



UNIVERSITY OF SARAJEVO – FACULTY OF SCIENCE  
Department of Mathematics and Computer Science

<b>Object code:</b> EDU 461	<b>Course title: INCLUSIVE EDUCATION</b>		
<b>Cycle: II</b>	<b>Year: II</b>	<b>Semester: III</b>	<b>ECTS credit number: 5</b>
<b>Status: MANDATORY</b>		<b>Total hours: 45</b> Optionally elaborate distribution of hours by type: Lectures:30 Inježbe: 15	
<b>Participants in the classes</b>	<b>Teachers and associates selected in the area to which the subject belongs/subject</b>		
<b>Prerequisite for enrollment:</b>	-		
<b>The objective (objectives) of the case:</b>	<ul style="list-style-type: none"> <li>• Introducing students to basic concepts in the field of inclusive education.</li> <li>• Organization of support in inclusive systems.</li> <li>• Implementation and evaluation of inclusive curricula of children with developmental disabilities.</li> </ul>		
<b>Thematic units:</b> <i>(if necessary, the performance plan per week is determined by respecting the specifics of the organizational units)</i>	<ul style="list-style-type: none"> <li>• Introduction to courses-presentation of the content and objectives of the course and response on rights and obligations.</li> <li>• The complexity of the educational needs of children with developmental disabilities.</li> <li>• Mechanisms for (in)equality of children in vulnerable situations.</li> <li>• Models of access to people with developmental disabilities.</li> <li>• Components and principles of inclusive education.</li> <li>• Content of inclusive education-identity and belonging.</li> <li>• The content of inclusive education-expression of feelings and thoughts.</li> <li>• Content of inclusive education-appreciation of diversity.</li> <li>• Options and methods of planning and implementation of an inclusive process.</li> <li>• The role and competences of teachers for inclusive education.</li> <li>• Teachers in the implementation of inclusive education.</li> <li>• Preparing children for joint schooling at school for everyone.</li> <li>• Observation and recognition of the needs of students in the school for all (individual curriculum).</li> <li>• Application of individualization in teaching.</li> <li>• Evacuacion College.</li> </ul>		



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<p><b>Learning outcomes:</b></p>	<p><b>Knowledge:</b> After taking the course, students will understand the basic terms in the field of special pedagogy and inclusive education. It will understand the structures and purposes of educational systems and trends of inclusive education.</p> <p><b>Skills:</b> The ability of students to adapt an inclusive curriculum and didactic-methodical approach to the requirements of a specific environment in various forms of education of children with developmental disabilities.</p> <p><b>Compentences:</b> After the realized obligations in the course, the student will be able to: -recognize the complexity of the educational needs of children with special needs. -describe the mechanisms that lead to children's inequality in vulnerable situations. -argue components and principles of inclusive curriculum as a component of univerized design -design and apply inclusive content and methods education aligned with the needs of children</p>																																																												
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<p><b>Methods of verification of knowledge with a rating structure:</b></p>	<table border="1"> <thead> <tr> <th colspan="4">Check knowledge and criteria</th> </tr> <tr> <th></th> <th>Criterion</th> <th>Points/Points</th> <th>Condition</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Attendance</td> <td>5</td> <td>3</td> </tr> <tr> <td>2.</td> <td>Activity in class</td> <td>15</td> <td>8</td> </tr> <tr> <td>3.</td> <td>Test I</td> <td>30</td> <td>17</td> </tr> <tr> <td>4.</td> <td>Final exam</td> <td>50</td> <td>27</td> </tr> <tr> <td colspan="2">Total</td> <td>100</td> <td>55</td> </tr> <tr> <th colspan="4">Points criterion and rating</th> </tr> <tr> <th></th> <th>Number of points won</th> <th>Rating (BiH)</th> <th>ECTS rating</th> </tr> <tr> <td></td> <td>&lt; 55</td> <td>5</td> <td>F, FX</td> </tr> <tr> <td></td> <td>55-64</td> <td>6</td> <td>And</td> </tr> <tr> <td></td> <td>65-74</td> <td>7</td> <td>D</td> </tr> <tr> <td></td> <td>75-84</td> <td>8</td> <td>C</td> </tr> <tr> <td></td> <td>85-94</td> <td>9</td> <td>B</td> </tr> <tr> <td></td> <td>95-100</td> <td>10</td> <td>A</td> </tr> </tbody> </table>	Check knowledge and criteria					Criterion	Points/Points	Condition	1.	Attendance	5	3	2.	Activity in class	15	8	3.	Test I	30	17	4.	Final exam	50	27	Total		100	55	Points criterion and rating					Number of points won	Rating (BiH)	ECTS rating		< 55	5	F, FX		55-64	6	And		65-74	7	D		75-84	8	C		85-94	9	B		95-100	10	A
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<p><b>Literature:</b></p>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>Pašalić-Kreso, A. (2004). The genesis of maturing the idea of inclusion or inclusion in the function of reducing inequality in education; in the proceedings: Inclusion in the education of Bosnia and Herzegovina; Sarajevo: TEPD and Faculty of Humanities and Social Sciences in Sarajevo</li> </ul>																																																												



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	<ul style="list-style-type: none"><li>• Bunny, S. and Jeina , Z. (2006): Teacher in an inclusive environment; Fojnica: Fojnica</li><li>• Ilic, M. (2009). Inclusive teaching, Faculty of Humanities and Social Sciences banja Luka.</li><li>• Bouillet, D. (2016). Appreciation of diversity and peacebuilding. Zagreb: Centre for Civil Initiatives.</li></ul> <p><b>Additional:</b></p> <ul style="list-style-type: none"><li>• Cup, L. (2004); Educational effects of inclusion of children with developmental disabilities – case analysis; in the proceedings: Inclusion in the education of Bosnia and Herzegovina; Sarajevo: TEPD and Faculty of Philosophical Studies in Sarajevo</li><li>• Ivanković, K. (2003): Down syndrome in the family: Handbook for parents and specialists; Zagreb: Foma</li><li>• Radovanovic, D. (office)(2007); New technologies in special education and rehabilitation; Belgrade: Faculty of Special Education and Rehabilitation – Center for Publishing Activities</li></ul>
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The structure of the credits and the points criterion for each subject establishes the councils of the organizational unit before the beginning of the study year in which the teaching in the subject is carried out in accordance with Article 64 st.6 of the Law on Higher Education of the Canton of Sarajevo

The Senate of higher education institutions as institutions and councils of the organizational unit of the higher education institution as a public institution, establishes mandatory and recommended textbooks and manuals, as well as other recommended literature on which to prepare and pass the exam with a special decision which is mandatory published on its website prior to the beginning of the study year in accordance with Article 56, st 3. Law on Higher Education of The Canton of Sarajevo