

Study programme: Special education and rehabilitation
Type and level of studies: Doctoral Academic Studies
Course title: Research in inclusive education
Lecturer: Brojčin B. Branislav
Status of the course: Elective course
ECTS: 12
Prerequisites: No conditions
<p>Objective of the course</p> <p>The objective of this course is to provide students with a detailed insight into theoretical starting points, main research problems, methodological approaches and design of research in the field of inclusive education, as well as their limitations.</p>
<p>Learning outcomes</p> <p>Students will be able to undertake research independently and in teams in the field of inclusive education.</p>
<p>Course contents</p> <p><i>Lectures</i></p> <p>Doubts in the field of inclusive education. Ethical aspects of inclusive education. Culture of disability. Difficulties in researching inclusive education. Testing attitudes towards people with disabilities. Examination of attitudes towards inclusive education. Examination of the effects of the program for improving attitudes towards inclusive education. Examine the effects of the program for improving attitudes to people with disabilities. Use of sociometric techniques for examining the social status of children in inclusive education. Examination of social outcomes of inclusive education. Examination of school inclusiveness. Examination of academic outcomes of inclusive education. Examination of the effects of teaching approaches, methods and forms of work in inclusive education. Examination of the effects of additional educational support and curriculum adjustment. Examining teachers' self-efficacy in terms of inclusive practice. Examine the effectiveness of teacher training programs for work in an inclusive environment.</p> <p><i>Practical exercises</i></p> <p>In accordance with the interests in the field of inclusive education, students will formulate the problems, methodologically design and conduct research.</p>
<p>Required textbooks/reading</p> <p>Brojčin, B. (2007). Uticaj inkluzivnog i ekskluzivnog obrazovanja na socijalno ponašanje dece s mentalnom retardacijom. U Z. Matejić-Đuričić (ur.), <i>Nove tendencije u specijalnoj edukaciji i rehabilitaciji</i> (287–313). Beograd: CIDD. ISBN 978-86-80113-67-8</p> <p>Brojčin, B. (2008). Stavovi dece tipičnog razvoja prema vršnjacima s intelektualnom ometenošću. U Z. Matejić-Đuričić (ur.), <i>U susret inkluziji – dileme u teoriji i praksi</i> (251–266). Beograd: CIDD. ISBN 978-86-80113-71-5</p> <p>Carter, E. W., Hughes, C., Guth, C. B., and Copeland, S. R. (2005). Factors influencing social interaction among high school students with intellectual disabilities and their general education peers. <i>American Journal on Mental Retardation</i>, 110 (5), 366–377.</p> <p>Carter, E. W. & Hughes, C. (2005). Increasing Social Interaction Among Adolescents with Intellectual Disabilities and Their General Education Peers: Effective Interventions. <i>Research & Practice for Persons with Severe Disabilities</i> 30 (4), 179–193.</p> <p>De Boer, A., Pijl, S. J., and Minnaert, A. (2010). Attitudes of parents towards inclusive education: a review of the literature. <i>European Journal of Special Needs Education</i>, 25 (2), 165–181.</p> <p>De Boer, A., Pijl, S. J., and Minnaert, A. (2011). Regular primary school attitudes towards inclusive education: A review of the literature. <i>International Journal of Inclusive Education</i>, 15 (3), 331–353.</p> <p>Farrell, P. (2000): The impact of research on developments in inclusive education, <i>International Journal of Inclusive Education</i> 4(2), 153–162.</p> <p>Frederickson, N. L. & Furnham, A. F. (1998). Use of sociometric techniques to access the social status of mainstreamed children with learning difficulties. <i>Genetic, Social, and General Psychology Monographs</i> 124 (4), 381–433.</p> <p>Gafoor, A., and Asaraf, M. (2009). <i>Inclusive Education: Does the Regular Teacher Education Programme Make Difference in Knowledge and Attitudes?</i> The International Conference on Education, Research and Innovation for Inclusive Societies, March 19–21, Kuppam, Andhra Pradesh, India.</p> <p>Hall, J. P. (2002). Narrowing the breach: Can disability culture and full educational inclusion be reconciled? <i>Journal of Disability Policy Studies</i>, 13 (3), 144–152.</p>

Kavale, K. A., & Mostert, M. P. (2003). River of Ideology, Islands of Evidence. *Exceptionality 11* (4), 191–208.

Lindsay, G. (2007). Annual review: Educational psychology and the effectiveness of inclusive education/mainstreaming. *British Journal of Educational Psychology, 77* (1), 1–24.

Ruijs, N. M., and Peetsma, T. T. D. (2009). Effects of inclusion on students with and without special educational needs reviewed. *Educational Research Review, 4* (2), 67–79.

Sharma, U., Loreman, T., & Forlin, C. (2012). Measuring teacher efficacy to implement inclusive practices. *Journal of Research in Special Educational Needs 12* (1), 12–21.

Thomas, G. (1997). Inclusive schools for an inclusive society. *British Journal of Special Education, 24* (3), 251–263.

Total number of active teaching classes	Lectures: 3 class per week	Practical excercises: 10 class per week
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Teaching methods
lectures, independent tasks, multimedia, interactive teaching

Knowledge score (maximal points = 100)

Pre-exam obligations	Points	Final exam	Points
Active student participation		Written exam	/
Practical excercises	40	Oral exam	40
Midterm(s)	20	/	/
Term paper(s)		/	/