

Vortragsankündigung

Psychologischen Forschungskolloquium
Graduate School der Pädagogischen Hochschule Weingarten

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Meaningful access and participation for students with SLD: An inclusive pedagogical stance required

Donnerstag, 28. November 2024, 14:15 – 15:45

<https://ph-weingarten-de.zoom-x.de/j/63746214358?pwd=0hkZ0G7Alh1aUcX0lgMx18EltlvVA.1>

(Meeting-ID: 637 4621 4358; Kenncode: 123456)

Abstract:

Research on inclusive education has contributed greatly to advance the implementation thereof in basic education systems globally. This has led to an increase in students with learning disabilities entering higher education institutions (HEI). There is an emerging body of knowledge on the experiences of students with learning disabilities at university.

This research focused on the experiences of students with Specific Learning Disabilities (SLDs) at a South African university. A qualitative case study, guided by Vygotsky's social cultural theory (SCT) was employed. Data was collected through an online background survey and semi-structured interviews. Thematic qualitative content analysis was used to analyse collected data systematically.

The major findings suggest that although universities have policies and structures of support for students with SLD, there are several factors that impede on equal meaningful education for students with SLD. The hidden nature of SLD contributes significantly to exacerbate exclusion from full access and participation in teaching and learning. In conclusion, authentic inclusion of students with SLDs requires improved awareness of institutional support structures as well as an inclusive pedagogical stance from lecturers.

**Herzlich eingeladen sind sämtliche Kolleginnen und Kollegen sowie Studierende
der HS Ravensburg-Weingarten sowie der PH Weingarten und weitere Interessierte**