

Specification of courses for the book of courses

Study program		Preschool Teacher	
Module		Preschool Teacher with higher competencies in working with socially deprived	
Type and level of studies		Basic vocational studies - 1st level study program (professional bachelor degree)	
Name of the subject		The Inclusion of Socially Deprived Children	
Teacher (for lectures)		Slavica Komatina, PhD	
Teacher/associate (for practical classes)		Slavica Komatina, PhD	
Teacher/associate (for DON)		/	
Year of study when the component is delivered		1	
Semester/trimester when the component is delivered		2	
Number of ECTS		3	Status of the course (compulsory/optional) optional
Condition	None		
Goal of the course	Gain elementary knowledge of inclusion as a modern movement in education that merge new strategies, techniques and methods for the development of quality, open and rightful care for all. Gain knowledge about the social position and problems of marginalized, socially vulnerable and from the main social exclusion of social groups. Acquiring knowledge about the theory of interculturalism as a new educational strategy.		
The outcome of the course	Adoption of the elementary principles of a modern inclusive concept in the process of education and training and the ability for their critical and independent application. Adoption of basic knowledge about the social position and problems in the educational process of socially deprived children and youth and the ability to create an stimulative social environment that respects diversity. Considering the importance of the intercultural context in the socialization of socially deprived children.		
Course content			
Theory classes	The concept and elementary principles of inclusive education. The idea of interculturalism and the perception of its role in inclusive education. Multiculturalism and interculturalism in the educational process. The elementary social problems of socially deprived children. The role of inclusion in reducing social differences in society.		
Practical classes (don, research work during the studies)	Discussion about basic social problems which makes it difficult the inclusion of socially deprived children. Understanding the culture of poverty in the process of perceiving obstacles that stand in the way of the itegration of marginalized social groups. Socially constructed factors of inequality. Institutional context of education in our country. The role of inclusive education and education in the successful integration of marginalized social groups. Cooperation with parents of socially deprived children.		
Bibliography			
1 Ковач Церовић, Т. и Левков, Љ. (2002). <i>Квалитетно образовање за све - пут ка развијеном</i>			
2 Gošović, R. i dr. (2007). <i>Vodič za unapredjenje interkulturalnog obrazovanja</i> . Beograd: Fond za			
3 Јовановић, В. (2013). <i>Образовна инклузија деце ромске националности</i> . Београд: Центар за			
4 Kimlika, V. (2004). <i>Multikulturalizam</i> . Podgorica: CID i Zagreb: Jesenski i Turk.			
5 Радушки, Н. и Коматина, С. (2013). <i>Друштвена инклузија Рома као изазов за социјалну политику</i>			
Number of active classes per week during a semester/trimester/ year			
Lectures	Practical classes	Research work during the course	Other classes
1	2		1
Teaching methods	Opening lectures by the method of academic exposure, explanation with rhetorical questions and schematic presentations of elementary content. Dialogues and discussions on preloaded topics. Exercises by presenting content on pre-set topics, discussions on questions, presentations.		
Mode of delivery		face-to-face	
Knowledge assessment (maximum number of points 100)			
Pre-exam obligations	Points	Final exam	Points
In class activity	10	Written exam	20
Practical classes	/	Oral exam	30
Colloquium	20		
Seminar papers	20		
Language of instruction	Serbian/English		

At the beginning of the course students will be reminded of the basic problems of statistical tests of significance of differences and correlation. The central part of the course takes a detailed introduction and learning methods of analysis of variance and linear regression. Analysis of variance will be covered by a simple (direct), multidirectional analysis (main effects and interactions), as well as analysis of variance for repeated measurements (dependent samples) and mixed data (repeated and non-repeated factors - independent variables). Analysis of covariance will provide an introduction This course is a prerequisite for all other courses in the study program. Course outcomes After passing this exam, students will master the concept of probability and random variables. They will understand the characteristics of one-dimensional and multidimensional random variables. Students will understand and will be able to apply the central limit theorem, and will understand the basic principles of statistical analysis based on the theory of large numbers. Content of the course Statistical experiment, probability space. Axioms of probability. The classical definition of probability. Geomet Specification of the course for the Book of courses Study program Applied statistics Title of the course Theory of estimation and detection Teachers (for lectures) Dora SeleÅ¡i, DragiÅ¡ BankoviÅ¡ Teacher/fellow teacher (for exercises) Zoranka Desnica, Marko ObradoviÅ¡ ESPB 6 Status of the course (obligatory (O) /elective (E)) O Conditions Aim of the course The aim of this course is to introduce estimation. of parameters as one of the basic statistical analysis and introduction to statistical hypothesis testing. Course outcomes Students will be able to prepare a descriptive indicators and to graphi