

Challenging Situations in Inclusive Classrooms – Development and Evaluation of a Seminar Concept for Inclusive Teacher Education

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Short information about the dissertation project: Concepts for inclusive education - new competencies for teaching/learning formats in challenging situations of inclusive classrooms

Keywords: Strategies for possible actions and competence in inclusive teaching, professional approaches, pedagogical knowledge, effectiveness of seminars, problem oriented teacher training, the method of role play

► Previous Steps

Concept of the seminar

Development of a survey sheet

Pilot run and survey

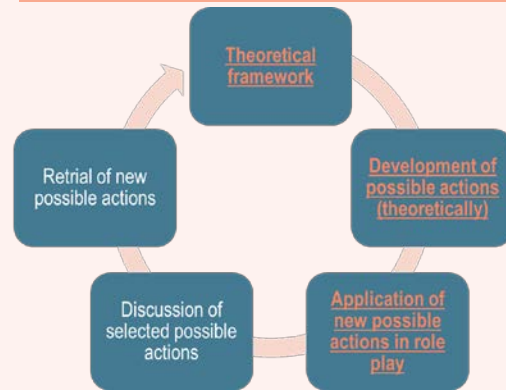
► Example of a case vignette

Challenging Behaviour:
Imagine being a teacher of a third grade in an inclusive primary school. Lately, there has been an increase in physical conflicts among your students. These aggressions occur in various settings. Today, two students get into an argument on their way to the trash bin. Enes, one of your students, has already caught your attention as he has been noticed several times to purposely corner his class mates and to begin arguments. Today it is Deborah, whom he bumps into. Both students immediately begin to (verbally) argue. In doing so, Deborah turns around and scolds Enes whether he could not watch out better and tells him to stop bothering the girls.
The other students of the class react differently to the conflict. Some of them continue tidying up their desks. Benjamin, however, positions himself beside Deborah and supports her physically. He makes himself taller, stands there with a broad chest and then clenches his hands to fists to raise them threatening toward Enes.

Describe possible actions that are available to you as a teacher and that you can make use of in this situation. Please write full sentences!	rate the favorite (1)

- Concept of the seminar „Challenging Situations in Inclusive Classroom“
- Development of case vignettes/descriptions of potential situations
- Development of a survey sheet
- 3 pilot runs of the survey sheet in experimental groups & one pilot run of the survey sheet in a control group
- Pilot runs of the survey sheet for general pedagogical knowledge for inclusive teaching (summer semester 2017)
- Winter semester 17/18: Finalization of the survey sheet & survey in two seminars & parallel survey in a control group
- Summer semester 2018: Final survey in an experimental group & a control group

► Seminar Concept



Theoretical framework: Input by the lecturer
Development of possible actions (theoretically): Group work, working with texts that contain practical and concrete models for possible actions
Role play: A special case vignettes which is based on

the previous established theoretical framework is applied in action; subsequently, there will be an assessment and reflection of the strategies for possible actions with the whole group

Naming alternative strategies for action: Strategies for possible actions are reapplied, consolidation and gain of new possible actions

Content: Challenging and disruptive situations in heterogeneous classrooms; working with parents in context of an inclusive school system; cooperation and co-teaching as a need for teaching in inclusive settings

Target audience: Students of teacher education in the 4th, 5th and 6th semester of their bachelor studies

► Research Questions

The following questions are focused on:
(Based on the European Agency for Special Needs and Inclusive Education)

Knowledge: Is this seminar concept able to improve knowledge of inclusive education?

Attitudes: Does the seminar concept change attitudes towards inclusive teaching?

Skills: Do students gain knowledge of possible actions in inclusive classrooms with the help of this seminar?

Which possible actions do students gain in this seminar and do they know more possible actions than they did before?

► Epistemological Interest

“All teachers should develop the skills to meet the diverse needs of all learners. In their initial and continuing education, teachers should be equipped with the **skills, knowledge and understanding** that will give them the confidence to deal effectively with a range of learner needs.”

(European Agency for Special Needs and Inclusive Education, 2011, p. 15).



“Recent research on teaching competencies in inclusive contexts has its limits when it comes to portraying pedagogical competencies of professional knowledge and proficiency. However, questionnaires can help to collect data on actual knowledge about pedagogical proficiency. Included in these questionnaires are special case vignettes that record effective strategies and instructive methods.” (Przibilla et al., 2016, p. 39; translation: VH).

► Methods

Evaluation design:

- a quasi-experimental design (experimental group and control group) with a pre-post measurement
- using case vignettes as evaluation instruments
- evaluation method: content analysis (qualitative and quantitative)

“Highly qualified professionals: in order for teachers and other education professionals to be prepared for inclusion, changes are needed in all training aspects – training programmes, daily practices, recruitment, finances, etc. The next generation of teachers and education professionals must be prepared to be teachers/trainers for all learners; they need to be trained not just in terms of competences but also of ethical values.” (European Agency for Special Needs and Inclusive Education, 2014, p. 8)

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