

Summary and structure of the dissertation

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In recent years, 'inclusion' has become an important topic in school and classroom research as well as in teacher education and student research. While quantitative-empirical research asks about attitudes and similar pedagogical-psychological constructs of (prospective) teachers, qualitative-reconstructive research analyses 'perspectives' of teachers and student teachers on the basis of different interview data - adjusted theoretically-methodologically in different ways. Summarising the quantitative research, it can be assumed that attitudes tend to be positive; in the qualitative-reconstructive research, different orientations as well as patterns of orientation and interpretation were shown, which are often plausibilised on the basis of different case analyses. For this research paradigm, it is noticeable for previous studies in the context of student research on inclusion that student utterances are only little contextualised when, for example, individual courses are researched. In addition, different normative assumptions, such as the significance of (practical) experiences or assumed differences between teacher training courses, can be identified, which are not analysed in their discursive production process.

Based on these desiderata, the following questions are pursued in this cumulative dissertation by means of three sub-studies:

- Sub-study 1: The first sub-study asks how student utterances about inclusion and students produce which ideas of normality. For this purpose, it will also be analysed how pupils are differentiated and how, in this interplay of differentiations and the production of normality, positions on inclusion and an expected pupil are generated and legitimized.
- Sub-study 2: In the second sub-study, student utterances about pupils after an 'inclusive' internship are used to inquire into differentiation and, above all, categorisation processes and their attributions to certain pupils.
- Sub-study 3: Based on student utterances in group discussions on inclusion, the third sub-study asks how 'school inclusion' is produced as an object. Furthermore, it will be analysed how positions on these specific constructions are taken, negotiated and legitimized, and which spaces of what can be said are opened or closed.

The analytical approach - a difference- and normalism-theoretical heuristic - was published in a fourth contribution and plausibilised by means of an exemplary analysis of a teacher interview.

The dissertation and the three sub-studies it contains are to be located in discourse-analytical professionalisation research, in which teacher education is understood as a process of involvement in different, partly conflicting orders of knowledge.

In the analyses of my sub-studies, a poststructuralist-practical theoretical perspective was adopted on the process of producing differentiations, normality and positionings in practical implementation. Theoretically and methodologically, the work follows four approaches:

Firstly, the student utterances about pupils are made analytically accessible with the help of a differentiation and normalism theory perspective. It is assumed that differentiation can (not) be actualised and produced as well as (ir)relevant in the temporal course of speaking; both

the use of differentiation and its production is contingent. Secondly, in processes of differentiation, constructions of normality and expectations of 'normal' pupils are invoked; at the same time, notions of normality produce differentiations. Thirdly, positioning is carried out and produced in student utterances. Fourthly, linguistic utterances, which were collected in the sub-studies on the basis of interviews and group discussions as conversational data and thus methodically generated, are understood as a discursive practice in which meaning is produced and which enables the analysis of the production of discursivity.

The results show a struggle of student teachers with the demands of inclusive school reform between agreement and disagreement. This struggle plays together with different constructions of difference and normality of pupils as well as the question of non-schoolability/schoolability and the negotiation of responsibilities. Furthermore, traditional constructions of the Gymnasium, which seem to be difficult to change, have an impact on these ideas of student teachers. Constructions of pupils prove to be fixed with regard to their imaginability of learning ability, but also contingent and ambiguous in their (categorical) attribution processes.

Key words: Inclusion, teacher education, student research, discourse analysis, difference, normality, positioning

Structure

- 1 'Inclusion' in teacher education. A discourse-analytical perspective on current programmes, the state of research and professionalization
 - 1.1 Current developments in inclusive teacher education and student research on inclusion
 - 1.2 Perspectives of discourse-analytical professionalisation research
 - 1.3 Questions of the sub-studies

- 2 Difference/differentiations and Normality - Localisation in Qualitative Educational Difference Research and Theoretical Determinations
 - 2.1 Difference and differentiations
 - 2.2 Normality and normalism
 - 2.3 Relationships between difference/differentiations and normality

- 3 Linguistic utterances as discursive practices in methodologically generated data
 - 3.1 Theoretical foundations of linguistic utterances as discursive practices
 - 3.2 Methodologically generated data from a post-structuralist perspective
 - 3.3 Operationalisation: difference- and normalism-theoretical heuristics
 - 3.4 Methodological-methodological reflection: On the relation of object, theory and method

- 4 Sub-studies
 - 4.1 Sub-study 1
 - 4.2 Sub-study 2
 - 4.3 Sub-study 3

- 5 Results of discourse-analytical professionalisation research in the context of inclusive teacher education