

Study program: Special Education and Rehabilitation, module of Visual Impairments			
Type and level of studies: Basic Academic			
Title of the subject: Methods of Preschool Working with Blind and Low Vision Children			
Lecturer: Vesna J. Vučinić, Marija M. Anđelković			
Course status: Obligatory			
ECTS: 6			
Prerequisites: There are no prerequisites			
Aim: Acquiring of working methods for realization content and aims of program for preschool working with low vision and blind children.			
Outcomes: Student competences for preschool working with low vision and blind children.			
Content <i>Lectures:</i> Working methods with children with visual impairments – subject, aims, and relations with other science disciplines. Preschool education of blind children, importance, aim, assignments, organization, programs, resources. Methods in preschool working with low vision and blind children. Principle, activities, games, planning and programming. Observation, assessment, (tools) and preparations of blind and low vision children for preschool education. Preparation for school. <i>Practical work:</i> Practical work will be realized in preschool groups where students will apply acquired knowledge.			
Literature 1. Kamenov, E. (1985). <i>Metodika vaspitno-obrazovnog rada sa predškolskom decom</i> . Beograd: Zavod za udžbenike i nastavna sredstva. 2. Vučinić, V. (2003). Perceptivno-motorne aktivnosti dece oštećenog vida predškolskog uzrasta. <i>Beogradska defektološka škola, 1-2</i> , 137-144. 3. Vučinić, V., Eškirović, B. (2001). Tiflodidaktičke specifičnosti organizacije igara sa slepom decom predškolskog uzrasta. <i>Beogradska defektološka škola</i> , 47-54. 4. Vučinić, V., Anđelković, M. (2008) Načela predškolskog vaspitanja i obrazovanja dece sa oštećenjem vida. <i>Beogradska defektološka škola, 2</i> , 75-91. 5. Vučinić V., Pavlović, S. (2007). Putevi unapređenja razvoja dece oštećenog vida predškolskog uzrasta <i>Beogradska defektološka škola, 1</i> , 99-115. 6. Vučinić, V., Eškirović, B., Jablan, B. (2007). Značaj ranog iskustva u orijentaciji i samostalnom kretanju slepe dece, <i>Beogradska defektološka škola, 3</i> , 63-75. 7. Anđelković, M., Vučinić V., Jablan B., Eškirović B. (2012). Stavovi roditelja dece tipičnog razvoja prema inkluzivnom obrazovanju dece sa oštećenjem vida predškolskog uzrasta. <i>Specijalna edukacija i rehabilitacija, 11(4)</i> , 507-520. 8. Ivanović, R., Marković, M., Gajić, Z., Beljanski-Ristić, L., Kovačević, I., Krsmanović, M., ... Šain, M. (2009). <i>Korak po korak 2-vaspitanje dece od tri do sedam godina</i> . Beograd: Kreativni centar.			
Number of active classes per week:	Lecture: 2	Practical work: 2	
Teaching methods: Lectures, practical works, video presentations with discussion			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	/
practical teaching	20	oral exam	50
midterm(s)			
seminars	20		