ACADEMIC STAFF TRAINING TO SUPPORT STUDENTS WITH DISABILITIES TOWARDS THE TRANSITION PROCESS FROM HIGHER EDUCATION TO LABOUR MARKET
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INTRODUCTION

This book “Academic staff training to support students with disabilities towards the transition process” is a result of the activities promoted throughout the Erasmus+ project: School-toWork Transition for Higher education students with disabilities in Serbia, Bosnia&Herzegovina and Montenegro (Trans2Work). Project’s consortium consisted partners from the European Union, Serbia, Bosnia and Herzegovina and Montenegro. Project coordinator was the University of Macedonia from Thessaloniki (Greece).

In accordance with the Convention of the United Nation related to the rights of persons with disabilities (2006), disability is result of interaction of a person and an obstacle from the environment which prevent her/his active participation in the society. The Convention does not predict any new rights for persons with disabilities. It only additionally appeals for their recognition, respect and realization. Important part of life arranged by the Convention is related to education and employment due to the fact that new working competences are developing through education. To be precise, education is presented as a process which ensures employability of an individual by increasing his/her concurrency at labor market. The right on education is the main precondition for employability and economic independence. Unfortunately, obstacles for social inclusion of persons with disabilities are mostly apparent in these two fields. Therefore, it is very important to highlight requirement for qualitative education of persons with disabilities at tertiary level in order to enhance their employability. The purpose of the project was improvement of the quality and the relevance of the pedagogical transition process of students with disabilities from higher education to labor market in Serbia, Montenegro and Bosnia and Herzegovina. The main goals of the Project were: a) to prepare and improve higher education institutions to support students with disabilities during the process of transition from higher education to labor market following standards and policies of the European Union; b) to interrelate higher education with the labor environment that is adapted to persons with disabilities; c) to modify transitional opportunities and skills with practices and policies of the European Union; d) to prepare employers to better understand employed persons with disabilities’ needs in order to create new working place for them (www.trans2work.eu).

Focus groups of this project were: persons with disabilities, employers, academic community, creators of educational policies and non-governmental organizations. The book Academic staff training to support students with disabilities towards the transition process consists of three chapters as follows:
The first chapter deals with education and society in general, discussing on attitudes, stereotypes, prejudices, inclusion, law, needs, bon-ton, support, universal design, etc. This chapter is focused on quality interpersonal relations at a tertiary level of education.

The second chapter focuses on the theory of self-determination which is about psychological growth and development, as well as specific psychological needs that are fundamental to self-motivation and personality integration. The theory is focused on the question of how human behavior is free and self-determined. The essence of this chapter is the connection between self-determination and transition, and their impact on the quality of life of people with disabilities.

The third chapter addresses the following issues: group management, learning and teaching strategies, and assessing the learning outcomes. In this chapter's section is how to ensure a quality teaching process that can respond to the needs and expectations of all students.

This book could be of interest to those who are involved in higher education, especially to teachers and assistants, non academic staff and students.

ACRONYMS AND ABBREVIATIONS

- Trans2Work – Transition of students with disabilities from higher education to labor market
- UDL – universal design for learning
- EU – European union
- BiH – Bosnia and Herzegovina
- SDT – theory of self-determination
Chapter 1

GENERAL FEATURES OF EDUCATION OF STUDENTS WITH DISABILITIES
FROM PREJUDICES TO INCLUSION

“Our attitude toward things is likely in the long run to be more important than the things.”
Tozer

ATTITUDES AND PEOPLE’S BEHAVIOUR

The way of people’s behavior is very much determined by attitudes and interests. Attitudes are more than an action. Attitude can be defined as an enduring system of positive or negative evaluation, emotional feelings, and pro and con action tendencies with respect to a social object (Kreč, Kračfeld, Balaki, 1973: 143).

According to these authors, attitudes consist of three major components (Kreč, Kračfeld, Balaki, 1973):

1) the cognitive component, which reflects a person’s knowledge and belief about an object,
2) the affective component, which refers to emotions and feelings about an object, for example how an individual rate an object “favorable” or “unfavorable”, and
3) the behavioral component, which represents one’s tendency to respond in a certain manner towards an object or activity.

According to some interpretations and emotions about an object, the cognitive component may include the actual behavior itself. An attitude can be favorable and unfavorable. If cognitions and emotions are positive, an individual will attempt to make good, positive activities in relation to an object. The attitudes are learned predispositions and are formed through communication and interaction. Once formed attitude is possible to change. It is true that some attitudes are easy to change some not. This depends on several factors. The most important factors are: characteristics of current attitude (extremity, multifunction, interrelation...), characteristics of a person (intelligence, cognition about needs and styles...) and group participation. It is difficult to change attitudes which are colored with strong social support via group membership. A person’s membership in a group represents in a same time his/her strong group’s attitudes. Changing of attitudes can be done through lectures, additional information, changes in an individual membership in groups (Kreč et al; 1973). Stereotypes and prejudices are in a direct relation with attitudes.

Stereotypes are oversimplified generalizations about a particular group which almost always carries with it derogatory implications. On the basis of the conspicuous attributes we make conclusions about a person and generalize it to the groups s/he
belongs to. Stereotypes are not necessarily linked with an emotional reaction. They help us to make sense and understand the world around us. If we forget to treat people differently out of their particular group then stereotype becomes unjust and potentially discriminatory.

Prejudices are specific type of social attitudes. They are judgments that are not based on factual and logical arguments. They are also resistant to change and include negative emotional relations towards an individual from a particular group. They influence people’s behavior. Prejudices are resistant to change because of the insufficient information and personal experience with an object of the attitude. The most important thing is that prejudices are socially learnt, usually by model learning.

Children mostly possess prejudices that their parents spread. When dealing with prejudices, it is important to prevent discrimination at once.

