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Nota di contenuto	Section 1 -- Equity, Equality and Diversity – Putting educational justice in the Nordic Model to a test. Nils Buchholtz, Amelie Stuart & Tove Stjern Frønes -- Measuring Equity across the Nordic Education Systems: Conceptual and Methodological Choices as Implications for Educational Policies. Oleksandra Mittal, Trude Nilsen & Julius K. Björnsson --

Section 2 -- Teaching culturally diverse student groups in the Nordic countries: What can the TALIS 2018 data tell us? Julius K. Björnsson -- Exploring diversity in the relationships between teacher quality and job satisfaction in the Nordic countries: Insights from TALIS 2013 and 2018. Kajsa Yang Hansen, Jelena Radiši, Xin Liu & Leah Natasha Glassow -- Digital inclusion in Norwegian and Danish schools: Analysing variation in teachers' collaboration, attitudes, ICT use and students' ICT literacy. Anubha Rohatgi, Jeppe Bundsgaard & Ove E. Hatlevik -- Teachers' Role in Enhancing Equity: A Multilevel Structural Equation Modelling with Mediated Moderation. Trude Nilsen, Ronny Scherer, Jan-Eric Gustafsson, Nani Teig1 & Hege Kaarstein -- The Case for Good Discipline? Evidence on the Interplay Between Disciplinary Climate, Socioeconomic Status, and Science Achievement from PISA 2015. Ronny Scherer -- Improving equity through national-level assessment initiatives. G. A. Nortvedt, K. B. Bratting, O. Kovpanets, A. Pettersen & A. Rohatgi -- Section 3. Can teachers' instruction increase low-SES students' motivation to learn mathematics? Ole Kristian Bergem, Trude Nilsen, Oleksandra Mittal & Henrik Galligani Ræder -- Resilient and non-resilient students in Sweden and Norway-- Investigating the interplay between their self-beliefs and the school environment. Jelena Radiši & Andreas Pettersen -- Equity and Diversity in Reading Comprehension—A Case Study of PISA 2000–2018. Tove Stjern Frønes, Maria Rasmusson & Jesper Bremholm -- Implications of changing the delivery mode on reading tests in Norway – A gender perspective. Ragnhild Engdal Jensen -- The importance of parents' own reading for 10-year old students' reading achievement in the Nordic countries. Hildegunn Støle, Åse Kari H. Wagner & Knut Schwippert -- Section 4. The black box of Nordic education held against the light of large-scale international assessment resources—a critical commentary (Commentary chapter). Fritjof Sahlström -- Equity, Equality and Diversity in the Nordic countries—Final thoughts and looking ahead (Concluding chapter). Tove Stjern Frønes, Andreas Pettersen, Jelena Radiši & Nils Buchholtz.

Sommario/riassunto

Does the Nordic model of education still stand by its original principles and safeguard education for all? This Open Access volume is a carefully crafted collection of chapters that investigate the different aspects of equity, equality and diversity across the education systems in the Nordic countries. Based on data from various national and international large-scale assessments, the volume provides a better understanding of both the functions and foundations of the Nordic model, along with how the concepts mentioned above are enacted in practice. Across the chapters, data from different national and international large-scale assessment studies are used for cross- and single-country analyses on a variety of issues related to equity, equality and inequality in diverse educational settings. The investigations address different subject domains (i.e., mathematics, science, reading), age and grade groups, but also issues related to teachers and the schools themselves. In addition to these empirical chapters, the book addresses the theoretical and methodological underpinnings of the ideas and tools embedded in the phenomena of equity and equality and how they have met in the Nordic model of education.
