



STUDY GUIDE Nicaragua Spring 2018

PED 2: Multicultural Education

Updated 1.12.2017
Changes will occur

Table of Contents

Dates and deadlines	2
1. Introduction	3
2. Course Content	3
Part 1 – Self Study Period	6
Part 2 – Study in Nicaragua	7
Part 3 – Exams and evaluation	7
3. Reading List	10
4. Guidance on Writing Academic Essays	13
5. Internet Resources	17

Dates and Deadlines

Week	Dates	Academic activity	Exams and deadline Papers
1	15 Jan - 11 Feb	Self-studies	Self-study papers Ped and Latam 2 Feb
2		Self-Studies and pre-course Spanish	
3			
4			
1	12 Feb - 25 May	Lecture, seminars, workshops, writing papers	Diagnostic test Spanish
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			Exam Ped1 11 May
14			Spanish writing skills 18 May Paper Latam 18 May
15			Spanish grammar 25 May
16	28 May - 1 June		Oral Spanish Paper PED2 1 June

1. Introduction

This Study Guide is a supplement to the Course Descriptions and is developed by Kulturstudier. It will give information about the courses in Nicaragua and advice on how best to study and carry out the different tasks.

If you have any academic questions, please contact Borghild Brekke (borghild@lent.no).

All other inquiries, please contact our office in Oslo, mail@kulturstudier.no or tel: +47 22358022.

2. Course Content

When people move and migrate, new possibilities and new challenges for creating knowledge, values and actions open up. In this course we will explore some of the challenges and possibilities we face in a multicultural society and especially focus on smaller settings like schools and kindergartens. There will also be discussions related to other contexts (e.g. managers' and leaders' roles working in multicultural companies), depending on the student group.

The famous Brazilian author Paulo Freire will function as the main voice in the course. His critical and emancipatory theory of pedagogy has been of outmost importance to educational institutions around the world. We will use his ideas to explore new ways of creating a multicultural classroom where emancipation is one of the main goals.

To balance the deficit, critical and problem based view on how to create an emancipatory classroom, we will also look into another interesting field called Appreciative Inquiry. Appreciative Inquiry is an approach to learning and development work that says it is more important to inquire into everything that works well in a society or classroom and build on that instead of pointing out everything that is wrong and try to fix it. This approach is growing rapidly in different areas, e.g. Positive Psychology, Education and Organizational Development. Appreciative Inquiry is inspired by

ideas from social constructionism that emphasizes that knowledge is not universal, but is socially created. Knowledge does not as much reflect the world as it creates and shapes the world. If words create the world and the classrooms we live in, which words can we use to shape our classrooms, schools or organizations? Which words can help us create a multicultural classroom that is good for all the students?

One of the most interesting elements in the course will be the fact that the students in this course come from a variety of backgrounds when it comes to languages, countries, religious beliefs, ethnic backgrounds and so on. We will use this variety to explore how we can create a multicultural classroom that can hold all the differences and that can make us become more aware and more open to each other. We will

also discuss some of the main challenges we face in the Scandinavian countries regarding multiculturalism and compare these to the main challenges we face in Nicaragua regarding multiculturalism. Both Nicaragua and parts of Scandinavia have indigenous people and lot of migration.

Target group:

Teacher students, kindergarten students and others that are interested in how to act in multicultural contexts.

Prerequisite to join the course:

None. But students that have no former education within pedagogy/educational science will have to read an introductory book in educational since we will mostly be working with schools and children as our main focus area, e.g. the free download:

<http://www.e-booksdirectory.com/details.php?ebook=5421> or similar.

Parts of the course will build upon insights from Pedagogy 1 – Positive Psychology and Learning. We recommend students to also attend Pedagogy 1, but it is not mandatory.

Language:

English.

General objective:

The purpose of the course is to raise students competence in acting professionally in multicultural contexts, e.g. kindergartens and schools. Students will learn how to create a safe and open environment in a group of people with diverse cultural background.

