



Sámi allaskuvla

Sámi University of Applied Sciences

CURRICULUM

Introduction to Sámi perspectives on special education

7.5 ECTS credits

1. NAME OF COURSE

In English: Introduction to Sámi perspectives on special education
In Sámi: Láidehus sámi geahčastagaide earenoamášpedagogihkas
In Norwegian: Innføring i samiske perspektiver på spesialpedagogikk

2. GENERAL INFORMATION ON THE COURSE

Course code: PED-1002
Level: Bachelor, basic level
Scope: 7.5 ECTS credits
Over how many semesters: 1
Course provision: The course is carried out virtually

3. INCLUSION IN STUDIES

The course can be taken as an independent course, or included as a supportive, elective, or free course in various bachelor's degree programs. It is especially appropriate for students in educational studies such as pre-school and teacher education, as well as for teachers and other professionals working in fields in which they handle issues of diversity and the special educational needs of Sámi children and youth.

4. ENTRY REQUIREMENTS

Higher Education Entrance Qualification. Admission may also be gained by means of other qualifications recognized as being on a par with the Higher Education Entrance Qualification, such as recognition of prior learning and work experience.

A list of the requirements for the Higher Education Entrance Qualification in Norway can be found on the [web site from the Norwegian Agency for Quality Assurance in Education \(NOKUT\)](#). For language requirements we refer to [NOKUT's GSU-list](#).

5. INSTRUCTION LANGUAGE

The language of instruction will be English. Assignments and the final exam can be delivered in English, North Sámi, Norwegian or Swedish language.

6. CONTENT

In this course we introduce students to Sámi perspectives on special education. Students will learn the basics of special education from Sámi perspectives. Sámi children and youth in need of special support are dependent on dominant, colonial education systems that may not align with Sámi ways of knowing, being and doing.

This course addresses critical aspects of special educational provision such as effects of colonialism, power imbalance, relationality, minority-bilingualism, and ethical considerations in Sámi contexts. Models of disability and special education will provide a historical background to special education for Sámi children and youth. We introduce a new theoretical framework (Lindblom & Jannok-Nutti, 2022), and use it to examine current policies and legislation in relation to practice of special education in Sámi settings. A few of special education practice seen through other Indigenous paradigms and intersectional perspectives will provide a broader context. Core concepts within the field of special education such as inclusion, exclusion, stigmatization, and labelling will be scrutinized through Sámi lenses depending on the contexts of the students, and Indigenization of special educational practice discussed.

7. LEARNING OUTCOMES

After successfully completing the course, the student has achieved the following learning outcomes:

Knowledge:

The student

- understands the connection between theoretical models of disability, special education, and practical implications for Sámi children in need of special support
- understands Sámi viewpoints on the core concepts in the field of special education
- understands how special education support provision for Sámi children and youth can be Indigenized
- has basic knowledge of legislation, regulations and rights of Sámi children and youth in educational contexts

Skills:

The student can

- assess and discuss ethical considerations in special educational support provision for Sámi children and youth
- theorize special educational support provision from a Sámi perspective
- utilize core concepts in the field of special education in connection to legislation, regulations and rights for Sámi children and youth in oral and written language
- critically examine special educational practice and identify colonial residue in such practices

General competence:

The student

- has developed theoretical, critical, and ethical competence in the field of special education specifically in Sámi contexts
- is able to identify challenges and opportunities in the Indigenization of special educational support provision for Sámi children and youth.

8. TEACHING AND LEARNING METHODS

- the entire course will be virtual
- lectures
- flipped classroom

- group discussions and seminars
- case studies

9. CONDITIONS FOR TAKING THE EXAM

The following conditions must be accepted by the study coordinator before the student is allowed to take the exam:

- 80 % class participation
- One written assignment on approx. 1000 words

10. EXAMINATION

Individual two-day home exam of 2000-3000 words.

Grading scale: A graded scale A-F, where A is the top grade and F is the failing grade.

11. IS IT POSSIBLE TO TAKE THE EXAMINATION WITHOUT ENROLLING ON THE COURSE?

No.

12. QUALITY ASSURANCE

We refer to the Quality Assurance System of Sámi University of Applied Sciences and the regulations on the students' rights and responsibilities for assessing the quality of education and services provided by Sámi University of Applied Sciences.

Students conduct an evaluation of the program at the evaluation meeting and fill also fill out an anonymous evaluation form at the end of the course. On the institutional level, the evaluation of the program is based on the students' assessments, exam reports, the reports submitted by the examiners, and field-specific reports.