



**MINISTRY OF SCIENCE AND HIGHER EDUCATION  
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Department of Pedagogical and Developmental Psychology



APPROVED:

Vice-Rector for Education

A.I. Vokin

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### Syllabus

Discipline Б1.О.10 Basics of Inclusive Interaction

Major: All fields of study

University Degree: Bachelor

Full-time, part-time, extramural (the program is implemented entirely via e-learning and distance educational technologies)

Recommended by Department of Pedagogical  
and Developmental Psychology  
Protocol № 6 of January 21, 2025

Department Chair L.V. Skorova

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## I. GOAL AND OBJECTIVES OF THE DISCIPLINE (MODULE)

Goal: developing students' readiness to organize effective interaction in professional and social spheres with people with disabilities, based on knowledge of their specific characteristics and using various social practices.

Objectives:

- acquiring knowledge about the patterns and mechanisms of personality development in individuals with disabilities;
- developing the ability to apply general knowledge about people with disabilities in the context of social and professional interaction, and to build interactions taking into account a person's specific limitations profile;
- developing skills in using various social practices when interacting with people with disabilities.

## II. PLACE OF THE DISCIPLINE IN THE CPEP STRUCTURE

The academic discipline " Basics of Inclusive Interaction" belongs to the mandatory part of the curriculum. It is studied in the third semester of the second year. The course is fully delivered via the university's electronic educational portal at [educa.isu.ru](http://educa.isu.ru).

2.1. To study this discipline, general knowledge, developed cognitive skills and abilities enabling cognitive activity are required, as well as skills for independent acquisition, expansion, transfer, and integration of knowledge gained during the learning process.

Before starting the course, students should have a general understanding of personality, factors of its normal development, and age-related characteristics of human development.

2.2. The knowledge, skills, and abilities developed by this academic discipline may be necessary for students to undergo practical training.

## III. REQUIREMENTS FOR THE DISCIPLINE LEARNING OUTCOMES

The process of mastering the discipline is aimed at forming competencies in accordance with the Federal State Educational Standard of Higher Education (FSES HE) and Core Professional Educational Program of Higher Education (CPEP HE) in the bachelor's and specialist's training field(s).

### List of Planned Learning Outcomes for the Discipline, Mapped to Competency Achievement Indicators

Competency	Competency Achievement Indicator	Learning Outcomes
UC-9 Is able to apply fundamental defectological knowledge in social and professional spheres	UC-9.1 Understands the psychological, social and professional foundations of interaction with persons with disabilities and individuals with special needs. Applies fundamental defectological knowledge in social and professional spheres	<b>Knows:</b> general and specific aspects of impaired development. <b>Is able to:</b> build ethically appropriate social and professional interactions with people with disabilities. <b>Possesses:</b> various approaches to building interactions with people having different types of limitations.
	UC-9.2 Designs and implements professional activities and social interaction with persons with disabilities and individuals with special needs	<b>Knows:</b> features of communication with individuals with disabilities. <b>Is able to:</b> apply an individual approach in building professional and social relationships with individuals, taking into account the specific type

		of disability. <b>Possesses:</b> skills in planning and designing professional activities and communication with individuals with disabilities.
	<b>UC-9.3</b> Ensures the inclusion of persons with disabilities in the organization's professional environment and creates conditions for their development and self-development	<b>Knows:</b> objective and subjective barriers to social integration for individuals with disabilities. <b>Is able to:</b> identify and leverage the inclusive potential of the professional environment to facilitate the development and self-development of individuals with disabilities. <b>Possesses:</b> skills for applying inclusive practices and technologies in social and professional spheres.

#### IV. CONTENTS AND DISCIPLINE STRUCTURE

The scope of the discipline is **2 credits, 72 hours**.

Form of summative assessment: **pass/fail credit** (8 hours for full-time study, 4 hours for part-time study).

#### 4.1. Discipline Contents, Structured by Topics, with Indicated Types of Classes and Allocated Academic Hours

Discipline Topics / Sections	Semester	Types of Educational Activities, Including Self-Study, Practical Sessions, and Workload (in hrs)						Formative Assessment Formats; Summative Assessment Formats		
		Teacher Contact Hrs				Self-Study				
		Lectures		Practical Sessions		Consultations	Full-time			Extramural
		Full-time	Extramural	Full-time	Extramural					
<b>Section I</b>		<b>8</b>	<b>2</b>	-	-	-	<b>16</b>	<b>32</b>	Testing per sections	
Topic 1.	3/2	2	2	-	-	-	4	16		
Topic 2.	3/2	2	-	-	-	-	4	16		
Topic 3.	3/2	2	-	-	-	-	4	-		
Topic 4.	3/2	2	-	-	-	-	4	-		
<b>Section II</b>		<b>10</b>	<b>2</b>	-	-	-	<b>30</b>	<b>32</b>		
Topic 5.	3/2	2	-	-	-	-	6	16		
Topic 6.	3/2	2	2	-	-	-	6	16		
Topic 7.	3/2	2	-	-	-	-	6	-		
Topic 8.	3/2	2	-	-	-	-	6	-		
Topic 9.	3/2	2	-	-	-	-	6	-		
<b>Total hrs</b>		<b>18</b>	<b>4</b>	-	-	-	<b>46</b>	<b>64</b>	<b>Credit</b> 8 ч. / 4 ч.	

