



The concept

The Center for Teacher Education and Educational Research (ZLSB) supports the TU Dresden with the establishment of inclusion as a cross-sectional topic in teacher training. At the end of 2020, the set up of the "Teaching and Learning Space for Inclusion" was completed insofar as the room at the ZLSB can be now used for seminars, consultations, project days, or exam preparation by students, and by lecturers, teaching staff, pupils, and external interested parties. Hereby, the focus lies on inclusive teaching-learning settings which can be explored with the help of numerous didactic and technical materials. The focal point of the room's configuration is its usage in the most flexible and adaptive way. The space provides freely movable tables, chairs with height-adjustable footrests, a sofa corner that can be pulled apart into modules, and mobile lighting. All that allows the utilization of the room with and for diverse target groups.

The discussion of cross-cutting topics, like digitalization and inclusion, were at the center of attention in 2021 and 2022. On one hand, the goal is to make optimal use of the potential that modern technology provides for knowledge management in contemporary classrooms, while on the other hand, all pupils need to be given the best conditions for a successful school career, regardless of their background, gender, cognitive and physical condition, and performance level.

Cooperations

- Universities (e.g. University of Vechta, University of Kaiserslautern, University College Dublin, etc.)
- Schools (e.g. Friedrich-Schiller-Gymnasium Pirna, Schule mit dem Förderschwerpunkt geistige Entwicklung "Astrid Lindgren", 135. Grundschule Dresden, etc.)
- Associations and external actors working in the field of Inclusion or Digitalization (e.g. LAG Queeres Netzwerk Sachsen, Gerede e.V., Sirkka Freigang (PhD), etc.)
- The Saxon State Office for Schooling and Education
- The Saxon State Ministry of Education and Cultural Affairs

Further information and contact



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The team behind the Teaching and Learning Space for Inclusion:

Tina Czaja and Frank Beier (PhD), ©ZLSB



**TECHNISCHE
UNIVERSITÄT
DRESDEN**



**Teaching and
Learning Space
for Inclusion**



The origin

Inclusion is a cross-cutting issue among all subjects and school types. How can inclusion be implemented in teacher education, hence on a meta-level, in order to cover all needs? What do all educational settings have in common?

The idea

A common ground for inclusive teaching is the classroom. Thus, there is a demand for multifunctional classrooms that are adaptable to students' and teachers' needs.

The inclusive approach

"Inclusion is more comprehensive than what we used to mean by integration. It is a social demand, which means that society, in turn, must provide services capable of reducing discrimination against people of all kinds and at all levels, in order to enable all people to develop in the best possible way" (Reich 2012, 37, translated by T.C.).

*Reich, K. (Hrsg.) (2012): Inklusion und Bildungsgerechtigkeit. Standards und Regeln zur Umsetzung einer inklusiven Schule. Weinheim Basel: Beltz Verlag.

"Inclusion in education involves: [...] Reducing barriers to learning and participation for all students, not only those with impairments or those who are categorised as 'having special educational needs'. [...] Viewing the difference between students as resources to support learning, rather than problems to be overcome. [...]" (Booth & Ainscow 2002, 3).

*Booth, T. & Ainscow, M. (2002): Index for Inclusion. Developing Learning and Participation in Schools. United Kingdom: Centre for Studies on Inclusive Education.

The aim

The aim is to raise the awareness of teacher-students towards the fact that inclusion concerns all students. As all of which have individual special educational needs, not just the ones who are labeled as such.

If we manage to generate a consensus about the enrichment an inclusive education can create within the classroom, the positive effects might spread beyond the classroom walls.



Seminars

- Gender and diversity sensitivity
- Inclusive digital learning environments and inclusive teaching and learning materials in digital format
- Escape from your classroom!
- Exploring how to deal with heterogeneity in schools

Projects

Escape from your classroom!

In 2022, an Escape Room on the topic of migration and education was designed as a part of a seminar with teacher students. With the help of game-based learning and through this "Serious Game" sensitive topics can be approached and processed. The Escape Room functions as game addressing pupils from age 12 onwards and serves as a basis for interdisciplinary reflexive further work on current global political issues such as the climate crisis, persecution based on sexual orientation, educational opportunities and much more.

further information



Classroom research with 360-degree videos

In the spirit of digitalization and for experiential learning at university, we cooperate with various schools to create 360-degree videos of classroom situations. With the help of these videos and by using VR-technology, students learn about inclusive classroom settings, explore teacher-student interactions, conflict management, diversity-sensitive speaking and much more. This approach provides an opportunity to introduce school practices into the seminars at university.

Inclusion? Do it yourself! Variety of materials in inclusive education

A catalog containing numerous inclusive teaching and learning materials that you can build yourself.

All materials are based on the materials that are available in the "Teaching and Learning Space for Inclusion" and have been prepared in detail and linked to application scenarios for several subjects.

Future work

In the future, the use of AR and VR technology in particular is to be further expanded. In addition, model rooms such as the "Teaching and Learning Space for Inclusion" are to be set up at schools in Saxony in cooperation with the Ministry. The aim is to research the effect of the learning environment on successful inclusion. Besides, we want to further explore the Escape Room. Our research interest is to what extent game-based learning environments are suitable for initiating cooperative, autonomous learning processes.

