



KURSPLAN

Kulturellt möjliggörande undervisning för ett globalt 2000-tal: Forskning och praktik, 5 högskolepoäng

Culturally Empowering Education (CuEE) for a Global 21st Century: Research and Practice, 5 credits

Kurskod:	FLKMU32	Utbildningsnivå:	Forskarnivå
Fastställd av:	Forskningschef HLK 2021-12-15	Forskarutbildningsämne:	Pedagogik
Gäller fr.o.m.:	2022-01-01		
Version:	1		

Lärandemål

The student shall meet the following learning outcomes, which cover knowledge and understanding, skills and abilities as well as judgement and approach. On completion of the course, the student should be able to:

Kunskap och förståelse

- explain theoretical terminologies in research on how education is and can become culturally empowering
- explain research approaches that support culturally empowering education

Färdighet och förmåga

- identify and analyse transformations that characterize culturally empowering education in practice and research
- analyse and compare affordances for CuEE of different educational designs where language and/or literature dimensions are involved
- craft a short conceptual paper suitable for publication in an international journal demonstrating relevant argumentation and writing skills

Värderingsförmåga och förhållningssätt

- unpack and problematise the concept of culturally empowering education
- identify and evaluate the possibilities and limitations of research approaches for the student's own research work.

Innehåll

- Education in a global era
- Digital and analogue culture
- Language and literature as content and educational tools

Undervisningsformer

The course is taught in a blended form: some lectures and seminars will be held digitally, while certain lectures and seminars will be held on campus.

Undervisningen bedrivs på engelska.

Förkunskapskrav

To be admitted to the course, the applicant must meet the general entry requirements for doctoral programmes, i.e. have been rewarded a degree at second-cycle level, or have achieved at least 240 credits, of which a minimum of 60 credits must have been achieved at second-cycle level.

The applicant must be recruited or affiliated to the research school CuEEd-LL.

English proficiency corresponding to English 6, or English course B in the Swedish upper secondary school system, is required.

Examination och betyg

Kursen bedöms med betygen Underkänd eller Godkänd.

Further information concerning the assessment of specific intended learning outcomes and grading criteria is provided in the study guide distributed at the beginning of the course.

Kursvärdering

The instruction is followed up throughout the course, and a course evaluation is performed at the end of the course. The course coordinator collates and comments on the evaluation before submitting it to the associate dean of doctoral programmes at the School of Education and Communication. The evaluation is to function as a basis for future improvements to the course.

Övrigt

See separate attachment for a detailed schedule and information about the application procedure.

Kurslitteratur

Banks, James A. (1998). The Lives and Values of Researchers: Implications for Educating Citizens in a Multicultural Society. *Educational Researcher*, 27(7), 4–17.
doi.org/10.3102/0013189X027007004

Bennett, Susan V., Gunn, AnnMarie A., Gayle-Evans, Guda, Barrera IV, Estanislado S. and Leung, Cynthia B. (2018). Culturally Responsive Literacy Practices in an Early Childhood Community. *Early Childhood Education Journal*, 46, 241–248. doi.org/10.1007/s10643-017-0839-9

Bergviken Rensfeldt, Annika & Player-Koro, Catarina (2020). “Back to the future”: Socio-technical Imaginaries in 50 Years of School Digitalization Curriculum Reforms Seminar.net, 16(2), 20. [doi.org/https://doi.org/10.7577/seminar.4048](https://doi.org/10.7577/seminar.4048)

Bottiani, Jessika H., Larson, Kristine E., Debnam, Katrina J., Bischoff, Christina. M., & Bradshaw, Catherine. P. (2018). Promoting Educators’ Use of Culturally Responsive Practices: A

Systematic Review of Inservice Interventions. *Journal of Teacher Education*, 69(4), 367–385.
doi.org/10.1177/0022487117722553

Civitillo, Sauro, Juang, Linda P., Badra, Marcel, and Schachner, Maja K. (2019). The Interplay between Culturally Responsive Teaching, Cultural Diversity Beliefs, and Self-reflection: A Multiple Case Study, *Teaching, and Teacher Education*, 77(Jan), 341–351.
doi.org/10.1016/j.tate.2018.11.002

Gay, Geneva (2018). *Culturally Responsive Teaching: Theory, Research, and Practice*. Third edition. New York, NY: Teachers College Press. 350p.

