

Study program: PSYCHOLOGY			
Level of studies: Master studies			
Course: Inclusive education (MP106)			
Teachers: Jelena Starčević; Bojana Dimitrijević			
Type of subject: elective			
ECTS: 6			
Prerequisites: /			
Course objectives			
<p>a) gaining deeper understanding of the principles and strategies of inclusive education</p> <p>b) improving the competencies for cooperation with parents, teachers and other stakeholders in education in order to promote and support inclusive education</p> <p>c) improving the competencies for reinforcing development, learning and social interaction of children with the need for additional support in education</p> <p>d) learning how to plan and support teaching and learning program that is in accordance with children's educational needs and to know how to evaluate it.</p>			
Learning outcomes			
The student will be able to: explain the model of inclusive education and implement its principles and strategies in a concrete situation; organize teamwork for the purpose of providing support for children with the need for additional support in education; provide support for teachers to plan, deliver and evaluate teaching and learning programs from the perspective of children's needs; plan, implement and critically review inclusive education practices with regard to different groups of children; create a pedagogical profile of the child, select priorities for development and learning of a particular pupil; participate in designing and providing support for implementing individual educational plan based on the previously selected priorities and to evaluate conceptualisation and implementation of the individual educational plan			
Course unit contents			
<i>Lectures</i>			
Review of the prior knowledge of students related to: a) segregated, integrated and inclusive education; b) arguments for inclusive education; c) the basic principles of inclusive education and the implementation of these principles in practice.			
Accessibility of education. Universal design. The accessibility continuum. The competencies of employees in inclusive education. The role of parents in education. Creating a positive classroom/group climate. Pedagogical profiles of children/students. Differentiation and individualization as mechanisms of inclusive education. Assistive technology. Individual educational plan.			
<i>Practice</i>			
Planning and evaluating pedagogical profile. Planning and evaluating personalized program of learning.			
References			
<ol style="list-style-type: none"> Booth, T., Ainscow, M. (2002). <i>Index for inclusion: Developing learning and participation in schools</i>. The Centre for Studies on Inclusive Education. Brussino, O. (2020). <i>Mapping policy approaches and practices for the inclusion of students with special education needs</i>. OECD. Jensen, E. (2009). <i>Teaching with poverty in mind: What being poor does to kids' brains and what schools can do about it</i>. ASCD. Jordan, A., Schwartz, E., McGhie-Richmond, D. (2009). Preparing Teachers for Inclusive Classrooms. <i>Teaching and Teacher Education</i>, 25, 535–542. Mitchell, D. (2008). <i>What really works in special and inclusive education: Using evidence-based teaching strategies</i>. London: Routledge. Mitchell, D. (2015). Inclusive education is a multi-faceted concept. <i>CEPS</i>, 5(1), 9–28. Ruijs, N.M., Van der Veen, I., Peetsma, T.T.D. (2010). Inclusive education and students without special educational needs. <i>Educational Research</i>, 52(4), 351–390. Topping, B. (2014). <i>Access to School and the Learning Environment I – Physical, Information and Communication</i>. Webinar Booklet. UNICEF. 			
Number of active teaching hours			
Lectures: 2	Practice: 2	Other forms of classes: 0	Other classes: 0

Teaching methods

Interactive lectures; literature analysis and discussion; writing an article review.

Examination methods (maximum 100 points)

Exam prerequisites	No. of points:	Final exam	No. of points:
Activity at lectures	10	Written exam	40
Colloquium	30		
Assignments	20		