

Study program: Special education and rehabilitation – Module of visual impairments			
Type and level of studies: Master academic studies			
Title of the subject: Inclusive education of children with visual impairments			
Lecturer: Branka Đ. Jablan, Dragana V. Stanimirović			
Course status: Elective for the Module of visual impairments			
ECTS: 6			
Prerequisites: There are no prerequisites			
Aim: Acquiring knowledge about support models for inclusion of children with visual impairments in mainstream school and in social environment.			
Outcomes: At the end of the course students will gain knowledge about support models in inclusive education and about approaches for inclusion of children with visual impairments in social environment.			
Content <i>Lectures:</i> The contents about creating conditions for the development of children with visual impairments and for enabling their inclusion in the school environment will be presented to the students. Following contents are planned for studying: Inclusive movement. Quebec Declaration. International Classification of Functioning, Disability and Health. Assumptions of successful inclusion. Research on the educational inclusion process. Attitudes of teachers, educators, parents, special educators towards inclusion of children with visual impairments. Support to the inclusive education of children with visual impairment. Index for inclusion. <i>Practical work:</i> Practical teaching includes workshops for preparing children with visual impairments and their sighted peers for joint education; video analysis and debates.			
Literature 1. Booth, T., Ainscow, M. (2010). <i>Priručnik za inkluzivni razvoj škole. Upotreba Indeksa za inkluziju</i> . Beograd: Save the children i Zavod za vrednovanje kvaliteta obrazovanja i vaspitanja. 2. Đević, R. (2009). Spremnost nastavnika osnovne škole da private učenike sa teškoćama u razvoju. <i>Zbornik Instituta za pedagoška istraživanja</i> , 41(2), 367-382. 3. Hehir, T., Katzman, L. (2012). <i>Effective Inclusive Schools</i> . San Francisco: Jossey-Bass. 4. Jablan, B., Jolić, Z., Grbović, A. (2011). Uticaj iskustva i obučenosti nastavnika na njihove stavove prema obrazovanju dece sa oštećenjem vida u srednjim školama. <i>Zbornik Instituta za pedagoška istraživanja</i> , 43(1), 122-138. 5. Mackenzie, S. (2007). A review of recent developments in the role of the SENCo in the UK. <i>British Journal of Special Education</i> , 34(4), 212-218. 6. Macura-Milovanović, S., Gera, I., Kovačević, M. (2011). Priprema budućih učitelja za inkluzivno obrazovanje u Srbiji: trenutno stanje i potrebe. <i>Zbornik Instituta za pedagoška istraživanja</i> , 43(2), 208-222. 7. Subotić, S. (2014). Inkluzija, moralnost i realnost: odgovori na teška pitanja. <i>Primenjena psihologija</i> , 7(4), 515-529. 8. Takala, M., Pirttimaa, R., Törmänen, M. (2009). Inclusive special education: the role of special education teachers in Finland. <i>British Journal of Special Education</i> , 36(3), 163-172.			
Number of active classes per week:		Lecture: 2	Practical work: 2
Teaching methods: Teaching is done in the form of lectures and interactive learning methods.			
Evaluation of knowledge (maximum score 100)			
Pre obligations	Score	Final exam	Score
activities during the lectures	10	written exam	/
practical teaching	20	oral exam	50
seminars	20		