#### 4.2. Plan for Out-of-Class Student Self-Study of the Discipline

Semester	Section, Themes	Self-Study			Assessment Tool	Self-Study Educational and Methodological Support
		Type of Self-study	Deadlines	Load (hr.)		
<b><i>Section I. Inclusion in the social and professional spheres.</i></b>						
3	Topic 1. General issues of the inclusive approach.	Information retrieval	Weeks 1-2	/16	Guide	Furyaeva, T. V. Social Inclusion / T.V. Furyaeva. – M: Urait Publishing House, 2023. – 189 p.
3	Topic 2. Concepts of integration and inclusion of people with special needs.	Media analysis	Weeks 3-4	4/16	Analytical report	Furyaeva, T. V. Social Inclusion / T.V. Furyaeva. – M: Urait Publishing House, 2023. – 189 p.
3	Topic 3. Inclusive social practices.	Media analysis	Weeks 5-6	4/-	Analytical report	Furyaeva, T. V. Social Inclusion / T.V. Furyaeva. – M: Urait Publishing House, 2023. – 189 p.
3	Topic 4. Mentoring as an inclusive practice.	Information retrieval	Weeks 7-8	4/-	Analytical report	Furyaeva, T. V. Social Inclusion / T.V. Furyaeva. – M: Urait Publishing House, 2023. – 189 p.
<b><i>Section II. General issues of atypical development.</i></b>						
3	Topic 5. Modern perspectives on typical and atypical development	Solving a psychological problem	Weeks 11-12	6/16	Analytical report	Rudensky, E. V. Psychology of non-normative personality development: A textbook for universities / E.V. Rudensky. – M: Urait Publishing House, 2023. – 177 p.
3	Topic 6. Impaired development: concept, types, and causes.	Information retrieval	Weeks 13-14	6/16	Mind map	Rudensky, E. V. Psychology of non-normative personality development: A textbook for universities / E.V. Rudensky. – M: Urait Publishing House, 2023. – 177 p.

3	Topic 7. Features of development in individuals with intellectual disabilities, developmental delays, and sensory impairments.	<b>Media analysis</b>	Weeks 15-16	6/-	Analytical report	Rudensky, E. V. Psychology of non-normative personality development: A textbook for universities / E.V. Rudensky. – M: Urait Publishing House, 2023. – 177 p.
3	Topic 8. Developmental characteristics of individuals with musculoskeletal disorders.	<b>Biography analysis</b>	Weeks 16-17	6/-	Analytical report	Rudensky, E. V. Psychology of non-normative personality development: A textbook for universities / E.V. Rudensky. – M: Urait Publishing House, 2023. – 177 p.
3	Topic 9. Characteristics of individuals with emotional and behavioral disorders and autism spectrum disorders.	<b>Media analysis</b>	Weeks 17-18	6/-	Analytical report	Rudensky, E. V. Psychology of non-normative personality development: A textbook for universities / E.V. Rudensky. – M: Urait Publishing House, 2023. – 177 p.
<b>Total workload for self-study in the course (hours)</b>				46/64		
<b>Time allocation for self-study provided for in the curriculum for this course (hours).</b>				<u>46/72</u> 64/72		

### 4.3. Learning Content

#### *Section I. Inclusion in the social and professional spheres*

Topic 1. General issues of the inclusive approach.

Inclusion. Inclusive approach in social interaction. Ecological approach. Urie Bronfenbrenner's model. Lifestyle, quality of life, special social needs. Philosophical approach. Theories of Allport, A. Maslow, C. Rogers. The need for interaction among people with developmental specificities.

Topic 2. Concepts of integration and inclusion for people with special needs.

The anthropological concept of societal integration for people with disabilities: pedagogical, medical, and religious aspects. The anthropological-ethical integration concept of W. Haeberlin and O. Speck. The communicative concept of social-personal integration by G. Reiser. Objective and subjective difficulties in organizing integration and inclusion. Principles of organizing inclusion.

Topic 3. Inclusive social practices.

Inclusive practices in social spheres: interaction, cooperation and collaboration, material structuring, free self-determination, flexibility of approach. The inclusive potential of andragogy. Specifics of adult education for people with disabilities. The inclusive potential of culture.

Topic 4. Mentoring as an inclusive practice.

Definition of mentoring. Mentoring in professional contexts. Specifics of mentoring as an inclusive technology. Types of mentoring. Mentor competencies. Formats of interaction with mentees. Specifics of remote interaction with people with health limitations.

**Section II. General issues of atypical development.**

Topic 5. Modern perspectives on typical and atypical development

The categories of normality and pathology in psychology. The concepts of "health" and "disease" as levels of normality and pathology. The concepts of "person with a disability" and "disability" as an extreme form of pathology.

Mechanisms of atypical development. Psychosocial theories of atypical personality development (A. Adler, Sullivan, E. Fromm, L.S. Vygotsky, etc.). Interactive factors in atypical personality development: level of protection/protectiveness, demands, communication, upbringing style.

Topic 6. Impaired development: concept, types, and causes.

Causes of developmental anomalies: biological, social, subjective. Types of impairments according to V.V. Lebedinsky: underdevelopment, delayed development, damaged development, deficient development, distorted development, disharmonious development. Specific patterns of impaired development. Psychological characteristics of people with disabilities acquired at different stages of life.

Topic 7. Features of development in individuals with intellectual disabilities, developmental delays, and sensory impairments.

Definition. Causes of the anomaly. Physical and motor characteristics. Developmental features of cognitive functions. Characteristics of the emotional sphere. Personality characteristics. Features of socialization and communication (within the family, in society).

Topic 8. Developmental characteristics of individuals with musculoskeletal disorders.

Definition. Causes of the anomaly (using cerebral palsy as an example). Physical and motor characteristics. Characteristics of cognitive function development. Characteristics of the emotional sphere. Personality characteristics. Features of socialization and communication (within the family, in society).

Topic 9. Characteristics of individuals with emotional and behavioral disorders and autism spectrum disorders.

Psychopathies, neuroses, character accentuations, phobias. Causes of early childhood autism (ECA). Causes of impairments. Characteristics of cognitive function development. Characteristics of the emotional sphere. Personality characteristics. Features of socialization and communication (within the family, in society).

