

“Exploring Educational Spaces” – Using participatory and reconstructive approaches to explore inclusion and exclusion in schools

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Program

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Theoretical Background

➤ Inclusive Education

understood as a critical analysis of educational structures, cultures, and practices in order to foster participation and to reduce discrimination and (spatial) barriers (Ainscow & Sandhill 2012; Ainscow 2021).

➤ Space

allows us to think about the situational, hidden and interactive production of in- and exclusion within spatial constructions or within processes of appropriation (Bourdieu 2018[1991]).

➤ Methodology on Reconstruction & Participation

“a research process which involves those being researched in the decision-making and conduct of the research, including project planning, research design, data collection and analysis, and/or the distribution and application of research findings” (Bourke 2009, 458)

Inclusive Education – Categories and Ambivalences

***„Changes required by the schools to their structures, ethos and practices and on removing barriers (which may be environmental, structural or attitudinal) to children’s participation”
(Allan 2012)***

What are the categories for inclusive education research?

- Messiou (2016, 152): „If inclusion is about all, why do we still mostly focus on some“?
- What are the ascriptions within inclusive education research? What’s the tertium comparationis?

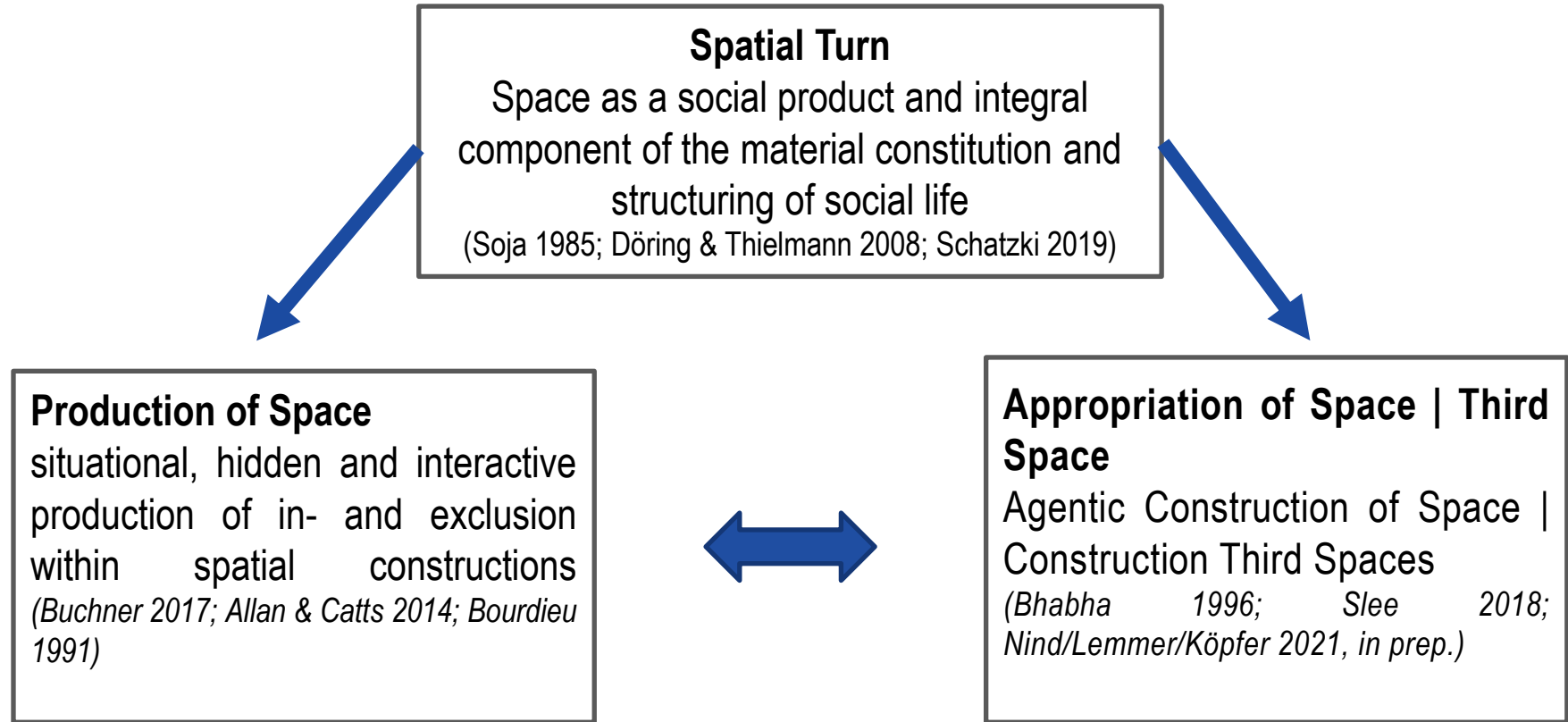


methodological focus on (cultural) practices and contexts which produce in-/exclusion and on interrelations of practices which lead to in-/exclusion (Humrich 2017)

Space & Inclusive Education

- The transformational process to foster participation of all learners is connected with spatial power structures, relating to an educational, social and economic framework of schools (*Allan 2004*)
- Dealing with heterogeneity (e.g. gender, dis/ability, ethnic or social background, behavior) becomes a spatial issue (e.g. community, school, classroom, access) (*e.g. Hemingway & Armstrong 2011; Armstrong 2003, Allan & Catts 2014; Buchner 2017*)

Analysis of Space | Third Spaces



Exploratory Study

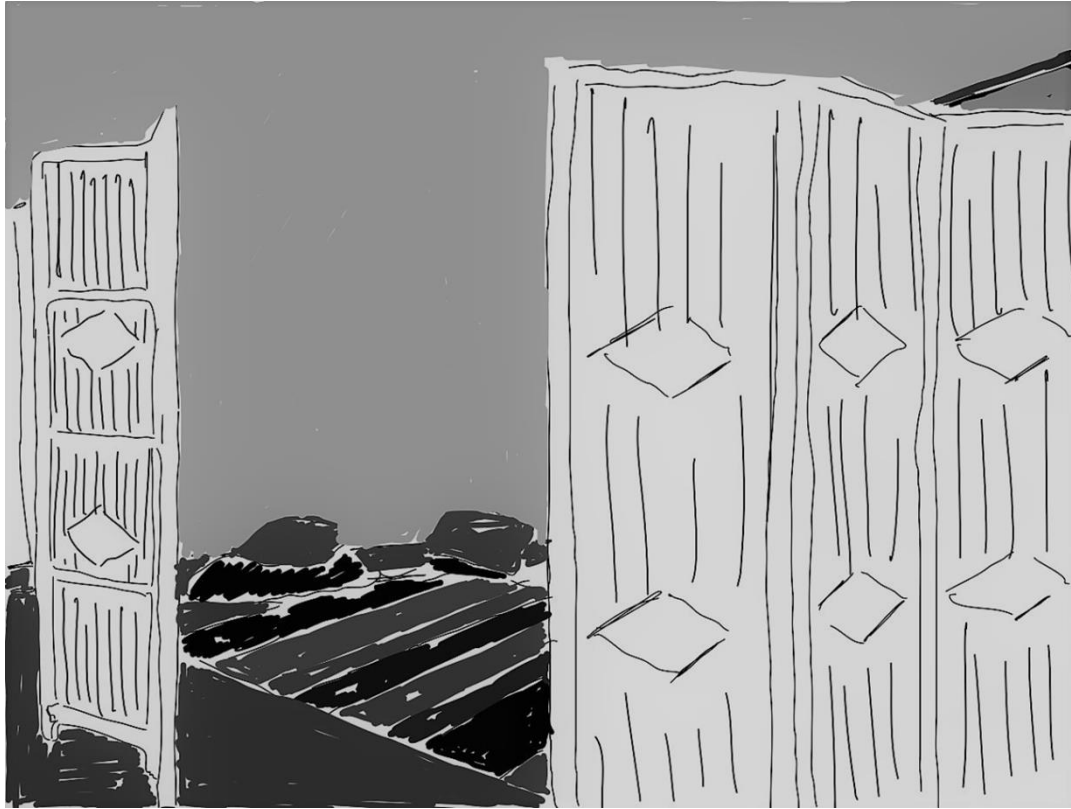


Fig.: Photo taken by a student (drawing (C)
Kathrin Lemmer)

„(.) yes. And I=I like it here, because here i- it is also quiet and you can work well, like for example in our classroom, it's not so tingly, because it is loud, too, because of the boys (.) Yeah and then you can also relax in the cozy-°corner°, yes. And then you can continue working. That's what I like about here.“

(GD_3; transcribed by TIQ, lines 7-11; Köpfer/Lemmer/Rißler 2020)

Results

- Multidimensionality of spatial practices ranges between autonomous motives of the students and heteronomous motives of the teachers:
 - Students endeavor self-organized learning environments in the light of teachers control over classroom practices
 - Appropriation of space offers possibility of social regeneration
 - Retreat spaces as peer-cultural social spaces
 - Exclusive practices due to heteronomously organized disciplinary breaks as possibility of being absent from class

