

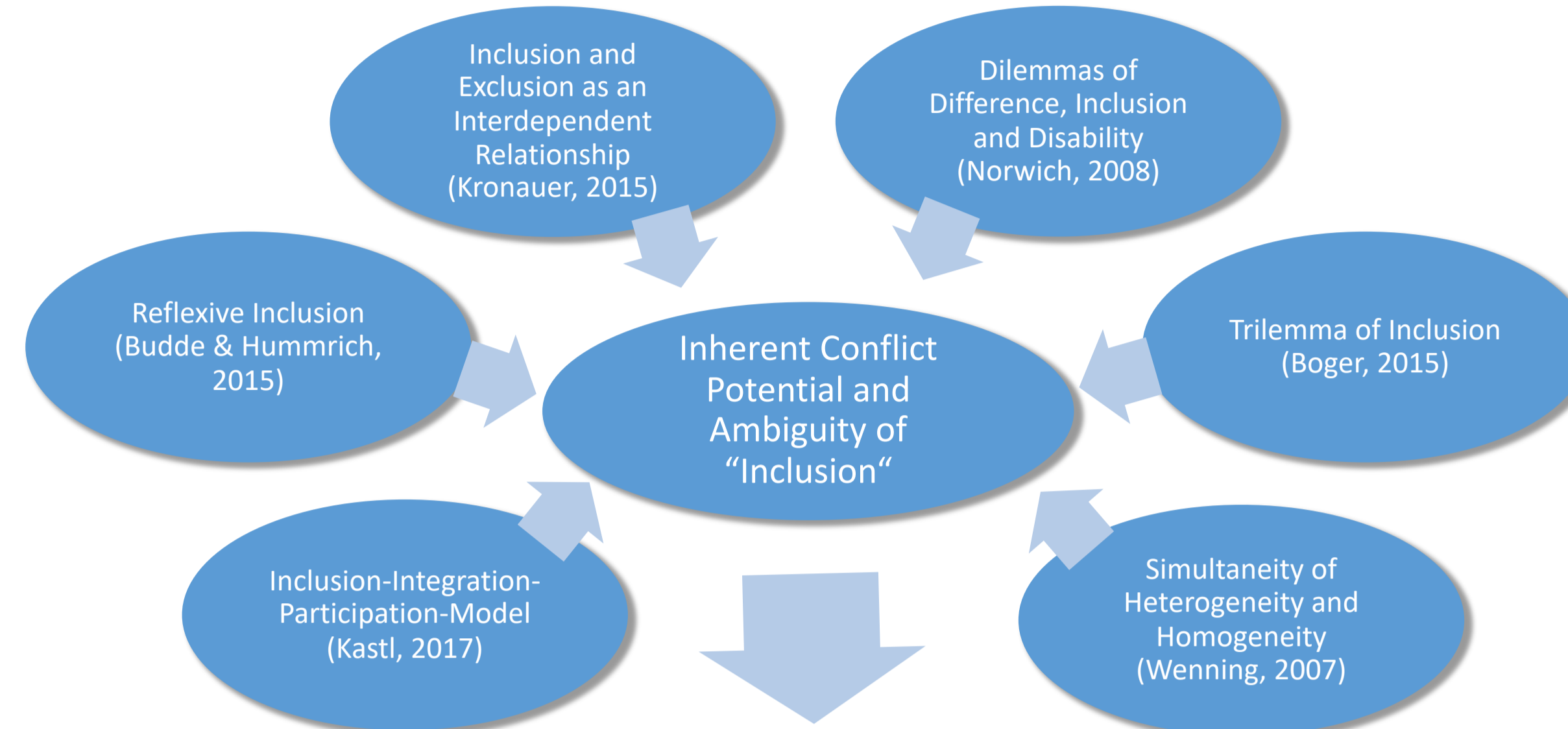
Between Negotiation and Instruction

A Dilemmatic Perspective of an Inclusion-Oriented Educational Approach based on the Example of Musical Settings

1. Problem Statement

- Normative discourse on inclusion and the ambiguity of the term "inclusion" impede descriptive analytical studies in this area.
- Social and institutional parameters conflict with normative implementation.