**4.3.1. List of Seminars, Practical Sessions and Laboratory Work**

Practical classes are not provided for in the curriculum.

**4.3.2. List of Topics (Questions) Assigned for Independent Work as Part of Student Self-Study**

№	Theme	Task	Competency
<b>Section I. Inclusion in the social and professional spheres</b>			
Topic 1. General issues of the inclusive approach.	Create a guide "Seven Reasons for the Relevance of an Inclusive Environment": justify the importance of an inclusive environment for people with disabilities and for neurotypical individuals (the handout is to be created	UC-9	UC-9.1 UC-9.2

	using any online booklet editor).		
Topic 2. Concepts of integration and inclusion of people with special needs.	Watch a film about interacting with people with disabilities. Formulate questions.	UC-9	UC-9.1 UC-9.2
Topic 3. Inclusive social practices.	Watch a film about inclusion. Answer the questions about the film.	UC-9	UC-9.1 UC-9.2
Topic 4. Mentoring as an inclusive practice.	List and explain the necessary qualities and competencies of a mentor in a mentorship situation with a person with disabilities.	UC-9	UC-9.1 UC-9.2
<b><i>Section II. General issues of atypical development</i></b>			
Topic 5. Modern perspectives on typical and atypical development	Solving a psychological problem. Identifying socio-psychological factors of normative and/or deviant development.	UC-9	UC-9.1
Topic 6. Impaired development: concept, types, and causes.	Searching scientific literature and/or periodicals ( <a href="http://elibrary.ru">elibrary.ru</a> ) for studies involving individuals with disabilities. Determining the possibilities of using the results of these studies in social and professional interaction with people with disabilities. Presenting the result in the form of a mind map created using one of the digital tools.	UC-9	UC-9.1
Topic 7. Features of development in individuals with intellectual disabilities, developmental delays, and sensory impairments.	Watching a film about the specifics of interacting with people with disabilities. Identifying the specifics of inclusive interaction. Presenting the result in the form of an analytical report.	UC-9	UC-9.1 UC-9.2
Topic 8. Developmental characteristics of individuals with musculoskeletal disorders.	Conducting an analysis of the biography of a well-known person suffering from musculoskeletal disorders. Identifying factors of their social development, difficulties, and personal potential. Presenting the result in the form of an analytical report.	UC-9	UC-9.1 UC-9.2
Topic 9. Characteristics of individuals with emotional and behavioral disorders and autism spectrum disorders.	Analyze and describe social difficulties in interacting with a person with autism spectrum disorder (based on media materials). Develop communication recommendations. Present the result as an analytical report.	UC-9	UC-9.1 UC-9.2

#### 4.4. Guidelines for Organizing Student Self-Study

Self-study is a form of organizing the educational process that stimulates students' activity, independence, and cognitive interest. It is organized with the aim of developing the professional competencies provided for by this program, understood as the ability to apply knowledge, skills, and personal qualities for successful professional activity.

The main form of organizing self-study in this course is out-of-class self-study (prepared without the direct participation of a teacher).

The discipline utilizes online tools in Moodle (lectures, forums, assignments, tests, etc.), which allow for organizing student activities outside the classroom and enable the study of the discipline in an asynchronous format.

Forums allow students to establish communication and exchange ideas with each other and with the instructor, providing additional feedback from the instructor and better tracking of the student's own learning progress.

The university's e-learning environment provides students with 24/7 access to course resources, interactive activities, and grades.

##### ***Key areas of student work in the E-learning Environment:***

**1. Studying theoretical material.** The course is structured into sections (topics). Each section typically includes theoretical material for study, supplementary materials, and materials for knowledge assessment. It is necessary to first study the theoretical material, which may be presented as video lectures, separate files, pages, or hyperlinks. To view the material, you need to click on its link and then, in the window that opens, select one of the actions (open or save). After studying the material, you should proceed to complete the assessment activities, which are presented as automated tests. When studying theoretical material, students carry out the following types of work:

A. *Working with Resources.* A resource is content that the instructor can offer students as learning material. Resources are static course materials, and their use is an action the student performs independently.

B. *Student Work with a File.* A file can be an image, a PDF document, a spreadsheet, an audio file, or a video file. On the course page, the student clicks on the file name, and either its content appears on the screen (if the student's computer has a program to handle that file type) or a copy of the file is placed in the student's computer's download area, from where it can be viewed.

C. *Student Work with a URL (Uniform Resource Locator).* A URL is a standardized pointer to the location of an information resource. The URL module allows the instructor to provide a web link as a resource, saving the student time and effort from manually typing the address. The student needs to familiarize themselves with the URL description prepared by the instructor, click on the URL name, and study the material pointed to by this link.

**2. Working with the e-learning environment involves interactive activities** – these are tools for engaging students in active learning. An interactive activity is a general name for a group of tools in Moodle. Typically, an interactive activity is something a student will do in interaction (i.e., interactively) with other students and/or with the instructor.

A. *Student work with an Assignment.* The Assignment module allows instructors to collect work from students, review it, and provide them with feedback, including grading. Completed student submissions are visible only to the instructor and to no other students, except in cases where the assignment was given to a group of students. Students can submit any digital content (files) to the instructor for review, including, for example, Word documents, spreadsheets, images, and audio or video content. Assignments do not necessarily have to consist of uploaded files. Alternatively, the instructor can ask students to type information directly into a Moodle text field, or do both: upload a file(s) and type text directly in Moodle. An assignment has an "available from" date, before which no student can submit their work, and a deadline, after which the instructor may refuse to accept

submissions. The available submission options for standard assignments are:

- File submission (students submit their completed work as a file).
- Online text (students can type their answers directly in Moodle).
- Comments on submissions.

