



UNIVERSITY OF PRIZREN

FACULTY OF EDUCATION

DEPARTMENT OF BOSNIAN LANGUAGE

PRESCHOOL PROGRAM

TEACHING CURRICULUM-PROGRAM – SYLLABUS							
Level of study		BACHELOR		Department	B & P	Academic year	2018/2019
SUBJECT		METODOLOGY OF INCLUSIVE EDUCATION					
Year	III	Subject Status	Obligatory	Code	EDU 140	ECTS credit.	6
Semester	VI						
Teaching weeks		15		Teaching hours		Lectures	Exercises
						2	2
Teaching methodology		Lectures, exercises, consultations, tests, case studies.					
Consultations		One hour after lectures					
Lecturer	Dr.sci. Vedat Bajrami, prof.ass.			e-mail	vedat.bajrami@uni-prizren.com		
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Assistant	/			e-mail	/		
				tel.	/		

Goal of the study and content of the subject	Profits of the student
<p>Basic content of the subject: The given program enables the acquisition of competencies of inclusive education and its implementation from the role of teachers. Methodology of inclusive education as a scientific discipline: subject, scope, content, tasks and methods. Description of general and specific competencies (knowledge and skills) that are developed in this subject.</p>	<p>Understanding the terminology, the basic concepts from the field of inclusive education: inclusion, inclusive education, students with special educational needs, etc., as well as a comprehensive insight into the pedagogical and methodological procedures with children of special needs in inclusive education, positive attitudes towards inclusive education. International and domestic perspectives of inclusive education. Support system in inclusive processes. Index for inclusion and development of an inclusive curriculum. Professional development and skills of teachers for inclusive education. School for everyone. Analysing pedagogical observation and recognizing the needs of students in school for all. Evaluating the children with special needs. Individual educational plan and program. Application of individualization in the lectures and dynamic-functional profile. Working with parents, personal and pedagogical assistants of children with special needs. Functional knowledge of modern processes of educational work with children with special needs.</p>

Methodology for the realization of teaching topics:			
Lectures are of a plenary character. Methods: participation in lectures, preparation of independent tasks and passing the exams. Active learning and critical thinking are expected in the course. Particular attention should be paid to the differentiation of terms from special education and inclusive education, paradigm shift etc.			
Conditions for the realization of the teaching topic:			
Student Evaluation Method (in%) :			
<ul style="list-style-type: none"> • Regularity in lectures 0-5% • Activity 0-5% • Seminary work 0-10% • Test I 0-10 % • Test II 0-10% • Final exam 0- 50% • Participation in exercises 0 - 5% • Group work on tasks and case studies 0- 5% 	Evaluation in %	Final grade	
	91-100	10 (ten)	
	81-90	9 (nine)	
	71-80	8 (eight)	
	61-70	7 (seven)	
	51-60	6 (six)	
	0-50	5 (five)	
	Student Responsibility: Students are required to attend 80% of exercises. However, students do not have the right to be absent from exercises at the time in which they need to present their work. If they do not attend an exercise in that time, they will not be expected to complete the seminar (which entails loss of points, and the inability to enter the final exam).		
Lectures		Exercises	
2		2	
Student duties for the subject			
ACTIVITY	Hours	Days/weeks	Total
Lectures	2	15	30
Exercises	2	15	30
Practical work	1	10	10
Contacts with the lecturers/consultations	1	10	10
Exercises in the field	1	10	10
Colloquiums, seminars	2	10	20
Homework	-	-	-
Independent work	2	15	20
Final preparations for the exam	2	10	20
Past period, success (tests, quiz, final exam, etc.)	1	10	10
Projects, presentations etc.	2	10	20
Note: 1 ECTS credits. = 30 hours. engagement, n. if the subject. has 6 ECTS credits. The student should be engaged during the semester 180 hours.		Total:	180

Week:	Lectures		Exercises		
	Topic	Hours	Topic	Hours	
1.	Topic:	Defining terminology and terminology and people with disabilities through history and today. Medical model and approach to people with disabilities. Positive attitudes towards people with disabilities.	2	Topic: Children with special education needs in the education system.	1
	Literature			Literature:	
2.	Topic:	Defining inclusive education, theoretical and historical aspects of inclusion. Scientific-pedagogical aspects of inclusive education.	2	Topic: Theme Processing 1	1
	Literature			Literature:	
3.	Topic:	Inclusion and inclusive education, international and domestic perspectives. The effects of inclusive education in a regular education system. School for everyone.	2	Topic: Theme Processing 2	1
	Literature			Literature:	
4.	Topic:	Inclusive education in Kosovo. Organization of support system in inclusive processes. Resource centers	2	Topic: Theme Processing 3	1
	Literature			Literature:	
5.	Topic:	Developing an inclusive curriculum.	2	Topic: Theme Processing 4	1
	Literature			Literature:	
6.	Topic:	Inclusion in pre-school institutions and elementary schools	2	Topic: Theme Processing 5	1
	Literature			Literature:	
7.	Topic:	Professional development and competencies of teachers for inclusive education.	2	Topic: Theme Processing 6	1
	Literature			Literature:	

