



“INCLUSIVE EDUCATION WITH METHODOLOGY”

Basic data of the subject	
Academic Unit:	Faculty of Education
Course title:	Inclusive education with methodology
Program:	Primary Education
Level:	Bachelor
Course status:	Mandatory
Study year:	2025/26
Number of hours per week:	2+2
Credit value – ECTS:	6
Time / location:	
Lecturer:	Prof. Asoc. Dr. Shemsi Morina
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Course description:	The program content Inclusive education with methodology includes education as a process, intercultural education, and in particular intercultural differences and differences in the individual development of children. The content includes specifics related to the approximation of intercultural differences as well as differences in the individual development of children, through the implementation of strategies that enable the inclusion of children in the learning process regardless of the specifics that children may have in the learning process (including children with special needs, learning difficulties and children with talents and gifts). An important place within this content is also given to individual educational planning, which enables individualization in teaching in order to facilitate the learning process, including children with special needs, special needs and talents.
Course objectives:	The aim of the course Inclusive Education with Methodology is to familiarize students with the basic concepts related to the issues of Inclusive Education as well as the legal framework which makes it necessary not only to integrate children with SEN in schools, but also to include them in

	activities within the learning environment in order to prepare them for life and work. Through the individual works of the students, the general situation will be illuminated, including the infrastructure and the diversity of teachers' approaches in inclusive classrooms.
Learning outcomes:	After successful completion of this program content, students are expected to be able to: • Understand and identify the specifics of different groups of children (NV, VN and talent) in the teaching and learning process; • Analyze the variety of methodologies, in order to facilitate the learning of (NV, VN and talent); • Analyze different teaching work plans, in particular PIE-PIA. • Demonstrate academic and practical skills and habits to adapt to the differences of children, in accordance with the contemporary requirements of Inclusive Education; • Develop methodologies for the implementation of differentiated teaching based on Individual Educational Plans; • Distinguish the advantages of PIE-PIA, in teaching work, taking into account different groups of children. • Develop various activities with the aim of approximating the differences of children (NV, VN and talent) in the learning process; • Implement differentiated teaching based on Individual Educational Plans;

	• According to the needs and specifics of the children in the classroom, work based on the PIE-PIA.		
Contribution on student load (must correspond with learning outcomes)			
Activity	Hours	Days/week	Total
Lectures	2	15/javë	30
Exercise theoretical/laboratory	1	15/javë	30
Practice work			
Contact with lecturer/consultations	2	3	6
Field exercises			
Mid-terms, seminars	5	3	15
Homework	1	12	12
Individual time spent studying (at the library or home)	2	12	24
Final preparation for the exam	5	3	15
Time spent in evaluation (tests, quiz, final exam)	3	3	9
Projects, presentations, etc.	3	3	9
Total			150 hours (6 ECTS)
Teaching methods :	Theoretical lectures will be delivered through interactive lectures, colloquiums, repetitions, student assignments, group work, pair work, individual work, and other interactive activities.		
Evaluation methods:	Two colloquiums x 30% Two assignments x 10% One PPT presentation x 20% Engagement x 10%		



	Assignments and presentation – are mandatory during the semester. Their grade is added to the final grade.
Literature	
Basic Literature:	Mato, E, Morina, Sh. (2024). Inclusive education and upbringing, Pena, Prizren New horizons in special education, (2021) University text, Tirana • Zabel, Nasser. (2010). Inclusive education (Dispensation for students) Prishtina: University of Prishtina&WUS • Zabeli, Dr. Nasser. (2008). Psychopedagogical strategies for reducing behavior inappropriate in the classroom. Prishtina • Zabeli, Naser. (2003). Inclusive education – theory and current practice. Prishtina: Save the Children - Denmark • Duke, Amber. (2011). Problems of teaching work with children with special needs. Tirana
Additional Literature:	MEST (2007). Handbook for the identification, assessment and education of children with special needs. MEST, Prishtina. Documents and policies on disability and inclusion in education. (2008) Prishtina.

Designed study plan:		
Week	Lectures	Exercises
First week:	Acquaintance of the students with the programmatic content of	Acquaintance of students with tasks and responsibilities during course exercises

	the subjects and the methodology of the work	
Second week:	Intercultural education, discrimination and equality (Support for all students)	Group activity: Support for all children without distinction and respect for diversity (Introducing group work)
Third week:	Comprehensive education in Kosovo condition and outlook Legal and strategic framework for supporting inclusive education in Kosovo	Group activity: Inclusion, examples through student activities during group work (Introducing group work)
Fourth week:		Activity in groups: Inclusiveness and general values of this process (Presentation of group work)
Fifth week:	Individual educational plan	Practical task in groups: individual educational plan (Presentation of group work)
Sixth week:	Autism spectrum disorders, general and specific strategies for the inclusion of children with autism in school	Activity in groups: general and specific strategies for the inclusion of children with autism in school (Presentation of group work)

Seventh week:	Hyperactivity and attention deficit disorders Different types of ADHD	Practical task: hyperactivity and attention deficit disorders (Presentation of group work)
Eighth week:	Qolloquium	Repetition of developed programmatic content
Ninth week:	Children/students with mental retardation Possibilities for inclusion of students with PM in education-learning	Activity in groups: Identification, triggers, types and strategies of working with children with PM, (Presentation of group work)
Tenth week:	Children/students with disabilities at first Possibilities for the inclusion of students with visual impairments in education	Activity in groups: Identification, triggers, types and strategies of work with children with disabilities at first, (Presentation of group work)
Eleventh week:	Children/students with hearing impairments Possibilities for the inclusion of students with hearing impairments in education	Activity in groups: Identification, triggers, types and strategies of working with children with hearing impairments, (Presentation of group work)
Twelfth week:	Children/students with difficulties in communication - speaking Possibilities for the inclusion of students with communication	Activity in groups: Identification, causes, types and strategies of working with children with communication difficulties, (Presentation of group work)

	difficulties in education-learning	
Thirteenth week:	Children/students with emotional and behavioral difficulties Psychopedagogical strategies for reducing inappropriate behavior	Activity in groups: Identification, triggers, types and strategies of working with children with emotional and behavioral difficulties, (Presentation of group work)
Fourteenth week:	Specific learning difficulties -Difficulties in reading /dyslexia/ -Difficulties in writing /dysgraphia/ -Difficulties in mathematics /dyscalculia/ - Dyspraxia /motor skills/ - Other difficulties	Group activity: Identifying the difficulty and adapting teaching based on the type of learning difficulty (Introducing group work)
Fifteenth week:	General teaching strategies for active involvement of students with learning difficulties	Activity in groups: Variety of strategies for active involvement in learning of students with learning difficulties (Introduction of group work)
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;

Turn off cell phones during lectures