

12. Generation Inclusion at the University – Cooperation on the Shared Object in Study, Teaching, Research and University Development

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The aim of the Working Forum is to bring people with different experiences and roles – self-advocates, students, researchers, teachers and other interested parties – into a shared process of work and reflection. Cooperation on the Shared Object is thereby not only discussed, but understood as a way of working. Perspectives are brought together in order to jointly address questions of an inclusive university, make tensions and power relations visible, and develop impulses for research, teaching, study and university development.

The starting point is formed by experiences from university development, inclusive study programs, research and practice projects, practical examples, as well as life- and learning-historical narratives. Together, the question is pursued of how the university can be shaped as a space of education, experience and possibility, and what institutional, didactic and cultural conditions are necessary for people with different learning and support needs to study, teach, research and pursue further education together.

The Working Forum understands itself as an instance of Cooperation on the Shared Object: perspectives are not simply placed side by side, but form the starting point for a joint engagement with questions of an inclusive university.

At the center are different perspectives and areas of tension that are productively addressed in the sense of Cooperation on the Shared Object (Feuser, 1995, 2013). Feuser describes this as 'learning-action fields in the sense of inclusive social spaces, in which people of different biographies, starting points for learning and developmental levels engage cooperatively, with a division of labor and differentiated goals, with the various experiential and cognitive dimensions of a reality to be worked on' (Feuser, 2013, p. 282).

The Working Forum combines three interlinked perspectives:

1. Shaping an inclusive university together

At the center are questions of inclusive university development.

- What structures, processes and multiprofessional forms of support does a university need for inclusive study to become viable for students, teachers, family members and institutions?
- To what extent do approaches such as Universal Design for Learning or developmental-logic didactics create access – and where do their limits become apparent?
- What competence, education and professional profiles can arise through access to higher education and lifelong learning, and what institutional barriers continue to limit these possibilities?

2. Educational biographies, perspectives and forms of knowledge

Subjective perspectives and educational biographies open up reflections on the inclusive university.

- What does 'Generation Inclusion' mean from the perspective of people with cognitive impairments – including in the tension between ascriptions, participation and being together?
- How is knowledge ascribed – for example in the figure of the 'expert by experience' – and what ambivalences arise from this, including in the tension between different thought collectives (Fleck, 1980)?
- What experiences do people with different learning and support needs have in their studies and in lifelong learning, and what spaces of possibility and challenges of an inclusive university become visible in this?

3. Cooperation on the Shared Object

Cooperation itself becomes the object of joint reflection.

- What becomes, at an inclusive university, the Shared Object through co-construction? How does this arise through cooperation, and whose knowledge and experience are included or excluded?
- What consequences follow from this for participatory research? Is it less a matter of more or less existing participation, and more a matter of a being-together of different people who cooperate in researching a Shared Object?