2. Preliminary Considerations



3. Research Aim

- Contribute to a wide and varied discussion on inclusion taking into account findings from General Education, Educational Science and Sociology.
- Create a theory that focuses on the inherent conflict potential and ambiguity of inclusion.

4. Research Questions

Central question: To what extent can a dilemmatic perspective broaden the (musical educational) discussion on inclusion?

The following key questions were posed in order to answer the research question:

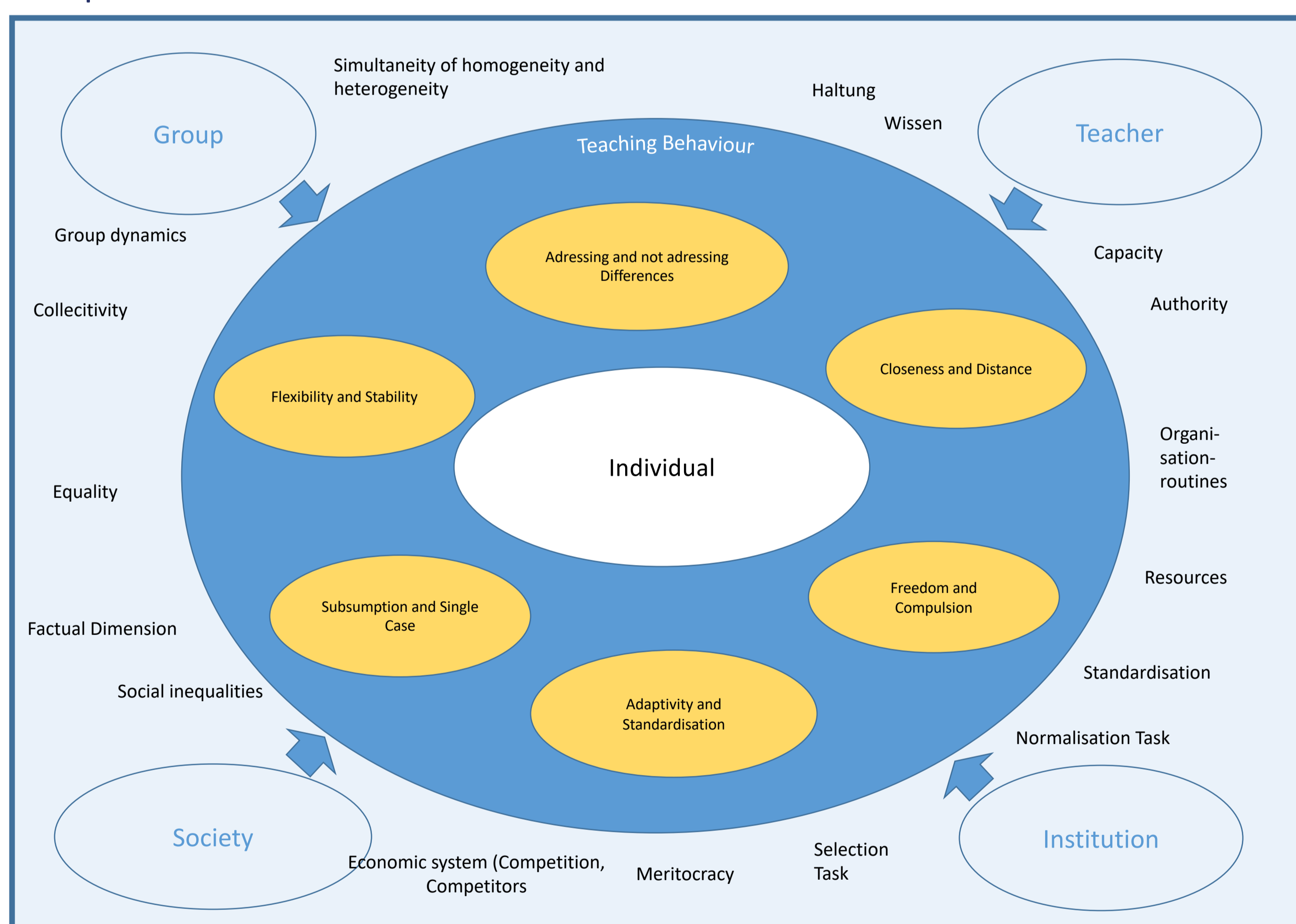
1. What dilemmas are described within the discourse on inclusion? How can they be amalgamated in a theory? (See 5a)
2. How can the dilemmatic perspective be implemented within empirical music educational research in an exemplary way? (See 5b)
3. What facilitates the dilemmatic perspective with regard to inclusion-oriented educational practice? What are the limitations? (Based on the results)

