

<b>Study program:</b> Special Education and Rehabilitation, module Hearing Disability			
<b>Type and level of studies:</b> Basic Academic			
<b>Title of the subject:</b> Teaching Methods of Work with Deaf and Hard of Hearing Children 3			
<b>Lecturer:</b> Vesna S. Radovanovic			
<b>Course status:</b> Obligatory			
<b>ECTS:</b> 5			
<b>Prerequisites:</b> None			
<b>Aim:</b> The goal is to enable students to plan and prepare for implementing their teaching skills in social studies and science, both in theory and practically.			
<b>Outcomes:</b> Students should be trained for independent preparation and realization of teaching hours with the implementation of modern teaching methods and tools; for performing various forms of extra-curricular work; performance with ecological motives, motives of humanecology, school hygiene, as well as messages regarding environmental protection; respect for human rights, tolerance and emotional literacy; to encourage creativity through the teaching of social studies and science; for the objective and complex evaluation of working withthe deaf and hard-of-hearing children in social studies and science class activities, for evaluation of teaching, team work and permanent education.			
<b>Content</b> <i>Lectures:</i> The course includes contents divided into several thematic areas: contents of social studies and science class; ecology and environmental studies; taxonomic approach in determining the goals and results of teaching; the process and specificities of forming concepts for deaf and hard of hearing children; principles, methods and forms of teaching; teaching aids and facilities; planning in the teaching of social studies and science; extra-curricular work; orientation in time and space; development of health, ecological and humane-ecological routines and culture; the development of creativity through the teaching of social studies and science; complex evaluation of work; application of modern teaching models. <i>Practical work:</i> Preparation and realization of social studies and science classes, field trips (nature, park, institutions, museums, art exhibits, craft shops, etc.),application of various creative techniques for the purpose of preserving the environment.			
<b>Literature</b> 1. Savić, Lj.(1973). <i>Metodika nastave poznavanja prirode u školama za gluvu decu</i> .Beograd: Savez društava defektologa Jugoslavije, (115 str.). 2. Radovanović, V., Karić, J. 2005. Primena egzemplarnog modela rada u nastavi prirode i društva za učenike oštećenog sluha, <i>Inovacije u nastavi</i> , 18 (3), str. 44-50. 3. Radovanović, V., Karić, J. 2010. Efekat savremenih tehnologija na trajnost znanja učenika oštećenog sluha u oblasti prirode i društva, <i>Beogradska defektološka škola</i> , br. 2, str. 273-279, ISSN 0354-8759 4. Jekić, S., Radovanović, V. (2010): Primena igrovnih aktivnosti u nastavi biologije za decu oštećenog sluha, Zbornik rezimea <i>Dani defektologa Srbije</i> , Zlatibor, 15-18. januar, 2010, str. 16. 5. StLeger,L.&Nutbeam,D. (1999): Evidence of effective health promotion in schools.In:Boddy, D. (ed.), <i>The Evidence of Health Promotion Effectiveness: Shaping Public Health in a New Europe</i> .EuropeanUnion, Brussels.			
<b>Number of active classes per week:</b>	<b>Lecture: 2</b>	<b>Practical work: 2</b>	
<b>Teaching methods:</b> Lectures, exercises,interactive teaching			
<b>Evaluation of knowledge (maximum score 100)</b>			
<b>Pre obligations</b>	<b>Score</b>	<b>Final exam</b>	<b>Score</b>
activities during the lectures	10	written exam	
practical teaching	10	oral exam	50
midterm(s)	20	.....	
seminars	10		