

INCLUSIVE EDUCATION

1	Course Title:	INCLUSIVE EDUCATION
2	Course Code:	MBS0013
3	Type of Course:	Optional
4	Level of Course:	First Cycle
5	Year of Study:	2
6	Semester:	3
7	ECTS Credits Allocated:	4.00
8	Theoretical (hour/week):	2.00
9	Practice (hour/week):	0.00
10	Laboratory (hour/week):	0
11	Prerequisites:	None
12	Language:	Turkish
13	Mode of Delivery:	Face to face
14	Course Coordinator:	Dr. Öğr. Üyesi ABDULLAH AÇAR
15	Course Lecturers:	Dr. Öğr. Üyesi Abdullah AÇAR
16	Contact information of the Course Coordinator:	Bursa Uludağ Üniversitesi Eğitim Fakültesi B Blok Oda 107 aacar@uludag.edu.tr
17	Website:	
18	Objective of the Course:	The aim of this course is to provide students with knowledge and ideas about what inclusive education is, its origin, concepts (being different, being disadvantaged, inclusion, exclusion, etc.) and applications. The distant aim of the course is to make students aware of the facts and events that have already taken place related to inclusive education and their own ideas and beliefs about them.
19	Contribution of the Course to Professional Development:	With this course, pre-service teachers will gain an inclusive education approach so that they can develop the idea that they should provide quality education to all of their future students, who differ in terms of religion, language, race, gender, ethnicity, culture, disability, income level, etc. Also, they are expected to learn hints how to provide such education opportunities.
20	Learning Outcomes:	
	1	Students define the concept of inclusive education and some related concepts.
	2	Students explain the philosophical, social and psychological approaches and principles of inclusive education.
	3	Students recognize international and national legislation, which is the legal basis of inclusive education.
	4	Students express the goals of inclusive education and the reflection of these goals in content and practice.
	5	Students explain the necessity of inclusive assessment and the importance of formative assessment.
	6	Students define inclusive education approaches.
	7	Students define concepts related to disadvantaged groups in inclusive education.
	8	Students express who are the disadvantaged groups in inclusive education.
	9	Students summarize information about refugees and the education of refugee children.

	10	Students give examples of classroom practices suitable for inclusive education programs.
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21	Course Content:	
	Course Content:	
Week	Theoretical	Practice
1	Course Introduction	
2	Introduction to Inclusive Education	
3	Philosophical, Sociological and Psychological Foundations of the Concept of Inclusive Education	
4	Legal Basis for Inclusive Education	
5	Inclusive Education Goals Content and Implications for Practice	
6	Inclusive Education Goals Content and Implications for Practice	
7	Inclusive Evaluation	
8	Inclusive Evaluation	
9	Inclusive Education Approaches and Practices	
10	Inclusive Education Approaches and Practices	
11	Disadvantaged Groups in Inclusive Education	
12	Disadvantaged Groups in Inclusive Education	

Activites		Number	Duration (hour)	Total Work Load (hour)
Theoretical	Education Programs	14	2.00	28.00
Practicals/Labs		0	0.00	0.00
Self study and preparation	Materials: few resources. Oslo, The Atlas Alliance Publ. Daniels, H. & Garner P. (2013) Inclusive education	14	4.00	56.00
Homeworks		0	0.00	0.00
Projects	Assesment	0	0.00	0.00
Field Studies		0	0.00	0.00
Midterm exams	Midterm Exam	1	10.00	10.00
Others		1	10.00	10.00
Final Exams	Home work-project	1	10.00	10.00
Total Work Load				124.00
Total work load/ 30 hr		4		3.80
ECTS Credit of the Course				4.00
Contribution of Term (Year) Learning Activities to Success Grade				
Contribution of Final Exam to Success Grade		60.00		
Total		100.00		
Measurement and Evaluation Techniques Used in the Course		Summative evaluation paper-and-pencil tests		

24	ECTS / WORK LOAD TABLE
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25	CONTRIBUTION OF LEARNING OUTCOMES TO PROGRAMME QUALIFICATIONS															
	PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ10	PQ11	PQ12	PQ13	PQ14	PQ15	PQ16
ÖK1	3	2	1	1	1	1	1	1	1	1	1	2	2	2	1	1

ÖK2	2	2	1	1	1	3	1	1	3	1	1	3	2	2	1	1
ÖK3	2	2	1	1	1	1	1	1	2	1	1	2	2	1	1	1
ÖK4	2	2	1	1	1	1	1	1	3	1	1	2	2	2	3	1
ÖK5	1	1	1	1	1	1	1	1	2	1	1	1	1	1	4	1
ÖK6	2	2	1	1	1	1	1	1	1	1	1	2	2	3	1	1
ÖK7	2	1	1	1	1	1	1	1	2	1	1	4	1	1	1	1
ÖK8	1	1	1	1	1	1	1	1	3	1	1	2	1	2	1	1
ÖK9	1	2	1	1	1	1	1	1	1	1	1	3	3	2	1	1
ÖK10	1	1	1	1	1	1	1	1	2	1	1	1	1	1	4	1
LO: Learning Objectives PQ: Program Qualifications																
Contribution Level:	1 very low		2 low		3 Medium		4 High		5 Very High							