



Course unit Descriptor	Faculty of Education	 UNIVERZITET U NOVOM SADU UNIVERSITY OF NOVI SAD
		
GENERAL INFORMATION		
Study program in which the course unit is offered	Primary Teacher Education	
Course unit title	Inclusive education – theory and practice	
Course unit code	PTE13	
Type of course unit ¹	Compulsory	
Level of course unit ²	Master's	
Semester when the course unit is offered	Winter	
Year of study (if applicable)	I	
Number of ECTS allocated	6	
Name of lecturer/lecturers	Assistant Professor Marija Cvijetić Vukčević	
Mode of course unit delivery ³	Face-to-face	
Course unit pre-requisites (if any)	/	
PURPOSE AND OVERVIEW (max 5-10 sentences)		
<p><i>Students will learn about different models of inclusive education and factors that influence inclusive practice. Students will develop an analytical approach to interpreting inclusive education research.</i></p>		
LEARNING OUTCOMES (knowledge and skills)		
<ul style="list-style-type: none"> • Mastered theoretical concepts related to inclusive education and different models of inclusive education. • Acquired knowledge about experiences from countries that have been developing inclusive education for decades. • Deeper understanding of the factors that contribute to the development and improvement of inclusion in education. 		

¹ Compulsory, optional

² First, second or third cycle (Bachelor, Master's, Doctoral)

³ Face-to-face, distance learning, etc.

- Mastery of the skills of critical analysis and interpretation of research in the field of inclusive education.

SYLLABUS (outline and summary of topics)

Theory:

Acquaintance and analysis of authentic models in the development of an inclusive school and factors that contribute to the development and improvement of inclusive education. The historical context of the development of inclusive education. International experiences in the development of inclusion. Attitudes towards inclusive education and attitude change. Academic and social effects of inclusive education for different actors of education. Adapting the curriculum and teaching in the inclusive class, individualization in teaching children with developmental disabilities. International research on inclusion in education: similarities and differences, basic tendencies and conclusions.

Practice:

Case study analyses. Preparation and presentation of the seminar. Discussion about theoretical issues of inclusive education and practical approaches to inclusive teaching.

LEARNING AND TEACHING (planned learning activities and teaching methods)

Plenary presentations, group work, interactive teaching-discussions, problem situations, individual work tasks.

REQUIRED READING

Mitchell, D. (2014). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Routledge.

Portelli, J. P., & Koneeny, P. (2018). Inclusive education: Beyond popular discourses. *International Journal of Emotional Education*, 10(1), 133-144.

Hehir, T., Grindal, T., Freeman, B., Lamoreau, R., Borquaye, Y., & Burke, S. (2016). *A Summary of the Evidence on Inclusive Education*. Abt Associates.

ASSESSMENT METHODS AND CRITERIA

Pre-exam obligations:

Seminar - 30 points

Test - 20 points

Final exam:

Oral exam – 50 points

LANGUAGE OF INSTRUCTION

English