

(Table 5.2) Course unit description

Study program: Teacher
Type and level of studies: Bachelor Studies
Course unit: Fundamentals of inclusive education
Teacher in charge: Jasna Maksimović, PhD, Assistant Professor
Language of instruction: English
ECTS: 3
Prerequisites: It is assumed that students have mastered basic knowledge in pedagogical, psychological and sociological courses
Semester (Summer Semester)
Course unit objective The objective of the course is to introduce students to the concept of inclusive education and special pedagogy as a science discipline dealing with the problem of education of children with disabilities; introduction with the specifics and laws of psycho-physical development in conditions of developmental disturbance, as well as the contents and models of education of these students; introduction with different forms of disturbances and models of support in inclusive education in with regard to primary damage and secondary consequences of damage.
Learning outcomes of Course unit Students have knowledge that will enable them to understand and analyze pedagogical phenomena in the context of the development of contemporary education of children with disabilities. The course develops competencies that include: understanding socio-cultural factors that create individual differences; specialist knowledge of disability and specific needs of children; knowledge and skills related to learning aimed at reducing barriers in learning and participation.
Course unit contents Theoretical classes The legal and pedagogical psychological framework for inclusive education; subject and tasks of special pedagogy; conceptual and terminological definitions of handicap, disability, damage; reviewing the society attitude towards people with disabilities; different approaches in education and rehabilitation of disabled persons; introduction to scientific disciplines: speech and language pathology, surdology, oligophrenology, tefology, somatopedia and sociopedia. Introduction to the system of institutions for rehabilitation of children with disabilities (rehabilitation as a process, system and the goal of training and rehabilitation in relation to the process of education). Basic concepts of inclusion and creation of inclusive practice. Organization of educational work in an inclusive class / group. The role and importance of educators/teachers in the implementation of the process of involving children with disabilities into a regular education system. Practical classes Conceptually and terminological definition of the term - disturbance in development - special needs. Learning and mastering practical knowledge and skills in working with children with disabilities. Differences in the social and medical model - access to special needs and education for children with disabilities. Conducting research, analyzing cases from literature and practice, writing seminar work, workshops and group discussions on various topics in the field of special pedagogy, visits to schools and institutions.
References Avramidis, E., Norwich, B. (2002). Teachers' attitudes towards integration/inclusion: a review of the

literature. *European Journal of Special Needs Education*, 17(2), 129–147.

Ainscow, M., Booth, T., Dyson, A. (2006). *Improving schools, developing inclusion*. London: Routledge, Taylor & Francis Group.

Garcuilo, M., Metcalf, D. (2013). *Teaching in Today's Inclusive Classrooms: A Universal Design for Learning Approach*. Wadsworth: Cengage Learning.

Meijer, C. (2001). *Inclusive Education and Effective Classroom Practices*. European Agency for Development in Special Needs Education.

Mittler, P. (2000). *Working towards inclusive education – Social context*. London: David Fulton Publisher.

Radó, P., Lazetić, P. (2010). *Rapid assessment of the implementation of inclusive education in Serbia*. UNICEF.

Stubbs, S. (1998). What is Inclusive Education? Concept Sheet, Enabling Network (EENET). Available at: from www.eenet.org.uk/theory_practice/whatisit.shtml.

Number of active teaching hours

Lectures: 2	Practice: 1	Other forms of classes:	Independent work	Other classes
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Teaching methods

Interactive classes and practical application of knowledge acquired; verbal-textual and analytical; popular lectures, discussion, method of practical activities, workshops, role playing, e-teaching, presentations and mentoring.

Examination methods (maximum 100 points)

Exam prerequisites	No. of points:	Final exam	No. of points:
Student's activity during lectures	10	oral examination	15
practical classes/tests	20	written examination	15
seminars/homework	40	
Project			
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