Two examples from the Alternative Report related to implementation of the Convention (2014) illustrate consequences of prejudices.

a) Interviewer: „Tell us the reasons for not applying at Social Work Study? Why did you not continue your studying at Faculty?“ Interviewee: „The reason is non-acceptance of the rector and professor. One professor said to my mother „(...) Take her away from here, I cannot stand her any more (...)“, external appearance was obviously an issue. I was there, some meters away from them.“...

b) Interviewer: „Could you tell us some other situation in last five years when you considered that your right was disturbed or you were discriminated or not included?“ Interviewee: „Well, there was a situation during exams’s term when one professor asked from me and another colleague who had eye impairment to make a written exam, instead of an oral one. She was head of the Department and she was the only one who asked for this. We passed all other exams in written form, except for her exam. She was the only one who requested from us to invite our colleagues who are not from our Department.“

The essence of stereotype is to make conclusions about a person’s characteristics (or one characteristic) and generalize them to the group s/he belongs to while prejudices apply (through stereotypes) specific characteristic of the particular group to an individual. The lack of knowledge, false information and prejudices lead to direct exclusion from education. Even the terminology created to indicate particular situation of the person with disabilities makes some connotations. Preferably, it would be better to say „unable person“, than „a person who is not able to walk“, „s/he walks with a prosthetic aid or with wheel chair“. With such an approach, the inability to walk is generalized as overall inability of that person.
WORDS INFLUENCE FORMING OF THE ATTITUDES

Communication is a constant process between people that could be realized in diverse manners. The most important tool of communication is the language which is constituted by words. Words can have denotative and connotative meaning. Denotative meaning is related to the language of things, definition. Connotative meaning is related to ideas, feelings and behavioral tendencies that are grouped around words. Two words can have the same denotative meaning but completely opposite connotative meaning. Both can show the same object, but emotional tones that follow can be completely different. Therefore, reaction is under the strong emotion. Language can be effective in forming and changing of attitudes (even the special sort of attitudes, prejudices), in provoking needs and emotions and in making changes in behavior (Kreč et al; 1973). Words influence forming of attitudes which mostly affect people’s behavior.

A discussion related to persons with disabilities is not from yesterday. There were attempts in the past that aimed to change hard and discriminative terms, terms that stigmatize person with those less discriminative. In relation to persons with disabilities, language from the past was characterized by following terms: people who “suffered” from “tragedy” or „defect since they were born”, or “unable, retard, autistic, blind, death, defected, stupid, disordered, mongoloid, backward, idiot, deviant, unable to learn...” (see more: people first language, for example: https://www.cdc.gov/ncbddd/disabilityandhealth/pdf/disabilityposter_photos.pdf).

Current language shows significant changes in relation to persons with disabilities. Persons with disabilities are mothers and fathers, daughters and sons, employees and employers, scientists, friends and neighbors, movie stars, students and teachers. First of all, they are persons. The following table shows some examples of unacceptable and accepted practical terms. Of course, all terms are not presented in the Table 1.

Table 1. Acceptable and unacceptable terms

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handicapped, bodily handicapped</td>
<td>Person with physical disability</td>
</tr>
<tr>
<td>Paraplegic</td>
<td>Person with paraplegic disability</td>
</tr>
<tr>
<td>Blind person</td>
<td>Person with visual disability/person who is blind</td>
</tr>
<tr>
<td>Limited to wheel chair</td>
<td>Person who use wheel chair</td>
</tr>
<tr>
<td>Cripple</td>
<td>Person with physical disability</td>
</tr>
<tr>
<td>Victim</td>
<td>Person with ... (disability)</td>
</tr>
<tr>
<td>Abnormal, subnormal, defected, deformed, special</td>
<td>Person with... Down syndrome/autism</td>
</tr>
<tr>
<td>Down man, autistic</td>
<td></td>
</tr>
</tbody>
</table>
Labeling plays a great role in everyday relations between persons with and without disabilities. Persons with disabilities and those who support them insist on language focused on a person. Instead of being named by their disabilities (i.e. handicapped people or retards), persons with disabilities should be seen as human beings and language should support this. It is important to avoid language which implies that disability is an inferior way of life. Instead of saying “person is tied to wheel chair” it could be better to say that “person uses wheel chair for moving.” It is substantial to comprehend the power of language that not only represents but frames our thoughts (Peterson & Hittle, 2003). Prejudices are still one of the great obstacles for a complete socialization and equal inclusion of persons with disabilities into society. Social distance clearly denotes attitudes’ manifestation towards persons with disabilities in some concrete situations. Namely, people still resolutely refuse to allow admittance of persons with disabilities into their environment, especially into their family or at working place. Their attitudes are strong obstacles for their real interacting and functioning with persons with disabilities.

**BASIS OF INCLUSIVE EDUCATION**

Inclusion is directly connected with the model of human rights that proclaims natural rights to every person no matter of his/her race, skin, sex, language, religion, disability, national or social background, property or some other status (Publikacija stručnih radova i izlaganja sa stručnog simpozija, 2015).

In connection to this model, inclusive education comprises education for all, learning and participating in community, positive change, enduring process. Realization of inclusive education is important for pedagogical and social context because it presents the opportunity and obligation of educational institution to provide qualitative education for all no matter of their differences. Furthermore, inclusion comprises that all people are different and that institutions and educational systems and communities should be changed in order to response to the needs of all. Inclusion also emphasizes openness of educational institutions to every person who becomes a member of learning community no matter of her/his characteristic. Finally, inclusion comprises acceptance of differences between people as a recourse but not obstacle in the process of learning and training. Inclusive educational institution presents basis for an inclusive society (Kafedžić, 2015; Šušnjara, 2017).

Accomplishment of inclusive education is a request of modern educational policies of European countries and the whole world. In order to promote inclusive education,
many changes need to be made on different levels such as: classroom level, institution, local community as well as on the state level. This attempt also includes a usage of different methods, adequate approach to work, methodology and technology, understanding of evaluation as a chance for development, developed peer’s system and reciprocal support, co-operation with eligible resources from narrow and wider community, etc. It is also important to build positive attitudes and eliminate stereotypes and prejudices.

One of the biggest challenges in realization of inclusive education is overcoming of the prejudices towards persons with disabilities as such. Many students with disabilities are frustrated with obstacles that they are facing during the process of education, such as (Bratovčić, et. al, 2013): prejudices, architectural barriers, lack of appropriate assistive devices and services, programs and funds for support, poor space and material conditions, unapproachable services of public transportation, informational obstacles, non-equivalent presence of an institutional network, the lack of professional staff, as well as inadaptable books, literature and didactic tools.

Numerous researches are made related to the attitudes, stereotypes and prejudices of persons without disabilities towards persons with disabilities and vice-versa. The results of researches differ, but most of them illustrate those attitudes, stereotypes and prejudices are generally results of mutual unknowing (insufficient number of contacts), fear and previous direct or indirect experiences (Bratovčić, et. al, 2013). A successful inclusion of students depends in a great manner of attitudes of all faculty employees. Stereotypes and prejudices that exist among faculty’s employees can be inapproachable obstacles for students with disabilities. Even in a situation when faculty staff does not express negative attitudes regarding students with disabilities, non-awareness about their needs and real capabilities can be a challenge. This could result with a fear of making contacts with students with disabilities but also generate less effectiveness of teaching.

