



SYLLABUS

SUBJECT: INCLUSIVE EDUCATION AND CLASSROOM MANAGEMENT

Basic data of the subject	
Academic unit:	Faculty of education
Subject title:	Inclusive education and classroom management
Program:	Education Sciences-Spec . Teaching and Curriculum
Level:	MASTER
Case Status:	Obligatory
Year of studies:	First year, second semester
Number of hours per week:	2+1 (lecture 2 hours + exercises 1 hour)
Credit value – ECTS:	5
Time / location:	
Subject teacher:	Prof.Assoc.Dr.Sc . Shemsi Morina
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Description and content:	The course examines the characteristics and provides advanced knowledge in the definition and conceptualization of inclusive education. It deals with the contemporary topics of inclusive education in European and world countries as well as in the Kosovar context. It presents universal design for learning, curriculum differentiation , collaborative and supportive teaching models, and the provision of individualized modifications and supports as key practices for effective instruction in diverse classrooms in inclusive schools.
Purpose and subject matter:	The main purpose of the course is the understanding of the theory, philosophy and practices of the implementation of inclusive education in educational institutions through the promotion of inclusive values for the improvement of quality in education. The course, through structured activities, encourages examination of teaching practices and behavior management in the inclusive classroom.
Learning outcome :	By the end of this course, the candidate will: 1. Explains the basic concepts of inclusive education; students with special educational needs. 2. Articulates the characteristics that define inclusive education and how it promotes effective schooling. 3. Understands scientific-pedagogical and methodical processes with children with special needs in comprehensive education. 4. Demonstrates knowledge of issues in school reform, restructuring, and the role of inclusive education in these efforts; 5. Demonstrates effective practices in writing the Individual Education Plan [IEP]



	6. Demonstrates knowledge of planning and teaching practices that can effectively meet the needs of diverse learners and use practices such as: differentiated instruction, teaching and learning methodologies, and use of assistive technologies;		
	7. Demonstrates and uses knowledge of processes for designing accommodations and modifications for students with special educational needs;		
	8. Demonstrates knowledge of the characteristics of effective community-based, professional, and transition services and supports ;		
	9. They gain knowledge about curricula , diversity and learning difficulties, information exchange strategies in different school contexts.		
	10. It applies individualization in teaching based on the dynamic-functional profile of students with special needs.		
Student load (must correspond to student learning outcomes)			
ACTIVITIES	hour	Day / Week	Overall
Lectures	2	15	30
Theoretical/laboratory exercises	1	15	15
Practical work			
Contacts with the teacher/consultations	1	10	10
Field exercises	2	2	2
Colloquiums , seminars			
Homework	2	5	10
Student's independent study time (in the library or at home)	2	15	30
Final exam preparation	2	10	20
Time spent in assessment (tests, quizzes, final exam)	1	5	5
Projects, presentations, etc	1	3	3
In total			125 hours
Teaching methodology:	Lectures are plenary in nature. Methods: attending lectures, doing independent tasks and taking exams. Active learning and critical thinking are expected in the course. During the lesson, special attention should be paid to the difference between the terms of special education and inclusive education , paradigm changes, etc.		



Evaluation methodology:	• Continuous assessment (activity) 10% • Individual presentations 20% • Coursework 20% • Final exam 50%
LITERATURE	
Basic literature	• Bajrami, V. (2022); Inclusive education in multicultural environments, UUHP; Prizren. • Dainese, Roberto (2016). To think didactics as a comprehensive practice: Coop Libreria Editrice University of Padua • Index for inclusiveness. 2011., adapted by Zabeli, Naser and Behluli, Lulavere, Save the Children. • Mitchell, D. (2014). What Really Works in special and Inclusive Education. London: Routledge
Additional literature	1. Kostelnik, M, et al.: <i>Children to special needs</i>, "Educa", Zagreb, 2. Bajrami, V. (2015); Include education and multiculturalism the middle of Europe and the Balkans. Doktorski order _ University "St. _ K&M", Faculty of Philosophy, Skopje. 3. Booth, T. and Ainscow, M. (2008); Index of inclusiveness – Promicanje learning to participate in schools; Zenica: Pedagoški institute Zenica. Recommended reading: 4. Bajrami, V. (2018). <i>Education for student with special education needs in Europe and The Balkans. Research in education and rehabilitation</i>, 66. Tuzla, B&H 5. Bajrami, V. and Ajdinoski G. (2018). <i>Analysis of political and legal framework of inclusive education in multicultural environments some countries Eu and the Balkans</i>. In Book of paper: Skopje: Faculty of philosophy 6. Bajrami, V. (2011): <i>Towards inclusive education in Kosovo-possibilities and limitations</i>, <i>Educologia Proceedings of the symposium with international participation in the interdisciplinary aspects of education</i>, the University of Pristine, Faculty of Education 4 / 2010. Pristine: 245-255.

