

<b>Study program:</b> Special Education and Rehabilitation for Persons with Difficulties in Mental Development			
<b>Type and level of studies:</b> Basic Academic			
<b>Title of the subject:</b> Inclusive Education			
<b>Lecturer:</b> Brojčin B. Branislav; Banković M. Slobodan			
<b>Course status:</b> Obligatory course			
<b>ECTS:</b> 6			
<b>Prerequisites:</b> No conditions			
<b>Aim:</b> The objective of the course is to enable students to work in an inclusive educational environment, especially with children and students with disabilities, who are partially or fully involved in regular classes.			
<b>Outcomes:</b> Students will understand the basic principles of inclusive education. In cooperation with regular teachers and families, they will encourage the social development and acceptance of children and students with disabilities. Additionally, students will be able to adapt resources, teaching and regular curriculum to the needs and abilities of children and students with developmental disabilities. They will also have the knowledge needed to provide support to children, parents and teachers in inclusive educational environment.			
<b>Content</b> <i>Lectures</i> The course encompasses knowledge related to concepts and definitions of inclusion, experiences in application of inclusive education in different countries, assumed advantages, as well as possible restrictions on the inclusion of children and students with disabilities in regular education. Attention is also focused on the attitudes of groups, which largely depend on the acceptance of these children, and hence the success and outcomes of inclusive education. The subject program also includes the study of factors that influence the success of inclusive education, and the need for teamwork and cooperation with the family of children and pupils is emphasized. Special attention is paid to the organization of work, curriculum adjustment and teaching, both from the aspect of behavior and social acceptance, as well as from the aspect of academic progress. <i>Practical exercises</i> At exercises, students adjust their specific programs to the needs of a particular child. Likewise, they plan and adapt individual teaching units for performance in an inclusive environment.			
<b>Literature</b> Brojčin, B. (2013). Inkluzivna edukacija. Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju, Beograd: CIDD, . str. 9 – 223. (ISBN 978-86-6203-042-9)			
<b>Number of active classes per week</b>	<b>Lectures: 3</b>	<b>Practical work: 3</b>	
<b>Teaching methods</b> Lectures, Practical exercises, independent tasks, demonstrations, multimedia, Interactive teaching			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre-exam obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
Active student participation	<b>5</b>	Written exam	/
Practical exercises	<b>25</b>	Oral exam	<b>40</b>
Midterm(s)	<b>30</b>	/	/
Term paper(s)	/	/	/