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APPROACHING INCLUSION

Ass. Professor Janne Hedegaard Hansen (jhh@dpu.dk)

Ass. Professor Mette Molbæk (mem@VIA.dk)

Ass. Professor Maria Christina Secher Schmidt (mrcs@phmetropol.dk)

Ph.D:-student Charlotte Riis Jensen (chrj@dpu.dk)

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INTRODUCTION

Approaching Inclusion: basis research project (2016-2019), funded by Velux Foundation

4 researchers representing different research positions, skills and experiences

(finished construction of data and started up analyzing data)

OVERALL AIM

Investigate the importance of the constitution of learning communities through both inclusion and exclusion processes

Approach inclusion from a sociological perspective:

Inclusion requires exclusion: how do teachers and other educators handle both inclusion and exclusion processes in developing inclusive learning environments?

New ways of conceptualizing, theorizing and understanding inclusion schooling

STARTING POINTS

Communities produce and reproduce norms, values, rules, and routines through social processes, interactions, and relationships which lead to a specific social order

Individuals need to adapt to the social order by learning and following rules and morals and by internalizing common understandings in order to be a part of the community

At the same time, the community reflect the individual differences to a certain degree in order to ensure all individuals' participation

To ensure the cohesion of a given social practice, the balance between individuality and collectivity must be negotiated in order to define how much diversity a certain social practice can accommodate to ensure its social structure

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RESEARCH OBJECTS

▶ Limits to inclusion (how, who and for the benefit of whom og what)

▶ How learning communities constitute themselves through inclusion and exclusion processes and how it has an impact on students' ways of participation

▶ How students handle possible ways of participation

▶ Investigating how teachers and other professionals in their professional practice, collaboration, and meaning making contribute to the constitution of social practice in public schools and thereby how teachers and other professionals have an impact on students' participation and learning possibilities

RESEARCH QUESTION

▶ *How can the understanding of inclusion as a social practice that constitutes itself through both inclusion and exclusion processes help to transcend a theoretical, conceptual and practical distinction between general education and special education with the aim of articulating and developing a new theoretical approach in relation to inclusion?*

WHAT'S NEW?

▶ The constitution of communities has not yet been adequately explored in educational research when it comes to establishing inclusive learning environments

▶ Only focusing on inclusion processes ignores the sociological point that all communities need to place limits on what can be included and what must be excluded in order to secure its social structure

▶ Analyzing the limit to inclusion helps us uncover the processes that make specific ways of behavior and subject positioning either possible and meaningful or not possible and meaningful to include within a specific learning community

▶ A certain space is created to identify patterns, which exclude the differences that would make it possible to create a more inclusive learning environment

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THEORY OF SCIENCE (1):

We position ourselves within epistemological constructivism

Basic assumptions

The reality exists, but we do not have direct access to it

As reality is created by society (Berger & Luckmann, 1966), the task is to analyze the conditions for the formation of this reality

The scientist's perception is acquired through categories that are a product of a historical and cultural context (Rendtorff, 2003)

THEORY OF SCIENCE (2):

The constructing work

As researchers we must provide insight into the professionals' understanding and practice, but it will always be our understanding of their understanding, ie. a construction

It is our understanding of the informants' understanding, which gives a new understanding

This research is based on what professionals attach importance through studying their (speech)acting. It is from this point of view the conditions for social reality are constructed

Instead of putting brackets on our preconstructions, we strive to gain insight into how preconstructions interact with what is being studied (Bourdieu & Wacquant, 1992)

DATA

Observations, field notes, interviews

6 schools – 12 classes

6 School Profiles

One week in every class - video and field notes

Following the meetings – collaboration (n74)

Focus group interviews
  Students (n12), teachers (n12), intern resource persons (n7), extern resource persons (n6)

ANALYSIS - APPROACH

Grounded Theory - datadriven, inductive

Social Constructionism/ discurse analysis – social order, constitutive processes

Adele Clarke (2005) Situational Analysis

▶ Innovative approach

▶ Mapping

▶ Situational maps lay out the major human, nonhuman, discursive, and material elements in the research situation

▶ Social worlds/arenas maps lay out the collective actors and their arenas of commitment, framing mesolevel interpretations of the situation

▶ Positional maps examine the major positions taken (and not taken) in the discourses

▶ Emphasis on the social, complexity, variations and silences in data

▶ Useful for multi-site research projects and as a common tool between researchers

ANALYSIS - PROCES

"Hotspots"; the unlikely, the odd, things that puzzled us (Becker, 1998)

▶ The big differences in teachers and students practice and focus

▶ The importance of artefacts

▶ Limits of in- and exclusion are continually negotiated – and the reason for in og out are justified in different ways