All facts mentioned above prove that teachers and other employees in educational institutions need to gain appropriate competences in order to support learning and participating of all students.
EDUCATIONAL RIGHTS OF PERSONS WITH DISABILITIES

“All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.”

The Declaration of Human Rights, Article 1

BASIC HUMAN RIGHTS

Everyone is entitled to all rights and freedom, without distinction of any kind, such as race, color, sex, language, religion, national or social origin, property, birth or other status (Florian, 2012; UN Konvencija o pravima osoba s invaliditetom, 2006; Jurišić, 1999; UN Konvencija o pravima djeteta, 1989).

The beginning of human rights recognition and protection could be already found in the antique period. The idea of people’s equality and human rights was studied in the frame of philosophy and was not linked with policy. However, before the Second World War, the recognition of human rights was limited to the national frames of particular states. After the Second World War, as a reaction to damages that happened in it, the idea related to protection of human rights and freedom was invented on the international level. This resulted with foundation of the United Nations in 1945. On December 10, 1948, the General Assembly of UN accepted the Declaration of Human Rights. Therefore, December 10 was proclaimed as the International day of human rights. The most important European document that deals with protection of human rights is Convention for the Protection of Human Rights and Fundamental Freedoms opened for signature in 1950, and came into force in 1953. Apart the list of rights and freedom that assigned countries were due to ensure to every human being, this Convention also established the European Court for human rights as observatory body. This Court has a task to receive individual complaints of citizens and verify if a state member would break some of the rights provided by the Convention.

Human rights are founded in order to provide dignity and value of every person. In the preamble of the Human Rights Declaration is stated that recognition of born dignity and equal rights of all members of human family is basis for freedom, justice and peace in the world. The fundamental postulate of modern society is – all human beings are born free and equal in their dignity and rights.

The human rights are universal and therefore they are applicable to all people equally and without discrimination no matter of their characteristics. In some cases, some groups of people such as women, children, foreigners, or refugees are pro-
tected with special acts (i.e. the Convention of children rights, the Convention against all sorts of women discrimination, the Convention of persons with disabilities rights). However, these acts do not produce the rule of universal human rights, but offers effective and precise protection of particularly sensible groups. Human rights are natural and absolute what means that every human being gets them by birth and they cannot be taken away from him/her. Human rights are not compensations or rewards to be given or taken. They belong to every human being on the basis of his/her birth.

The list of human rights is not static. It is the matter that needs constant adjustment because the protection and promotion of human rights are world’s process which deals with extent of recognized freedom and rights. In accordance to time of their recognition, human rights were categorized as the rights of three generations. Civilian and political rights made the first generation (for example: right of life, right of privacy, etc.). Second generation is made of economic, social and cultural rights that are directly linked with economic and social safety and are pre-condition for optimal insurance of people’s needs (for example: right of social security, educational right, etc). Third and the newest generation of human rights are so called collective rights (for example: right on peace and democracy, right on healthy environment).

The basic principle of human rights is - all people are equal. All regulations that deal with protection of human rights are coming from attempt of all human beings to have equal opportunities, despite differences that exist among them. This idea is based on a fact that all people have one thing in common – they are all human beings. Human rights belong to individuals who are human beings, not because that it is written in some legal document. The State neither prescribes human rights nor approves them but guarantees their protection.

**RIGHT TO EDUCATION**

Right to education is basic human rights. The issue of equal possibilities in the context of the higher education is monitoring in the frame of a broader social dimension in education which is defined in the basic documents of the Bologna process. Social dimension of the higher education is institutional measure that contributes and stimulates equal possibilities during the registration at faculty, its duration and at the end of studying with special accent on students from particular groups, such as students with disabilities. Social dimension of the higher education comprises the fact that the higher educational institutions must play important role in minimizing social inequality encouraging students from exposed social groups to be included, and to remove obstacles concerning registering and finishing the faculty (Korkut&Martinac
Dorčić, 2014). The structure of population in the higher education should characterize the structure of the entire population.

The recognition of inclusion as a key point in getting educational rights was more powerful in the last 20 years and is contained in the UN Convention of the Rights of Persons with Disabilities (2006). The Convention is an agreement between UN member countries dealing with the rights of persons with disabilities. The UN Convention claims that all persons with disabilities have equal human rights as other persons. Human rights indicate that persons with disabilities have to be treated equally, respectfully and correctly. This Convention proscribes what countries have to do in order to ensure equal rights to persons with disabilities. The Convention is written in order to promote and protect human rights of persons with disabilities and to assure their human rights equally to other people.

The article 24 of the Convention deals with the issue of educational rights of persons with disabilities. The countries need to ensure equal right to education of persons with disabilities in the same way as other person do. A person with disabilities must not be excluded from education because of disabilities. According to the Article 24 paragraph 5, the countries that signed the Convention are due to assure general higher education to persons with disabilities, adult education and lifelong education without discrimination and on equal basis. All obstacles revealed in attitudes, communication, language, finance, legal, physical and other manners must be recognized and removed. Reasonable adaptation must be guaranteed in order to eliminate any risk of discrimination. The countries which signed agreement must plan affirmative measures and actions in higher education that lead to benefit of persons with disabilities (UN Convention of the Rights of Persons with Disabilities, 2006).

Education assures development of competences for certain professions. A person is concurrent on labour market in accordance to competences that s/he posses. Regarding this, it could be said that education is the process which enforces employability of an individual and increase his/her concurrency at labour market. The basic requirements for getting rights of employability and economic independence afterwards include right to education and possibility of pre-qualification in accordance to labor market’s needs. Nevertheless, in reality, the most often obstacles of social inclusion of persons with disabilities appear exactly in these fields. From this reason, it is important to demand an institutional support for persons with disabilities in the transition process, from education to labor market in order to guarantee their easier employment.
Talking about right to education and employment, an issue of transition from one context to another emerges. Transition from educational system to labor market is a key point in the students’ life because it is related to their economic and social-existential prosperity and destined their future. This transition is often very difficult for persons with disabilities. One of the reasons is the lack of support in this process. Students who do not get particular directions and support during the transitional period can easily get off from the process. Therefore, it was identified that services within higher educational environment could and should be able to prepare students with disabilities for transition from faculty to labor market and new autonomous life within community. Effective transition processes between universities and labor markets could promote the participation of students with disabilities in higher education. The universities need to support more students with disabilities in order to prepare them for challenges in the process of job finding, and inspiring employers to recruit more students with disabilities. Employers should be more aware of the fact that persons with disabilities could have capabilities instead of disabilities. Prejudices, fears and uncertainties related to employment of persons with disabilities usually come out from an undeveloped awareness and the lack of knowledge and experience. Through informing and learning process, employers would be more favourable to find and adapt obtainable working places. Students themselves can support this process with their own engagement, motivation, adequate competences and personal responsibility.

