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**Summary:** Successful inclusive education needs teachers who are competent in both content matter and individual attention. This is best achieved by building teams of **Teachers for Regular Education (TRE)** and **Teachers for Special Educational Needs (TSEN)**. Perceived competence as a team influences the attitude towards inclusive education, as first results of our intervention-study reveal. Particularly the mean values of the constructs “attitude towards the organisation of inclusive education” and “perception of professional roles” show a significant increase after the interventive seminar.

## 1. Research-Question

Does **collaborative teaching** of teacher students of different disciplines have an **effect on their concepts of and their attitude towards inclusion?**

## 2. Theoretical Background

**Inclusive education means:**

- Teaching children with and without special educational needs in one classroom
- Collaboration of teachers with different areas of expertise

**Successful inclusive education needs:**

- Effective **collaboration**, i.e. appreciation of each other's specific competences<sup>(3)</sup>
- Positive **attitudes** of teachers<sup>(1)</sup>

- **Collaboration** must be trained<sup>(2)</sup>
- **Collaboration** raises appreciation and self-concept<sup>(1)</sup>
- **Collaboration** thus may improve **attitude**
- **Positive attitude is crucial for successful inclusion**<sup>(2)</sup>

## 3. Methodology

Pre-Test

- Seminar on discipline-specific competence and Team-teaching

Post-Test 1

- Practical phase in teams at inclusive schools

Post-Test 2

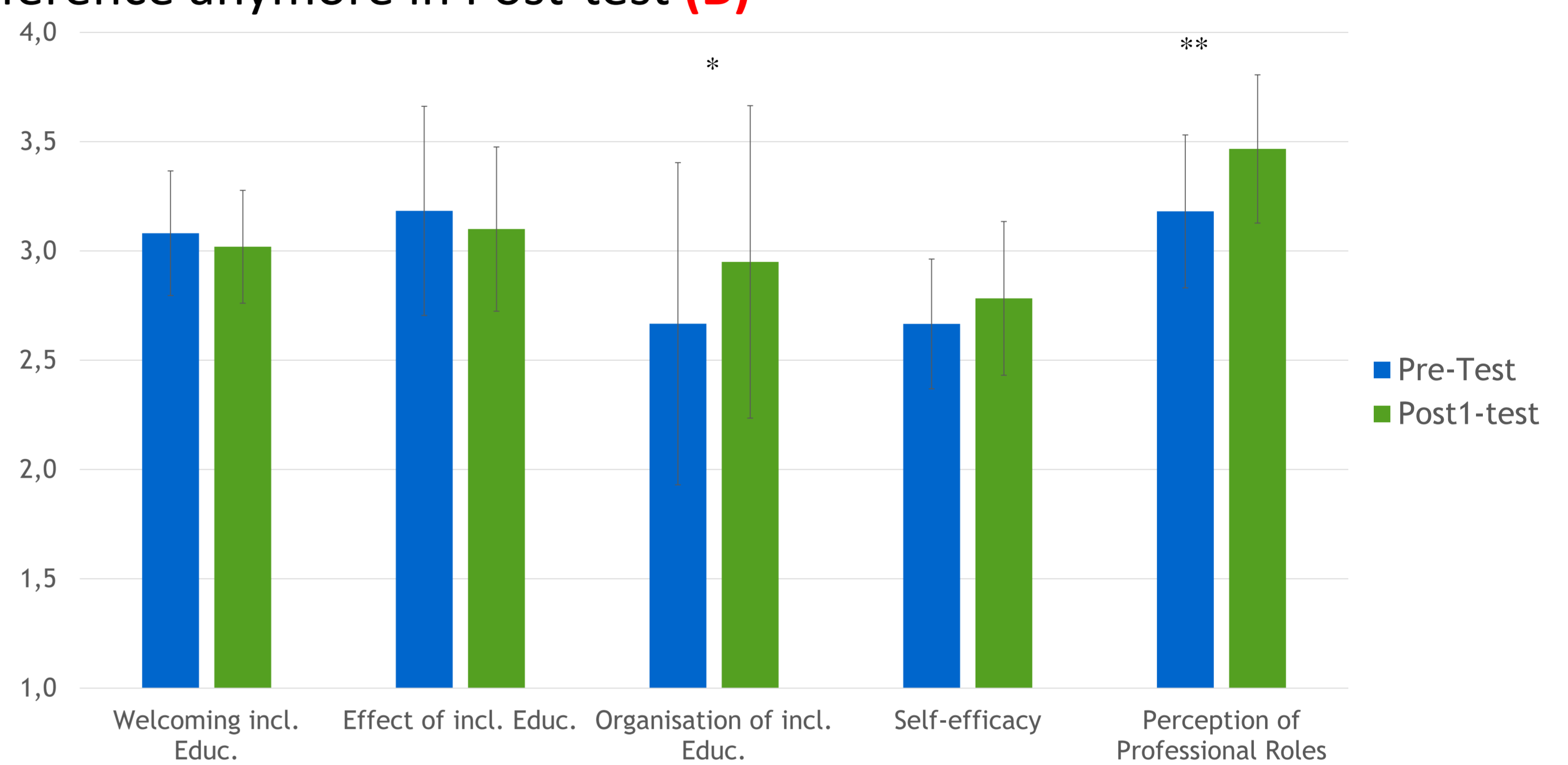
- Reflexion and evaluation

**Evaluation** is done with the help of

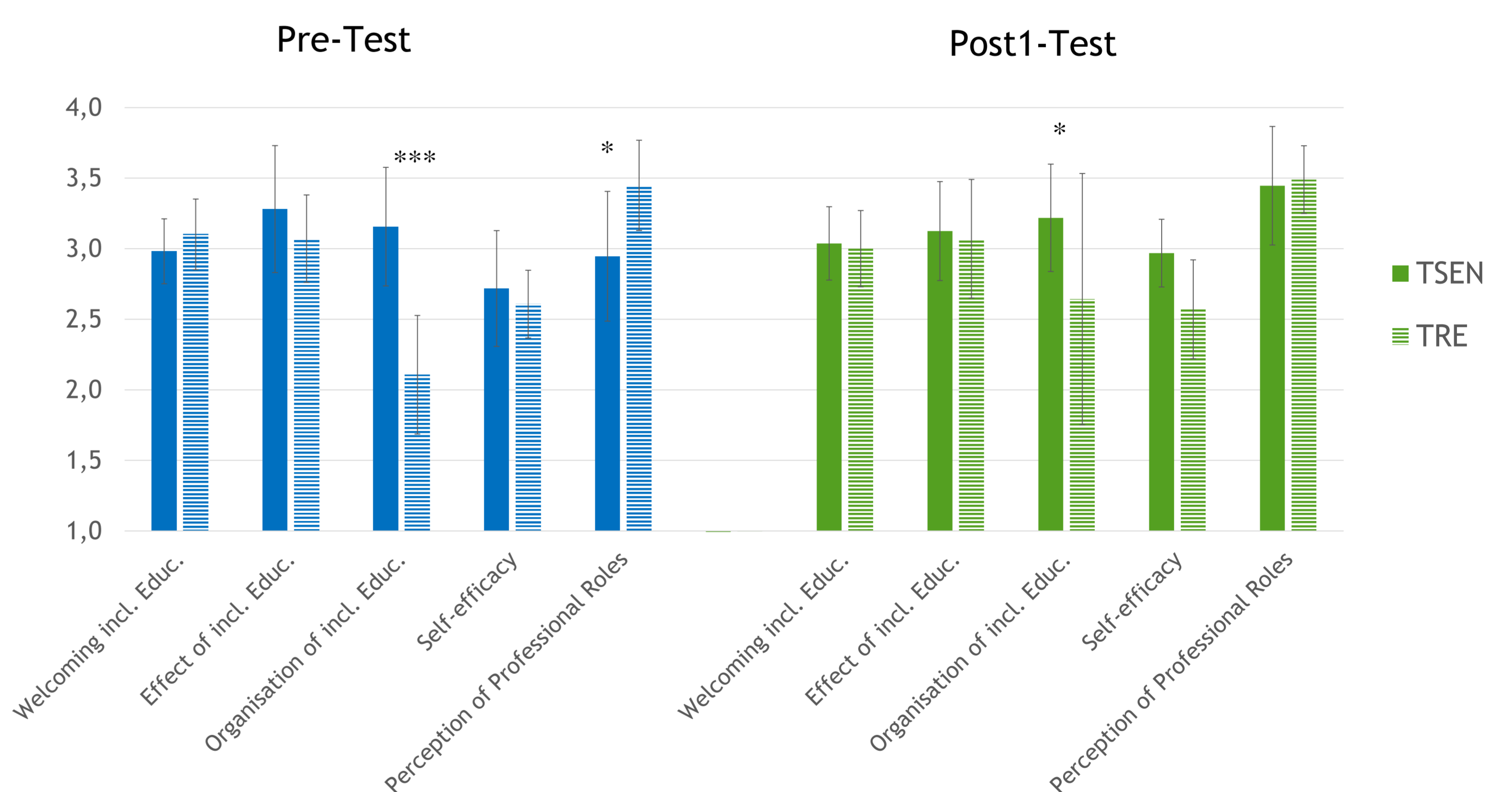
