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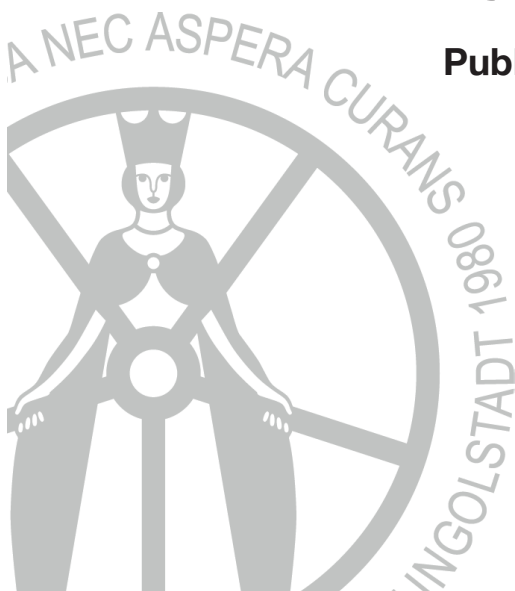
# **Joint Project**

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

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

**Methods of Theatre Education to Support  
Processes of  
Literary Learning in  
Diversity-Sensitive Teaching**

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# METHODS OF THEATRE EDUCATION TO SUPPORT PROCESSES OF LITERARY LEARNING IN DIVERSITY-SENSITIVE TEACHING

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## **Problem Formulation**

The principles of inclusive school education state that all children and young people can learn, play and live together under consideration of their individual requirements and specific characteristics and gain access to mainstream schools. These principles have created new didactical challenges, both for teaching in general and for teaching German in particular. Inclusive teaching should provide all children with the best possible developmental opportunities and individual support, in accordance with their specific learning and support needs (cf. Hennies/Ritter 2014, 10). Hence, in an inclusive school community, individual differences and diversity are accepted as normality, indeed as an enrichment and opportunity, as a result of which children and young people can profit from one another and live and learn together rather than alongside each other. This gives rise to the need for teaching that is sensitive to diversity and capable of responding to the new demands. German makes an important contribution to school education by imparting fundamental competencies such as writing, reading and oral skills, which in turn influence learning in all other subject areas. Therefore, the development of a didactic concept for the teaching of German in a manner that is sensitive to diversity is of central importance for all types of school. The aim of inclusive language and literature education is to provide all learners with access to the German language and the acquisition of related, essential skills and abilities. As a result, the focus is on a didactic approach that recognizes and takes into consideration the diversity of school pupils through methods of differentiation, individualization, and especially through cooperative learning. "In order to achieve this goal,

differentiation is required that is founded on a sensitive mindfulness towards the individual as a whole and that enables teaching and learning arrangements that meet the needs of diversity, without wanting to make everyone the same” (cf. Brand/Pompe 2016, 31). The aim of my dissertation is to undertake an in-depth theoretical and empirical analysis of the ways in which inclusive literary teaching can be implemented and how this can be supported by methods of theatre education.

## Theory Formation

In order to develop a theoretical foundation, the needs of diversity-sensitive education must be combined with the aims of literary education, particularly those of literary learning processes. Thereby, the focus is on methods of theatre education to support both educational goals. Methods of theatre education and performing techniques in interaction with other methods of learning can fulfil an important, supporting and complementary role in the inclusive teaching of literature, as they enable learning involving all of our senses, “with head, heart and hand”. Thinking, feeling, taking action and knowing are connected during play. In this way, holistic learning and educational processes are initiated, in line with the principles of inclusive education. “The practical and theoretical, the individual and the collective, the psychological and the physical, the cognitive and the sensual, the spiritual and the emotional” (cf. Klepacki 2007, 133). Thereby, individual, multi-sensory and emotional access to literature will be facilitated for all school pupils. “Through the playful approach towards literary texts, the boundary between oneself and the world of texts becomes increasingly penetrable and opens up space for multi-sensory experiences and encounters with oneself, the text and others” (Mayer 2018, 213). The aim is to create an open setting, which is not focused on a predefined learning and development route, but is so flexibly designed that it provides room for heterogeneous learning requirements and needs. Methods of theatre education generally encompass a wide range of methods and aspects that can simultaneously combine the principles of differentiation, individualization and cooperative learning (cf. Mayer 2018, 197). Based on this theoretical foundation, the potential for methods of theatre education to support the processes of literary learning in diversity-sensitive teaching is also more closely examined through empirical analysis.

## Empirical Investigation

In a qualitative study, the potential for methods of theatre education to support the processes of literary learning in diversity-sensitive teaching was examined. The data was collected from teaching projects at a secondary school involving students of grades five and six and was analyzed using the method of qualitative content analysis.

## References (Extract)

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## Further Information

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[For the web site of the dissertation project](#)

[For the results documentation of the dissertation project \(Poster and results documentation in German and English language\)](#)