

Course Unit Descriptor

Study Programme: BA in Primary Teacher Education, BA in Preschool Teacher Education			
Course Unit Title: Basics of Inclusive Education			
Course Unit Code: PTE10			
Name of Lecturer(s): Associate Professor Gordana Nikolic; Assistant Marija Cvijetic			
Type and Level of Studies: Bachelor Academic Degree			
Course Status (compulsory/elective): Compulsory			
Semester (winter/summer): Summer			
Language of instruction: English			
Mode of course unit delivery (face-to-face/distance learning): Face-to-face			
Number of ECTS Allocated: 4			
Prerequisites: None			
Course Aims: To enable students to understand the needs of children of atypical development from the period of early development to starting school; Understanding of strategic trends in the development of integration and inclusion in preschool institutions			
Learning Outcomes: Understanding and acquired knowledge related to the policy of upbringing and education focused on children's rights and inclusive approach; Developed positive attitudes towards children whose educational needs are specific; Acquired basic knowledge on the preparation of the child's pedagogical profile.			
Syllabus: Theory: Theoretical framework and practical experiences of the process of integration and inclusion in preschool and school institutions. Historical context, understanding of terminology and definition. Theoretical presentation and practical experiences in developing the least restrictive environment in institutions. Practice: Introduction to different models in the development of social inclusion in preschool institutions using SWOT analysis. Introduction to the form for individual support plan and individual educational plan and ways to fill it out. Case study analysis, preparation of pedagogical profile and maps for children with special educational needs.			
Required Reading: 1. Underwood, K., Valeo, A., & Wood, R. (2012). Understanding inclusive early childhood education: A capability approach. <i>Contemporary Issues in Early Childhood</i> , 13(4), 290-299. 2. Ainscow, M., & Miles, S. (2009). Developing inclusive education systems: How can we move policies forward. <i>La educación inclusiva: de la exclusión a la plena participación de todo el alumnado</i> , 167-170. 3. Ainscow, M., Dyson, A., & Weiner, S. (2013). <i>From Exclusion to Inclusion: Ways of Responding in Schools to Students with Special Educational Needs</i> . CfBT Education Trust.			
Weekly Contact Hours: 4		Lectures: 2	
		Practical work: 2	
Teaching Methods: Verbal, Textual, Audio-visual teaching methods; interactive teaching-discussions, Problem solving			
Knowledge Assessment (maximum of 100 points):			
Pre-exam obligations	points	Final exam	points
Seminar paper	30	written exam	/
Test	20	oral exam	50
		
The methods of knowledge assessment may differ; the table presents only some of the options: written exam, oral exam, project presentation, seminars, etc.			