



KATHOLISCHE UNIVERSITÄT
EICHSTÄTT-INGOLSTADT

Joint Project

Inclusive Living and Learning at School

Transfer Project

Open vhb Course Programme „Inclusion and Participation“

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OPEN VHB COURSE PROGRAMME „INCLUSION AND PARTICIPATION“

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Background and Course Objectives

From November 2018 to October 2019, Christiane Bartosch and Ann-Kathrin Hiller developed a course programme for the Open VHB area entitled „Inclusion and Participation“ under the leadership of Prof. Dr. Ulrich Bartosch (Chair of Education, Faculty of Social Work). The Virtuelle Hochschule Bayern (vhb or Virtual University of Bavaria) was founded 20 years ago as an institutional network of the Bavarian universities and Universities of Applied Sciences with the aim of improving the conditions of teaching and studying. In addition to various curricular and ECTS-compliant online courses (there are currently approx. 550 in winter semester 2019/20), the vhb started to offer some freely accessible courses in July 2019. This new, so-called open vhb line of support can be seen as an extension to the vhb's range of courses within the framework of the „Bayern Digital II“ master plan of the Bavarian state government. In this way, access to university knowledge can be opened up free of charge to a wider audience of interested members of the general public, and it can be used regardless of university timetables. Enrolment and take-up of the courses on offer is also possible without university entrance qualifications.

Since inclusion is understood as a process of change in society as a whole, the topic is particularly suitable for the open vhb area. At the same time, inclusion is closely linked to participation. Therefore, the course focuses on inclusive and participatory processes in various areas of society and, in addition to fundamental aspects of inclusion, it also addresses legal, educational and application-oriented questions.

The Educational Concept of the Online Course

In keeping with the guidelines for the open vhb area, no individual professional supervision is planned for this kind of course. Therefore, the course „Inclusion and Participation“ is designed in a self-learning environment. The course consists of six learning units (LU). At the beginning of each unit, the participants receive a short overview of the structure and content. In addition, there is always a short video (one to two minutes) which shows a practical and everyday scenario. In this way the participants gain access to the respective question of the learning unit.

In the learning units themselves, the users will find texts to study, videos and infographics that convey the content. Short expert interviews and statements help to explain more complex interrelationships in a simple way.

The duration of the course and the order in which the learning units are completed can be chosen individually by each participant. In a similar way, three different access options to the topics provide the possibility of designing one's own learning process even more individually: There is A) a basic line, B) a supplementary line for in-depth study, and C) a wide variety of materials in easily understandable language. At the end of each learning unit there are varying test questions (multiple choice, single choice, drag & drop etc.) for self-study control. Two learning units (1 and 6) provide questions for one's own reflection and also forums that allow for comparative observation. The activity pattern of the course requires participants to have stronger intrinsic motivation (principle of voluntary participation) and self-learning competences (self-directed informal learning) than in the classical course formats of vhb.

Course Specialisation with Regard to Content

Unit 1: The conception of man as a fundamental aspect of anthropology

In the first LU the participants deal with ethical questions of inclusion. The key focus is on the question of what images of humanity exist in society and what understanding of humanity and human dignity is promoted by inclusion. The LU is divided into three sections: The first part focuses on human rights, their origin and current relevance. In the second section, ethical texts on inclusion offer the opportunity to also deal with the question of human dignity. The last part provides individual food for thought and reflection on the topic and thus encourages the reader to explore his or her own conception of mankind.

Unit 2: Inclusion – an explanation of terms

The term „inclusion“ is often used very vaguely and there is no uniform understanding of the term. Even the attempt to derive an all-encompassing definition is not easy. Inclusion comes from the Latin word ‘includere’, which means „to include“. In this unit the participants get to know different perspectives on the concept of inclusion. This terminological discussion is based on sociological, educational and human rights perspectives. The aim of this unit is to be able to classify different concepts of inclusion and their respective backgrounds and, on this basis, to explain and critically question different concepts of inclusion. By dealing with this unit, participants should be able to distinguish between the terms exclusion, integration, separation and inclusion.

Unit 3: Development of Inclusion in education

Inclusion is often associated with education. Therefore, the third LU is especially dedicated to the development of inclusion in this field. In addition to schools, the educational locations day care centers, vocational training and universities will be examined more closely. Relevant regulations and judicial texts will help to identify possibilities and conditions of implementation in this field.

Unit 4: Judicial and political dimension of inclusion

The realization of inclusion is a complex challenge. Not only should schools become more inclusive but also other areas of society too. Disadvantaged people should also be given access to the labour market, for example. Cultural participation in the life of society must not be neglected either. Ultimately, the aim of inclusion applies to all aspects of society. With the help of internationally recognized conventions, the learning unit first lays the foundation for a well-founded discussion of the topic. Then, the unit critically examines the political situation in Germany with regard to inclusion by using videos of current political discussions and texts on government programmes designed to implement inclusion.

Unit 5: Inclusion and Participation from the very Outset

Inclusion and participation are linked to each other inextricably. Age is not a criterion for active participation at all. So human rights also apply to children – seen precisely, children's rights are merely a particular formulation of human rights. It must be possible to demonstrably live out democracy, both in early childhood and in all later stages of life. On the basis of this experience, people should responsibly and actively work towards a democratic society. Therefore, the LU first addresses the connection between inclusion and participation. Subsequently, the participants learn specific methods of promoting participation. Finally, Janusz Korczak will be introduced as a pioneer of participatory pedagogy.

Unit 6: Inclusion in all Areas of Society

Inclusion and social participation should be promoted beyond the institution of school. This is not only a requirement of the UN-BRK, but also of the National Action Plan of the Federal German Government. Particular attention is paid to the following areas: labour market, housing and leisure. Therefore, this LU is dedicated to the question of inclusion in all areas of society.

Figures and Outlook

The course provides low-barrier access to a topic that is socially relevant. The target group is interested members of the general public. Since the course started in October 2019, more than 1,200 people have registered for the course. Almost half of those people have already completed the course and downloaded a certificate. The origin of the users is not limited to Germany and certainly not to Bavaria. Instead, users can be found from Spain, Italy, Libya, Bulgaria and Russia. In this way, the joint project has an impact well beyond the Catholic University and provides a course that can communicate and explain the topic of inclusion to a wider society. Therefore, the course represents a very practical example of the implementation of the research project with broad external impact.

Further Information

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[For the results documentation of the transfer project \(posters and results documentation in German and English\)](#)