

Faculty of Philosophy / INCLUSIVE EDUCATION / Pedagogically-psychological Principles of Incl.Edu

<b>Course:</b>	Pedagogically-psychological Principles of Incl.Edu			
<b>Course ID</b>	<b>Course status</b>	<b>Semester</b>	<b>ECTS credits</b>	<b>Lessons</b> (Lessons+Exercises+Laboratory)
12629	Mandatory	1	6	2+2+0
<b>Programs</b>	INCLUSIVE EDUCATION			
<b>Prerequisites</b>	There are no conditions for applying and hearing the case			
<b>Aims</b>	Students get to know the complex area of social integration from the origin of this idea in Europe in the second half of the 20th century to the transition of integration into a new quality - inclusion as a modern and universal vision and understanding of diversity, - They get to know modern concepts of education, which are in the function of improving social inclusion. -Critically assess the participation of inclusive education in creating and overcoming social inequalities; recognize the advantages of an open education system.			
<b>Learning outcomes</b>	The student will be able to: Knows the fundamental pedagogical and psychological starting points of inclusive education • Distinguishes and explains the concepts of integration, inclusion, medical and social model; • Develops the concepts of fairness and social inclusion in education; • Compares examples of good practice of inclusive education in Europe and evaluates the effectiveness of the inclusive model in Montenegro; knows the modalities of functional integration of children/persons with PP in the narrower and wider social context			
<b>Lecturer / Teaching assistant</b>	Tatjana Novović Jelena Vukotić			
<b>Methodology</b>	Lectures, workshops and debates. Preparation of one essay on a given topic from one of the content areas of the course. Studying for tests and final exams. Consultations.			
<b>Plan and program of work</b>				
Preparing week	Preparation and registration of the semester			
I week lectures	Conceptual framework of inclusive upbringing and education			
I week exercises	Experiences in the educational environment - diversity (discussion)			
II week lectures	Theoretical concepts: assumptions of inclusion: tolerance, non-discriminatory environment...			
II week exercises	Terminological concepts, meaning, interpretation, discussion, conclusions			
III week lectures	Pedagogical foundations of inclusion (concept of behavior, positive communication, cooperation, self-determination)			
III week exercises	Essay presentation, discussion			
IV week lectures	Equity and social inclusion in education			
IV week exercises	work in groups: dimensions of social inclusion in school			
V week lectures	Integration in the process of transition to a new quality - inclusion			
V week exercises	inclusion: advantages and disadvantages debate			
VI week lectures	first colloquium			
VI week exercises	discussion about colloquium results, dilemmas, proposals			
VII week lectures	Good practices of inclusive education in Europe			
VII week exercises	presentation of different models of inclusion, discussion			
VIII week lectures	Development of a child with special needs - cognitive abilities, personality traits, socio-emotional skills			
VIII week exercises	essay presentation, conversation			
IX week lectures	The concept of individualization in the educational process			
IX week exercises	working in groups: aspects of individualization in an inclusive school			
X week lectures	Regulating the behavior of children/students with POP			
X week exercises	presentation of essays on self-regulation, experiences, suggestions			
XI week lectures	Team approach and the role of different experts in the overall process of inclusive work			
XI week exercises	Teams: roles, obstacles, advantages - experts			

XII week lectures	Dimensions of reflective practice and the process of reflective practice					
XII week exercises	exercises and examples of reflective practice					
XIII week lectures	A case study in inclusive education					
XIII week exercises	case study presentation					
XIV week lectures	practitioner research in inclusive practice					
XIV week exercises	examples of research-discussion					
XV week lectures	second colloquium					
XV week exercises	discussion about the results of the colloquium					
<b>Student workload</b>	Weekly 5 credits x 40/30 = 6 hours and 40 minutes Structure: 2 hours of lectures 1 hour of exercises 3 hours and 40 minutes of independent work, including consultation					
<b>Per week</b>				<b>Per semester</b>		
<b>6 credits x 40/30=8 hours and 0 minuts</b> 2 sat(a) theoretical classes 0 sat(a) practical classes 2 excercises <b>4 hour(s) i 0 minuts</b> of independent work, including consultations				Classes and final exam: <b>8 hour(s) i 0 minuts x 16 =128 hour(s) i 0 minuts</b> Necessary preparation before the beginning of the semester (administration, registration, certification): <b>8 hour(s) i 0 minuts x 2 =16 hour(s) i 0 minuts</b> Total workload for the subject: <b>6 x 30=180 hour(s)</b> Additional work for exam preparation in the preparing exam period, including taking the remedial exam from 0 to 30 hours (remaining time from the first two items to the total load for the item) <b>36 hour(s) i 0 minuts</b> Workload structure: <b>128 hour(s) i 0 minuts (courses), 16 hour(s) i 0 minuts (preparation), 36 hour(s) i 0 minuts (additional work)</b>		
<b>Student obligations</b>	Students are required to attend classes, participate in debates and take two tests. Students prepare one essay each and participate in a debate after the presentation of the essay.					
<b>Consultations</b>	Monday and Thursday					
<b>Literature</b>	- Thompson, N. ( 2001): Anti-discriminatory Practice, Palgrave: Houndmills. S. 194 - Heiner, M. (2004): Professionalitaet in der Sozialen Arbeit. Theoretische Konzepte, Modelle und empirische Perspektiven. Kohlhammer:Stuttgart. S. 178. - Delors, J. et al (1998): Učenje blago u nama - izvješće UNESCO-u Međunarodnog povjerenstva za razvoj obrazovanja za 21. stoljeće .- Zagreb: Educa; - Gudjons, H. (1994): Pedagogija - temeljna znanja .- Zagreb: Educa; - Maja Ilić, Bojan Stanojlović: Inkluzivno visoko obrazovanje u jugoistočnoj Evropi, Udruženje studenata s hendikepom, 2010. - Nataša Milojević i Valentina Zavišić (pr.): Inkluzivno obrazovanje=uspešan obrazovni sistem : profesionalne kompetencije za inkluzivno obrazovanje, Inicijativa za inkluziju Veliki-Mali, Beograd, 2011. - Vukovic Danijela: Evropski standardi i reforma sistema obrazovanja i vaspitanja mladih sa smetnjama u razvoju, Republike Srbije - zaključna razmatranja, 2011. - Kroflič,R., 2003: Etika in etos inkluzivne šole/vrtca, Sodobna pedagogika, posebna izdaja. - Opara, B. 2003: Otroci s posebnimi potrebami so del celotnega sistema vzgoje in izobraževanja, Sodobna pedagogika, posebna izdaja - Hrnjica, S. i autori: Škola po meri deteta -Priručnik za rad sa učenicima redovne škole koji imaju teškoće u razvoju, Institut za psihologiju, 2008 - Opara, B. (2007) . Od učljivosti do inkluzivne paradigme, Šolsko polje, 57(3/4).					
<b>Examination methods</b>	- Two tests with 20 points (Total 40 points), - Essay with 11 points, - Final exam with 49 points. A passing grade is obtained if at least 51 points are accumulated cumulatively					
<b>Special remarks</b>						
<b>Comment</b>						
<b>Grade:</b>	F	E	D	C	B	A
<b>Number of points</b>	less than 50 points	greater than or equal to 50 points and less than 60 points	greater than or equal to 60 points and less than 70 points	greater than or equal to 70 points and less than 80 points	greater than or equal to 80 points and less than 90 points	greater than or equal to 90 points