



KATHOLISCHE UNIVERSITÄT  
EICHSTÄTT-INGOLSTADT

# **Joint Project**

## **Inclusive Living and Learning at School**

**Dissertation Project in the Graduate Program „Inclusive Education“**

**Development and Testing of a Teachers' Tool for  
Reflection on the Participation of Pupils  
in Primary School**

**Published: August 2020**



**Project Lead:**

Prof. Dr. Ulrich Bartosch

Professorship of Pedagogy

Prof. Dr. Joachim Thomas

Professorship for Psychological Diagnosis and  
Assessment

**Research Fellow:**

Julia Kristin Dörner

# DEVELOPMENT AND TESTING OF A TEACHERS' TOOL FOR REFLECTION ON THE PARTICIPATION OF PUPILS IN PRIMARY SCHOOL

**Julia Kristin Dörner**

This dissertation is dedicated to the further development of a reflection instrument that was jointly conceived in the research project „Education in Inclusive Classes - A Research Perspective: Democracy Education and Participation“ at the Catholic University of Eichstätt-Ingolstadt. The doctoral student is continuing her work there by developing a specific design that is suitable for use in primary schools. With the instrument to be developed, the students should give feedback to their teacher on how they experience participation in their class in certain areas (e.g. division of services, choice of working partner). At the same time, they should provide information on where they would like to see more or less participation. In this way, the instrument enables a comparison of the teacher's self-perception with the pupils' perception of themselves and of others. The promotion of participation is to be initiated through the use of the instrument, the gathering of student feedback and joint reflection. To enable teachers to make the best possible use of the instrument, they receive teacher coaching. The research question of the dissertation project is therefore “Does the reflection instrument combined with teacher coaching help to identify and encourage pupil participation in primary school?”

## Methodological Approach

The basis of the reflection tool is a qualitative survey of pupils (grade 2) at three inclusive primary schools in Bavaria regarding their opportunities for school participation, which the project team conducted before the doctoral studies began (Bartosch et al. 2018). Based on this data material, the project team (Prof. Dr. Ulrich Bartosch, Prof. Dr. Joachim Thomas, Dr.

Regina Wessmann, Christiane Bartosch, Julia Kristin Dörner) jointly developed illustrative directive and participatory example cases and subjected them to an external validation process right from the beginning. The school situations providing the basis for the example cases were photographed and set to music as small photo stories with primary school children as protagonists and a teacher who also acted a part. The photo stories formed the basis of the quantitative survey (approx. 500 children, grades 2-4) at inclusive and non-inclusive primary schools in Bavaria (pretesting was done in advance). The children to be interviewed could watch and listen to the school scenes at their own pace on tablets with headphones. In the same program, they answered corresponding questions to assess their own opportunities for participation and co-determination in class and school. In addition, the teachers and headmasters of all surveyed pupils were interviewed on the subjects of inclusion, participation and education in democracy. Following the extensive validation process by Julia Kristin Dörner, the reflection instrument was tested exemplarily at a single-form Bavarian primary school in grades 2-4. This was done by means of a pre/post follow-up design with two intervention groups and a control group. The teachers in the intervention group received teacher coaching as an intervention after the pre-measurement, in which they were sensitized to the topic of „pupil participation and pupil feedback“. Secondly, they were shown strategies for dealing with the results of the reflection, and together they developed participation opportunities for pupils on the basis of the examples cases and beyond in order to make the instrument of reflection useful as part of a data-based teaching development. In order to address the research question of the dissertation (Does the reflection instrument combined with teacher coaching help to identify and encourage pupil participation in primary school?), qualitative data were additionally collected in the form of guided interviews (with teachers and school principals).

## Quellenangabe

*Bartosch, C., Bartosch, U.; Thomas, J. (2018): Vertrauen und Selbstvertrauen. Partizipatorische Pädagogik als Bedingung von Inklusion. In: Bartosch, Schreiber et al. (Hg.) Inklusives Leben und Lernen in der Schule. Berichte aus dem Forschungsverbund zu Inklusion an der Katholischen Universität Eichstätt-Ingolstadt, S. 277–311.*

## Further Information

Contact:

*For the web page of the dissertation project*

Janina Horn:

[julia.doerner@ku.de](mailto:julia.doerner@ku.de)

*For the results documentation of the dissertation project (poster and results documentation in German and English)*

Prof. Dr. Ulrich Bartosch

[ulrich.bartosch@ku.de](mailto:ulrich.bartosch@ku.de)

Prof. Dr. Joachim Thomas

[joachim.thomas@ku.de](mailto:joachim.thomas@ku.de)