The Assignment module can also be used for grading "Offline activities", i.e., assignments that are completed outside of Moodle. This is done by simply unchecking the three options listed above. After entering the course, the student clicks on the assignment name specified by the instructor and then can add their submission, either online using the Moodle text editor tools or by attaching a pre-prepared file with their answer. To submit the completed work to the instructor for review, the student must click the "Save changes" button.

*B. Working with a Forum* allows course participants to conduct asynchronous discussions.

The Forum module is an interactive activity where students and instructors can exchange ideas by posting comments. There are four main types of Forums. Subscription to all forum types is mandatory. The instructor can close a forum: students will no longer be able to start new discussions or add replies but will still be able to read all discussions. Recommendations for using forums: time is needed for a forum as an interactive activity to be successful. A forum can be used to encourage discussion when: a) students feel there is a need/reason to participate and that they will gain something from the experience; b) students develop a sense of shared purpose. This sense of community can be fostered through the instructor's initiative and support but primarily by the students themselves. A forum can be organized for: a) student discussion of a question (instructor monitors responses), b) group discussion (in small groups) and subsequent presentation to the general forum to argue the group's main ideas; c) focusing student attention on a specific aspect of a question. For this, a Standard forum for general use can be used: most useful for broad discussions that the instructor intends to guide; a Social forum, which is led by students. The instructor can ask students to summarize discussion topics from time to time: once a week or when the discussion reaches a consensus. A Single simple discussion forum is most useful for a brief/time-limited discussion on a single topic. Each person posts one discussion: provides students with slightly more freedom than a single discussion forum but not as much as a standard forum where each student can post as many discussion topics as they wish. Students are not limited in how many times they can reply to others to develop various topics that arise in the discussions. In a Q&A forum, the instructor posts a question, and students submit their answers.

The Q&A forum requires students to post their answer *before* they can view other students' posts. After the initial post and once the editing time is over (usually 30 minutes), the student can view and respond to others' messages. A Standard forum displayed in a blog-like format allows users to start their own discussions but displays them differently: the first post of each thread is displayed (like in a blog) so users can read it and then choose to reply. Forum discussion rules: participation and support; commitment and engagement; respect for opinions.

If the course is conducted entirely online (without face-to-face sessions), it often begins with a welcome or introductory message inviting students to introduce themselves with some details to the instructor and classmates in a forum post. This forum contains information on where to post replies and that all parts of the instructor's question need to be answered. The instructor can set different forum formats, for example, "This is a Thinking Aloud Forum, we will try to comb through ideas and possibilities," or "This is a formal Forum where you are invited to share ideas on (a specific topic)." Or the instructor may initiate discussion threads, and students can only reply. Each thread started by the instructor contains an Essay Question (or several such questions). Students draft a concise outline of the main ideas for this Essay and post it as a reply. After everyone has submitted their outline, the instructor initiates a discussion on which outlines seem better and why.

*C. Working with a Glossary* allows participants to create and maintain a list of definitions, like a dictionary.

A glossary can be used in many ways. Its entries can be searched and browsed in various

formats. A glossary can be collaborative, or the ability to add new entries can be restricted to the instructor only. Entries can be organized into Categories. The Auto-linking feature will highlight any word in the course that is listed in the Glossary. Hovering the mouse cursor over the highlighted word displays the definition from the Glossary.

A Main Glossary is very important; its creative use can truly impact students. Collaborative glossaries can encourage cooperation in the course (this is necessary when students encounter new terms). Each student may be allowed to suggest a term, definition, or comments on proposed definitions. Different definitions can be rated by both the instructor and students, and the definitions with the highest ratings can form the final glossary. When students are responsible for creating definitions, they are much more likely to remember the word and its correct meaning. Engagement in the process of learning, discussing, and refining a glossary can significantly help students progress toward using new terms. Several student teams can be created to work on definitions and responses. Each team can be tasked with collecting definitions for one week, while other teams rate and comment on them. Another option could be having each team responsible for one definition in one part of the course, as well as for rating and commenting on the work of other teams. After the instructor and students have defined the glossary terms, it is important for students to start applying them in real contexts. However, students are usually reluctant to experiment with new terms. With the Auto-linking tool, it is easy to recognize when a word from the Glossary has been used in a Forum post or elsewhere on the website.

*D. Working with a Quiz.* The quiz navigation contains a set of buttons with question numbers; clicking a button takes you to that specific question in the quiz.

Also, if the quiz is time-limited, the navigation panel shows the remaining time. The central area of the page contains the list of quiz questions. For each question, the points available for a correct answer are shown, and there is an option to flag the question. After answering all questions, a page opens containing statistics of all answers, where you need to click the "Submit all and finish" button and confirm the submission in the next window. After submission, a window opens containing the quiz results (score obtained, percentage of correct answers, final grade).

A quiz can include:

- True/False questions (the student simply answers the question by checking a box).
- Short-answer questions (the student, most often, answers with one word, or the instructor, when creating the question, hints at how many words the answer should consist of).
- Essay questions (the student is only required to write an answer to the posed question in essay form).
- Multiple-choice questions (the student needs to select the correct answer(s)).
- Matching questions (the student needs to select the correct answer from a drop-down list).

### **Forms of Out-Of-Class Self-Study:**

**Studying literature (information retrieval).** The study of the discipline should begin with working through this current syllabus, paying special attention to the aims and objectives, structure, and content of the discipline. For preparation for classes, ongoing assessments, and intermediate certification, students can use the university's electronic library; they have access to educational and methodological materials from both the university library and other electronic library systems. In turn, students can borrow necessary literature from the university library's lending department, as well as use the university's reading rooms.

An important part of studying the discipline is independent work with the educational material: reading and processing lecture materials, analyzing materials from practical classes, reading and working through the academic literature recommended by the instructor.

When studying the educational material, it is recommended to keep separate sets of notes: lecture notes, practical class notes, and notes for independent work with the educational material (academic literature). In these notes, it is advisable to highlight important conclusions and formulas, perform calculations, and derive (prove) formulas and theorems suggested for independent work.