Learning objectives:

The students will come away with:

- An understanding of how learning and knowledge are culturally and socially constructed
- An understanding of different views on multicultural education
- Skills in how to teach in multicultural classrooms in a way that opens up for diversity and empower all students
- Skills in applying methods and insights from emancipatory and critical education in classrooms and other learning environments

The contents of the course:

Appreciative inquiry and intercultural communication

The first part of the course will use insights and methods from Appreciative Inquiry to create our own “diverse learning culture”. We will explore the students different

backgrounds and figure out good ways to use our different backgrounds to create an environment of co-creation of knowledge. We will explore the following questions: How can we create an open and safe learning environment where we all feel empowered, through the use of Appreciative Inquiry? How can we make it easier to understand each other across cultural backgrounds? How can the knowledge of different cultural dimensions help (or harm(us)? Is culture a useful term or do other concepts fit better in today's world of migration?

Different views on multiculturalism

We will look into different views on multiculturalism and which practical implications different views have on how we think about education, teaching or training people. For instance will different views on multicultural education impact how we think about identity formation, marginalisation, inclusion, minority/majority languages and ways of teaching in the classroom. In this part we will explore questions like: What is the difference between traditional multiculturalism, antiracism, and critical multiculturalism? What are the different views on multiculturalism in Nicaragua and Scandinavia? How do we make different voices be heard in the society, in schools and in politics?

Critical and emancipatory pedagogy.

Paulo Freire's ideas in theory and practice. This part will look closer on his main concepts of conscientization, bank education, emancipatory pedagogy, dialogue based teaching, pedagogy of love amongst other. How can we put words on structures in our everyday life that is oppressive in order to change those structures? How can we deal with power structures in classrooms and schools? How can we create classrooms where all the students feel empowered? We will use Freirian dialogue based teaching methods to dig deeper into these questions. We will try to describe various forms of banking education we have experienced ourselves or see in the society.

Learning and knowledge as social construction.

To understand Freire's theory it is helpful to understand how knowledge is created in a social and historical context. If one think of knowledge as something universal and a-historical, the teacher will have the power because she/he has the knowledge. If we think of knowledge as something that is created amongst people that interacts in different ways, we can actually transform societies by creating the knowledge we need. In this part we will use collaborative, social constructionist and participatory methods and practices in the classroom to co-create knowledge in practice.

Teaching methods during the course:

The main idea for the course is to bring students from different parts of the world together to create a multicultural student group where we together explore practical methods within the classroom and afterwards use the same methods and

approaches in the practice period. The main part of the students will come from Nicaragua and from Scandinavia (mainly Norwegian students).

There will be a combination of self-study, lectures, seminars, excursions and practice periods. We will aim to use dialogue-based methods to foster collaborative and social constructionist ways of learning. We will also use the surroundings actively by visiting and undertaking practice schools, projects and other institutions.

Part 1 – Self Study Period

The lectures and seminars take place in Leon, but the learning process will start before that as the program begins with four weeks of self study. It is vital that you use these weeks well in order to follow the program once the classes start in Nicaragua. You should make yourself well acquainted with the curriculum during this period. You will get more out of the lectures if you have looked at the material beforehand, and a slow start to the semester will make your stay in Nicaragua unnecessary overloaded with work later on.

Self-studies can be a challenge. It requires discipline to spend the time needed to both read and reflect on material of the course, but it will also help you develop an individual understanding of your curriculum.

If you have questions, seminar leader will be available to answer them via e-mail during these four weeks. Please contact Borghild Brekke (borghild@lent.no) if you have any academic questions.

Self Study Task

In order to get a good start of the lectures, we would like you to read (and enjoy!) the texts mentioned underneath. If you are not used to reading academic texts before, it may seem a bit heavy, but don't worry - we will go through the literature in the lectures and seminars. We propose to start with Banks (2016) for an introduction to multicultural education, then read the practice-related text McAdam & Lang (2009), carry on with Hofstede (2011), and finally read the first chapter of Freire's "Pedagogy of the oppressed".

Banks, J. A. (2016). Cultural diversity and education: foundations, curriculum, and teaching (Sixth edition). New York ; London: Routledge, Taylor & Francis Group. Chapter 1.

