Study program	Level of the study program		First cycle	
	Name of the study program		Educational Physics	
Course name	INCLUSION IN PHYSICS EDUCATION			
Course ID	Semester	Course status	ECTS credits	L+E
PED7311	**VII**	**MANDATORY**	**3**	**2+1**
Lecturer	**Prof. dr. Vanes Mešić**			
Aims and intended learning outcomes	The aim of this course is to further develop students' skills of planning, conducting and analyzing inclusive physics lessons. Intended learning outcomes: 1. Explain the concepts of differentiated instruction and inclusion. 2. Describe strategies for identifying students with special needs and develop an individualized education program. 3. Specify the general guidelines for implementing inclusive teaching. 4. Describe strategies for tailoring physics instruction to the needs of different categories of students. 5. Create a portfolio which documents development of skills related to planning, conducting and analysing inclusive physics lessons.			

Course content

Differentiated physics instruction. Concept of inclusion. Identifying students with special needs. Development of individualized education programs. School-family partnership within the context of inclusive education. General guidelines for implementation of inclusive instruction. INCLUDE strategy.
Specific learning disabilities. Communication disorders. Mental retardation.
Emotional disturbance and behavioral disorders. Attention deficit/Hyperactivity disorder. Autistic spectrum disorder. Hearing impairments. Visual impairments. Physical disabilities.
The needs of gifted students.
Time and resource management. Peer assistance and peer tutoring. Evaluation.
Strategies for managing classroom behavior. Strategies for improving motivation, attention and memory. Modern technologies in inclusive instruction.
Guidelines for implementing activities in the inclusive physics classroom. Observing, classifying and measuring. Recording and handling experimental data. Invention and discovery activities. Magnetism and electricity activities. Force and motion activities. Sound, light and color activities. Solids/liquids/gases activities.

Student workload (hours)		Grading	
Lectures and Exercises	45	Assessment method	Points
Exam preparation	15	Portfolio	15
Assignments	10	Partial exam	35
Other	5	Final exam	50
Total	75		
		Total	100

Literature

1. Muratović, H., Mešić, V. (2009*). Didaktičko-metodički prilozi nastavi fizike*. Sarajevo: Prirodno-matematički fakultet.
2. Friend, M., Bursuck, W. D. (2012). *Including Students with Special Needs: A Practical Guide for Classroom Teachers*. Boston, MA: Pearson.
3. Brigham, F. J., Scruggs, T. E., & Mastropieri, M. A. (2011). Science education and students with learning disabilities. *Learning Disabilities Research & Practice*, *26*(4), 223-232.
4. Mastropieri, M. A., & Scruggs, T. E. (1993). *A Practical Guide for Teaching Science to Students with Special Needs in Inclusive Settings.* West Lafayette, IN: Pro-ed.
5. STC (2015). *Unapređenje obrazovnog sistema u oblasti primjene inkluzivnih principa poučavanja – publikacija stručnih radova i izlaganja sa stručnog simpozijuma*. Sarajevo: Save the Children.

Remarks