It is useful during the process of studying the material to maintain a special notebook –

a reference book (glossary) containing key definitions, formulations, etc.

When working with literature and/or documents, the main focus is on comprehension reading and thoughtful analysis of what is read. It includes three stages:

1. General familiarization with the document, allowing for an overall understanding of it: the level of adoption of the document, date of approval and enactment; analyze the title of the document (determine what the document will be about, recall documents regulating similar issues), pay attention to the structure of the document; familiarize yourself with the order approving this document.
2. Reading the main text of the document: begin reading with reference literature available to correctly interpret the text; while reading the document, formulate questions about the text, put forward your own ideas and assumptions about the document's content, verify their correctness during subsequent reading; while reading, highlight the main points in the document.
3. Processing the text to summarize information: formulate the main provisions of the document; describe what problems are addressed in the document's text and what solutions are proposed; try to develop your own attitude towards the document and formulate arguments justifying your viewpoint on the document; compare the document with other previously studied ones, establish their differences, identify the novelty (if any); summarize information obtained from different documents and formulate your own conclusions about how significant and relevant the document is for solving pedagogical tasks.

**Note-taking** will help the student develop the skills and abilities to competently present theoretical and practical questions in written form as a summary.

Note-taking, or creating a summary is a synthesizing form of recording that can include an outline of the source information, excerpts from it, and its theses.

Types of summaries:

- Outline-based summary – a summary based on a formed outline consisting of a certain number of points (with headings) and sub-points corresponding to specific parts of the source information.
- Textual summary – a detailed form of presentation based on excerpts from the source text and its citation (with logical connections).
- Free-form summary – a summary incorporating several methods of working with the material (excerpts, citations, outline, etc.).
- Schematic summary (context-scheme) – a summary based on an outline composed of points in the form of questions that need to be answered.
- Thematic summary – development and coverage in summary form of a specific question or topic.
- Reference/support summary (introduced by V.F. Shatalov) – a summary where the content of the source information is encoded using graphic symbols, drawings, numbers, keywords, etc.
- Consolidated summary – processing several texts for the purpose of comparing, contrasting, and synthesizing them into a single structure.
- Selective summary – selecting information on a specific topic from a text.

Completing a note-taking task includes determining the goal of creating the summary; recording the title of the text or its part; recording the bibliographic data of the text (author, place and year of publication); highlighting during the initial reading the main semantic parts of the text, concepts, and terms that require clarification. Then it is necessary to sequentially and concisely present in your own words the essential points of the studied material, include in the record conclusions on the main provisions, specific facts, and examples (without detailed description). When note-taking, you can use techniques for the visual representation of content (indented paragraphs "like steps," various underlining methods, pens of different colors). Pay attention to and observe the rules of citation (a quote must be enclosed in quotation marks, a reference to its source must be provided, and the page number indicated).

One of the modern forms of note-taking and visual representation of material is the **mind map (mindmapping)** – a convenient way to structure information, where the main topic is located in the center of the sheet, and related concepts are arranged around it in a tree-like diagram. A mind map

allows for the activation of different resources for memorizing material; it successfully combines psychology, mnemonics, and neurolinguistics.

When creating a mind map, it is necessary to determine the main, central topic around which other information will be grouped.

Basic rules for creating mind maps:

- Only the main keyword is placed inside a closed outline; others are placed on branches. Only one word should be written on one branch (learn to turn a phrase into one meaningful, catchy, and engaging word).
- The length of a branch should be equal to the length of the word placed on it. This will help avoid confusion.
- You can and even should use different colors; this will help separate thoughts. But it is best to make the branches colorful, not the words.
- For better perception, you can use symbols and drawings, but not overly complex ones, preferably schematic.
- If there are numerous branches, you can separate them from each other with dotted outlines so that keywords do not get mixed up.
- The map should be filled but not too cluttered.
- Try to distribute branches evenly to avoid empty spaces and overloaded areas.
- Arrange all words hierarchically: first the most important, then the secondary.

When creating mind maps, a student can use one of the digital services, for example, [Bubbl.us](https://bubbl.us), XMind, Mindmeister, or others.

*Criteria for evaluating the results of information retrieval, notes, and mind maps:*

1. Completeness of description of the object's properties and characteristics.
2. Organization of the presented material.
3. Presence of comparative analysis of the presented information.
4. Processing of the text for the purpose of summarizing information.
5. Use of digital tools (for mind maps).

**Preparing an Analytical Report.** An analytical report is a document that presents research data in a particular field, including the analysis of media materials. It is created to formulate identified problems. The memo typically contains the following sections: abstract, table of contents, introduction, main body, conclusion, and appendix. The abstract briefly outlines the essence of the main document. This includes, first and foremost, the causes and circumstances, as well as the goals and tasks related to a specific object. An equally important factor in this case is the methods and results of the work. The table of contents presents structural additions and provides recommendations. All data is entered while observing logical sequence and precise presentation of information. Presenters rely on additional literature as well as their own sources. Reporting and analysis of data is conducted in several stages. All hypotheses must necessarily have justification. An analytical report contains forecasts and conclusions, and it presents specific recommendations. The volume and format of the memo are not strictly regulated.

*Criteria for evaluating an analytical report:*

1. Completeness of information presentation.
2. Sequence and logical structure of information presentation.
3. Justification of one's own forecasts and assumptions formulated based on the analysis results.

**Biographical Analysis.** This is a research method that allows for the study of a person's psychological development through the description of the biography of a writer, an individual member of society, or a specific person.

The main sources of biographical data are: official biographical documents (references, autobiographies, etc.); practical results of activity (activity in public work, success in meeting various standards and tasks, etc.); autobiographical data (autobiography, biographical questionnaire, conversation).

