

# Challenging the Norm: Teachers' Perceptions of Digital Communication Tools and Their Impact on Inclusion and Stigma in Education

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Innovative technologies are increasingly used to enhance inclusive education by supporting individualized educational planning for students with all type of disabilities. These tools aim to strengthen participation, improve educational outcomes, and promote equity through evidence-based practices. However, their success depends not only on technological usability but also on how they are received and interpreted by educators.

This presentation explores teachers' perceptions of a digital communication tool designed to assist in individualized educational planning within inclusive settings. The study is based on 53 guided interviews with special education and mainstream teachers across different school types. The data were analyzed using qualitative content analysis combined with typifying procedures to identify patterns of perception and potential resistance.

The research addresses two key challenges: first, the communication of evidence-based information in a way that is both accessible and manageable for practitioners; second, the risk of stigmatization when sensitive information about students' needs is shared through digital tools. The study aims to better understand how teachers can be supported to navigate these tensions, and what conditions are necessary that teachers perceive technological innovation as meaningful rather than disruptive.

**Hauptautor:** GRENGEL, Michelle (TU Dortmund)

**Co-Autoren:** RÖHM, Alexander (TU Dortmund University); Prof. ROOS, Stefanie (Universität Siegen); Prof. HASTALL, Matthias R. (TU Dortmund)

**Vortragende(r):** GRENGEL, Michelle (TU Dortmund)

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