The life challenges of persons with disabilities are often similar to those of the rest of society. The right to equal education is starting point of a certain society dedicated to utilize maximally the all available human resources with complexity of their own specificity.
Bon-ton in communication with persons with disabilities

Bon-ton is a code of sophisticated behavior that every member of society has to follow. It refers to look, communication and rules of behavior in different situations in a daily life (procedure in restaurant, theatre, public transportation, meeting interaction). Bon-ton varies in accordance to changes within society and is generally based on tradition of a society.

Regarding the fact that persons with disabilities are commonly included in all segments of social life, there is need to confer to bon-ton or rules of behavior in communication with them. Namely, people who did not have contacts with persons with disabilities are afraid to address them. They are afraid of injuring person with disabilities and this prevents any contact or communication with them. Beside this, society did not enrich a necessary level of development in order to understand that every human being has automatically guaranteed rights and that their realization is not in question. In accordance to this, the lack of basic human rights, large number of stereotypes and prejudices, and unacceptable relation towards persons with disabilities are presented everywhere. The ongoing transition in the countries of region regarding this issue motivates us to introduce a bon-ton of communication with persons with disabilities. The rules of behavior towards persons with disabilities are integral part of the overall bon-ton of societies in the 21st century.

The content of this chapter is divided into two sections: general instructions and instructions in relation to specific disabilities (the text is made in accordance to sources: Knežević, 2015; Jović, 2011; Hadži-Vidanović i Milanović, 2006; Grupa autora, 2012).

a) General instructions

| FIRST AND THE MOST IMPORTANT INSTRUCTION: Interaction with persons with disabilities is a matter of persons, not of disabilities. Address them as to any other person! Behave naturally and with respect. Communicate as equal to yourself, because persons with disabilities are equal. |
INSTRUCTION OF THE SAME IMPORTANCE: In every situation, at every place do everything you are able to do in order to create common society of equal opportunities for all people. Focus on person, not on his/her disabilities!

- Do not use word: invalid, retarded, down person or similar rigid terms.
- Do not assume or act as if persons with disabilities are heroic or weak just by virtue of having disabilities.
- Words that should never be said are words of pity and disrespect.
- Do not praise too much person with disabilities when getting daily life activities.
- Shake hands with person with disabilities if it is a usual way of greeting even in a situation when person has limited handling of arm, or use a protease or is a visually impaired person. Shaking hands could be done by left hand or by touch, just follow a way that is suitable for person with disabilities.
- Talk in a relax manner, using ordinary phrases without fearing of wrongly used words.
- Be patient and open – person with disabilities could need more time to do something.
- Before giving an assistance, it is necessary to ask person with disabilities does s/he want assistance and in what manner. Perhaps, assistance is not necessary or it is not wanting.
- Do not touch or lean on support device (wheel chair, walking device, crutch, stick,) if person did not ask for it. Devices are part of someone’s personality and this should be respected.
- Speak up directly to person with disabilities, not to somebody aside the person (i.e. to assistant, parent or partner). This instruction is especially important when dealing with visually or hearing impaired person.
- Do not ask person with disabilities about her/his disability or about its causes if you are not familiar with person or if person does not like to talk about it.
- When speaking to someone who uses a wheel chair, sit down and give the person a comfortable viewing angle of yourself.
- Do not humiliate or behave protectively towards person with disabilities with patting her/his shoulders or head.
- When explaining to person where some place, building or classroom is, consider the distance from their perspective; consider existence of damaged roads or access ramps, have in mind weather conditions and physical obstacles that could interrupt movement of person with disabilities.
- Do not discourage others, i.e. children in making questions to person with disabilities about orthopedic devices (wheel chairs, walk devices, artificial limb, or stick).
• Communicate normally by using daily phrases such as: “See you”; “Hello, I need to run”; “Call me”; and other phrases no matter of her/his type of impairment.
• Do not pretend to understand person who have speech difficulties. Ask her/him to repeat.
• Do not finish peoples’ sentences for them! Do not pretend that you understand everything what person with disabilities said to you. If it is necessary ask him/her to repeat numerous times until both person agreed upon the content’s understanding.
• If the person lip-reads, avoid blocking his/her view of your face. Make sure the lighting is good. Gain his/her attention before starting a conversation. Do not turn your back to person, do not loud your voice or speak directly to ear.
• If it is necessary, you can write down a text, depending of situation.
• Persons who are visually and hearing impaired can communicate with other person only by touch. In such a situation, communication is possible by writing down large words on a palm of hand of the person.
• Do not use sits reserved for persons with disabilities in the public transportation. If those sits are occupied offer your own. Assist to persons on their way in or out in the public transport.
• Persons with disabilities have advantage in public institutions and all other places.
• Sports’ activities are very important for health and inclusion in social life. Motivate person with disabilities to be actively involved in some sports or recreation.

Many students with disabilities do not want to be treated differently from other students. They resist to any attempt of talk about their challenges, and oppose any support of their teachers and colleagues. Fichten, Goodrick, Amsel and Libman (1996, according to Bratovčić et al. 2013) claim that one of the usual dilemmas of these students are: „How teachers would react on me?“; „Will they treat me equally as other students“; „Will they help me?“; „Will they trust me or will they think that I use my disability as excuse ... or they will simply consider that I am lazy or stupid?“. On the other hand, the majority of teachers who experienced work with students with disabilities consider that talking with student helped them to solve the most dilemmas.

b) Instructions related to specificities of a particular impairment

1. APPROACH TO PERSONS WITH HEARING IMPAIRMENT
• Ask person how s/he wants to communicate: reading lips, writing or using sign language.
• Be patient with the person if it takes time to communicate.
• Make sure that there are not physical barriers between you and the person while you communicate. Let her/him see you face while you calling him/her. In order to pay person’s attention, you can signal her by hand, touch shoulder, blink with light, or if it is wooden floor, tap with leg transferring vibration in this way.
• Do not shout! This means nothing in a majority of situations.
• Even though some people read lips very correctly such reading is still imperfect. Only 35 percents can be understood, the rest is guessing. Short, simple and clearly formulated sentences are best.
• Face of a person who speaks should be in a viewing line of the person with hearing impairment. From time to time check if person understood what was said. If s/he did not, repeat as much as it needed.
• Modify voice and style of talking, speak loudly if you are quiet speaker or speak slowly if you are speedy speaker.
• Persons with hearing impairment are easier to communicate “one to one”, but in a situation when group of people communicate, it should be explained who is talking, what is going on, etc. In such situation it would be better if all people are sitting in a circle, looking each other in the face and standing an arm when they want to talk.
• If a group activity is related to the teaching process, it would be good to make notes and give them to students in advance
• If something what person with hearing impairment said is not clear, it is necessary to ask her/him to repeat. If it is still unclear, person could write down thing s/he wants to say.
• If the person uses an interpreter of sign language, always address to person with hearing impairment, not the interpreter.
• Disability of persons with hearing impairment is not visible and therefore s/he should be asked without previous assumptions.

