PEDB17-124: Inclusion in education

Aim of the course

The purpose of the course is to provide a general overview about the issue of inclusion. The course gives examples how to support inclusion.

Learning outcome, competences

Knowledge:
- Upon successful completion of the course students demonstrate an introductory knowledge about theory and principles of inclusion and inclusive practices at any learning environment.
- Engage in problem identification, case-analyses across micro- and macro continuum
- Demonstrate practice skills on founding and managing inclusive environment and indicators.
- Understand Index of Inclusion
- Understand Special Needs of each children and the uniqueness of every human being

Attitude:
- Demonstrate an awareness of self while working with children
- Seeks creative solutions for deep comprehension of personalized learning routes
- Communicate assertive yet non-violent, non-intrusive

Ability:
- Students should be able to understand core values and indicators of the inclusive learning environments.

Content of the course

Topics of the course
- Main directives, trends and theory of Developmental Pedagogy – Inclusion -Special Needs Education in international context.
- History of Inclusive Education
- Policies and Legal Regulations
- Analysis of Inclusion Process, Equity and Equality
- Children in Inclusive and Exclusive Schools, Special Needs Children Typology, Differences and Similarities
- Enabling Environment for All, Aspects of the Efficiency, About the Intrinsic Motivation
- Inclusive Index
- Good practices

Learning activities, teaching methods
- Lectures
- Discussion on the topic
- Bringing requested materials such as photos of schools, classrooms
- Analyzing photos, paintings, movies
- Cooperative learning tasks using Index for Inclusion
- Reports and papers creating a portfolio

Evaluation of outcomes

Learning requirements, mode of evaluation, criteria of evaluation:

- All students are required to write a portfolio (roughly 12,000 c.) including an analysis of an interview or a movie, mind map about the scientific publication from the reading list.

Mode of evaluation:

- Analysis of assignments, portfolio and personal activity/work during classes and the discussed topics.

Criteria of evaluation:

- Understanding the course materials and the terminology.

Reading list

Compulsory reading list

- Ainscow, Mel: Diversity and Equity: A Global Education Challenge, NZ J Educ Stud (2016) 51:143-155
- Booth, T. and Ainscow, M. (2011) Index for Inclusion: Developing Learning and Participation in Schools. Centre for Studies on Inclusive Education, Bristol.
- Policy Guidelines on Inclusion in Education, UNESCO 2009
- Centre for Studies on Inclusive Education http://www.csie.org.uk/resources/
- Early Inclusion project found by ERASMUS http://www.early-inclusion.eu/