

Study program: Special education and rehabilitation for persons with difficulties in mental development			
Type and level of studies: Master academic studies			
Title of the subject: Cognitive strategies of learning			
Lecturer: Gligorović G. Milica			
Course status: Elective course of the study programme			
ECTS: 5			
Prerequisites: No prerequisites			
Aim: Introducing students to concept of cognitive and metacognitive learning strategies and possibilities of their stimulation, modulation and strengthening in children with difficulties in mental development.			
Outcome: Acquired knowledge and skills necessary for planning, creating, implementation and evaluation of assessment and treatment in the area of acquiring and usage of learning strategies in children with difficulties in mental development.			
Content <i>Lectures</i> Concept of cognitive style; Concept of learning strategies; Development of learning strategies; Cognitive learning strategies; Metacognitive learning strategies; Methods of learning strategies assessment in children with difficulties in mental development; Methods of learning treatments in children with difficulties in mental development <i>Practical work</i> Practical application of assessment and treatment methods of learning strategies in children with difficulties in mental development.			
Literature 1. Gligorović, M., Radić Šestić, M. (2010). The cognitive information processing in children with mild intellectual disabilities. In G. Nedović, D. Rapajić & D. Marinković (Eds.), <i>Special Education and Rehabilitation – Science and/or Practice</i> (pp. 351-372). Novi Sad: Society of Special Educators and Rehabilitators of Vojvodina. ISBN 978-86-913605-1-1 2. Gligorović, M., Radić Šestić, M., Nikolić, S., Ilić Stošović, D. (2011). Perceptual-motor abilities and prerequisites of academic skills. <i>Specijalna edukacija i rehabilitacija</i>, 10, 3, 405-434. 3. Gligorović, M., Buha, N. (2011). Verbalna fluentnost kod dece sa lakom intelektualnom ometenošću. <i>Specijalna edukacija i rehabilitacija</i>, 10, 4, 595-612. 4. Gligorović, M., Buha, N. (2013). Verbalne strategije rešavanja problema kod dece sa lakom intelektualnom ometenošću. <i>Specijalna edukacija i rehabilitacija</i>, 12, 1, 11-23. doi:10.5937/specedreh12-3333. 5. Buha, N., Gligorović, M. (2012). Sposobnost planiranja kod dece sa lakom intelektualnom ometenošću. <i>Specijalna edukacija i rehabilitacija</i>, 11, 3, 365-382. doi:10.5937/specedreh11-2320. 6. Dole, J. A., Nokes, J. D., Drets, D. (2009). Cognitive Strategy Instruction. In G. G. Duffy & S. E. Israel (Eds.), <i>Handbook of research on reading comprehension</i> (pp. 347-372). Mahwah, NJ: Erlbaum. Publisher. ISBN: 9780805862003. 7. Reid Lyon, G. (2000). <i>Frames of Reference for the Assessment of Learning Disabilities – New Views on Measurement Issues</i>. Baltimore, Maryland: Paul H. Brookes Publishing Co. (pp. 571-613). ISBN 1-55766-138-3. 8. Salovaara, H. (2005). <i>Achievement Goals And Cognitive Learning Strategies In Dynamic Contexts Of Learning</i>. Oulu, Fin: Oulu University Press. (13-66) http://herkules oulu fi/isbn9514277635/isbn9514277635.pdf			
Number of active classes per week: 3		Lectures: 2	Practical work: 1
Teaching methods: Lectures, practical excercises, other lecture forms			
Evaluation of knowledge (maximum score 100))			
Pre obligations	Score	Final exam	Score
activites during the lectures	15	written exam	

practical teaching	20	oral exam	45
midterm(s)			
seminars	20		