2. APPROACH TO PERSONS WITH VISUAL IMPAIRMENT
• Always address to person with visual impairment, not to her/his assistant.
• Address with phrases: ”It is good to see you” or „Have you seen last night?”.
• While addressing person with visual impairment say hello and your name if previous meetings were not often or you did not see this person for a while (or never). These steps are important because person could not remember your voice or name. Address her/him with name if you know, or touch her/him kindly. Person with visual impairment would understand that this greeting was for her/him. Before leaving, say it loudly so the person with visual impairment knows that you are not here anymore.
• The majority of persons with visual impairment are coping very well in their surroundings. However, do not hesitate to offer assistance, i.e. during street crossing if there is no echo semaphore.

• Firstly ask whether person needs assistance and how s/he would like to perform moving around. The majority of persons with visual impairment prefer to held arm of other person, above elbow. Keep your hand flexibly and calmly so person with visual impairment can feel when to turn around and when to stop. When meet obstacle, stop and describe further direction of movement. If steps or steep spots are in front always explain person with visual impairment whether those steps or spots are going down or up. Describe all things that person with visual impairment cannot see or touch.

• In narrow space, take around person through the room and describe the furniture in passing next it and warn on obstacles in head’s high.

• When person with visual impairment should sit, take her/his hand on chair and person would sit.

• Do not leave doors half open and things on floor or move furniture, i.e. chairs, benches, because of false step. It is essential to inform person with visual impairment with any changes that were made in the room.

• While visiting person with visual impairment, do not move items. If you do this, inform person with visual impairment where you have put it.

• If you invite person with visual impairment to visit you, never fully fill glasses or cups; always inform what sort of food is served; if it is fish or chicken offer assistance when dealing with bones.

• Never forget that car, bike or toy put on path way could be reason for false steps of a person. Remove all obstacles that could prevent free moving. Report all rough spots on passing ways in order to ensure security for all.

3. APPROACH TO PERSONS IN WHEEL CHAIRS OR SIMILAR DEVICE

• Do not assume that the person using a wheel chair needs assistance. Ask the person if there is anything special you can provide.

• Ask the person how to manipulate with wheel chair. Do not assume that all wheel chairs are the same.

• Always check position of legs, foots and arms to prevent injuries.

• Always manipulate wheel chairs with both arms, avoiding sudden turning and hurry; never pulled wheel chairs to much in front or in back.

• Always ask which parts of wheel chairs are open-able. This is very important in situations when you lift person together with wheel chair.

• Never push wheel chair by force if it is blocked. First check what problem is and try to solve it.
• When you offer assistance in wheel chair driving, take care of pedestrians, bikers and terrain that could be rough, with halls or stones.
• When speaking with person in wheel chair, remember to give the person a comfortable viewing angle of yourself.
• When the person in wheel chair enters to a car, wants to seat in a chair or bench, or lay in bed etc, do not move wheel chair out at this person disposal. If wheel chair must be removed, ask for an opinion of the person who uses it. The same is related to persons who use sticks or walking device.
• Use normally phrases such as: „walk beside” or „let’s go to walk” in communication with person in wheel chair. The person understands it as expressing ideas of moving in the same direction.
• Persons in wheel chair differ in their bodily capabilities. Some persons that use wheel chair can walk with crutch or other people support on shorter distances. These persons use wheel chair in order to keep strength and for effective movement on distances.
• Do not consider persons with orthopedic device as sick people. Orthopedic devices are kind of support to persons in their adjustment or for functional compensation of moving organs that are damaged.
• Usage of orthopedic devices is not tragedy. When wheel chairs are well and adequately equipped, they could mean free movement and full life engagement for the person.
• If there is no proper device, wheel chair could be lift on pathway. They should be kept firmly with both arms. Move them lightly on back, balancing with back wheels and easily put them down on front wheels without sudden moves.
• Park wheel chair properly that person can participate in conversation or watch shop window.
• If needed to lift person in wheel chair by stairs, the most safe way is: go backward by wheel chair, easily move them on back, balancing on big wheels, put one foot on the first stare and other on the stare above, moving back so that wheels can be taken and easily moved on stare. Always balance weight of the person who does this and weight of chair in this process. A descending is making in a same position, ensuring that both wheels touch stare without hurry.

4. APPROACH TO PERSONS WHO MOVE HARDLY
• Do not come from behind and sudden. They could easily loose a balance.
• Always ask the person which is the best way to help him/her, if it is necessary.
• If the person needs help, s/he leans on other person. Never catch somebody for hand with attention to bring him/her somewhere, without asking. Adjust movement with movement of the person in need.
• If the person use some device in movement (walking device, crutch, stick etc.), organize free space for movement and not grab an arm with device. If person sit somewhere, always leave device in vicinity.

