

Inclusive Intersections

Inclusion | Foreign Languages

5th & 6th July 2023
Bremen, Haus der Wissenschaft



TOPIC

Since the ratification of the UN Convention on the Rights of Persons with Disabilities (UN CRPD) the implementation of inclusive education systems that enable all learners to actively engage in learning and reach their potential is a goal recognized by all European Countries. However, on a practical level, not all educational systems and not all agents within them are truly ready to realize such task in practice.

During this conference, we would like to focus on approaches and concepts for the training and further education of (prospective) teachers, which provide inclusive approaches and concepts for the design of foreign language teaching.

REGISTRATION

inplus@uni-bremen.de

<https://blogs.uni-bremen.de/inplus/>

HOSTS

The international Conference is hosted by:

- V:InD:O:W – Consortium
- AILA ReN – Consortium
- InPLUS - Network

CONTACT

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PROGRAMME

Wednesday, 5th July 2023

- 9:30 Registration & Coffee
- 10:30 Welcome
- 11:00 *Keynote – Teresa Ting***
Disciplinary-Literacies: At the Interface of Content & Language and a Step towards Inclusive Education
- 12:00 Lunch Break
- 14:00 *A) Elena Gomez Parra***
B) Celia Márquez
- 15:30 Coffee Break
- 16:00 *Sarah-Theres Wandel***
- 17:00 *Closure Day 1***

Thursday, 6th July 2023

- 9:30 Registration & Coffee
- 10:00 *Keynote – Natascha Korff***
Inclusive Teacher (Education) - nothing more than a good Teacher (Education): "because [...] I can't help but to differentiate"
- 11:00 *A) Lea Schröder***
B) Julia Thurner
- 12:00 Lunch Break
- 14:00 *Workshop***
- 15:30 Coffee Break
- 16:00 *Closure Day 2***

Keynotes

TERESA TING

Department of Chemistry & Chemical Technologies
University of Calabria, Italy

Disciplinary-Literacies: At the Interface of Content & Language and a Step towards Inclusive Education

What is “disciplinary-literacies”?* What is Bildungssprache? How relevant are these to “inclusivity”? And if students already struggle to comprehend content in L1, wouldn't using an FL make it worse? And honestly, has our brain evolved to do CLIL? This “Interactive Keynote” will use awarded CLIL-materials to help participants experience a literacy-focused, yet language-sensitive approach to learning that is also alert to how the brain processes information, or not.

* Participants are encouraged to view this video first: https://youtu.be/_YJ5ja-TfOc

NATASCHA KORFF

Department of Inclusive Education
University of Bremen, Germany

Inclusive Teacher (Education) - nothing more than a good Teacher (Education): “because [...] I can't help but to differentiate”

Currently, there doesn't seem to be a clear conception of what an inclusive teacher is or what kind of knowledge is needed to create inclusive classroom practice for all. Frequently, there seems to be a distinction between so called regular and special education as different perspectives instead of focussing on the intersections of teaching and learning for all. Teacher Education for subject specific challenges with diversity of the learners in mind must initiate multi-level professionalization processes. This presentation will address the question of what makes an inclusive teacher from different perspectives. It will also provide an insight into the state of research on Teamwork in schools (city state of Bremen) and conclude by deriving challenges and scope for intraprofessional work and practice.

Lectures

ELENA GÓMEZ PARRA

Department of English and German Philology
University of Córdoba, Spain

A Room with a V:inD:O:W

This study focuses on the analysis of the perception of the improvement of intercultural teaching competences of a group of students (n = 63) of 4th year of the Primary Education Degree (specialization in English) after the implementation of the Multilingualism and Multiculturalism module belonging to the KA203 project entitled “V:inD:O:W”.

Like Lucy Honeychurch, the protagonist of *A Room with a View*, a young girl who tries to make her way as a person by overcoming the obstacle of social conventions, V:inD:O:W modules can help the teachers who use them to make their way through the intricate path of intercultural education in bilingual contexts.

CELIA MÁRQUEZ

Department of English and German Philology
University of Córdoba, Spain

Including Students through the Implementation of a Lesson Study Cycle

The Lesson Study (LS) approach allows teachers to work cooperatively in order to design, implement and study-analyze a learning scenario to perform it again with some improvements. However, LS is not only about teachers working together: it is conceived to use cooperative methods and techniques for students to work together as well. This is part of the acquisition and development of one of the most important competences in this 21st century: teamwork and the ability to be part of a group. Therefore, implementing this approach has benefited not only teachers but also participating students. A first cycle of LS has been implemented in a 2nd year of Compulsory Secondary Education in Spain.

This study focuses on the analysis of the perception of the improvement of intercultural teaching competences of a group of students

SARAH-THERES WANDEL

Inclusive English language teaching – the current situation in the state of Bremen

English for all – is the common claim in the field of inclusive English teaching. However, an extensive empirical and conceptional outline of ELT that particularly focuses on learners with special needs is still pending. In Bremen, an inclusive education system has been consistently implemented for over ten years; therefore, teachers have gained comprehensive experience teaching English in inclusive classrooms. This presentation focuses on the approaches and concepts used by these teachers to implement inclusive ELT teaching in everyday classroom settings.

LEA SCHRÖDER & JULIA THURNER

Inclusive Education in the Digital Age: OER Self-Learning Modules to Support Teachers with a Focus on English Language Learning

The project “Inklusiv.digital” develops OER modules for students and teachers of different subject didactics for learning and teaching with digital media in inclusive settings. The aim is to support teaching in the context of qualifying teachers for inclusion and heterogeneity.

In addition to a global presentation of the entire project, the module “English language learning” will be explained in more detail, including didactic action areas for teaching English as a foreign language.

Workshop

Getting to know the V:inD:O:W-Modules

This Workshop-Session gives Space to take a Look at all Modules that have been created by the V:inD:O:W-Consortium. Via iPads there can be individual or groupwork sessions with room for discussion and feedback with the module designers.