



<b>Course unit Descriptor</b>	<b>Faculty of Education</b>	 <b>UNIVERZITET U NOVOM SADU</b> <b>UNIVERSITY OF NOVI SAD</b>
		
<b>GENERAL INFORMATION</b>		
Study program in which the course unit is offered	<b>Primary Teacher Education</b>	
Course unit title	Didactic material and assistive technologies in an inclusive class	
Course unit code	PTE12	
Type of course unit <sup>1</sup>	Optional	
Level of course unit <sup>2</sup>	Bachelor	
Semester when the course unit is offered	Winter	
Year of study (if applicable)	IV	
Number of ECTS allocated	6	
Name of lecturer/lecturers	Assistant Professor Marija Cvijetić Vukčević	
Mode of course unit delivery <sup>3</sup>	Face-to-face	
Course unit pre-requisites (if any)	/	
<b>PURPOSE AND OVERVIEW (max 5-10 sentences)</b>		
<i>Students will learn to apply didactic material and basic assistive technologies in working with students with disabilities and developmental difficulties.</i>		
<b>LEARNING OUTCOMES (knowledge and skills)</b>		
<ul style="list-style-type: none"> <li>• Acquired knowledge about the concept and types of assistive technology.</li> <li>• Ability to use assistive technology tools in working with students with developmental disabilities.</li> <li>• Mastery of the principles of adapting didactic material according to the different educational needs of students.</li> <li>• Improved skills of quality inclusion of all students in inclusive class.</li> </ul>		

<sup>1</sup> Compulsory, optional

<sup>2</sup> First, second or third cycle (Bachelor, Master's, Doctoral)

<sup>3</sup> Face-to-face, distance learning, etc.

## SYLLABUS (outline and summary of topics)

### Theory:

The concept of assistive technology and the importance of using assistive technology for people with disabilities. Historical development of assistive technology. Assistive technologies in the context of education. Types of assistive technologies in relation to the type of disability (assistive technologies for students with visual impairment, hearing impairment, motor disorders, etc.). Classification of assistive technologies in relation to the type of activity or task (assistive technologies for stability, movement, communication, learning, etc.). Low-tech and high-tech assistive devices. Adaptation of didactic material to students' abilities and needs. Didactic material for students with developmental disabilities. Application of educational software in an inclusive class. Individualization in the context of the application of didactic material and auxiliary technological means.

### Practice:

Preparation and presentation of a seminar, presenting educational software suitable for use in an inclusive class, comparison of selected assistive technology, analysis of case studies with an emphasis on the application of assistive technology and adapted didactic materials, video presentations of the use of various assistive technologies in school.

## LEARNING AND TEACHING (planned learning activities and teaching methods)

Plenary presentations, group work, interactive teaching-discussions, problem situations, conclusions and explanations; individual work tasks.

## REQUIRED READING

Edwards, A., Besio, S., & Tokareva, N. (2006). ICTS in education for people with special needs. Specialized Training Course, UNESCO Institute for Information Technologies in Education.  
Ahmad, F. K. (2015). Use of assistive technology in inclusive education: making room for diverse learning needs. *Transcience*, 6(2), 62-77.  
Alnahdi, G. (2014). Assistive technology in special education and the universal design for learning. *Turkish Online Journal of Educational Technology-TOJET*, 13(2), 18-23.

## ASSESSMENT METHODS AND CRITERIA

### Pre-exam obligations:

Seminar - 30 points  
Test - 20 points

### Final exam:

Oral exam – 50 points

## LANGUAGE OF INSTRUCTION

English