The main goal of analyzing documentation can be defined as obtaining information about biographical data, health status, moral and individual psychological qualities, activity orientation, and personal preparedness. Analysis of practical results of a person's activity provides information about

the degree of formation of personal qualities. An autobiography allows one to trace a holistic picture of the life path, based on memories.

Collected biographical data, obtained using various methods, are organized into a chronological table (fact; people present; interpretation of this fact in the context of the life path) to facilitate their subsequent analysis. The main task of interpreting a life path is to establish the sequence of the emergence of personal traits and characteristics, their degree of expression, and their connection to specific biographical factors. At the end of the biographical analysis, a conclusion is written: social factors that contribute to and/or hinder personal development are highlighted.

*Criteria for evaluating biographical analysis:*

1. Completeness of information presentation.
2. Sequence and logical structure of information presentation.
3. Completeness and specificity in analyzing all factors of personal development; ability to identify and describe the role of individual persons in personal development.
4. Justification of one's own forecasts and assumptions formulated based on the analysis results.

**Solving Psychological Problems (Case Analysis).** A psychological problem is a problem-based situation objectified in a sign model, containing data and conditions that are necessary and sufficient for its resolution using psychological and pedagogical knowledge and experience. The problem reflects a problem-based situation, which takes the form of a task when the subject identifies its objective components (conditions); transforming these according to a specific procedure (method, algorithm) yields a new relationship that constitutes the sought-after solution to the problem.

This is a problem-situational method that allows students to simultaneously integrate theory and practice. Solving psychological problems or the case method is an interactive technology and is generally perceived positively by students, often as a game for mastering practical skills using real material, especially in situational contexts that a professional might encounter in practice.

Approximate scheme for solving psychological problems (cases). To find the correct solution for any case, a clear plan is used, which, firstly, involves stating the problem (formulated by the instructor); secondly, determining the topic of the case and applying knowledge and/or information on the topic (here it is important to schematically describe the situation, highlighting its main components); thirdly, making a "diagnosis," predicting the cause and essence of the existing situation (problem), and identifying factors; the fourth action is developing possible solutions and choosing the appropriate option; the fifth is developing a strategy to implement the proposed actions, formulating conclusions – a forecast of how the situation might develop if it changes or if no action is taken; and lastly – presenting the work.

*Criteria for evaluating the solution of psychological problems:*

1. Correctness of the solution.
2. Substantiation using psychological and pedagogical terminology.
3. Argumentation considering a specific personality theory.
4. Presence of developmental and/or educational recommendations in the solution.
5. Logical consistency of the solution.

Maximum score - 10 points.

**Preparation for the Test/Credit.** The test/credit is an integral part of the educational process and is designed to consolidate and systematize the student's knowledge acquired in class and independently. The student's work during lectures, seminars, and independent study of the subject precedes the test. A student's absence from classes without a valid reason and failure to complete independent work assignments are grounds for prohibiting the student from taking the test. Preparation for the test must be sequential, taking into account the sample questions contained in the program. First, one should determine the place of each control question within the corresponding section of the syllabus topic, and then carefully read and comprehend the recommended academic and scientific literature. It is useful to make at least very brief excerpts and notes. Work on a topic can be considered complete if you can answer all control questions and define the concepts of the topic under study. To ensure completeness of answers and better memorization of theoretical material, it is recommended to create an outline for

answering a control question. This will save time during preparation immediately before the test by referring not to the literature but to your own notes. During preparation, it is necessary to identify the most complex, debatable questions in order to discuss them with the instructor during review lectures and consultations. One cannot limit test preparation to simply repeating the studied material. It is necessary to deepen and expand previously acquired knowledge with new ideas and concepts. Any question during the test must be presented from the perspective of its significance for the professional activity of an educational psychologist. It is important to demonstrate an understanding and creative interpretation of the tasks facing a psychologist in the field of education.

*Criteria for evaluating a student's answer on the test are presented in Section VIII.*

#### **4.5. Sample Topics for Term Papers (Projects)**

Term papers are not included in the curriculum.

### **V. EDUCATIONAL, METHODOLOGICAL, AND INFORMATION SUPPORT FOR THE DISCIPLINE**

#### **a) Main literature**

1. Kozyreva, O.A. (2023). *Assistive Technologies in Inclusive Education: A Textbook for Universities* [E-resource]. Urait Publishing House. 118 p. URL: <https://urait.ru/bcode/520108>
2. Rudensky, E.V. (2023). *Psychology of Non-normative Personality Development: A Textbook for Universities* [E-resource]. Urait Publishing House. 177 p. URL: <https://urait.ru/bcode/516000>
3. Furyaeva, T.V. (2023). *Socialization and Social Adaptation of Persons with Disabilities: A Textbook for Universities* [E-resource]. Urait Publishing House. 189 p. URL: <https://urait.ru/bcode/515520>
4. Furyaeva, T.V. (2023). *Social Inclusion: A Textbook for Universities* [E-resource]. Urait Publishing House. 189 p. URL: <https://urait.ru/bcode/516725>

#### **b) Additional literature**

1. Vasilkova, T.V. (2013). *Fundamentals of Andragogy* [Text]. Kronus. 169 p.
2. Kerre, N. (2018). *Special Children: How to Give a Happy Life to a Child with Developmental Disabilities* [Text]. Alpina Publisher. 189 p.
3. Kozyreva, O.A. (2023). *Problems of Inclusive Education: A Textbook for Universities* [E-resource]. Urait Publishing House. 179 p. URL: <https://urait.ru/bcode/520105>
4. Andreeva, A.A. (2019). *Fundamentals of Inclusive Education for Children with Special Educational Needs: A Textbook* [E-resource]. Tambov State University named after G.R. Derzhavin. 124 p. Lan E-book system. URL: <https://e.lanbook.com/book/137559>
5. Kapustina, E.Yu., Lopukhina, A.S., Makeeva, I.A., et al. (2020). *Social Inclusion: Theoretical and Applied Aspects: A Monograph* [E-resource]. Vologda State University. 163 p. Lan E-book system. URL: <https://e.lanbook.com/book/366698>

#### **c) Periodicals: not used**

#### **d) List of original methodological resources: none**

#### **e) Databases, reference and retrieval systems**

<https://elibrary.ru> – научная электронная библиотека.

