

SYLLABUS

COURSE TITLE	Education of Individuals with Visual Impairments		
CREDITS	4		
LANGUAGE OF INSTRUCTION	English		
DEPARTMENT/FACULTY	Education and Psychology		
LECTURER(S)	Dorota Chimicz, PhD		
COURSE OBJECTIVES			
Students who successfully complete this course:			
<ul style="list-style-type: none">Recognize the problems related to the inclusion of students with vision impairmentsAre acquainted with different techniques of spatial orientationGain awareness of problems of persons visual impairments and learns to position him/herself in debates.			
PREREQUISITES	none		
COURSE ORGANISATION – LEARNING FORMAT AND NUMBER OF HOURS			
30 hours of practice			
COURSE DESCRIPTION			
The aim of the course is to provide the student with knowledge and skills regarding effective support for the development of visually impaired students, learning about the specifics of its functioning and techniques enabling effective learning, play and work in inclusive education.			
METHODS OF INSTRUCTION	lecture, discussion, didactic film, reading assignments, demonstrations, case studies, practice		
REQUIREMENTS AND ASSESSMENTS	<ul style="list-style-type: none">Attendance and active participation in classesTwo presentationsPreparing teaching aids for visually impaired studentsOne test at the end of the term covering the texts and workshops (multiple choice; true- false statements; gapped sentences)		
GRADING SYSTEM	Success in this course depends on attending class regularly, actively participating in class, and taking thorough notes. Tests: There will one test at the end of the term. Students will be informed about them at least 2 weeks in advance. They will be based on a recommended reading. The test will cover the text and lecture material 0-50% - 2.0 50-59%-3.0 60-69% -3.5 70-79%-4.0 80-89% - 4.5 90-100%-5.0		
TOTAL STUDENT WORKLOAD NEEDED TO ACHIEVE EXPECTED LEARNING OUTCOMES EXPRESSED IN TIME AND ECTS CREDIT	Activity	Hours:	
	Workshops	30	
	Preparation for classes (Reading, homework etc.)	25	
	Preparing presentations	20	
	Revising for the test	25	

POINTS	Preparing teaching aids	20
	Total	120
	ECTS	4

STUDY MATERIALS	<p>PRIMARY OR REQUIRED BOOKS/READINGS:</p> <p>Hatlen, P. H., & Curry, S. A. (1987). In support of specialized programs for blind and visually impaired children: The impact of vision loss on learning. <i>Journal of Visual Impairment and Blindness</i>, 81(1), 7-13.</p> <p>Hill, E. W., & Snook-Hill, M. (1996). Orientation and mobility. In M. C. Holbrook (Ed.), <i>Children with visual impairments: A parents' guide</i> (pp. 260- 286). Bethesda, MD: Woodbine House.</p> <p>Johnstone, C., Altman, J., Timmons, J., & Thurlow, M. (2009). Students with visual impairments and assistive technology: Results from a cognitive interview study in five states. Minneapolis, MN: University of Minnesota, Technology Assisted Reading Assessment (on-line: https://nceo.umn.edu/docs/OnlinePubs/TARA/TARASTudentInterviewStudy.pdf).</p> <p>Shepherd, I. (2001). Providing Learning Support for Blind and Visually Impaired Students Undertaking Fieldwork and Related Activities , (online: https://sid.usal.es/idocs/F8/FDO25272/blind.pdf).</p> <p>SUPPLEMENTAL OR OPTIONAL BOOKS/READINGS:</p> <p><i>The Journal of Visual Impairment and Blindness</i> contains regular contributions on all aspects of visual impairment and blindness, including reports on developments in assistive technology.</p>
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