KARTA KURSU
Wykład ogólnouczelniany

Studia stacjonarne
Rok akademicki 2016/2017

Nazwa	INCLUSIVE EDUCATION
Nazwa w j. ang.	**INCLUSIVE EDUCATION**

Kod		Punktacja ECTS*	2

		Zespół dydaktyczny
Koordynator	dr hab. Remigiusz Kijak professor, PhD with habilitation	Tamara Cierpiałowska PhD Joanna Kossewska PhD Anna Bombińska-Domżał PhD

Opis kursu (cele kształcenia)

The course presents the analysis of the conception of the inclusive education of people with disabilities as well as the characteristics of organising their education. This on-line study course is the international course for students from four countries. The goal of the course is to motivate and facilitate the implementation of inclusive education in the schools. The students will develop their inclusive education skills and positive attitudes towards inclusive education by analyzing and reflecting the good practices of inclusion education in Austrian, Polish, Finish and Lithuanian schools.

Warunki wstępne

Wiedza	The students will know the main dimensions and the legal basis of inclusive education system, the principles of curriculum differentiation according to special needs, strategies of organization and education in heterogeneous classroom,
Umiejętności	The students will be able to recognize a pupil's special needs, to design an individual education program taking into account the nature of the special needs of the pupil, to make a lesson plan in a heterogeneous classroom, to make an informal activity plan for a heterogeneous group, to team up pedagogues, specialists, and parents in order to increase the efficiency of the education of pupils with special needs in general classrooms.

Kursy	**Special pedagogy:** K1. Perception and classification of special needs. Principles, methods and application of curriculum individualisation to students with various disorders. K2. Process of therapy and education for students with sensory impairments mental disorders, learning disorders, behavioural and/or emotional disorders. K3. Teaching methodology in special school for students with various disorders. K 4. Social inclusion of people with disabilities.

Efekty kształcenia

	Efekt kształcenia dla kursu	Odniesienie do efektów kierunkowych
Wiedza	W 01, They recognize the basic dimensions of inclusive education system.	W 01
	W 02, They characterize conception of inclusive education, its place in education system	W 02
	W 03, They know the principles of curriculum differentiation according to special needs.	W 03
	W 04, They know ways of lesson organization in a heterogeneous classroom, they discuss of co-teaching principles	W 04
	W 05, They understand the principles of interpersonal interaction in a heterogeneous community and harmonious society.	W 05

Umiejętności	Efekt kształcenia dla kursu	Odniesienie do efektów kierunkowych

	U 01 They can recognize a student's special needs.	U 01
	U 02 They can prepare an individual program taking into consideration the nature of the pupil's special needs.	U 02
		U03
	U 03 They can make a lesson plan for a heterogeneous class with co-planning, co-instruction and models of co-teaching	
		U 04
	U 04 They are able to make an informal activity plan for a heterogeneous group.	
		U05
	U 05 They are able to foresee the main goals and methods of teaming up pedagogues, specialists, and parents in order to increase the efficiency of the education of pupils with special needs.	

	Efekt kształcenia dla kursu	Odniesienie do efektów kierunkowych
Kompetencje społeczne	K01, They are open on new information, they collection and analysis of different materials	K01, K02
	K02, Getting to know a students and recognizing his/her special, academic and social needs.	K02
	K03, Building the system of support for students with SEM in inclusive environment.	K03

		Organizacja						
Forma zajęć	Wykład (W)	Ćwiczenia w grupach						
		A	K	L	S	P	E	
Liczba godzin	15							

Opis metod prowadzenia zajęć

e-learning with lecturing, videos, simulation, demonstration

Formy sprawdzania efektów kształcenia

	E – learning	Gry dydaktyczne	Ćwiczenia w szkole	Zajęcia terenowe	Praca laboratoryjna	Projekt indywidualny	Projekt grupowy	Udział w dyskusji	Referat	Praca pisemna (esei)	Egzamin ustny	Egzamin pisemny	Inne Team learning
W01	X									X			
W02	X									X			
W03	X									X			
W04	X									X			
W05	X									X			
U01	X									X			
U02	X									X			
U03	X									X			
U04	X									X			
U05	X									X			
K01	X									X			
K02	X									X			
...													

Kryteria oceny	Create a written essay about inclusive education in national language. **Goal achievement level:** **The highest** (9-10 points: knows, understands, applies, analyses, synthetizes, is able to evaluate): 100–91 % anticipated subject results achieved. **Average** (7-8 points: knows, perceives, applies, analyses, synthetizes): 90–71 % anticipated subject results achieved. **Obligatory minimum** (5-6 points: knows, understands but does not apply nor analyse): 70–50 % anticipated subject results achieved. **Unsatisfactory** (2-4 points: knows but does not understand, or neither knows nor understands): 49–20 % anticipated subject results achieved.

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Treści merytoryczne (wykaz tematów)

1. Towards a theoretical frame of inclusive pedagogies:
   - conception of inclusive education, its place in education system;
   - social model of disabilities which highlights the characteristics of the environment, school community or the whole society as determinants of the individuals' possibilities to participate and live a full-bodied life in society;
   - the Universal Design for Instruction (UDI) and Vygotsky's zone of proximal development.