<http://e.lanbook.com> – "Lan" Publishing House Electronic Library System.

<http://biblio-online.ru/> – "Urait" Electronic Publishing House Electronic Library System.

<https://elibrary.ru> – Scientific Electronic Library.

## VI. MATERIAL AND TECHNICAL SUPPORT FOR THE DISCIPLINE

### 6.1. Educational and Laboratory Equipment:

The program is implemented remotely. All educational materials are hosted on the unified educational portal of Irkutsk State University – educa // <https://educa.isu.ru/>

**Room for students' independent work:** a university classroom equipped with specialized furniture and computer hardware: computers (System unit Intel Pentium G3250, 3.20GHz, Monitor ViewSonic VA2249S; System unit Intel Celeron CPU 430, 1.81GHz, Monitor LG Flatron W1942SE); a board; a fixed projector Casio XJ-V1, XGA1024\*768, with the capability to connect to the Internet and access the organization's electronic information and educational environment.

ISU Self-Study Report (as of 01.04.2021):

[https://isu.ru/export/sites/isu/sveden/.galleries/docs/Otchet\\_o\\_samoobsledovanii\\_01.04.2021.pdf](https://isu.ru/export/sites/isu/sveden/.galleries/docs/Otchet_o_samoobsledovanii_01.04.2021.pdf) (

Description of the material and technical equipment of the classrooms of the ISU Pedagogical Institute – pp. 168-189).

**6.2. Software:** Not provided.

### 6.3. Technical and Electronic Learning Tools:

During the program implementation, a thematic selection of media content (feature films and animated films) for analytical work is used.

During the program implementation, when students perform independent work, the use of digital tools is assumed: services like Google Sheets, Excel (spreadsheet creation services), mind mapping services, and others.

## VII. EDUCATIONAL TECHNOLOGIES

1. Distance learning technologies.
2. Problem-based presentation of educational material.
3. Lecture-presentations.
4. Distance technologies.

### Names of class topics using active forms of learning

The use of individual active methods is provided for in the process of students' self-study.

## VIII. MATERIALS FOR FORMATIVE AND SUMMATIVE ASSESSMENT

### Assessment Tools

#### 8.1. Assessment Materials for Initial (Entry) Control

Initial assessment (entry control) is not provided for in this remotely delivered course.

#### 8.2. Materials for Formative Assessment

Formative assessment is carried out upon students' completion of studying the lecture materials. This form of control is conducted throughout the entire period of mastering the discipline and includes, among other things, the results of students' independent work.

During ongoing control, a test-based assessment form is used. In the process of mastering the discipline, students complete two tests as they cover two sections of the course curriculum.

Test evaluation criterion: correctness of completion.

Maximum score per test: 6 points.

Examples of questions in formative assessment tests:

1. Within which approach (direction) is the axiological principle of interaction with a person with developmental specificities affirmed? a) Ecological (systemic); b) Ecological (phenomenological); c) Philosophical (personalist); d) Philosophical (social-phenomenological).
2. The inclusion of an individual in a broad context of interaction is: a) inclusion; b) exclusion; c) communication; d) identity.
3. The reactions and evaluations of other people contribute to the formation of: a) personal

boundaries; b) moral autonomy; c) language barrier; d) social identity.

### **8.3. Materials for Summative Assessment** (in the form of a pass/fail credit)

Summative assessment is carried out to check and evaluate the level and quality of the student's mastery of the course content.

The tool for summative assessment is a credit test.

The discipline credit test is conducted in the form of a final test containing 25 questions. When grading the test, the student's completion of self-study assignments is taken into account.

*Evaluation criterion for the final test:* correctness of the test completion. A "Pass" grade is awarded if the student correctly answers at least 50% of the test questions.

*Criteria for evaluating a student's oral answer during the test/credit:*

1. Logical reasoning, substantiation, content and completeness of the answer to the question: systematic and profound knowledge of the educational material, ability to establish interconnections between the main concepts of the discipline.
2. Justification, argumentation, and correctness of completing a practical task: ability to perform tasks promptly and in full, with justification of the chosen means and methods.
3. The ability to express thoughts clearly and competently: the ability to present the most important information on the discipline.

#### **Sample list of questions for the test to determine the level of competency formation:**

**UC-9** Is able to apply fundamental defectological knowledge in social and professional spheres.

##### **UC-9.1**

Understands the psychological, social and professional foundations of interaction with persons with disabilities and individuals with special needs. Applies fundamental defectological knowledge in social and professional spheres

Questions:

1. Models of the inclusive approach as a social practice.
2. General characteristics of inclusive interaction.
3. The anthropological concept of the integration of people with disabilities into society.
4. The anthropological-ethical integration concept of W. Haerberlin and O. Speck.
5. The communicative concept of social-personal integration by G. Reiser.
6. Objective and subjective difficulties in organizing integration and inclusion.
7. Models of the inclusive approach as a social practice.
8. General characteristics of inclusive interaction.
9. The anthropological concept of the integration of people with disabilities into society.
10. The anthropological-ethical integration concept of W. Haerberlin and O. Speck.
11. The communicative concept of social-personal integration by G. Reiser.
12. Objective and subjective difficulties in organizing integration and inclusion.
13. Principles of organizing inclusive interaction.

Task 1. Justify the social necessity of inclusion. Formulate three shortcomings in the organization of inclusive space in modern society.