▶ The need for an understanding and analysis of in- and exclusion that captures the complexity in processes of in- and exclusion
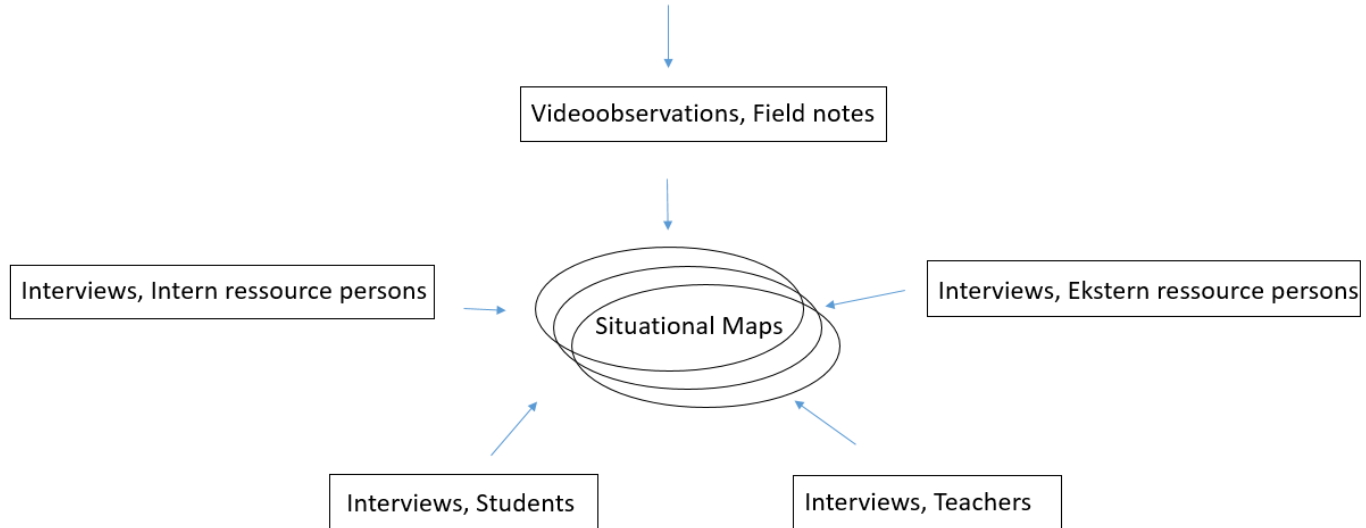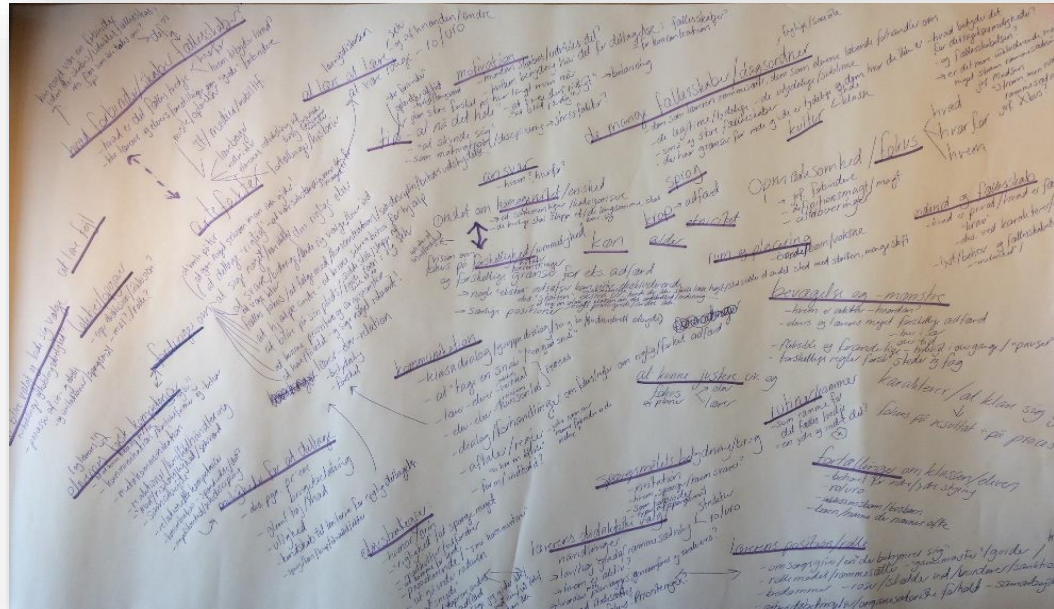
Mapping, situational maps

Central themes:

▶ Organisation

▶ (Speech)Acts

▶ Materialised factors

▶ Social order

▶ Communication
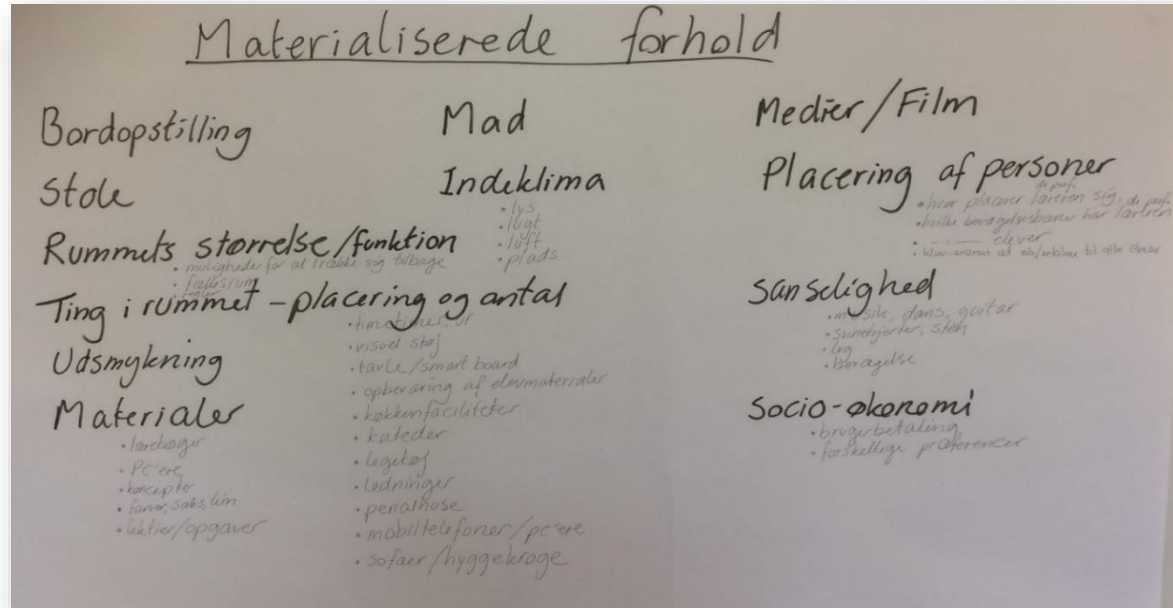
▶ Actors

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Research Question:
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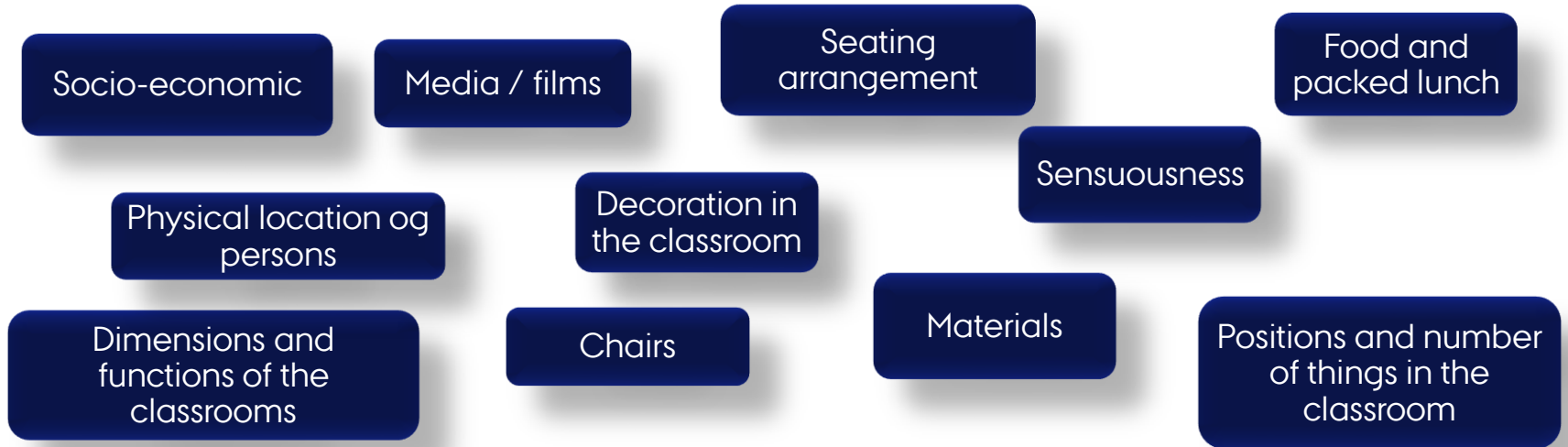Videoobservations, Field notes

Interviews, Intern ressource persons

Interviews, Ekstern ressource persons

Situational Maps

Interviews, Students

Interviews, Teachers

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MESSY MAP
PREPARED INDIVIDUALLY

ORDERED MAP
JOINTLY ARRANGED

MATERIALISED FACTORS

Socio-economic

Media / films

Seating arrangement

Food and packed lunch

Sensuousness

Physical location og persons

Decoration in the classroom

Dimensions and functions of the classrooms

Chairs

Materials

Positions and number of things in the classroom

FOOD AND PACKED LUNCH

Two different ways teachers handle the same condition

1. Missing food as a community activity

2. Missing food as an exclusion mechanism

TENDENCIES AND REFLECTIONS

On the one hand:

High degree of willingness

On the other hand

From a social reference norm to an individual reference norm when teachers are concerned about students learning outcome

Limit to inclusion:

Students who do not participate in learning activities or in the learning community: the teacher cannot take responsibility for their learning improvement

Possible ways of participating?

How to be a learner?

How is the learning community a community?

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