Hofstede, G. (2011). Dimensionalizing Cultures: The Hofstede Model in Context. *Online Readings in Psychology and Culture, 2*

This is Online Readings in Psychology and Culture Article is brought to you for free and open access (provided uses are educational in nature) by IACCP and ScholarWorks@GVSU. Copyright © 2011 International Association for Cross-Cultural Psychology. All Rights Reserved. ISBN 978-0-9845627-0-1

McAdam, E., & Lang, P. (2009). Appreciative work in schools: generating future communities. Chichester England: Kingsham Press. Chapter 1-2

Freire, P. (1993). Pedagogy of the oppressed. New York: Continuum. Chapter 1

The self study assignment is to write a short paper. You will find the details under the Exam and evaluation part on next page: *1. Individual assignment*

Deadline: 2 February 2018

- Email to borghild@lent.no
- Language: English

Part 2 – The study in Nicaragua

When studying Pedagogy with Kulturstudier at the university in León, you will experience that we have an academic approach to the studies. This does not mean it is not a practical course, on the contrary, we wish to develop your skills so you can use the theory in different social settings.

Theory and practical examples will dominate the teaching and the students´ own work, and we will use personal experiences from both students and teachers. The teaching methods will alternate between lectures, seminar groups, individual study, guidance, written and oral presentations.

Practice period PED 2

PED 2 students will carry through their practice period in kindergartens, schools or social projects. The students will work in groups while they undertake the practice period. We will use Freirian and multicultural approaches in the practice period. The practice period will last 4-5 days, approximately 3-4 hours per day. During and after practice we will reflect on our experiences and connect it to the theories we have gone through during the semester. The practice period will probably take place in Bluefields, but this may change due to circumstances that come up during the semester.

Exams and evaluation PED 2: Multicultural Education

Your grade in this course will be set from the following activities:

1. Individual assignment (the self study task) (20 %): “Approved” or “not approved”.

Write a short paper (1000 words +/- 10%) and answer the following questions:

- What was the most interesting thing I read (you can choose one or various articles from the curricula) and why did I find this so interesting?
- How could this be meaningful to me or to the kind of work I will have in the future?
- How could this insights help me in the practice period I will soon carry through in Nicaragua?
- Finally: Make at least three questions you would like to explore in the practice period that are related to the text you read. E.g: How could all students in a classroom feel appreciated? Are there any oppressive or liberating structures in the school we are going to visit? How do teachers deal with diversity in a multicultural classroom?

Remember references to books or articles used in the paper.

2. Group presentation (20 %): “Approved” or “not approved”.

Group presentation (20 %). Each practice group (meaning the students that have done the practice period together) will make a 20 minutes presentation from their practice period. The rest of the students and teachers will listen to the presentation and comment or ask questions after the presentation is finished. The presenting group can use powerpoint, whiteboards, roleplay, photos or just talk about their experience. The presentation should touch upon the following points:

- What was the focus of the teaching activity and observations the students did? What did the students want to investigate?
- How was the teaching activity and observations done? How was the interventions received by the school or institution they visited?
- What were the main learning the practice group came away with (their own reflections)? Relate to theory.

3. Term paper (60 %), 3600 words +/- 10 %. Grades 60-100 points (under 60 points is not approved).

The students can choose a topic from the course literature and should write a paper by choosing a focus question they find interesting and would like to discuss by using theory from the literature. E.g: How can a teacher include students through using Freirian dialogue based teaching? In what way are schools or teachers part of an oppressive system? How can we create an inclusive learning environment through the use of Appreciative Inquiry? When writing the thesis the students should try to discuss the theory and research they use, not merely present theory. By doing this they show that they have understood the contents and how to apply the theory and be able to criticise it as well. The students can use insights or short stories from the practicum period in the term paper if they would like. See the study guide for guidelines on writing the term paper /essay.

In addition the students must be present at least 80 % of the classes and practice. If the students have been ill or have other relevant excuses, we will try to arrange for other ways to be able to pass the course, e.g. by writing assignments.

PS: *To be able to take the final written exam, both the individual assignment and the group presentation must be done.* In addition, the students must be present at minimum 80 % of the classes and practice. If the students have been ill or have other relevant excuses, they will be given an assignment (academic essay) of minimum 3600 words +/- 10%, based on all the relevant literature. The students can choose their own topic for the essay (guidelines for writing academic paper can be found in this document). This assignment must be delivered by e-mail at a given date agreed with the seminar leader, and students get 5 days to do it.

