

SYLLABUS

1. Course title:

Integrative Pedagogy

2. Code:**3. Cycle of study:**

1

4. ECTS credits:

5

5. Type of course: Mandatory Elective**6. Prerequisites:**

none

7. Class restrictions:

none

8. Duration / semester: 1 5**9. Weekly contact hours:**

9.1. Lectures:

3

9.2. Seminars:

1

9.3. Laboratory/Practice classes:

0

10. Faculty:

Faculty of Humanities and Social Sciences

11. Department/study program:

Teacher Education

12. Lecturer:

Emina Begović

13. Lecturer's e-mail:

emina.begovic@unitz.ba

14. Web site:

untz.ba

15. Course aims:

- Students learn about the scientifically-based settings of education and development of children with developmental difficulties.
- Students learn about the specifics of access to children with developmental disabilities.

16. Learning outcomes:

After passing the exam, students will be able to:

- To undertake basic knowledge in the field of integrative pedagogy, foundations, basic conceptual definitions and immediate educational activities;
- To have a comprehensive and systematic insight into pedagogical procedures with children of special needs, as well as their integration and inclusion.

17. Course content:

- Introduction; Developmental difficulties (concept, causes, aspects),
- Social conditioning of attitude towards people with developmental disabilities, models of social support,
- Characteristics of development of children with visual impairment and hearing impairment,
- Characteristics of development of children with speech difficulties,
- Characteristics of the development of children with a borderline and light form of mental disabilities,
- Help and support for children with Down syndrome,
- Characteristics of development of children with motor impairments and multiple disturbances,
- Gifted children. Identification process and diagnosis procedures,
- Behavioral disorders of children; causes of problematic behavior (risk and protective factors),
- Education of children with various developmental disabilities,
- Participants in education; the role of parents, integrative educators, teachers and teachers in raising children with developmental disabilities,
- Structure of integrated educational institutions.

18. Learning methods:

The following methods of learning / teaching are planned in the subject of Integrative pedagogy:

- Lectures with the use of multimedia resources, active learning techniques and with active participation and discussion of students;
- Auditive exercises;
- Preparation and presentation of group and individual seminar papers.

19. Assessment methods:

The regularity of teaching attendance is recorded separately for lectures and exercises. Students are obliged to attend 80% of lecture classes and the same number of exercises. For the severity of tuition, students must have a maximum of 10 (5 + 5) points and a minimum of 8 (4 + 4) points. During the duration of the course, the teacher will give seminar works to the students to do. In order to fulfill the obligations assumed, the student can achieve a maximum of 10 points. During the semester, students within the exercise can achieve a maximum of (10) points. Practical work on the exercises will be realized by students in the form of workshops, portfolios and other ways and forms of work. At the end of the semester and at the end of the semester, students write test 1 and test 2 (continuous assessment of knowledge). Tests cover up to date topics covered in the lecture. The test consists of multiple choice tasks. Students in the first and second ZOTs can achieve a maximum of 20 points (10 + 10).

The final exam is written or oral. At the oral exam, the student answers five questions drawn from lectures and exercises (5x 10 points = 50 points).

If the student decides to write in handwriting, he completes the final test with a maximum of 50 points. To qualify for a course must have at least 54 points.

20. Assessment components:

The criterion for passing on these knowledge tests is:

54-63 = 6 E

64-73 = 7 D

74-83 = 8 C

84-93 = 9 B

94-100 = 10 A

21. Required reading list:

1. Bouillet, D. (2010): Izazovi integriranog odgoja i obrazovanja. Školska knjiga, Zagreb.
2. Zrilić, S. (2011): Djeca s posebnim potrebama u vrtiću i nižim razredima osnovne škole. Zrinski, Čakovec.
3. Bach, H. (2005), Osnove posebne pedagogije, Educa, Zagreb
4. Sekulić- Majrec, A. (1988). Djeca s teškoćama u razvoju u vrtiću i školi.

22. Web sources:**23. Applicable starting from the academic year:**

2022/23

24. Adopted in the Faculty/Academy session: