

P010	Obligatory 2 nd semestar	Eduaction II	L	P	S	ECTS 3
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Course objectives. This course aims to raise awareness about children who, for any reason, need an additional support in social integration within the school setting. The course describes the casuses and types of difficulties in social integration and equips the students with the skills needed to adjust their future educational practices to each and every child in the classroom. It emphasises the need for inclusive educational practices in the classroom and the development of critical thinking. The course offers the “real classroom” practical examples and hypothetical problem situations. It encourages active participation of students and debates.

Prerequisites. Completed undergraduate degree

Contents of the course: General characteristics, educational needs and problems of the children with special educational needs. Conceptualisation and terminology of special educational needs. Philosophy of inclusive education. Aethiology of different types of special educational needs. Historic developments of inclusive practices. Legislation aming at inclusive education. The importance of early detection and intervention. Team work in inclusive education. Stereotypes. Practical difficulties of implementing inclusive education. Gifted and creative children in school and family. School programmes offered to gifted children. Marginalised groups. Competencies of a contemporary teacher. School and classrom management. Rules and discipline. Collaboration within the school and with parents and local communities. Life-long learning and professional teacher development.

LEARNING OUTCOMES

No.	LEARNING OUTCOMES
1.	Be able to list, explain and implement legal and other formal norms and documents regarding inclusive education and the professional role of contemporary teacher.
2.	Be able to explain differences between various key approaches to children with different educational needs (e.g. children with disabilities, children behavioural problems, marginalised groups of chidlren, gifted children etc). Be able to develop and implement techniques that will allow children to evaluate their improvement on their own.
3.	Be able to demonstrate sensibility for children with special educational needs, as well as for children coming from different social and cultural backgrounds.
4.	Be able to recognise and explain the importance of the role of childrens’ families, not only in their formal education, but also in their overall development. Be able to establish an effective collaboration with parents.
5.	Be able to notice and analyse obstacles for inclusive educational practices and initiate activities that would help develop safe and the safe and encouraging school environment.
6.	Be able to explain and analyse the process of classroom and school management. Be able to recognise and implement ethical and professional values in educational communities through a life long teacher learning.

RELATING THE LEARNING OUTCOMES, ORGANIZATION OF THE EDUCATIONAL PROCESS AND ASSESSMENT OF THE LEARNING OUTCOMES

	ECTS				POINTS
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TEACHING ACTIVITY		LEARNING OUTCOME **	STUDENT ACTIVITY*	EVALUATION METHOD	min	max
Attending lectures	0.75	1-6	Class attendance	Evidence list	-	-
Activity in class	0.5	1-6	Homework and assignments	Evidence list	0	5
Knowledge test (preliminary exam)	0.75	1-6	Preparation for the written exam	Written exam	36	60
Knowledge test (practical assignment)	0.5	1-6	Preparation for written examination Seminar Discussion groups	Written preliminary exam	12	20
Final exam	0.5	1-6	Repetition of teaching materials	Oral exam	12	20
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Teaching methods and knowledge assessment. Classes will be conducted through lectures, seminars and discussion groups. Regular assessment during the classes (assignments, homework). The exam consists of a written examination and of the practical assignment during the year and the final oral examination.

Can the subject be run in English: Yes

Basis literature:

1. D. Bouillet, S. Uzelac, Osnove socijalne pedagogije. Zagreb: Školska knjiga, 2007.
2. E. Jensen, Različiti mozgovi, različiti učenici - Kako doprijeti do onih do kojih se teško dopire. Zagreb: Educa, 2004.
3. D. Bouillet, Izazovi integriranog odgoja i obrazovanja. Zagreb: Školska knjiga, 2010.

Recommended literature:

1. P. M. Senge, Peta disciplina: principi i praksa učeće organizacije. Zagreb: Mozaik knjiga, 2001.
2. A. Peko, V. Mlinarević, Buljubašić-Kuzmanović, Potreba unaprjeđivanja sveučilišne nastave. Odgojne znanosti. 10, 1. ,2008., str. 195-208.
3. K. A. Šprljan, A. Rosandić, Krug znanja. Priručnik za učitelje, nastavnike i profesore, 2008.
4. UNESCO, Policy guidelines on inclusion in education. Paris: UNESCO, 2009.