

(Re)Production and handling differences in subject teaching

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Introduction and focus

- UN-CRPD (2006; 2008): establishing an inclusive school system at all levels (Art. 24)
- TDivers project
- inclusion in a social, historical and cultural context (e.g. Allemann-Ghionda 2013; Powell 2011; Richardson/Powell 2011)
- 'technical' and 'cultural' approach of inclusive education (Slee/Weiner 2011)
- 'grammar of schooling' (Tyack/Tobin 1994)
- inclusive education: to overcome barriers of participation (Ainscow 2008)
- understanding of school and teaching culture and it's specific barriers to participation

Theoretical and methodological frame

- Sociology of knowledge (Mannheim 1964)
- social conditions effect any kind of knowledge and perspective
- Documentary Method (Mannheim 1980; Bohnsack 2010)
 - reflective, theoretical knowledge: common sense, WHAT/WHY
 - practical, incorporated or experiential knowledge: „conjunctive knowledge“ (implicit knowledge, Polanyi 1966), HOW:
 - created by shared experiences (e.g. participate)
 - generating a framework of orientation

Example 1: Dif-Sek project

- (Re)Production of difference in secondary schools – a comparative study on milieus of lesson in inclusive and exclusive schools (Sturm/Wagner-Willi 2014)
- Tanja Sturm/Monika Wagner-Willi (Lead); Anika Elseberg/Benjamin Wagener (doctoral students)
- constructing and handling differences in different subjects and in different school types of lower secondary

Example 1: Dif-Sek project: context of the scene

- German part of Switzerland, urban area: school system with different tracks, starting at 6th grade
- inclusive school on secondary level: includes basic and advanced level and pupils with „special educational needs“ (SKBF 2014)
- subjects German and Math: lectures taught in thematic periods of 2 weeks
- teachers: subject teachers, two special education teachers

- Mrs. Wyss: “You are going to get two terms from me, with which you will not be able to get started. You will come together at the big table and try to sit down with one another, that it makes sense”

Example 1: Comparing the stands

- breach between task and doing the work
- breach between open setting and closed task
(Sturm/Wagner-Willi 2015a;b)

Example 1: Sequences

different, parallel and subsequences:

- the organization of the group task
- the German teacher instructing the continuance of the group task
- playful flipping of paper at the table
- parallel conversation of the special ed teacher and two students
- finding of the 'wrong card'.

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Parallel conversation

- Interaction between Mrs. Werner, Cem, Basil in the background of the teaching around Mrs. Wyss
- Compensating actions of Mrs. Werner
- Pedagogical form of differences between Cem and Basil
- Forms of exclusion/marginalization towards:
 - Interaction around Mrs. Wyss explanations and questions
 - (male) peer interaction (Sturm/Wagner-Willi 2015a;b)

Example 2: PE lesson, Germany

- project in cooperation with Prof. Dr. Bernd Gröben, University of Bielefeld
- primary and secondary education; PE and social sciences

- inclusive context, 7th grade, comprehensive school, urban area
- 22 students
- teacher in training and his mentor
- theme: game of Basket-football

Example 2: Stand 1

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Example 2: Stand 2

Comparing the stands

- different ways of participation in relation to the ball game
 - playing
 - watching
 - conversations
- Nils is in a special, excluded position
- expectations for participation:
 - catching and throwing the ball
 - tactics
 - wanting to win the game

Resume and perspectives for inclusive subject teaching

- understanding of achievement (Leistung) and level of competences are relevant for participation in theme of the class
- didactical frame
 - co-operation arrangement
 - task given to the students: competitive
- similar expectations for everyone
- failing as a personal fate
- comparing the students along each other, a 'middle', a 'better/worse' (Luhmann 2002, 64)
- achievement frames the interactions as well as the topic and its learning (e.g. Rabenstein et al. 2013; Sturm 2012)

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Thank you very much!