The qualification for the exam is as follows:

- 90-100 points – Excellent
- 80-89 points - Very good
- 70-79 points – Good
- 60-69 points – Approved
- 0 - 59 points - Not approved

3. Reading List

NB: There may come more articles during the semester. Articles or books marked with * are common in Ped 1 and Ped 2.

The following two books must be purchased before the course starts. The rest of the reading will be available in the student library or in as course readers at www.kulturstudier.org

- Freire, P. (1993). *Pedagogy of the oppressed*. New York: Continuum. Chapter 1-3. [ISBN13: 9780140254037](https://www.amazon.com/dp/9780140254037)
- McAdam, E., & Lang, P. (2009). *Appreciative work in schools: generating future communities*. Chichester England: Kingsham Press. Chapter 1-4. [ISBN: 978-1-904235](https://www.amazon.com/dp/978-1-904235-00-0) (this book can be purchased for downloading to Kindle/tablets/PCs as an e-book) *

Articles in compendium:

Banks, J. A. (2016). *Cultural diversity and education: foundations, curriculum, and teaching* (Sixth edition). New York ; London: Routledge, Taylor & Francis Group. Chapter 1.

Boal, A. (2002). *Games for actors and non-actors* (2nd ed). New York: Routledge. Can be downloaded for free her: <https://www.deepfun.com/wp-content/uploads/2010/06/Games-for-actors-and-non-actors...Augusto-Boal.pdf>

Cooperrider, D., & Whitney, D. (2000). *A Positive Revolution in Change: Appreciative Inquiry*. In D. Cooperrider, P. F. Sorensen, D. Whitney, & T. Yeager (Red.), *Appreciative Inquiry. Rethinking Human Organization Toward a Positive Theory of Change*. (s. 3–28). Illinois: Stipes Publishing. *

Hofstede, G. (2011). *Dimensionalizing Cultures: The Hofstede Model in Context. Online Readings in Psychology and Culture, 2(1)* *

This is Online Readings in Psychology and Culture Article is brought to you for free and open access (provided uses are educational in nature) by IACCP and ScholarWorks@GVSU. Copyright © 2011 International Association for Cross-Cultural Psychology. All Rights Reserved. ISBN 978-0-9845627-0-1

Kjelstadli, K. (2009). *Should integration be the goal? A policy for difference and community*. I S. Alghasi, T. H. Eriksen, H. Ghorashi (Red.), *Paradoxes of cultural recognition: perspectives from northern Europe*. Burlington, Vt: Ashgate. Download for free her:

<https://toleratedindividuality.files.wordpress.com/2015/02/paradoxes-of-cultural-recognition-research-in-migration-and-ethnic-relations.pdf> ISBN 978-0-7546-7469-6

McLaren, P. (2009). *Critical Pedagogy: A look at the Major Concepts*. I A. Darder, M. Baltodano, & R. D. Torres (Red.), *The critical pedagogy reader* (2nd ed, s. 61–83). New York, NY: Routledge. S 61-83.

Peterson, R. E. (2009). Teaching How to Read the World and Change It: Critical Pedagogy in the Intermediate Grades. In A. Darder, M. Baltodano, & R. D. Torres (Red.), *The critical pedagogy reader* (2nd ed, s. 61–83). New York, NY: Routledge. S 305-323

Schoenmaker, L. (2014). Story #10: The «I Believe In You!» Process: Creating A Collective Vision For Effective Schools In The Republic of Suriname. I D. Dole, L. Godwin, & M. Moehle (Red.), *Exceeding Expectations: An Anthology of Appreciative Inquiry from Around the World* (s. 100–109). Taos Institute Publications. *

Additional literature (choose 250 pages):

Boal, A. (2002): Games for Actors and Non-Actors. New York. Routledge. Free download: <https://www.deepfun.com/wp-content/uploads/2010/06/Games-for-actors-and-non-actors...Augusto-Boal.pdf>

