021). Rejecting abyssal thinking in the language and education of racialized bilinguals: A manifesto, <i>Critical Inquiry in Language Studies</i>, 18(3), 203-228. <a href="https://doi.org/10.1080/15427587.2021.1935957">https://doi.org/10.1080/15427587.2021.1935957</a> (25 pages)</p> <p>Holm, G. &amp; Zilliacus, H. (2009). Multicultural education and intercultural education: Is there a difference? In M-T. Talib, J. Loima, H. Paavola &amp; S. Patrikainen (Eds.), <i>Dialogues on diversity and global education</i> (p. 11-28). Peter Lang GmbH. (17 pages)</p> <p>Hummelstedt-Djedou, I, Holm, G., Sahlström, F. &amp; Zilliacus, H. (2018). Diversity as the new normal and persistent constructions of the immigrant other – Discourses on multicultural education among teacher educators. <i>Teaching and Teacher Education</i> 108 <a href="https://doi.org/10.1016/j.tate.2021.103510">https://doi.org/10.1016/j.tate.2021.103510</a> (10 pages)</p> <p>Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: aka the remix. <i>Harvard Educational Review</i>, 84(1), 74-84. <a href="https://doi.org/10.17763/haer.84.1.p2rj131485484751">https://doi.org/10.17763/haer.84.1.p2rj131485484751</a> (10 pages)</p> <p>Mikander, P., Zilliacus, H. &amp; Holm, G. (2018). Intercultural education in transition: Nordic perspectives. <i>Education Inquiry</i>, 9(1), 40-56. <a href="https://doi.org/10.1080/20004508.2018.1433432">https://doi.org/10.1080/20004508.2018.1433432</a> (16 pages)</p> <p>Paris, D. (2012). Culturally sustaining pedagogy: A needed change in stance, terminology, and practice. <i>Educational Researcher</i>, 41(3), 93–97. <a href="https://doi.org/10.3102/0013189X12441244">https://doi.org/10.3102/0013189X12441244</a> (5 pages)</p> <p>Skrefsrud, T.-A. (2022). Enhancing social sustainability through education: Revisiting the concept of multicultural education. In L. Hufnagel (Ed.), <i>Sustainability, ecology, and religions of the world</i>. IntechOpen. <a href="https://doi.org/10.5772/intechopen.103028">https://doi.org/10.5772/intechopen.103028</a> (15 pages)</p> <p>Zembylas, M., &amp; Papamichael, E. (2017). Pedagogies of discomfort and empathy in multicultural teacher education. <i>Intercultural Education</i>, 28(1), 1-19. (20 pages)</p> <p><b>Recommended literature</b></p> <p>Rosa, J., &amp; Flores, N. (2017). Unsettling race and language: Toward a raciolinguistic perspective, <i>Language in Society</i>, 46(5), 621-647. <a href="https://doi.org/10.1017/S0047404517000562">https://doi.org/10.1017/S0047404517000562</a></p> <p>Skrefsrud, T.-A. (2022). A transcultural approach to cross-cultural studies: Towards an alternative to a national culture model, <i>Transcultural Studies</i>, 12(1), 81-100. <a href="http://doi.org/10.17885/heiup.jts.2021.1.24153">http://doi.org/10.17885/heiup.jts.2021.1.24153</a></p> <p>Vertovec, S. (2009). <i>Transnationalism</i>. Routledge.</p> <p>Welsch, W. (1999). Transculturality: The puzzling form of cultures today. In M. Featherstone &amp; S. Lash (Eds.), <i>Spaces of Culture. City, Nation, World</i> (pp. 194–213). Sage Publications. <a href="https://doi.org/10.4135/9781446218723.n11">https://doi.org/10.4135/9781446218723.n11</a></p>
--------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