2. Educational aspects of empowerment for learning:
   - empowerment to learn, collaboration between pupils and teachers in the process of learning design;
   - educational strategies facilitating and stimulating experiental and peer-learning.

3. Support as a natural component of collaborative learning:
   - educative mutual assistance - an education tool based multi-directed taking and giving up help from pupils, their parents, and teachers.

4. Supporting, motivating, evaluating and rewarding practices in an inclusive school:
   - terminology - supporting,
   - a short overview of support systems in four countries,
   - types of motivation; the motivation for the development of "internal"; practical ways to motivate students with SEN - forms of strengthening the self-esteem of students;
   - evaluating as a continuous process, evaluation of teacher's performance and evaluation of student's work; online / mobility tools in the process of evaluating teacher performance and student work;

5. Reflection of the classroom situations:
   - theoretical inputs and exercises to the issues observation and interpretation, distorted perceptions, attribution, prejudices and stereotypes;
   - theoretical inputs and practical exercises to the issues teachers attitudes and their influence to the relationships between teachers and pupils, teacher beliefs and values, attitudes on respecting diversity, emotion regulation, resource orientation;
   - theoretical inputs and practical exercises to the issues reflection as a professional competence of teachers, constructive feedback.

6. The school as a social community among pupils and between pupils and teachers

7. Theme-centered interaction – dynamic balance between subject, student and the group
   - basic principles and practice of the theme-centered interactional group method;
   - Planning and Leading of Groups (stages of group development) by using Interactive Games;
   - classroom design - the theory of classroom management and how to utilize classroom space for collaborative learning.

8. Facilitiation of the pupils' interaction creating their learning community:

- relationships between pupils favorable for acceptance of differences and stimulation of participation of everyone,
- barriers of mutual connections between pupils.
9. Empowerment of pupils for positive and reciprocal interaction through interpersonal relationship between pupils and teachers
- analysis of the socio-psychological aspects and strategies of positive reciprocal interaction between pupils and the teacher.

10. Co-operation between teachers and parents

Wykaz literatury podstawowej

1. Adams, L., Cessna, K., & Friend, M. (1993). Effectiveness indicators of collaboration in special education/general education co-teaching: Final report. Denver: Colorado Department of Education.
2. Bauwens, J., Hourcade, J. J., & Friend, M. (1989), Cooperative teaching: A model for general and special education integration. Remedial & Special Education, 10(2), 17-22.
3. Cook, L. & Friend, M. (1995). Co-Teaching: Guidelines for creating effective practices. Focus on Exceptional Children, 28 (3)
4. Conderman G.J., Bresnahan M.V., Pedersen T. (2008), Purposeful Co-Teaching: Real Cases and Effective Strategies, Published by SAGE Publications Inc, United States, ISBN 10: 1412964490 ISBN 13: 9781412964494
5. Hawbaker B.W., Balong M., Buckwalter S., Runyon S., (1997), Building a Strong Base of Support for All Students Trough Co-planning, teaching Exceptional Children, Vol. 33, No. 4, pp. 24-30. source: Schumm, Vaughn, Harris
6. Hanson M., Horn E., Sandall S., Beckman P., Morgan M., Marquart J., Barnwell D., Chou H. (2001). After preschool inclusion: Children's educational pathways over the early school years. Exceptional Children, 68, 65–83
7. Gately, S., Gately, F. (2001), Understanding Co-teaching Components, *Journal of Teaching Exceptional Children*, 2 (3) 41-47
8. Friend M., Bursuck W.D., 2009, *Including Students With Special Needs: A Practical Guide for Classroom Teachers* (5th ed., p. 92). Columbus, OH: Merrill
9. Mittler, P. (2000) Working towards inclusive education social contexts (London, David Fulton Publishers).
10. Norwich, B. (2002) Teachers' attitudes towards integration/inclusion: a review of the literature, European Journal of Special Needs Education, 17, 129–148.
11. Scruggs T., Mastropieri M., McDuffie K. (2007), Teaching in inclusive classrooms: A metasynthesis of qualitative research, Council for Exceptional Children, Vol. 73, No. 4, pp. 392-416
12. Talmor R., Reiter S., Feigin N., (2005), Factors relating to regular education teacher burnout in inclusive education, European Journal of Special Needs Education, Vol. 20, No. 2, May 2005, pp. 215–229
13. Riehl C. J., (2000), The principal's role in creating inclusive schools for diverse students: A review of normative, empirical, and critical literature on the practice of educational administration., Review of Educational Research70:pp. 55-81

Wykaz literatury uzupełniającej

Bilans godzinowy zgodny z CNPS (Całkowity Nakład Pracy Studenta)

Ilość godzin w kontakcie z prowadzącymi	Wykład	15
	Konwersatorium (ćwiczenia, laboratorium itd.)	
	Pozostałe godziny kontaktu studenta z prowadzącym	5
Ilość godzin pracy studenta bez kontaktu z prowadzącymi	Lektura w ramach przygotowania do zajęć	15
	Przygotowanie krótkiej pracy pisemnej lub referatu po zapoznaniu się z niezbędną literaturą przedmiotu	15
	Przygotowanie projektu lub prezentacji na podany temat (praca w grupie)	
	Przygotowanie do egzaminu	
Ogółem bilans czasu pracy		**50**
Ilość punktów ECTS w zależności od przyjętego przelicznika		2