

KARTA KURSU

2017/2018

WYKŁAD OGÓLNOUCZELNIANY

Nazwa	INCLUSIVE EDUCATION
Nazwa w j. ang.	INCLUSIVE EDUCATION

Kod		Punktacja ECTS*	2
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OPIS KURSU (CELE KSZTAŁCENIA)

The on-line international study course is dedicated to students from four countries. The purpose of this course is to give the background for analysing the concept of the inclusive education of people with disabilities as well as to emphasize this process characteristics and organization. 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 educational needs, strategies of organization and education in heterogeneous classroom.
Umiejętności	The students will be able to recognize pupils' special educational needs, to design an individual education program taking into account the special need, to make a lesson plan for a heterogeneous classroom, to team up teachers, specialists, and parents in order to increase the efficiency of the education of pupils with special needs at <i>school for all</i> .
Kursy	General basis of psychology General special education

EFEKTY KSZTAŁCENIA

	Efekt kształcenia dla kursu	Odniesienie do efektów kierunkowych
Wiedza	W 01, Students are able to characterize the concept of inclusive education and its place in education system	K2_W01
	W 02, Students know the principles of curriculum differentiation according to special needs.	K2_W03
	W 03, Students know principles of lesson organization in a heterogeneous classroom as well as the co-teaching strategies	K2_W09

	Efekt kształcenia dla kursu	Odniesienie do efektów kierunkowych
Umiejętności	U 01 Students can identify students' special needs.	K2_U02
	U 02 Students can prepare an individual program taking into consideration the pupils' special needs.	K2_U07
	U 03 Students can make a lesson plan for a heterogeneous class community with co-planning, co-instruction and models of co-teaching	K2_U11

	Efekt kształcenia dla kursu	Odniesienie do efektów kierunkowych
Kompetencje społeczne	K01, Students are open-minded to new information,	K2_K01
	K02, Students are able to team up and co-operate	K2_K07
	K03, Students are able to feel empathy towards pupils with SEN in inclusive environment.	K2_K08

Organizacja																				
Forma zajęć	W	A			K			L			S			P			E			
		Liczba godzin																		

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 (esej)	Egzamin ustny	Egzamin pisemny	Inne Team learning
W01	X									X			
W02	X									X			
W03	X									X			
U01	X									X			
U02	X									X			
U03	X									X			
K01	X									X			
K02	X									X			
K03	X									X			

Kryteria oceny

In Poland, the course lasts 15 hours online and includes obligatory one part of the total course content. Participants receive 2 ETCS points if they write an essay in Polish (max. 8 pages, pass without assessment), which presents critical reflection on two individually chosen issues addressed in the course that the student considers particularly important for his or her future professional career in inclusive school.

Uwagi

TREŚCI MERYTORYCZNE (WYKAZ TEMATÓW)

Towards a theoretical frame of inclusive education:

- concept of inclusive education and its place in education system;
- social model of disability
- the Universal Design for Instruction (UDI) and Vygotsky's zone of proximal development theory.

Educational aspects of empowerment for learning:

- the concept of empowerment
- educational strategies of facilitating and stimulating peer-learning.

Support as a natural component of collaborative learning:

- educative mutual assistance
- support for pupils, their parents, and teachers.

Supporting, motivating, evaluating and rewarding practices in an inclusive school:

- concept of the support,
- a brief overview of support systems in four countries,
- types of motivation
- forms of strengthening the pupils' self-esteem;

Reflecting classroom situation:

- 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.

The school as a social environment

- Relationship between pupils
- relationship between pupils and teachers

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.

Facilitating pupils' interaction and creating their learning community:

- relationship between pupils
- barriers of mutual relation between pupils.

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.

Co-operation between teachers and parents.

WYKAZ LITERATURY

1. 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.
2. Cook, L. & Friend, M. (1995). Co-Teaching: Guidelines for creating effective practices. *Focus on Exceptional Children*, 28 (3)
3. 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
4. Gately, S., Gately, F. (2001), Understanding Co-teaching Components, *Journal of Teaching Exceptional Children*, 2 (3) 41-47
5. Norwich, B. (2002) Teachers' attitudes towards integration/inclusion: a review of the literature, *European Journal of Special Needs Education*, 17, 129–148.
6. Scruggs T., Mastropieri M., McDuffie K. (2007), Teaching in inclusive classrooms: A metasynthesis of qualitative research, *Council for Exceptional Children*, 73, 4, 392-416
7. Talmor R., Reiter S., Feigin N., (2005), Factors relating to regular education teacher burnout in inclusive education, *European Journal of Special Needs Education*, 20, 2, 215–229
8. 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 Research*, 70, 55-81

BILANS GODZINOWY ZGODNY Z CNPS (CAŁKOWITY NAKŁAD PRACY STUDENTA)

Ilość godzin w kontakcie z prowadzącymi	Wykład (e-learning)	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