- **Questionnaires** to capture attitude and perceived self-efficacy as teacher
- **Concept-Maps** to visualize concepts of inclusive education
- **Diaries** to document the practical phase at schools

## 4. Results

- Attitude towards the organization of inclusive education and professional role as teacher **raises significantly after seminar** (from Pre- to Post-Test) **(A)**
- Special education teachers have a **significantly higher attitude** towards their ability to organize inclusive lessons, while regular teachers have a higher perception of their professional role in Pre-Test; **no significant difference anymore in Post-test** **(B)**



**(A)** Pre- and post-test results: attitudes towards inclusion and perceived self-efficacy as teachers (N=15; constructs standardized)



**(B)** Comparison: teachers of regular education vs. teachers of education for children with special needs (N=15; constructs standardized)

## 5. Discussion

The results demonstrate a change in attitude after the first part of the intervention. Obviously, the insight into each other's areas of expertise and the active participation in team-building-processes already show an effect on attitude.

The effect of the cooperation in practice remains to be seen.

## 6. Literature

- (1) Avramidis, E., Bayliss, P., Burden, R. (2000): A survey into mainstream teacher's attitudes towards the inclusion of children with special educational needs in the ordinary school in one local education authority. In: Educational Psychology, 20, H. 2 (2000), 191–211.
- (2) Murawski, W. W. (2009): Collaborative Teaching in Secondary Schools – Making the Co-Teaching Marriage Work! Thousand Oaks: Corwin.
- (3) Schwager, M. (2011): Gemeinsames Unterrichten im Gemeinsamen Unterricht. In: Zeitschrift für Heilpädagogik 3, 92-98.