Students with disabilities themselves offer the best solution for dispute. In accordance to this, it is necessary to (see more: Bratovčić et al. 2013): a) give support to student, but not to exaggerate in care; b) treat student with disabilities the same as other students c) adjustments in teaching process have a purpose to ensure to student equal learning opportunity; d) understand that the same treatment is not equal treatment; e) give opportunity to student with disabilities to demonstrate acquired knowledge in the most adequate way; f) do not accept the work of lower quality and do not give positive scores because of their disabilities; g) avoid bringing students in an unpleasant situation separating them during lecturing and giving them too much of attention.
EDUCATIONAL NEEDS OF STUDENTS WITH DISABILITIES

THE BASIC HUMAN NEEDS
A need implies the lack of something in the organism or human psycho (Kesić, 1999). In the basis of dispute about kinds of needs lays presumption about their universality. Some of the famous theories of needs were made by: Maslow and Glasser. Maslow (1982) posited a pyramidal hierarchical structure of human needs: physiological needs, safety/security needs, belongingness and love needs, esteem needs and self-respect. He considered needs as origin to every human being and see them as coordinators of his/her behavior. Maslow claims that an individual is ready to act upon the higher order needs only if lower order needs are met. Therefore, for example, a person who is lacking food probably would hunger for food more strongly than anything else, such as love or respect. Even though higher order needs are not seen as important for survival, Maslow considers that these needs lead to better psychological accommodation, long life and higher level of life satisfaction. Self-actualization refers to development of personal potentials and capabilities in an area of person’s activity. Theory of self-actualization claims that every individual can reach this level if s/he is devoted to things that are important to him/her and in which s/he can be successful. Special forms of this need manifestation are various and they differ from individual to individual. Some person could want to be good mother, some would like to be good sportsman or painter or innovator. Self-actualization is the need linked to educational needs and human wish to show his/her knowledge with an attempt to enrich maximum. A person, who tends to self-actualization, tends also to accept himself/herself and others in order to increase capability of problem solving. Self-confidence comes from satisfaction of the self-actualization need. When satisfying needs it is not only quantity in question but also quality of that process (Maslow, 1982).

American psychiatrist William Glasser, founder of the reality therapy and the choice theory declares four more psychological needs apart from basic need of survival: belonging, relation, love needs; power, importance and competency needs; freedom, autonomy needs, and entertainment and learning needs. All these four psychological needs are of significant importance. Monotony and feeling of emptiness
are for often a consequence of enduring dissatisfaction one or few of them (Glasser, 2000).

Therefore, a very wide diapason of human needs is present and it ensures different classifications in accordance to various criteria, but in the same time, it influences hard making of one complete and coherent systematization and classification. In that complex, multidimensional and multilevel issue as human needs are, educational needs are only one segment. Multidimensionality of educational needs, their place in hierarchy and multilevel conditionality and linkage brings to the knowledge that knowing and respecting of needs is pre-condition of successful educational work at all levels and in all segments (see more in: Kaplan, ND).

(EDUCATIONAL) NEEDS OF STUDENTS (WITH DISABILITIES)
A term educational needs can be explained as motivational force, as an element of motivational behavior and energy that serves for a goal accomplishment. Considering this, it could be seen as moving force of educational process of any kind. Educational needs should be seen as human needs and as social needs. Only on this basis educational needs can bi in function of an individual’s development and society as well. Educational needs of adults should be seen in a context of subjective and objective sources and factors from which needs are coming and are determined, in conditions and possibilities of realization of educational needs (Kaplan, ND).

Drusany et al. (ND) made a research about students’ needs for support during the studying. They found that students show the need for organized support in academic, career and psychological counseling and informing. From the results of students’ self-evaluation related to successful process of studying, following conclusions were made: a) students were not prepared for requirement of studying; b) students felt burdened with the study contents and the issue of implementation of
ECTS system; c) there were gender differences in relation of understanding factors of disturbance that should be taken in consideration while offering appropriate career and counseling programs; d) there was a weak integration of academic community, i.e. professors were not available; minimum of social contacts with colleagues and large dispersion of services and activities offered to students; e) lacking contents related to career development and academic skills.

It could be concluded that presented results promote development of students’ support in following areas: a) academic skills’ development (i.e. time organization, learning strategy, presentational skills…); b) development and managing of career (i.e. labour seeking skills, getting experience in profession, information and self-evaluation of skills and capabilities…); c) counseling about academic and personal difficulties (i.e. anxiety during the exams, public presentations, problems in relationship with colleagues, family…); d) development of communicational, social, and emotional skills and peer support. At higher years of studying, students show need for all forms of informing and counseling related to career development and competencies for active employment searching after finishing studying. At the lower years of studying, they are seeking for academic skills development, especially learning strategies and successful time organization.

Through the project Trans2Work (see: Report DEV 1.1. and Report DEV 1.2, 2016) an analysis was made in relation to the needs of students with disabilities and employers in all three countries of project realization (Serbia, Bosnia and Herzegovina and Montenegro). Students with disabilities mostly estimate that they obtain experience for getting job during the studying. However, it is interesting that they consider additional training necessary in order to find a job. This fact shows that they are not prepared for labor markets during their initial studies. Students neither have information about approachable subventions nor about cost covering for getting assistive technical-technological tools that are necessary for labour place adaption to their needs. Students’ needs and expectations from employers are: adaptable approach to the objects and offices and an assurance of new or the adaptation of existing equipment. Actually, the results of needs’ analysis show that the mainstream of students’ needs is related to assurance of the basic working conditions which would response to their specificity in accordance to disabilities. It is important to emphasize that students with disabilities want equal participation in working activities in relation to other working colleagues. The analysis of needs show that students with disabilities expect from the higher educational institutions to prepare them for entering to the labor markets as well as to increase awareness of the employers about specificities of persons with disabilities. According to the results, it
could be concluded that students perceive the role of the higher institutions as very important in the process of transition to the labor market.

**BASIS FOR THE UNIVERSAL DESIGN OF LEARNING**

Design for all means a creation of an environment, products and services with an aim that all people can enjoy in participation and creation of society, with equal chances in economy, education, culture, sport, entertainment. It also offers opportunity to participate, use and understand each part of the environment, with as much as possible independence. The aim of this concept is to ensure equal possibility to all people in order to participate in all aspects of society.

The concept of universal design started to develop in the USA in 1970s (Kiš-Glavaš, 2012). It involves a vision and an attempt to plan and shape the whole environment, buildings and products in a way that could be used more or less by all including children, elderly persons, people of diverse physical dimensions and psychological and/or intellectual capabilities, persons with disabilities. The concept of universal design was exactly developed on the basis of design for persons with disabilities, as a sort of generalization. The concept base reflect on making products, communication and settled environment which can be used by larger number of people, with minimum of cost or without cost at all (Kiš-Glavaš, 2012; CRID). The automatic doors are one of the examples of the universal design. They make easier entrance for persons in wheel chairs, but also for elderly persons, mothers with baby carriage, persons with arms full of things, and so on. Nevertheless, these doors can be obstacles for orientation for persons with visual impairment. This proves that universal design is not always right solution for needs of all people (Kiš-Glavaš, 2012).