Ladson-Billings, Gloria (1995). But That's Just Good Teaching! The Case for Culturally Relevant Pedagogy. *Theory into Practice. Culturally Relevant Teaching*, 34 (3, Summer), 159–165.

Langmann, Elisabet (2016). My Way to You. How to Make Room for Transformative Communication in Intercultural Education. *Journal of Philosophy of Education*, 50(2), 233–245.

Morrison, Anne, Rigney, Lester-Irabinna, Hattam, Robert, and Diplock, Abigail (2019). Toward an Australian Culturally Responsive Pedagogy. A narrative review of the literature. University of South Australia. 13– 34. Available online.

Porto, Melina (2010). Culturally Responsive L2 Education: An Awareness-raising Proposal. *ELT Journal*, 64(1), 45-53. doi.org/10.1093/elt/ccp021

Rychly, Laura, & Graves, Emily (2012). Teacher Characteristics for Culturally Responsive Pedagogy. *Multicultural Perspectives*, 14(1), 44-49.
doi.org/10.1080/15210960.2012.646853

Samuels, Amy J. (2018). Exploring Culturally Responsive Pedagogy: Teachers' Perspectives on Fostering Equitable and Inclusive Classrooms, *SRATE Journal*, 27(1, Winter), 22–30. files.eric.ed.gov/fulltext/EJ1166706.pdf

Scott, Virginia M. & Huntington, Julie A. (2008). Reading Literature. Using literature to develop C2 competence. *Foreign Language Annals*, 35(6), 622-631.
onlinelibrary.wiley.com/doi/pdf/10.1111/j.1944-9720.2002.tb01900.x

Shealey, Monica W. (2007). Urban Teachers Examine Reading Instruction through Culturally Responsive Pedagogy. *Journal of Urban Learning, Teaching, and Research*, 3, 127-146.

Skelton, Martin, Wigford, Andrew, Harper, Pam, & Reeves, Graham (2002). Beyond Food, Festivals, and Flags. *Educational Leadership*, 60(2), 52-55.

Sleeter, Christine E. (2012). Confronting the Marginalization of Culturally Responsive Pedagogy. *Urban Education*, 47(3), 562-584.

Subero, David, Vila, Ignasi, & Esteban-Guitart, Moises (2015). Some contemporary Forms of the Funds of Knowledge Approach: Developing Culturally Responsive Pedagogy for Social Justice. *International Journal of Educational Psychology*, 4(1), 33-53.

Szelei, Nikolett, Tinoca, Luís & Pinho, Anna Sofia (2020). Rethinking 'Cultural Activities': An Examination of How Teachers Utilised Student Voice as a Pedagogical Tool in Multicultural Schools. *Teaching and Education*, 79, 176-187.

Takayama, Keita (2016). Deploying the Post-colonial Predicaments of Researching on/with 'Asia' in Education: a Standpoint from a Rich Peripheral Country, *Discourse: Studies in the Cultural Politics of Education*, 37(1), 70-88.

doi.org/10.1080/01596306.2014.927114

Wearmouth, Janice (2017). Employing Culturally Responsive Pedagogy to Foster Literacy Learning in Schools. *Cogent Education*, 4(1), 1-16.

tandfonline.com/doi/full/10.1080/2331186X.2017.1295824

Yosso, Tara J. (2005) Whose Culture has Capital? A Critical Race Theory Discussion of Community Cultural Wealth. *Race Ethnicity and Education*, 8(1), 69-91.

doi.org/10.1080/1361332052000341006

Total pages: 605 + approximately 100 pages of individually searched literature related to a specific concept, practice, or a field that is relevant for the final paper.

Other resources:

The Interactive Anti-Plagiarism Guide - Jönköping University (will be available on the learning platform)

Search and write (n.d.). Citing sources - how to create literature references. University Library: Jönköping University