5. Research Design

5a. Theoretical Analytical Research

Approach:

- Collect dilemmas described in inclusion discourse;
- Arrange and organise the dilemmas linked to antinomies of educational practice by Helsper (2004);
- Develop a tool of reflection and analysis for inclusion-oriented educational practice.



5b. Empirical Research

Empirical research question: What is the nature of the interaction between group leaders and pupils in heterogeneous groups in musical settings in the dilemmatic area between negotiation and instruction?

Research Design:

- Video recording of musical settings with children with different heterogeneous characteristics;
- Comparative analyses of teachers, selection based on theoretical samplings (Glaser & Strauss, 2010);
- Method of evaluation: video interaction analysis (Tuma, Schnettler, Knoblauch 2013).

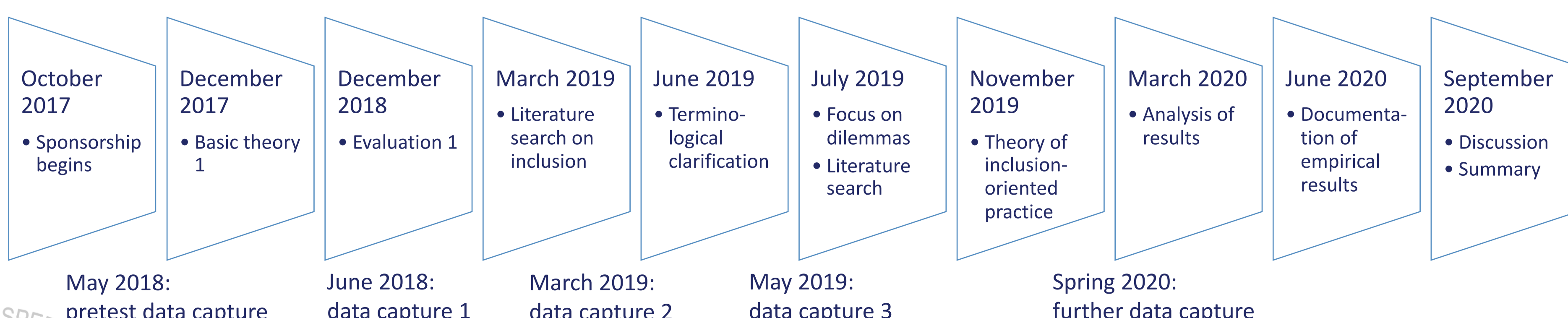
The Dilemma

1. Selection of dilemma: confusion resulting from data material
2. Research status: previously not thematised in a dilemmatic form
3. Educational components: arise from antinomies of freedom and compulsion and flexibility and stability



Thesis: Educational practice in the area of inclusion constitutes antinomies that arise from the areas of conflict that exist between individuals and the environment. The teacher mediates between these areas of conflict, which leads to behavioural dilemmas as a result of the antinomies.

6. Time and Work Plan



7. Publications

- 2017: Making music together promotes inclusion!? Reflections of constructions of meaning using the example of inclusive music classes. In B. Clausen & S. Dreßler (Hrsg.), Soziale Aspekte des Musiklernens. (P. 77-89) Münster: Waxmann.
- 2018: Evaluation of the workshop "Time to Drum" commissioned by the Bertelsmann Stiftung (unpublished)
- Work in progress: videography as micro-analytical research approach within cultural education. In: Kulturelle Bildungsforschung – Methoden, Befunde und Perspektiven. Wiesbaden: Springer