Even though, the design was firstly used as the room and space design, today the universal design refers to design of services and contents. Therefore we can find a term the universal learning design (or inclusive design, as it also been called). This design can be defined as approach that mends a primary obstacle in attempting to make all students successful (Kiš-Glavaš, 2012). Universal learning design is helping teachers in working with people of different characteristics, suggesting use of adaptable teaching materials, technique and strategies that could empower teachers to meet different educational needs of numerous students. Daily practice has shown that adaptation of the teaching process was useful for all students.

The universal design of learning is based on three main principles (CAST, 2008; cited in Kiš Glavaš, 2012) First of all, it will ensure different sources of presentation – students perceive information in different ways: some can easily perceive
information that was visually presented, some by hearing and some in written form. There is no single way of presentation in practice that could be optimal for all students. Hence, it is important to present information diversely. Second, it will ensure more sources of presentation — students differ in ways of presenting their knowledge: some of them would be very successful in written forms, some in oral presentation or contrary. Third, it will ensure diverse ways of inclusion. Students differ in their engagement during teaching process or in motivation for learning. Some of them are very engaged some are passive, even scared when facing new experiences. There is no unique manner of presenting teaching contents, adjustable for all students in practice. Therefore, it is important to ensure different ways and levels of students’ engagement.

There are some examples that prove how UDL can be realized without jeopardizing academic standards (lot of examples can be found in: Johnson, 2014; Bratovčić et al, 2013; Kiš-Glavaš, 2012 and CAST). It is important to find out what kind of adaptation is eligible for students in order to promote success in learning and participation. For example, if essay writing is not a learning outcome, then student with dyslexia can be allowed to realize task in a different way, such as oral presentation.

Students with ADHD, students with dyslexia and students with hearing impairment would benefit of getting the learning materials before lecturing. They could be prepared in advance for the topic. However, this could be a great opportunity for all students and could increase their participation in the class. Written material can be also offered in electronic form. Film material, except sounds, should have titles. The length of exams can be modified if this would contribute to students’ problem solving. Videotaping of lectures could also be useful for students. A pen or another object that is circling around is a sign that only the one who has a pen can talk, and it could be helpful for discussion control. An e-text reader could loudly pronounce text on the basis of electronic documents or web-sites shown on computer, tablet, mobile phone or some other electronic device. This could be useful, primarily for student with visual impairment, but also to those with dyslexia and to all who are dominantly audit type. Nevertheless, it is necessary to talk with students with disabilities about all adaptive measures, because they know what is best for them. However, other students should not be excluded from this discussion.

If students with disabilities do not attain equal competencies as others they would not be competitive enough in the labor markets. It is not a good practice to assess students’ achievements with higher grade than s/he was really deserved, including students with disabilities (Kiš-Glavaš, 2012).
COOPERATION WITH THE SUPPORT SERVICES

Education and employment is important to every person, including person with disabilities. It offers learning and developmental opportunities, financial independence, realization of positive evaluation of social roles, choice possibilities and decision making about one’s own life. These processes are directly linked to financial opportunity and stability of a person and, they affect a complete life satisfaction as well as nutrition, physical activity and social engagement. Identity, self-respect, mental health and feeling of personal significance are also influenced by mentioned processes (See more in: Gillies, 2012). Exclusion from educational and working processes has longstanding consequences. It limits persons with disabilities to be included in life, additionally empowering her/his disabilities. Furthermore, the burden of disabilities supports bio-medical and psychological model that is focused on “correction” of an individual. Very little attention is paid to the adjustment of social structure. As a result, this kind of social attitude contributes to social exclusion of persons with disabilities and their status of the marginalized.

The need analysis of students with disabilities and the analysis made by the employers that was realized within the project Trans2Work (see more in: Report DEV 1.1. and Report DEV 1.2, 2016) discovered objective and subjective obstacles in the process of transition from education to labor markets of students with disabilities. This implies that the process requests changes of institutional character and changes of social awareness related to capabilities of persons with disabilities. The students’ support services play important role, and they exist in some forms at the majority of university centers. Usually, they are organized as career centers or support offices for students with disabilities. Services that could be offered by support services are (see more in: Korkut and Martinac Dorčić, 2014 and Bratovčić, 2013): a) counseling services to students and teachers; b) human resources; c) delivering of equipment d) space organization or equipment adaptation e) coordination between professionals and local community; f) informational programs’ campaign organized for the academic community in order to make it responsive to persons with disabilities; g) tutoring/assistance services; h) transport’s organization; i) special assistive technology and tools that would support students to gain information and materials straightforward j) exam process’ flexibility; k) accessibility of the higher educational institution and other members of University l) promo and presentation activities, etc.
It is important to emphasize that support services should be on disposal to students, but also to teaching and non-teaching staff, employers and community. All mentioned subjects have equal responsibility in this process. The highest degree of social and educational inclusion can be enriched through the synergy of those subjects. Universities need to offer better support to students with disabilities in order to prepare them for challenges of job seeking process. They should also be linked with employers in order to make students more concurrent on the labor market. The academic and non academic staff would ensure higher competency of students regarding their communication and learning opportunity and participation. The academic staff has an important role in creation and realization of the support service’s activities. Through the cooperation with the support service, employers would be more prepared to create adequate working place. Students themselves can be helpful in the process of transition from university to labour market with their engagement, motivation, competencies and personal responsibilities.
Chapter 2

TRANSITIONAL SKILLS
SELF-DETERMINATION THEORY

INTRODUCTION TO THE SELF-DETERMINATION THEORY
According to the importance of relation between motivation and man’s behaviour there are many researches on examining the existing theories of intrinsic and extrinsic motivation. Therefore, it is not surprising that there are many theories and models representing the scientific approach and its subordinated constructs and concepts. One of the frequently used and examined theories is the Self-determination Theory developed by Richard M. Ryan and Edward L. Deci (Ryan & Deci, 2017).

The Self-determination Theory is dealing with psychological growth and development including certain psychological needs as the basis for self-motivation and personality integration. Self-determination is a combination of skills, knowledge and beliefs which enables person a goal oriented and self-regulated behavior (Field et al., 1998). It, actually, represents the feeling of freedom in activities which are important and interesting for a person. (Deci & Ryan, 2000). The Theory is focused on how much people’s behaviour is free and self-determinated. According to Ryan and Deci (2017) psychological needs are treated as nutrients necessary for personal growth and development. The basic psychological needs are as the basic biological - universal and necessary.

According to Deci & Ryan (2000) basic psychological needs are:

1) Need for autonomy
Need of autonomy the need for regulation of own activities and experiences. Autonomy is the form of functioning followed by the sense of conscious and willing decision making, personal congruence and integration. Autonomy does not necessary mean independence because, according to the situation, the person can be more autonomous and more or less dependent. The basic autonomy characteristic is that person’s behaviour corresponds to her/his decisions and inner world.

