

Faculty of Philosophy / INCLUSIVE EDUCATION /

Course:				
Course ID	Course status	Semester	ECTS credits	Lessons (Lessons+Exercises+Laboratory)
14340	Optional	3	6	2+2+0
Programs	INCLUSIVE EDUCATION			
Prerequisites	There are no prerequisites for enrolling in and attending the course.			
Aims	Introducing students to theoretical and practical content in the field of music education based on inclusive principles, demonstrating appropriate methods for involving all participants in inclusive teaching according to their different abilities and predispositions, understanding inclusive pedagogy with a focus on music education, professional development based on contemporary theoretical and practical knowledge; examining possibilities and strategies for comprehensive implementation of music therapy in teaching practice.			
Learning outcomes	Student: Masters theoretical and practical knowledge for teaching music content based on inclusion principles, Familiar with appropriate working methods for engaging participants according to various musical abilities, Selects and uses diverse music activities, content, methods, and resources purposefully and selectively according to needs, Plans and organizes appropriate environments that enable adequate implementation of inclusion in conducting music activities, Considers internal and external differentiation when teaching, Implements music content that helps students engage in group music-making, Connects music with other subject areas.			
Lecturer / Teaching assistant	Mr. Andrijana Vučetić Obadović			
Methodology	Lectures, workshops, and debates. Preparation of one essay on a given topic from one of the subject content areas. Studying for tests and final exam. Consultations.			
Plan and program of work				
Preparing week	Preparation and registration of the semester			
I week lectures	The influence of music on psychophysical development.			
I week exercises	The influence of music on psychophysical development.			
II week lectures	Rhythm, meter, and melodic line in inclusive education.			
II week exercises	Rhythm, meter, and melodic line in inclusive education.			
III week lectures	Music therapy in physical and socio-emotional development.			
III week exercises	Music therapy in physical and socio-emotional development.			
IV week lectures	The effects of listening to music in inclusive education.			
IV week exercises	The effects of listening to music in inclusive education.			
V week lectures	The effects of participation in group music-making and singing in children with special needs.			
V week exercises	The effects of participation in group music-making and singing in children with special needs.			
VI week lectures	The impact of individual instruments for therapeutic purposes The impact of individual instruments for therapeutic purposes.			
VI week exercises	The impact of individual instruments for therapeutic purposes.			
VII week lectures	Quiz I			
VII week exercises	Quiz I			
VIII week lectures	Improvisation as therapy.			
VIII week exercises	Improvisation as therapy.			
IX week lectures	Practicing rhythmic-melodic patterns in inclusive education.			
IX week exercises	Practicing rhythmic-melodic patterns in inclusive education.			
X week lectures	Music as a means of communication.			
X week exercises	Music as a means of communication.			
XI week lectures	Characteristics of general musical development in children/students.			
XI week exercises	Characteristics of general musical development in children/students.			

XII week lectures	Selection of appropriate music content according to childrens special needs.					
XII week exercises	Selection of appropriate music content according to childrens special needs.					
XIII week lectures	Individualization and differentiation in inclusive education.					
XIII week exercises	Individualization and differentiation in inclusive education.					
XIV week lectures	Quiz II					
XIV week exercises	Quiz II					
XV week lectures	Final exam					
XV week exercises	Final exam					
Student workload	Weekly 5 credits x 40/30 = 6 hours and 40 minutes Structure: 2 hours of lectures 2 hours of exercises 2 hours and 40 minutes of independent work, including consultations					
Per week				Per semester		
6 credits x 40/30=8 hours and 0 minuts 2 sat(a) theoretical classes 0 sat(a) practical classes 2 excercises 4 hour(s) i 0 minuts of independent work, including consultations				Classes and final exam: 8 hour(s) i 0 minuts x 16 =128 hour(s) i 0 minuts Necessary preparation before the beginning of the semester (administration, registration, certification): 8 hour(s) i 0 minuts x 2 =16 hour(s) i 0 minuts Total workload for the subject: 6 x 30=180 hour(s) 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) 36 hour(s) i 0 minuts Workload structure: 128 hour(s) i 0 minuts (courses), 16 hour(s) i 0 minuts (preparation), 36 hour(s) i 0 minuts (additional work)		
Student obligations	Students are required to attend classes, participate in debates, and complete two tests. Students prepare one essay each and participate in a debate following the presentation of the essay.					
Consultations	Consultations as needed, upon students request.					
Literature	Vinka Mustać, Miroslav Vicić: Working with Students with Developmental Disabilities in Elementary School, Školska knjiga, Zagreb, 1996. Daniels, H., Garner, P. (1999). Inclusive education. London: Stylus Publishing Inc. OBrien, T., Guiney, D. (2004). Differentiation in teaching and learning. London: Cromwell Press. Denac, O. (2002). Music in the holistic development of a childs personality. Ljubljana: Zavod RS za šolstvo. Sicherl-Kafol, B. (2001). Holistic Music Education. Ljubljana: Debora.					
Examination methods	Students are evaluated based on: Two tests worth 20 points each (Total of 40 points), Participation in lectures and debates 5 points, Essay worth 6 points, Final exam worth 49 points. A passing grade is achieved if a cumulative total of at least 51 points is obtained.					
Special remarks	/					
Comment	/					
Grade:	F	E	D	C	B	A
Number of points	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