Dear friends and colleagues!

It has been a while since many of us met at the NERA congress in Lillehammer. Now, about three months later, the new appointed team of convenors has started its activities. My colleagues Hermína Gunnþórsdóttir (Akureyri, Iceland), Rune Sarromaa Hausstättér (Lillehammer, Norway) and I will work to further develop our network.

As a starting step in this process, this newsletter – founded in 2011 – comprises two pages for the first time. On page 2 colleagues from two Nordic countries get the opportunity to present ongoing or lately completed research and innovation projects on inclusive education. We start this series with reports from Iceland about a new data bank and from Denmark concerning differentiation in the classroom. Colleagues from all Nordic countries are warmly welcome to contribute to this page. If you are interested, please contact with one of the convenors.

Also our website within NERA got a facelift – the development is on-going. Convince yourself by taking a look at http://www.nfpf.net/?page_id=140.

On the website you will also find a link to our recently established Facebook group: https://www.facebook.com/groups/524663580986080/. Please, feel free to post any information related to inclusive education: coming conferences, new books or articles, news from universities, vacancies etc. – we hope that our presence in social media can help to intensify the scientific and public discourse on inclusive education. We would be more than happy if you could encourage your students to become members of our FB group: from this target group the scientists of tomorrow will emerge!

Enjoy your summer holiday! With best regards,

Thomas Barow

Conveners in network 12 Inclusive Education

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http://www.nfpf.net/?page_id=140

Calendar


Iceland: A data bank on Inclusive Education research, policy and practice

The purpose is to create a comprehensive data bank on inclusive education, research, legal frames, policy and practice in Iceland 1994-2014. It is requested and financed by the Icelandic Ministry of Education and the Association of Local Authorities.

The data bank is divided into three parts:

1) Definitions and interpretations of the concept inclusive education in law and other official documents, international agreements and declarations signed by Iceland. Thus the data bank should mark to what extent the educational policy could better be executed in practice and how responsibilities of the Ministry, municipalities, schools and professionals can help to turn the policy into practice.

2) To compile and analyse all Icelandic education research including MA, MEd and Phd thesis studying inclusive education ideology, policy and practice.

3) To analyse data from the National Statistics Bureau and other sources such as municipalities that contain ideas and information connected to inclusive education, teaching and learning, diagnostic labels and multicultural education. The data bank is to be used for policy makers and practitioners in adjusting, evaluating and costing of the inclusive education policy. The scientific use of the databank will be considerable because this is a comprehensive overview of the inclusive education policy and its impact for educational research in one country. The databank will be ready for use in August 2014.

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Denmark: Differentiated teaching as a key principle in an inclusive pedagogy approach

The study, financed by the Danish Ministry of Education, deals with differentiated teaching as a basic pedagogical principle for teaching close related to the agenda of inclusion. It is conducted in 2013 in collaboration between Department of Education, Aarhus University and three university colleges: University College Copenhagen, University College South Denmark and University College VIA.

A former Danish study shows that teachers express a quite narrow understanding of the principle, as they talk about differentiated teaching as individualized teaching and as a way to organize teaching in tiered groups (EVA 2011). Therefore, the project was conducted as teaching courses in two subjects (Danish and Math) in six 5. Grade classes in order to study processes (barriers and opportunities) when transforming the principle of differentiated teaching into practice. Furthermore, focus was on the learning possibilities for pupils in learning difficulties.

The study documents that learning difficulties can be reduced when a differentiated teaching approach is used. A website is developed to inspire teachers to create new understandings, and it consists of research reports, teacher’s guides, pupil’s materials, films to highlight key findings, and tools for teachers (e.g. observation tool and a guide for its use) (www.inklusionsudvikling.dk/uvd).

The research report can be downloaded from: http://edu.au.dk/undervisningsdifferentiering-2014
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