

Course SYLLABUS form

Basic data of the subject	
Academic Unit:	Faculty of Education
Course title:	Comprehensive education with methodology
Level:	Bachelor
Course status:	Mandatory
Study year:	III
Number of hours per week:	3+2
Credit value – ECTS:	6
Time / location:	Wednesday: 15:30 - 17:00
Lecturer:	Prof.ass.dr.Shemsi Morina
Contact details:	Shemsi.morina@uni-prizren.com
Course description	Knowledge of the basics of inclusive education as well as the education and education of students with special needs and learning disabilities.
Course objectives:	• Familiarity with the basic concepts related to inclusive education issues; • Analysis of impairments and levels of categories of children and adults with special needs; • Identify the learning disabilities and difficulties of children by comparing some of the world's education systems with the Kosovo education system
Learning outcomes:	• Understanding and acquiring knowledge of basic concepts in the field of Inclusive Education; • Identification, analysis, comparison and argumentation of acquired knowledge; • Demonstration of academic and practical knowledge,

	skills and skills related to contemporary trends in inclusive education.		
Contribution on student load (must correspond with learning outcomes)			
Activity	Hours	week	Total /hours
Lectures	2	15 weeks	30 hours
Exercise theoretical/laboratory			
Practice work	2	15	30
Contact with lecturer/consultations	2	2	4
Field exercises	2	15	30
Mid-terms, seminars	2	2	4
Homework			
Individual time spent studying (at the library or home)	2	15	30
Final preparation for the exam	20		20
Time spent in evaluation (tests, quiz, final exam)	2	2	4
Projects, presentations, etc.	1	1	2
Total			
Teaching methods	The content of this course will be presented through lectures, discussions, small group activities, in pairs and in individual work with the aim of analyzing cases and applying the experiences students have achieved. In other words, the activities and tasks given will be developed in the form of oral and written discussion and communication.		
Evaluation methods	Attendance at lectures 10 points 1st colloquium 20 points Seminars and presentations 20 points Final exam 50 points Total: 100 points		

Literature	
Basic Literature:	• Zabeli, Naser. (2010). Inclusive Education (Student Dispensary). Prishtina: University of Prishtina & WUS • Zabeli, Naser. (2008). Comprehensive Education and the University of Prishtina, in a group of authors. Development of inclusive education in Kosovo - Challenges and results. Pristina: FSDEK. • Xhuvani, A. (2002). Introduction to Special Education, Sejko, Elbasan, • Group of authors. (2003). Special education in Kosovo. Pristina: FSDEK. • Zabeli, Dr. Naser. (2008). Psychopathological strategies for behavior reduction inappropriate in class. Pristina. FSDEK & Textbook. • Zabeli, Naser (2003). Inclusive education - current theory and practice. Pristina: Save the Children - Denmark • The Index for Inclusion (2014), adapted from Zabeli, Naser and Behluli, Lulavere, Save the Children. • Zabeli, Naser (2001). Students with special needs. Pristina. Save the Children & KEC. • Duke, Ambera. (2011). Problems of teaching work with children with special needs. Tirana: Mediaprint.
Additional Literature	• MEST (2007). Handbook on identifying, evaluating and educating children with special needs. MEST, Prishtina. Documents and Policies on Disability and Inclusion in

	Education (2008) Prishtina. People with disabilities — the rights and responsibilities for us and for you. Prishtina: VVAF USA: The Disability Act (2005) .IDEA,. Devolli, A. (2008). Identification of reading and writing disorders in third and fourth grade students of primary school. Doctoral Thesis, University of Prishtina, Faculty of Philosophy, Prishtina.
Designed study plan:	
Week	Lectures which will be held
<i>First week:</i>	Intercultural education, discrimination and equality
<i>Second week:</i>	Inclusive Education - Definition
<i>Third week:</i>	Inclusive education - philosophy, values, international perspective
<i>Fourth week:</i>	Towards inclusive education in Kosovo - the situation and prospects
<i>Fifth week:</i>	Inclusive school
<i>Sixth week:</i>	Index for inclusion
<i>Seventh week:</i>	Terminology in the field of special education
<i>Eighth week:</i>	Children / pupils with mental retardation Opportunities for inclusion of students with PM in teaching and learning
<i>Ninth week:</i>	Children / pupils with visual impairments Opportunities for inclusion of students with visual impairments in school-learning
<i>Tenth week:</i>	Children / students with hearing impairments Opportunities for inclusion of students with learning disabilities in learning
<i>Eleventh week:</i>	Children / pupils with communication difficulties - speaking Opportunities for inclusion of students with learning disabilities in communication
<i>Twelfth week:</i>	Children / students with emotional and behavioral difficulties Psychoeducational strategies for reducing inappropriate behavior

<i>Thirteenth week:</i>	Specific learning difficulties -Difficulty with reading / dyslexia / -Difficulties in writing / dissertation / -Difficulties in mathematics / -Discipline / motor skills / -Other difficulties
<i>Fourteenth week:</i>	Overall teaching strategies for active inclusion of students with learning disabilities
<i>Fifteenth week:</i>	Summary of developed program content
Academic policies and rules of conduct:	
• The student is expected to attend lectures and exercises regularly. • Students should keep quiet in the room and be focused on learning. • Each student is allowed to ask questions or make comments when given the word; • Disconnect cell phones during lectures.	