8.	Topic	The role of educators and teachers in inclusive education.	2	Topic:	1
	Literature			Literature:	
9.	Topic:	First (I) colloquium (topics 1 - 7)	2	Topic: Theme Processing 8 i 9	1
	Literature			Literature:	
10.	Topic:	Inclusive school, preparing students at school for all. Index for Induction.	2	Topic: Theme Processing 10	1
	Literature			Literature:	
11.		Second Colloquium (II) - Papers, Reports (PPT and Multimedia Assessments)	2	Topic: Colloquium	1
	Literature			Literature:	
12.	Topic:	Pedagogical observation and recognition of students' needs in a regular school institution. Development and implementation of the Individual Education Plan (IOP).	2	Topic: Theme Processing 11	1
	Literature			Literature:	
13.	Topic:	Diversity in educational and teaching work. Application of individualization in teaching. Evaluation of children with special educational needs, based on dynamically-functional profile, MKF.	2	Topic: Theme Processing 12	1
	Literature			Literature:	
14.	Topic:	Managing Inclusive Departments - Dynamic Functional Profile and Individual Education Plan.	2	Topic: Theme Processing 13	1
	Literature			Literature:	
15.	Topic:	Working with parents, personal and pedagogical assistants of children with special needs.	2	Topic: Theme Processing 14 i 15	1
	Literature			Literature:	

LITERATURE:

Basic Literature :

Script:

1. Bajrami, V. (2009); Specijalno i inkluzivno obrazovanje na Kosovu, Prizren,. Pripremljen materijal za studente UPZ-a, za internu upotrebu.
2. Pašalić-Kreso, A. (2004); Geneza sazrijevanja ideje inkluzije ili inkluzija u funkciji smanjivanja neravnopravnosti u obrazovanju; u zborniku radova: Inkluzija u školstvu Bosne i Hercegovine; Sarajevo: TEPA i Filozofski fakultet u Sarajevu.
3. Zečić, S. i Jeina, Z. (2006); Nastavnik u inkluzivnom okruženju; Fojnica: Fojnica
4. Kostelnik, M, et all.: *Djeca sa posebnim potrebama*, «Educa», Zagreb,
5. Suzić, N.: *Uvod u inkluziju*, Banjaluka, 2008.
6. Bajrami, V. (2015); Inkluzivno obrazovanje u multikulturalnim sredinama u Evropi i na Balkanu. Doktorski rad. Univerzitet „Sv. K&M“, Filozofski fakultet, Skopje.
7. Booth, T. i Ainscow, M. (2008); Indeks inkluzivnosti – Promicanje učenja i sudjelovanja u školama; Zenica: Pedagoški zavod Zenica.

Suggested Literature:

8. Bajrami, V., Globačnik, B. (2012). Ocenjivanje i prepoznavanje na decata so posebni potrebi vo obrazovanieto. V: Petrov, Risto (ur.), Čičevska, Nataša (ur.), Karovska, Aleksandra (ur.). *Megunaroden naučno-stručen sobir Inkluzivno obrazovanje : sastojba i predizvici : zbornik na trudovi, 17-19 maj, Strumica, Makedonija*. Skopje: Sojuz na defektolozi na Republika Makedonija: Filozofski fakultet: Ministerstvo za obrazovanje i nauka, 2012, str. 412-422.
9. Booth, T. (2010): Teacher Education for Inclusion: How can we know it is of high quality? Keynote given at the Teacher Education for Inclusion project conference; Zurich, September 2010. Available on request from the Agency Secretariat secretariat@european-agency.org
10. Globačnik, B., Bajrami, V. (2011). Rana intervencija i razvojni poremećaji: Rana intervencija u djetinjstvu – Analiza stanja u Evropi 2005 - 2010/Early childhood intervention – The situation in Europe 2005-2010. V. In: *Zbornik radova/Book of paper: Symposium Early Intervention and developmental disorder with international participation*. Skopje: Filozofski fakultet, 555-576.
11. Globačnik, B., Bajrami, V. (2011). Savremeni pristupi rada sa djecom sa posebnima potrebama. *Educologia*, 2011, no. 5, str. 266-278.
12. Globačnik, B., Bajrami, V. (2012). Inclusion of sen children in education. *Puna sociale dhe politika sociale*, ISSN 2221-4178, 2012, no. 5, str. 80-86.
13. Globačnik, B., Bajrami, V. (2012). Views on education in multicultural environment. V: *Kumtesat : nga konferenca vjetore e shkencës "Java e shkencës 2012"*. Prishtinë: Ministria e Arsimit, e Shkencës dhe e Teknologjisë, 2012, str. 537-542.
14. Međunarodna klasifikacija funkcioniranja, onesposobljenja i zdravlja (MKF) (2008). SZO u BiH, EducAid.
15. Meijer, C.J.W. (2010). *Special Needs Education in Europe: Inclusive Policies and Practices*. Middelfart: European Agency for Development in Special Needs Education.
16. Stainback, S. & Stainback, W. (2000); *Inclusion: A Guide for Educators*; Baltimore: Paul H. Brookes Publishing Co.

NOTE:

Independent tasks represent a continuous assessment of knowledge, include practical assignments and seminar papers.

Note for students:

- Actively participate in at least 50% of classes
- To create an independent task or seminar work (continuous assessment of knowledge) and hand over them according to deadlines during semester
- Do a written exam.

If a student does not settle any of the above obligations (eg if he has less than 50% of arrivals or if he does not hand over some of the independent tasks to the given deadline), then loses the right to ECTS from the college in that academic year.