Designed lesson plan:



Lectures	Lectures	Lectures
<i>First week:</i>	Definition of the meaning and terminology of persons with developmental difficulties throughout history until today. Medical model and approach to persons with developmental difficulties. Positive attitudes towards people with developmental difficulties.	Informing students of course content, literature, work methods and tasks and obligations.
<i>Second week:</i>	Definition of inclusive education, theoretical - historical aspects of inclusion. Scientific and pedagogical aspects of inclusive education.	Elaboration of the topic: Definition of inclusive education, theoretical -historical aspects of inclusion. Scientific and pedagogical aspects of comprehensive education.
<i>Third week :</i>	Comprehensive education, international and local perspectives. The effects of comprehensive education in the regular education system. A school for all.	Inclusive education, international and local perspectives.
<i>Fourth week:</i>	Inclusive education in Kosovo. Organization of support systems in comprehensive processes. Resource Centers.	The effects of comprehensive education in the regular education system. A school for all. Organization of support systems in comprehensive processes. Resource Centers.
<i>Fifth week:</i>	Curriculum development for comprehensive education.	Curriculum development for comprehensive education.
<i>Sixth week :</i>	Inclusion in preschool and primary institutions .	Inclusion in institutions. preschool and primary. Examples of good practices in Kosovo and the EU
<i>Seventh week:</i>	Professional development and competencies of teachers for comprehensive education.	TESFA I, II Professional development of teachers.
<i>Eighth week:</i>	Verification of students' knowledge.	Verification of students' knowledge.
<i>Week nine:</i>	The role of educators and teachers in comprehensive education.	The role of educators and teachers in inclusive education (field exercises).
<i>Tenth week:</i>	Inclusive school, preparing students for school for all. Inclusion index .	Inclusive school, preparing students for school for all. Inclusion index. Example of good



		practice in school "Ibrahim Fehmiu " Prizren.
<i>Eleventh week:</i>	Pedagogical observation and recognition of students' needs in a regular school institution. Development and implementation of the Individual Education Plan (IEP).	Creation and application of the Individual Education Plan (PIE). Concrete example.
<i>Week twelve:</i>	Differences in educational and teaching work. Application of individualization in teaching. Assessment of children with special educational needs, based on the dynamic - functional profile of KNF.	Differences in educational and teaching work. Application of individualization in teaching. Assessment of children with special educational needs, based on the dynamic - functional profile, ICF.
<i>Thirteenth week:</i>	Comprehensive classroom management. Dynamic-functional profile of FNV and PIE.	Inclusive Classroom Management – Dynamic-Functional Profile and PIE. Example of good practice.
<i>Week Fourteen:</i>	Organization of work with parents, personal and pedagogical assistants of children with special needs.	Work with parents, personal and pedagogical assistants of children with special needs (visit to an inclusive school)
<i>Fifteenth week:</i>	Final lectures and conclusion of the semester. Assessment, papers, reports (PPT and multimedia assessments)	Conclusion of the semester. Assessment, papers, reports (PPT and multimedia assessments)
Academic policies and code of conduct		
Active participation of students in learning; Participation in discussion, conversation, group work and free expression of opinion; Respecting the lecture schedule, arriving late or leaving without a valid reason is not allowed; Absence in four or more lectures loses the right to enter the exam! Any form of copying or forgery is condemned!		