

<b>Study program:</b> Special education and rehabilitation – Module of Visual Impairments			
<b>Type and level of studies:</b> Master academic studies			
<b>Title of the subject:</b> Methods of class teaching for visually impaired children			
<b>Lecturer:</b> Branka M. Eškirović, Aleksandra B. Grbović			
<b>Course status:</b> Elective for the Module of Visual Impairments			
<b>ECTS:</b> 6			
<b>Prerequisites:</b> There are no prerequisites			
<b>Aim:</b> Acquiring knowledge and skills for elementary education of children with visual impairments according to regular curriculum or individual education program, with implementation of corrective teaching.			
<b>Outcomes:</b> Students will acquire knowledge about specific teaching approaches to the elementary education of visually impaired children. They will be able to adapt teaching work to the needs of these students, both in the schools for visual impaired children and in regular schools.			
<b>Content</b> <i>Lectures:</i> Methodical approach in elementary education of children with visual impairment, grade 1-4. Implementation of programs and methods of education and rehabilitation of children with visual impairment in elementary education. Serbian language with children with visual impairment. Mathematics with children with visual impairment. Nature and society with children with impaired vision – general provisions, ways of knowing, subjective and objective conditions, teaching contents, teaching skills. Fine arts and music culture with children of impaired vision – general provisions, teaching contents, subjective and objective factors of artistic and musical expression, programmed development of perception, recognition and fostering of creativity. Physical education with children with impaired vision – programs and methods, organization of classes according to regular curriculum or adaptive program. <i>Practical work:</i> Observing of teaching and extracurricular activities in classroom with children with impaired vision. Preparation for teaching class and intervention corrective-pedagogical work with children with visual impairments children grade 1-4. Other forms of practical work.			
<b>Literature</b> 1. Lekić, Đ. (1991). <i>Metodika razredne nastave</i> . Beograd: Nova prosveta, 93-144, 164-180, 283-306, 355-450, 457-474. 2. Eškirović, B. (2015). <i>Vizuelno funkcionisanje i slabovidost</i> . Beograd: Univerzitet u Beogradu – Fakultet za specijalnu edukaciju i rehabilitaciju - Izdavački centar- ICF. 62-87, 264-287. ISBN 978-86-6203-059-7 3. Eškirović, B., Grbović, A. (2010), Planiranje položaja u nastavi srpskog jezika dece sa oštećenjem vida. U Kovačević, J., Vučinić, V. (Ed), <i>Smetnje i poremećaji: fenomenologija, prevencija i tretman – deo I</i> , Univerzitet u Beogradu Fakultet za specijalnu edukaciju i rehabilitaciju, 185-198, ISBN 978-86-80113-98-2. 4. Eškirović, B. (2002), <i>Vizuelna efikasnost slabovide dece u nastavi</i> . Beograd: SD Publik., 5. Bishop, V. E. ( 2004), <i>Teaching Visually Impaired Children</i> , Illinois: Springfield, 49-61, 81-112, 152-164. 6. Солнцева, Л. И., Денискина, В. З. (2004). <i>Психология воспитания детей с нарушением зрения</i> . Москва: Институт коррекционной педагогики, 156-210.			
<b>Number of active classes per week:</b>	<b>Lecture: 2</b>		<b>Practical work: 2</b>
<b>Teaching methods:</b> <b>Lectures, interactive teaching, group discussion</b> , individual practical work.			
<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	<b>10</b>	written exam	/
practical teaching	<b>15</b>	oral exam	<b>50</b>
midterm(s)			
seminars	<b>25</b>		