Sample questions for the final test:

1. Identify the triad of signs of attention deficit hyperactivity disorder (ADHD): A. motor disinhibition; B. inability to sustain attention; C. impulsivity; D. excessive fidgetiness.
2. The main symptoms of early childhood autism are: A. impairment of cognitive processes; B. impaired social interaction; C. stereotyped behavior; D. hyperactivity in interaction with others.
3. Identify the pattern not related to impaired development: A. high rate of mental development; B. decreased cognitive motivation; C. impairment in receiving, retaining, and reproducing information; D. heterochrony of development.

##### **UC-9.2**

Designs and implements professional activities and social interaction with persons with disabilities and individuals with special needs

**Questions:**

1. Characteristics of inclusive social practices.
2. Inclusive potential of andragogy.
3. Inclusive potential of culture.
4. Mentoring as an inclusive practice.
5. The concepts of "norm – pathology," "health – disease," "person with a disability / disabled person."
6. Factors of non-normative (atypical) development. Causes of developmental anomalies.
7. Psychosocial theories of non-normative (atypical) personality development (A. Adler, L.S. Vygotsky).

*Task 1.* Conduct a comparative analysis of the psychological characteristics inherent to individuals with congenital disabilities and those who acquired a disability after a period of typical development, taking into account the type of disability.

*Sample questions for the final test:*

1. Match the stages of the inclusive process with their characteristics:

1. Changing the social environment, approaches, and principles to fit the person	A. Inclusion
2. Changing the person to fit the social environment	B. Integration
3. Flexibility of the educational system	
4. The existence of two separate paths of life and education	

2. Match the name of the system with its content in U. Bronfenbrenner's concept:

1. Microsystem	A. Medical services
2. Mesosystem	B. Family-school relationships
3. Exosystem	B. Family friends
4. Macrosystem	Г. Government policy

3. Which level of a person with disability's life situation is characterized by a symbiosis of the person with the environment? A. corporeality and prospectivity; B. materiality and spatiality; C. historicity; D. sociality.

**UC-9.3**

Ensures the inclusion of persons with disabilities in the organization's professional environment and creates conditions for their development and self-development

**Questions:**

1. Types of impairments according to V.V. Lebedinsky.
2. Specific patterns of impaired development.
3. Developmental characteristics of individuals with intellectual disabilities.
4. Developmental characteristics of individuals with delayed development.
5. Developmental characteristics of individuals with sensory impairments.
6. Developmental characteristics of individuals with musculoskeletal disorders.
7. Characteristics of individuals with emotional and behavioral disorders.
8. Characteristics of individuals with autism spectrum disorders.

*Task 1.* Analyze the personality and development of an individual, considering the profile of their disability (based on media materials or a work of fiction). Identify factors of atypical development, explain the role of the impairment in the person's socialization, and provide a prognosis for their socialization.

*Sample questions for the final test:*

1. The exclusion of a person from public life, the absence or lack of access to social rights and benefits is called: A. exclusion; B. inclusion; C. segregation; D. integration.
2. Identify the agents of primary socialization for a person: A. professional group; B. parents; C. friends; D. mass media.
3. Independent analysis of a problem situation by different specialists is an example of the following type of joint activity: A. jointly-individual; B. jointly-sequential; C. jointly-interactive; D. jointly-creative.
4. Within which approach (direction) is the axiological principle of interaction with a person with developmental specificities affirmed? A. Ecological (systemic); B. Ecological (phenomenological); C. Philosophical (personalist); D. Philosophical (social-phenomenological).

During the credit, the correspondence/non-correspondence of the answer and task to the performance indicators and evaluation criteria presented in the table is established:

Performance Indicators for the Competency	Evaluation Criteria for the Competency	Competency Rating Scale*
UC-9 Is able to apply fundamental defectological knowledge in social and professional spheres.		
Names the main markers of developmental disorders; identifies objective and subjective difficulties in the integration and socialization of an individual with developmental specificities.	Completeness of description of markers and difficulties of impaired development.	A " <b>Pass</b> " grade is awarded if the student demonstrates full correspondence of knowledge, skills, and abilities to the indicators listed in the table; knowledge of basic terms and concepts; understanding of the main patterns of atypical human development and its socialization. The student's answer is productive in nature; the response uses comparison and juxtaposition; demonstrates the ability to correlate theoretical principles with practice (can provide an example). The student demonstrates the validity of their judgments; the ability to establish intra- and interdisciplinary connections. The student demonstrates deep knowledge of primary sources and additional literature.  A " <b>Fail</b> " grade is awarded if the student demonstrates incomplete correspondence of knowledge, skills, and abilities to the indicators listed in the tables (mastery below 50%): shows knowledge of only basic terms and concepts; cannot identify essential factors of impaired development. The student experiences significant difficulties in applying knowledge and skills when presenting material. Demonstrates partial knowledge of the subject. The answer is reproductive in nature.
Models social interactions with persons with disabilities using inclusive practices.	Appropriateness of selecting an inclusive social practice for interaction in accordance with the individual's disability profile.	
Assesses the opportunities and difficulties of socialization for persons with disabilities.	Provides a comprehensive assessment of socialization factors, taking into account the individual's disability profile.	
Solving psychological problems (cases).	Justification, argumentation, and correctness of the case-task solution.	

		Demonstrates insufficient justification for their own judgments.
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\* **Note:** For intermediate certification, the rating scale corresponds to one level of competency mastery, associated with the "Pass" grade. Each level of the rating scale is described in terms of the performance indicators and evaluation criteria presented in the table.

**Developed by:**

Candidate of Psychology, Associate Prof.

Smyk Yu.V.

The program is developed in accordance with the requirements of the FSES of HE for the bachelor's and specialist degree programs implemented at Irkutsk State University.

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