

9. New Qualities of Inclusive Learning and Teaching: The Models of Understanding-Oriented Learning-Teaching Environments (VLL) and the Related Understanding Workshops (VWS)

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The model of understanding-oriented learning-teaching environments, VLL (Henning/Rihm 2024, Rihm/Henning 2026), raises questions about the design of learning-teaching environments in inclusive instruction. From a subject-scientific perspective, learning is a process that must proceed from the interests of the learners and that, in order to be sustained, requires professional, teaching-related support. Learning and teaching thus form a relationship of effect that presupposes that teachers interlink the expertise of learners, and learners the expertise of teachers, dialogically with one another – or are able to do so.

The VLL model consists of three components. Its basic idea is the mutual interlinking of the axes of learning and teaching with the poles of individual and cooperative learning, and of instructed and open teaching. The levels of appropriation – basal-perceptive, action-based-concrete, pictorial-illustrative and abstract-conceptual – derived from Bruner's EIS scheme (enactive-iconic-symbolic) and Leontiev's dominant activities, result in a total of 16 different types of learning tasks. The third component situates inclusive learning and teaching through questions of learning time and place, feedback culture, and the question of support. This bottom-up model is connected across two levels: it functions structurally as a didactic model within the framework of lesson preparation, implementation and reflection, and at the same time the experiences and insights gained in this process form the basis for a model of reflective professionalization in phases 2 and 3 of teacher education – the model of Understanding Workshops (VWS).

Through their approach of making the complex relationships of inclusive teaching visible in a didactic and reflective way, the two models, in our view, mark a third path for shaping educational processes actively and dialogically. The model complements control-logic approaches with the mode of mutual understanding: teachers and learners are called upon to exchange views on learning content, learning processes and learning products. Within VLL and VWS, mutual understanding is thus not a communicative add-on, but constitutive for inclusive learning processes.

As initiators, we propose the position described above as a subject for discussion in a Working Forum. We will open with a subject-specific input introducing the didactic model and its reflective counterpart, structure the working process together with the moderation, and remain available throughout the conference for substantive work on the topic of inclusive didactics and reflective professionalization. Possible questions for a discussion of contrasting positions would be:

- What constitutes new qualities of inclusive teaching that cannot be achieved through control/steering alone?
- What changed objectives does this trigger?
- What forms of qualitative differentiation become necessary as a result?
- Are there connecting or linking models that likewise do not seek to bring about new qualities in a merely cumulative way?

We invite all interested parties, particularly colleagues from all subject didactics working at the intersection of inclusive didactics.

Confirmed as discussants:

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Dr. Lea Schäfer, PH Schwäbisch Gmünd

Prof. Dr. Damaris Knapp, PH Schwäbisch Gmünd

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Prof. Dr. Ada Sasse, HU Berlin

Prof. Dr. Monika Miller, PH Ludwigsburg

Sources:

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