Hellman, A. and Lauritsen, K. (2017): Diversity and Social Justice in Early Childhood Education: Nordic Perspectives. Cambridge Scholars Publishing. Free download: https://books.google.no/books?id=AV0pDwAAQBAJ&printsec=frontcover&hl=no&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

Bushe, G. R. (2011). Appreciative Inquiry: Theory and Critique. I D. Boje, B. Burnes, & J. Hassard (Red.), *The Routledge Companion To Organizational Change* (s. 87–103). Oxford: Routledge. Hentet fra <http://www.gervasebushe.ca/AITC.pdf> *

Darder, A., Baltodano, M., & Torres, R. D. (2009a). Critical Pedagogy: An Introduction. In A. Darder, M. Baltodano, & R. D. Torres (Red.), *The critical pedagogy reader* (2nd ed, s. 1–20). New York, NY: Routledge. S 1-20.

Dawn Dole, Moehle, M., & Godwin, L. (Red.). (2015). Exceeding expectations. An Anthology of Appreciative Inquiry Stories in Education from Around the World. Ohio: Taos Institute Publications. Free download at www.taosinstitute.net *

Gergen, K. J. (2015). An invitation to social construction (Third edition). Los Angeles, CA: Sage. Chapter 1.

Grande, S. M. A. (2009). American Indian Geographies of Identity and Power: At the Crossroads of Indígena and Mestizaje. I A. Darder, M. Baltodano, & R. D. Torres (Red.), *The critical pedagogy reader* (2nd ed, s. 183–208). New York, NY: Routledge.

Hauger, B., & Wigestrang, S. R. (2015). The memory-hunting project: Moving from bullying tendencies to joyful moments in one primary school class. I Dawn Dole, M. Moehle, & L. Godwin (Red.), *Exceeding expectations. An Anthology of Appreciative Inquiry Stories in Education from Around the World* (s. 194–200). Ohio: Taos Institute Publications. Free download at www.taosinstitute.net *

Hooker, Juliet (2014). "Hybrid subjectivities, Latin American mestizaje, and Latino political thought on race." *Politics, Groups, and Identities* 2.2 (2014): 188-201.

Hooker, Juliet (2005): Indigenous Inclusion/Black Exclusion: Race, Ethnic and Multicultural Citizenship in Latin America. *Journal of Latin American Studies* 37. (2) 285-310.

Kumashiro, K. K. (2000). Toward a Theory of Anti-Oppressive Education. *Review of Educational Research*, 70(1), 25–53.

Shor, I. (2009). What is Critical Literacy? I A. Darder, M. Baltodano, & R. D. Torres (Red.), *The critical pedagogy reader* (2nd ed, s. 282–304). New York, NY: Routledge.

Stavros, J. M. (2015). An Appreciative Inquiry with kindergarten and first grade students. I Dawn Dole, M. Moehle, & L. Godwin (Red.), *Exceeding expectations. An Anthology of Appreciative Inquiry Stories in Education from Around the World* (s. 190–194). Ohio: Taos Institute Publications. Free download at www.taosinstitute.net

*

Tucker, Michelle (downloaded 1.12.2017): Interview with James A. Banks: Multiculturalism's Five Dimensions. Download for free here:

<https://www.learner.org/workshops/socialstudies/pdf/session3/3.Multiculturalism.pdf>

Guidance on Writing Academic Essays

There are not any long academic papers as assignments in Ped 1, but still it is worth paying attention to academic principles when writing shorter texts and the school exam. Therefore a guidance on writing academic essays and papers is presented underneath. An academic paper should show that you are able to:

- Read and understand the course literature and other relevant information
- Critically reflect on the topics that the course addresses.
- Apply academic conventions to your writing

It is not expected that you come up with original answers in the academic field on pedagogy; however there are some general guidelines on how a paper/essay should be written. These guidelines are in accordance with normal standards for University/College assignments.

1. Define the topic, the intention and structure of the essay in the introduction.

Whether writing a short paper or a home exam essay, the paper must have an introduction. Here the topic is first presented. Next you should explain how you understand the given assignment, and how this understanding affects your answers. Following this, the question(s) related to the topic are formulated. The question(s) and the intention must be clearly formulated and realistic. Finally, the structure to the paper/essay should be outlined. That is, how the following pages will proceed to study the question(s) of the paper. This structure must be simple and logical, normally resting on three building blocks:

- an introductory part
- a main part (normally consisting of various sub-chapters/sections) where ideas concepts and results are discussed in relation to the overall topic/s and question/s raised in the introduction
- a concluding part which summarizes the paper and provides final conclusions.

