

Myriam Hummel: “Inclusive Education in Situated Contexts: A Social Constructivist Approach”

Kurzbeschreibung: This publication-based dissertation analyses inclusive education in situated contexts and takes on different perspectives on the complex phenomenon of inclusive education in diverse contexts. Social constructivism serves as epistemological approach to the inquiry and enables exploration of different constructions of diverse actors. This work uses a dilemmatic approach to inclusive education and explores tensions and dilemmas in this field. The research questions of how inclusive education is implemented in specific contexts, how inclusive education is constructed by different stakeholders, and how inclusive education is constructed through research are investigated. This work highlights that both research and practice need to acknowledge the ambiguity, fluidity, and complexity of inclusive education instead of looking for easy solutions on how to do inclusion. At the same time, a discourse is needed about what qualifies as inclusive education – and what cannot be legitimately declared as inclusive practices.

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