

Study program: MAS Subject Teaching			
Type and level of studies: Master			
Course unit: Inclusive Education Psychology			
Teacher in charge: Milica Stojković, Dragana Bjekić			
Language of instruction: English			
ECTS: 5			
Prerequisites: Psychology			
Semester: Summer			
Course unit objective – Introduction to the areas of psychology and related disciplines dealing with individual differences among students, as well as the theory and practice of inclusive education; training teachers to recognize the specificity of students from educational groups at risk and to create a stimulating learning environment for them.			
Learning outcomes of Course unit – Students are able to: describe the individual differences of students and groups that necessitate the adjustment of learning environment, i. e. organization of inclusive education; analyze practical application of inclusive education, from the perspective of developmental psychology theories and social theories, as well as social and legal frameworks; develop a reflective and critical approach to inclusion; know their role in an interdisciplinary school team and develop an individual educational plan with the help of this team.			
Course unit contents			
Content: Psychology of inclusive education and related disciplines. Definition and differentiation of the basic concepts: individual differences, social context of behavior, educational groups at risk, students with disabilities, persons with disabilities, socially deprived groups, children / pupils with disabilities, pupils with specific learning disabilities (dyslexia, dysgraphia, dyscalculia, etc.). From special education towards inclusive education. Working with gifted children as a specific educational group. Inclusion of a movement and a process of education. Epistemology of inclusion.			
Theories of development, learning and teaching and inclusive education. The dimensions of inclusive education. Psychology of inclusion and social transformation. Promotion of inclusive education and learning. Cooperative learning and inclusion. An inclusive school and inclusive teaching. Dynamic assessment in inclusive schools. Individual Education Plan. Pupils, teachers and parents in the inclusive school. Interdisciplinary work in inclusive school. Professional development and inclusive education.			
Practice: Identifying students with special characteristics and different needs in the educational environment. Development of individual educational plan. Formation of interdisciplinary teams. Professional orientation in inclusive educational school context.			
Literature			
1. Hick, P., Kershner, R. & Farrell, P. T. (2009). <i>Psychology for Inclusive Education: New directions in theory and practice</i> . Routledge.			
2. Booth, T. & Ainscow, M. (2010). <i>Handbook for inclusive school development</i> (ed: Đelić, J., Najdanović-Tomić, J., Vuković, D., Gačić-Bradić, D. I Došen, Lj.), Save the Children UK SEE. Program for Serbia, ZVKOV (in Serbian)			
3. Altaras, A. (2006). Giftedness and underachievement. Belgrade: Institute of Psychology. (in Serbian)			
4. Mrše, S. i Jerotijević, M. (2012). <i>Guidelines for planning and writing individual education plan</i> . Belgrade: The Ministry of Education, Science and Technological Development of the Republic of Serbia. (in Serbian)			
5. Stojić, T., Radivojević, D., Jerotijević, M., Radovanović-Tošić, Lj., Čirović, D. i Zavišić, V. (eds.) (2007). <i>Guidelines for the Advancement of inclusive educational practices</i> (2007). Belgrade: Fondation for open society (2007).			
Lectures: 2	Practice:2	Other forms of classes: <i>mentoring and monitoring – 1</i>	Independent work:
Other classes			
Teaching methods: interactive instruction (lectures, discussion, method of practical activities, workshops, role playing); blended learning, support with e-course. Activated forms of learning: verbal meaningful receptive learning, discovery learning, cooperative learning, and practical learning.			
Examination methods (maximum 100 points)			
Exam prerequisites	No. of points:	Final exam	No. of points:
Entrance test	10	oral examination	30
Student's activity during lectures	10	written examination	30
Individual educational plan	30		
Other			
Grading system			
Grade	No. of points	Description	
10	91-100	Excellent	

9	81-90	Exceptionally good
8	71-80	Very good
7	61-70	Good
6	51-60	Passing
5	Less than 51	Failing