Once the topics, intention and structure have been defined in the introduction, it is important to stick to them throughout the paper/essay.

The seminar leader is available for advice during the writing of the self-study paper and the group exam. It is advisable to make use of this opportunity. However, you may not receive any guidance during the individual home-exam.

2. Organize the essay with a good structure

It is essential for the quality and readability of the text that you present and discuss your material in a systematic manner (by "your material" we mean the different views/theoretical approaches and empirical examples you use to study the topic/s in question). There is no standard way of doing this. What is important is that you give reasons in the text for why you choose to put the various elements of the

material together the way you do. Each time you introduce a new idea or example, remember to ask yourself: Is it clear to the reader (and yourself) why this idea/example is being introduced here? If your answer is not a clear “yes”, the text needs revising.

3. Discuss and bring to a conclusion

Equally vital for the quality of the paper/essay, but often forgotten, is that the material is discussed. Nevertheless, be humble towards the text you are referring to and do not give your own distinct opinions. Explain the different approaches, the theoretical viewpoints and the empirical examples and relate them to the rest of the text and the questions you posed in the introduction. Compare the different theories, explain the similarities and differences, pros and cons, and always discuss this with the help of other texts. At the end of the essay you should bring your various points together and draw some tentative conclusions based on the discussion in the paper.

4. Write clearly and understandable

While academic writing demands a formal style this does not mean using complex language. On the contrary, ideas should be communicated as clearly and precisely as possible. In addition, and this is equally important, effort should be made in establishing good flow between the elements of the text. This implies that there must be a meaningful connection between the various sections of your paper. Make sure that you always explain what a section is about and relates to what you have already written. Repetition in this context does not have to be negative.

5. Guidance on Referencing - Get the technicalities right

The Harvard System of references is used in the course. There are many different styles within the system - compare the list of references in books, journal articles or reports. The style is up to you – as long as you are consistent in its use.

The main points in referencing are:

(1) every source should have a short reference in the text (2) which links to a full reference in the bibliography (3) where you are consistent and use the same style for all references in your paper.

(1), References in the text

There must be references in the text immediately after quotations, or after specific ideas or views from particular sources. These references are to be written in parentheses in the text after the point you are referring to. Correct references consist of the author's surname/other source's name followed by the publishing year and page number where applicable. The page number should always be included for direct quotations, paraphrasing particular ideas or arguments, and statistics. You do not need a page number when you are

referring to a general point from a whole source, for example a book, article or report.

Examples:

- Whole book:
In her most recent introduction to development studies, the author covers economic aspects of development, as well as social, cultural and environmental issues (Smith 2008).
- Direct quote:
Smith concludes that “development must include tackling poverty” (Smith 2008: 22).
- Paraphrasing:
One of Smith’s arguments is that development needs to include poverty reduction (Smith 2008: 22).
- Sometimes documents do not have a date. Then the reference is:
(Smith, no date)
- Documents written by an organization with no given author should have the organization as the author:
(UNESCO 2009) or (Nicaraguan Ministry of Education and Training 2007)

(2), Bibliography: List of all sources with full details at the end of the essay

All sources referred to in the text should be presented in full at the end of the document. The list, which can be called “Literature”, must contain the full reference. The references must be organised in alphabetical order by the name of the author.

- Each reference should have the following format:

Surname of author, first name or initial/s (publishing year) *Title*, Place of publishing that is normally a town: Name of publisher.

Example:

Woodward, Ralph Lee (1999) *Central America, a Nation Divided*, New York: Oxford University Press

- If the source is an article in an anthology (book with contributions from several authors), the reference in the literature list should have the following format:

Surname of author of the article, first name or initial/s (publishing year) “Title of article”, in + full name/s of the editor/s, *Title of book*, Place of publishing which is normally a town: Name of publisher.

