Discursive gaps as spaces for Sami educational self-governance: A Bernsteinian analysis of classification and framing

# Details

## Year

2020

## Scope

National

## Countries

Sweden

## Type

Systematic review / Meta-analysis

## Methodologies

Textual / documentary / content analysis

## Children Ages

Other

## Other Childrens Age Group

6-15 years old

## Informed Consent

No consent needed

## URL

https://www.abdn.ac.uk/education/documents/journals\_documents/Volume\_27\_Issue\_2\_Remote\_Teaching/10\_EITN\_2020\_02\_17\_Koskinen.pdf

## Data Set Availability

Not mentioned

# Goals

"The present study...aims at describing and bringing about an understanding of the mechanisms and practices of cultural reproduction and transformation (Bernstein and Salomon, 1999; Bernstein, 2000) contributing to the construction of a linguistically and culturally relevant remote Sámi language education programme organised and offered by The Sámi Education Board in Sweden.
RQ1: How can a Bernsteinian lens be adopted to identify discursive gaps/spaces allowing Sámi stakeholders to construct linguistically and culturally relevant remote (Sámi language) education?
RQ2: How are identified gaps/spaces contributing to Sámi educational self-governance?"
(Author, 138)