(Köpfer/Lemmer/Rißler 2020, 2021)

“Raum räumen“

Participatory Research Project

Andreas Köpfer, Freiburg, Germany | Kathrin Lemmer, Freiburg, Germany | Melanie Nind, Southampton, UK | Georg Rißler (University of Flensburg)

Participatory
research

with
pupils

Aim of the Study

- ➔ By using participatory methods of social research, the project aims to (re-)construct pupils' perspectives and uses of educational spaces (e.g. classroom, multipurpose rooms, retreat spaces) in inclusive schools.
- ➔ Pupils, teachers and academic researchers are involved and participate throughout the entire research process – from planning to conducting and evaluating the research.

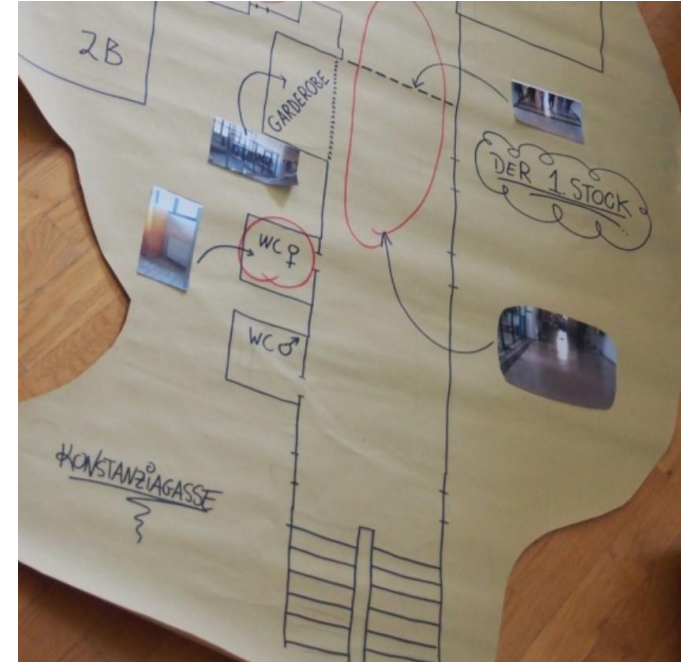
Exploring School Spaces



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ANLAGE 7.1 MACHBARKEITSSTUDIE FRIEDRICH-WOLF-GRUNDSCHULE LEHNITZ DIAMASTRASSE 13 10515 ORAN/FREIBURG OT LEHNITZ

KUMMER
LUBK
PARTNER+



Research Design „Raum räumen“

Method

Case study with three partner schools in Baden Württemberg, Germany, and an additional international comparison with two similar partner schools in the UK (in planning)

- Joint multistep workshop phases with the students, teachers and academic researchers
- Explorative and participatory methods (e.g. photo-analysis, group discussions)

Expected Outcomes

- Reconstruction of and insights into students' practices of inclusion/exclusion while appropriating and producing space in inclusive schools
- Research findings can help partner schools in developing spaces for differentiation and retreat
- Impulses on democratic education and participatory school development

Methods

- Drawing pictures
- Writing about photos
- Mannequin-Challenge
- Video stimulated dialogue
- Imaginary journey
- Writing an article for the school newspaper