Example:

Larrain, Jorge (1999) "Modernity and Identity: Cultural Change in Latin America", In Robert N.Gwynne and Cristobal Kay (eds.), *Latin America Transformed. Globalization and Modernity*, London: Arnold Publishers

- If the article is from a journal, the reference in the literature list should have the following format:

Surname of author, name or initial/s (publishing year) "Title of article", In + *Name of periodical*, volume/issue number x, pp. z-y.

Example:

Vilas, Carlos (1992) "Family Affairs: Class, Lineage and Politics in Contemporary Nicaragua", In *Journal of Latin American Studies Vol 24*, No 2 s 306-341.

- If you are referring to a report, the reference in the literature list should have the following format:

Name of institution/organisation (publishing year) Title, Place of publishing that is normally a town: Name of publisher.

Example:

Department of Health (2001) National service framework for older people. London: Department of Health.

- If using a text from the Internet, the reference should have the normal format used for references to books, anthologies or periodicals as described above, and add the Internet-address. If using information from the internet which is frequently updated (newspapers, magazines etc), the date when downloaded should be included in parenthesis.

Surname of author, first name or initial/s (publishing year) "Title of article". From "Name of webpage". Available at "URL" (Accessed at "date")

Example:

Sommerfelt, Axel (2009) "Etnisk gruppe". From Store Norske Leksikon. Available at: http://snl.no/etnisk_gruppe (Accessed March 15 2014)

Avoiding plagiarism

Only sources that have actually been used in the study and referred to in the text should be put on the literature list. Using facts or arguments from published materials (or previous student papers) without referencing them in your text is considered a serious breach of academic code of conduct and will normally result in failing your assignment or an entire course.

A detailed and comprehensive guide to Harvard style of referencing can be found here: <http://www.citethisforme.com/harvard-referencing>

4. Internet resources

On pedagogy and education in general:

Growth mindset: <https://www.mindsetworks.com/science/Teacher-Practices>

Positive psychology:

ViA-strengths (take the survey): <http://www.viacharacter.org/>

Facts about Nicaragua (more or less apolitical):

CIA Factbook: <https://www.cia.gov/library/publications/the-world-factbook/geos/nu.html>

Globalis: <http://www.globalis.no/Land/Nicaragua/%28show%29/indicators>

Newspapers:

La Prensa (Nicaragua's biggest newspaper): <http://www.laprensa.com.ni>

El Nuevo Diario (much the same format as La Prensa, more to the left in the political landscape): <http://www.elnuevodiario.com.ni/>

Confidencial (Weekly Nicaraguan newspaper with many political articles, politically it's in between La Prensa and El Nuevo Diario): <http://www.confidencial.com.ni/>

Envío (Nicaraguan social science magazine about current affairs in the Nicaragua, there are articles in both Spanish and English): <http://www.envio.org.ni/>

The Nicaraguan Dispatch (Nicaraguan newspaper in English): <http://nicaraguadispatch.com/>

Norlarnet (Norwegian Latin-American Research Network) <http://www.norlarnet.uio.no/>

Latinamerikagruppene (website with a collection of Latin American news): <http://www.latin-amerikagruppene.no/Medieklipp/index.html>

The Economist (Political magazine with focus on economic news, has overview of "America south of USA"): <http://www.economist.com/world/la/>

Tourist websites:

Official site: <http://www.intur.gob.ni/>

Private side: <http://www.nicaragua.com/>

Lonely Planet: http://www.lonelyplanet.com/destinations/central_america/nicaragua/

Norwegian organisations in Nicaragua:

NORAD: <http://www.norad.no/>

Redd Barna: <http://www.cedocsavethechildren.org.ni/>

Norsk Folkehjelp: <http://folkehjelp.no/>

LAG: <http://www.latin-amerikagruppene.no/>

SAIH: <http://www.saih.no>

Dictionaries:

Word Reference (English–Spanish): www.wordreference.com

Lexin (Norwegian–English): <http://decentius.hit.uib.no/lexin.html>

Lexin (Swedish–English):

Others:

UNAN-León (the university we collaborate with in León): <http://www.unanleon.edu.ni/>

Sergio Ramírez: (Website for Ramírez; lots of interesting articles about society and literature): <http://www.sergioramirez.org.ni>