

Study program: Special education and rehabilitation sciences
Type and level of studies: Doctoral Academic Studies
Title of the subject: Contemporary tendencies in education of the deaf and hard of hearing
Lecturer: Jasmina M.Kovačević, Marina N. Radić-Šestić
Course status: Elective course
ECTS: 20
Prerequisites: /
Aim: is to get PhD students acquainted with contemporary tendencies in education of the deaf and hard of hearing, according to which learning becomes a lifelong activity via formal, non-formal and informal education.
Outcomes: Students become familiar with all aspects of education of the deaf and hard of hearing. Acquired skills for keeping pace with the development of science and practice in the field.
Contents: <i>Lectures:</i> Development of education of the deaf and hard of hearing; Strategic directions in the development of adult education of the deaf and hard of hearing; Systems for monitoring and evaluation of the quality of education of the deaf and hard of hearing; Quality assurance system for the education of the deaf and hard of hearing; Acquisition of general and professional knowledge and skills for successful work, and further learning; Formal, non-formal and informal learning; Opportunities for lifelong development and revision of knowledge and skills; Provision of necessary prerequisites for obtaining a job and economic independence; Development of skills, talents and potentials; Partnership, accessibility, openness, programme adaptability and diversity of education; Improvement of communication, IT skills and media literacy of the deaf and hard of hearing. <i>Practical Exercises:</i> Research work based on analysis and interpretation of results with recommendations for the improvement of educational work.
Literature: 1. Maes M. (2004). Vocational education and training in the Netherlands, Luxembourg: Office for Official Publications of the European Communities, str.67. ISBN 92-896-0317-8; 2. Woodill G.(2006).Independent Living and Participation in Research: a critical analysis. Toronto: Centre for Independent Living in Toronto (CILT), str. 42 ISBN 1-895676-04-5; 3. Ivana Pavković, Jasmina Kovačević (2017). <i>Od integracije do inkluzije - perspektiva i izazovi</i> , Centar za unapređenje životnih aktivnosti i Institut za eksperimentalnu fonetiku i patologiju govora, Beograd, ISBN 978-86-89431-27-8 str.232 4. Jasmina Kovačević, Zora Jachova (2016). Creating Inclusive Practice, In Vlado Timovski (Eds) <i>10th International Balkan Education and Science Congress on the topic of "Education and globalization</i> . (pp.921-932). Ss. Cyril and Methodius University-Skopje Faculty of Pedagogy „St.Kliment Ohridski“-Skopje, Republic of Macedonia, ISBN 978-9989-823-49-7 5. Zora Jachova, Jasmina Kovačević (2016). The challenges in inclusive education of children with SEN, In Vlado Timovski (Eds) <i>10th International Balkan Education and Science Congress on the topic of "Education and globalization</i> . (pp. 961-970). Ss. Cyril and Methodius University-Skopje Faculty of Pedagogy „St.Kliment Ohridski“-Skopje, Republic of Macedonia, ISBN 978-9989-823-49-7 6. Pažun, B., Radić Šestić, M. (2011). Management in inclusive education and role of school leadership, International scientific conference. In N. Trifunović and D. Karanović (Ed.), <i>International Scientific Conference: „Serbia facing the challenges of globalization and sustainable development“</i> , pp. 191-199. Belgrade: Megatrend University. ISBN 978-86-7747-445-4 7. Марина Радић Шестић, Јасмина Ковачевић, Биљана Милановић Доброта (2014). Akademska samoeфикаsnost kod gluvih i nagluvih ученика школског узраста, U J. Karović, S. Ostojić, M. Radić-Šestić (Ur.) Zbornik radova Specifičnost oštećenja sluha, 193-213. Beograd: Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju. ISBN 978-86-6203-057-3 8. Radić-Šestić, M, Šešum, M. (2016). Specifičnosti socijalne inkluzije gluvih I nagluvih ученика. Zbornik radova: Socijalna inkluzija dece sa razvojnim smetnjama i problemima u ponašanju, str. 227-236, Univerzitet u Beogradu-Fakultet za specijalnu edukaciju i rehabilitaciju, Beograd 9. Radić Šestić, M., Milanović Dobrota, B. (2012). Primena asistivne tehnologije u inkluzivnom obrazovanju osoba sa intelektualnom ometenošću i oštećenjem sluha. U M. Gligorović i S. Kaljača (Ur.) <i>Kognitivne i adaptivne sposobnosti dece sa lakom intelektualnom ometenošću</i> , (195-204). Beograd: Univerzitet u Beogradu-Fakultet za specijalnu edukaciju I rehabilitaciju ISBN 978-86-6203-027-6

10. Radić Šestić, M., Milanović Dobrota, B., Kaljača, S., Dučić, B. (2012). Socio-emocionalno funkcionisanje gluvih i nagluvih srednjoškolaca u inkluzivnom okruženju. Društvo defektologa Srbije i Fakultet za specijalnu edukaciju i rehabilitaciju, *Beogradska defektološka škola*, 18(3), 54, 429-446.
11. Radić Šestić, M., Radovanović, V. (2013). Socio-emocionalne kompetencije i prepoznavanje emocija kod gluvih i nagluvih učenika starijeg školskog uzrasta. U M. Gligorović (Ur.) *Novine u specijalnoj edukaciji i rehabilitaciji*, 221-248. Beograd: Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju.
12. Radić Šestić, M. (2013). Teškoće u obrazovanju, zapošljavanju i socijalnoj integraciji nagluvih umetnika. Fakultet za specijalnu edukaciju i rehabilitaciju, *Specijalna edukacija i rehabilitacija*, 12, 4, 501-521. doi:10.5937/specedreh12-4499
13. Radić-Šestić, M., Milanović-Dobrota, B. (2010). Stavovi nastavnika srednjih stručnih škola prema inkluziji učenika s lakom intelektualnom ometenošću. U J. Kovačević, iV. Vučinić (Ur) „Smetnje i poremećaji: fenomenologija, prevencija i tretman“, deo I, 363-380. Beograd: Univerzitet u Beogradu -Fakultet za specijalnu edukaciju i rehabilitaciju ISBN 978-86-80113-98-2

Number of active classes per week: 13

Lectures: 5

Research work: 8

Teaching methods: Lectures, interactive teaching, discussions, video-clips, class presentations, discussion group, work on research tasks; term paper; literature review.

Evaluation of knowledge (maximum score 100)

Pre- obligations	Score	Final exam	Score
Research project	20	Written exam	/
<i>Project presentation</i>	30	Oral exam	50