Mannequin-Challenge



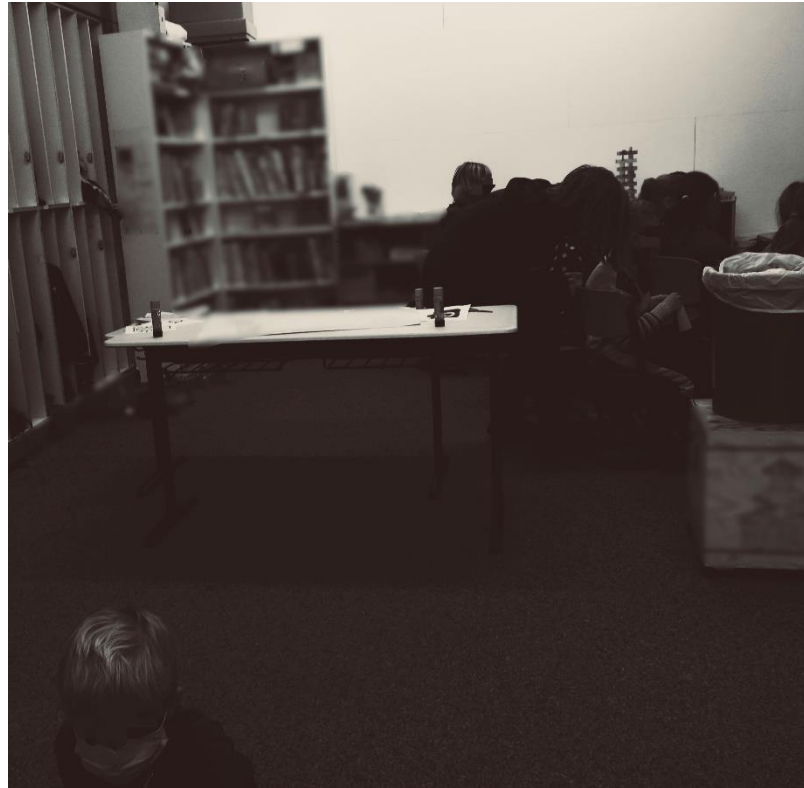
Mannequin-Challenge



Present stage of the research process

How can we design the hallway so everyone feels comfortable?

Which material and activities in the hallway do the children (not) know of?



How do the children feel if they study in the hallway?

Research Process

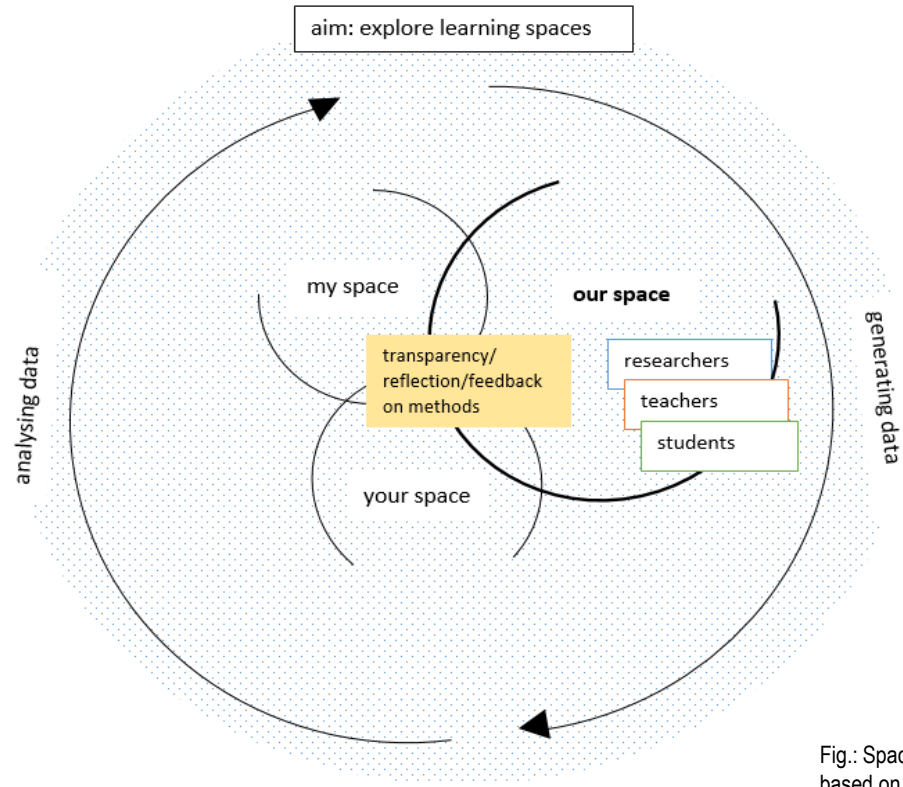


Fig.: Spaces for participatory research with pupils (Lemmer, based on Seale et al., 2015 and Nind, 2014)

Summary | Discussion

- Inclusion/Exclusion as performative (spatial) phenomenon | Analyzing ‚doings of inclusion/exclusion‘ instead of solely ‚placing‘ students with SEN in mainstreaming classes
- Space² - creating third spaces of educational practice and research
- „Inclusion as a cultural process – not a technical problem of placing students“, *Slee & Weiner 2011*) – with the need to transform (social as well as materialized) spaces
- “The question is about the status we accord the child through the methodologies we adopt and the conclusions we draw; and about whether we allow children the space to alter our agenda of presuppositions.” (Woodhead 1999, 18)

Discussion:

- How to proceed with the data analysis process in the participatory research project „Raum räumen“? What are your experiences?
- What are your ideas on the interconnection of space as a research object as well as research process?

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Discussion

Thank you!

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