

Study program: Class Teacher Education, Preschool Teacher Education, Boarding School Teacher Education			
Type and level of studies: Bachelor studies, first cycle degree program			
Course unit: Inclusive education			
Teacher in charge: Sunčica Macura, PhD, full professor			
Language of instruction: English			
ECTS credits and course status: 4 ECTS, mandatory			
Prerequisites: /			
Semester: Winter semester (V)			
Course unit objective Developing students' sensitivity to recognise and respond to needs of all pupils in class; understanding pupils' diversity in intellectual, emotional, social, physical, socio/cultural and any other aspect; preparing students for creating necessary conditions that will allow learning and social participation of every pupil in class. Preparing students for challenges and possibilities of teaching in heterogeneous classes, with the aim of developing knowledge, skills and positive attitudes needed for implementation of inclusive practice.			
Learning outcomes of Course unit Understanding the concept and the content of inclusive education; sensitivity for psychological, educational and social needs of pupils; relying on potentials of pupils during teaching; successful communication with pupils; understanding importance of trust building and socio/affective relations with pupils for the process of learning and socialization; creating and maintaining relationship based on trust and cooperation with pupils' parents; building interaction among peers in the group, regulating relationship between pupils and developing solidarity; developing self/esteem of pupils, respecting cultural identity of every pupil.			
Course unit contents <i>Theoretical classes</i> Definitions, major concepts, development of idea and practice of inclusive education (IE). Wide vs. narrow definitions of IE. Differences between medical and social model of special needs. Benefits of IE for all main actors of the process of IE. Arguments for IE. Individual differences. Measures of support and individualization. Pedagogical profile as the basis for creating individual education plan. The example of the profile. Individual educational plan (IEP). The examples of IEP. Child centered approach. Cooperation with pupils' parents. Socio/culturally disadvantaged children. The position of Roma children in education system. Barriers for the access of Roma children to education. Barriers for quality education of Roma children. Principles of teaching/learning of children from deprived contexts. Teachers' positive examples of working with Roma children. <i>Practical classes</i> Educational and methodological implications of theoretical concepts of inclusive education. The importance of interpersonal relationship in the group/class.			
Literature <ul style="list-style-type: none">• <i>World Conference on Special Needs Education: Access and Quality</i> (1994). Final Report, Special Needs Education: An Overview. Salamanca, Spain.• Booth, T., Ainscow, M. (2002): <i>Index for Inclusion: developing learning and participation in schools</i>. Bristol: Centre for Studies on Inclusive Education.• <i>Equal Access for Quality Education of Roma in Serbia</i>. (2007). Open Society Institute. EU Monitoring and Advocacy Program.			
Number of active teaching hours			Other classes: /
Lectures: 30	Practice: 30	Other forms of classes: / Independent work: /	
Teaching methods Interactive work with the basic aim of analyses and discussion of literature; reports on practice in schools; reports on group or individual research assignments.			
Examination methods (maximum 100 points)			
Exam prerequisites	No. of points:	Final exam	No. of points:
Student's activity during lectures	10	oral examination	
practical classes/tests	10	written examination	30
Seminars/homework	50	
Project			
Other			

Grading system		
Grade	Number of points	Description
10	91-100	Excellent
9	81-90	Exceptionally good
8	71-80	Very good
7	61-70	Good
6	51-60	Passing
5	≤50	Failing