## ECTS catalog with learning outcomes University of Montenegro

Faculty of Philosophy / INCLUSIVE EDUCATION / Methods of Working with Children with Visual Impai

| Course: | Methods of Working with Children with Visual Impai |  |  |  |
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| Course ID | Course status | Semester | ECTS credits | Lessons (Lessons+Exer cises+Laboratory) |
| 12633 | Mandatory | 1 | 6 | $2+2+0$ |
| Programs | INCLUSIVE EDUCATION |  |  |  |
| Prerequisites | There are no pre-conditions for the attendance of this course. |  |  |  |
| Aims | Acquaintance of students with the characteristics of visually impaired children and children without residual vision; introducing students to the specificity of working with children with visual impairment; introducing students to the implementation of various methods of working with children with visual impairments and supporting their needs |  |  |  |
| Learning outcomes | The student will be able to: -Analyses, describes and breaks down visual disturbances in children; -participates in the work of the expert team to assess the abilities of students with visual impairment; - Successfully implements working methods with children with visual impairment; -Knows the mechanisms of improving the system of education and rehabilitation of students with visual impairments. |  |  |  |
| Lecturer / Teaching assistant | Assistant Professor Nada Šakotić, PhD; Teaching Assistant Nađa Kasalica, MA |  |  |  |
| Methodology | Lectures and discussions. The preparation of one essay on a given topic, from one area of curriculum. Studying for test and a final exam. Consultations. |  |  |  |
| Plan and program of work |  |  |  |  |
| Preparing week | Preparation and registration of the semester |  |  |  |
| I week lectures | Observation of visually impaired students |  |  |  |
| I week exercises | Basic characteristics of visually impaired students, discussion |  |  |  |
| II week lectures | Characteristics of visually impaired children |  |  |  |
| II week exercises | Presentation of essays and discussions |  |  |  |
| III week lectures | Visually impaired children in an inclusive school |  |  |  |
| III week exercises | Work according to the prepared material, presentation of students and analysis of essays, discussion |  |  |  |
| IV week lectures | IROP for visually impaired children |  |  |  |
| IV week exercises | Group work, essay presentation |  |  |  |
| V week lectures | Programs of educational work for children with visual impairment |  |  |  |
| V week exercises | Work in groups according to prepared material, group discussion |  |  |  |
| VI week lectures | Didactic methodical solutions in working with visually impaired students in an inclusive school |  |  |  |
| VI week exercises | Additional clarification of terminology |  |  |  |
| VII week lectures | Braille - awl and table |  |  |  |
| VII week exercises | Presentation of smaller group projects |  |  |  |
| VIII week lectures | Braille - Braille machine |  |  |  |
| VIII week exercises | Working and practicing writing on a Braille machine |  |  |  |
| IX week lectures | Braille - Reading and writing |  |  |  |
| IX week exercises | Watching the movie "My World" and discussion |  |  |  |
| X week lectures | Orientation in space of visually impaired children |  |  |  |
| X week exercises | Additional clarification of terminology and symptoms, presentation of an essay, discussion |  |  |  |
| XI week lectures | Help in the work of children with visual impairment |  |  |  |
| XI week exercises | Essay presentation and discussion |  |  |  |
| XII week lectures | Parents of visually impaired children as partners in multiprofessional teams |  |  |  |
| XII week exercises | Group work according to the prepared material |  |  |  |
| XIII week lectures | Specifics in working with visually impaired children |  |  |  |


| XIII week exercises |  | Presentation of the book "What is vision" - discussion |  |  |  |  |
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| XIV week lectures |  | Compensatory development of visually impaired children |  |  |  |  |
| XIV week exercises |  | Work in small groups, additional explanations of terminology, essay presentation and discussion |  |  |  |  |
| XV week lectures |  | Knowledge test |  |  |  |  |
| XV week exercises |  | Presentation of smaller group projects |  |  |  |  |
| Student workload |  |  |  |  |  |  |
| Per week |  |  | Per semester |  |  |  |
| 6 credits $\times 40 / 30=8$ hours and 0 minuts <br> 2 sat(a) theoretical classes <br> 0 sat(a) practical classes <br> 2 excercises <br> 4 hour(s) i 0 minuts <br> of independent work, including consultations |  |  | Classes and final exam: <br> 8 hour(s) i $\mathbf{0}$ minuts $\mathbf{x} 16=128$ hour(s) i $\mathbf{0}$ minuts <br> Necessary preparation before the beginning of the semester <br> (administration, registration, certification): <br> $\mathbf{8}$ hour(s) i $\mathbf{0}$ minuts $\mathbf{x} \mathbf{2}=\mathbf{1 6}$ hour(s) i $\mathbf{0}$ minuts <br> Total workload for the subject: <br> $6 \times 30=180$ hour(s) <br> Additional work for exam preparation in the preparing exam period, <br> including taking the remedial exam from 0 to 30 hours (remaining time from the first two items to the total load for the item) <br> 36 hour(s) i 0 minuts <br> Workload structure: $\mathbf{1 2 8}$ hour(s) i $\mathbf{0}$ minuts (cources), $\mathbf{1 6}$ hour(s) i $\mathbf{0}$ minuts (preparation), $\mathbf{3 6}$ hour(s) i $\mathbf{0}$ minuts (additional work) |  |  |  |
| Student obligations |  |  | Students are required to attend classes regularly, participate in discussions and working test. Students prepare an essay and participate in the discussion after the presentation of essays. |  |  |  |
| Consultations |  |  | Thursday at 2.30 p.m |  |  |  |
| Literature |  |  | -Šakotić, N., Tončić, Z., Macanović, G.(2012): Brajevo pismo-ključ kvalitetnog obrazovanja, USAID-from the American people, Nikšić; Zarevski, P. (2000): "Pobijedite sramežljivost", Jastrebarsko - Hrvatska; Šakotić, N., Mešalić, Š., Nikolić, M. (2007): Pristup inkluzivnoj praksi u vaspitanju i obrazovanju, Zavod za uđbenike I nastavna sredstva, Podgorica; - Eškirović, B. (2002): Vizuelna efikasnost slabovide dece u nastavi, SD Publik, Beograd; - Milošević, D., Stankov, B. (2004): Razvoj motoričkih vidnih funkcijakod dece uzrastaod 4-5 godina, Kongres pedijatara, Niš; - Šakotić, N. (2023): Metodike inkluzivnog obrazovanja, MINS Knežević doo, Nikšić; Šakotić, N. (2023): Razvojne smetnje u inkluzivnom obrazovanju, MINS Knežević doo, Nikšić. |  |  |  |
| Examination methods |  |  | - One test 30 points; - Attendance, emphasis during lectures and participation in debates 5 points; - Essay 15 points; - Final exam 50 points; A passing grade is obtained if at least 51 points are accumulated cumulatively |  |  |  |
| Special remarks |  |  |  |  |  |  |
| Comment |  |  |  |  |  |  |
| Grade: | F | E | D | C | B | A |
| Number of points | less than 50 points | greater than or equal to 50 points and less than 60 points | greater than or equal to 60 points and less than 70 points | greater than or equal to 70 points and less than 80 points | greater than or equal to 80 points and less than 90 points | greater than or equal to 90 points |