2) Need of competency
Need of competency is the human need for active and effective management of life context. It can be recognized in given tendency for prosperity and it can be manifested in curiosity. The need for competency cannot be fulfilled in the highly demanded context with the presence of negative feedback where the sense of compe-
tency is being minored by interpersonal factors as it is criticism focused on a person or continuous comparisons between people.

3) Need for connection
Need for connection relies on feeling related to other people. People usually feel connected when they realize that others care about them. Besides, connection is related to the possibility of providing support and help to other people.

According to the Self-determination Theory (Deci & Ryan, 1985) it is important to take in consideration not only the level of someone’s motivation but also its orientation which can be extrinsic or intrinsic. Extrinsic motivation is based on activity perception (task) in a sense that it has an instrumental value (Ryan & Deci, 2000a). In other words, person is motivated by expected awards which can be materialistic (salary or honorary in business context) and no materialistic (acknowledgement and compliments). Activity does not have a purpose in its self, but it is an instrument to achieve some goal, a positive result. On the other hand, intrinsic motivation means perception of activity as an award as it is. So, activity here does not have an instrumental value. It is satisfaction just to participate in it and intrinsically motivated person will feel awarded, interested and comfortable. That means that intrinsic motivation encompasses engagement in something that is inherently interesting providing the joy to the person dealing with it (Deci & Ryan, 1985). In a case of lacking intention, need and interest to do some activity, we are talking about motivation which can be described as a result of insufficient assessment’s activity, the lack of competencies and the lack of expectation (Ryan, 1995).

It is also not enough that person feel competent for some activity to reach intrinsic motivation. The sense of competency should be followed by satisfied need for autonomy (freedom) in order to feel and show factual and authentic interest for certain activity or assignment. So, the level of intrinsic motivation can vary in accordance with different contexts of person’s activity (Ryan et al., 2009).

Motivation is extremely important concept not only in psychology but in all educational disciplines. Motivation is an essential factor for undertaking any activity in any context. To be motivated means to have a certain need, intention, tendency or wish to start, continue or finalize certain activity or assignment.

SELF-DETERMINATION THEORY AND PERSONS WITH DISABILITIES
Self Determination Theory (SDT) argues that students with disabilities have the same basic psychological needs as all other students. This means that all interventions for learning or behavioral change, must first and foremost respect students'
autonomy. People with disabilities should also be supported by their environment so that their disability does not prevent them from achieving competency.

Having this in mind, it can be stated that people with disabilities tend to have difficulties in fulfilling their needs for competence and autonomy. The reason for this lays in the usual fact that their environment is not adapted in a way that would make it possible for them to be fully functional people (in physical or psychosocial sense or in both aspects of human activity). People with disabilities usually need to be assisted by other people or technology in everyday activities such as clothing, hygiene maintenance, walking, learning, interacting with others, etc. Because of this, they sometimes perceive themselves as partially or totally prevented from meeting their needs and goals. To put it in other words, their sense of competence is undermined. If they are not able to walk, read, get dressed, their behavioral space is limited and they can feel as being insufficiently autonomous.

Because of this there is a need for people with disabilities to be taught how to increase their levels of motivation. This can be done by the means of psychoeducation and counselling based on SDT framework. People with various disabilities, should be more self-determined and self-confident. As a result of these psychological interventions, they will be more motivated to activate themselves and to reach their own life goals.

According to Wehmeyer, Martin and Sands (2008), there are seven key areas (competences or skills) associated with self-determination in people with developmental disabilities within educational context: decision making, choice making, problem solving, self-awareness and self-knowledge, goal setting and attainment, self-advocacy and leadership, and self-management with self-regulation. Thus, people with disabilities have to manage, coordinate, and in the end overcome their difficulties in order to develop skills necessary for everyday functioning. It is not an easy task and psychologists (or learning specialists in the field of disabilities) can help them to develop a sense of self-efficacy as well as to work on their academic (and general) self-esteem.

Loman et al. (2010) listed three dimensions of SDT: causal agency/independence (skills: goal setting, self-instruction, self-monitoring, self-evaluation, self-delivered reinforcement, choice/decision making, and problem solving), proxy agency/interdependence (skills: self-advocacy/leadership and social capital), and environmental opportunities to act (conditions: social inclusion, enriched environment, and dignity of risk). Taking into account the logic and underlying this viewpoint on SDT, people with disabilities can be taught how to: 1) become relatively independent (while setting their own goals, solving problems, etc.), 2) depend on other peo-
ple while trying to seek support, engage in reciprocal activities or impact others (as a result of expressing their qualities which allow them to become a respectable and reputable member of their social community), 3) pay attention to environmental resources that can be advantageous to them (e.g. the possible benefits of social inclusion programs and making choices that are in their interest (yet risky at some points).

There are several studies (Wehmeyer & Garner, 2003; Wehmeyer & Schalock, 2001; Grolnick and Ryan, 1990), which are carried out with the purpose to examine the relationship between the constructs developed within SDT and the dimensions of disability issues. Deci et al. (1992) applied the basic assumptions of SDT to students with learning disabilities and emotional problems. The results obtained in this study highlighted the impact of self-regulated learning (along with high levels of perceived autonomy) on the anxiety levels of students' with emotional problems. In other words, if someone with emotional disabilities believes that s/he learns something because s/he wants to do so (with inherent enjoyment and interest, i.e. intrinsically motivated), this person will have lower levels of anxiety while participating in this activity. However, students with learning disabilities did not experience this effect. This study also revealed that perceived academic competence is negatively correlated with unknown control of students with emotional disabilities. Hence, the need for competence (as stated within SDT) is closely related to the perception of one's own (conscious) control over the learning process.

Grolnick and Ryan (1990) carried out their research about perceived competence and autonomy among elementary school students with and without disabilities. The findings indicated that the group of students with disabilities, compared to those without disabilities, scored lower on competence and autonomy dimensions. In fact, their main results were similar to those of students who had low academic achievements. Therefore, working with a special population with disabilities and handicaps should include ways of enhancing both competence and autonomy.

Saebu, Sørensen, and Halvari (2013) reported that perceived autonomy support during rehabilitation procedures for those who were somehow physically disabled improved their autonomous motivation, self-efficacy, and self-determination in general. Hence, while trying to improve people's sense of competence and autonomy, we automatically (or consequently) work on their sense of worth and their capacity of self-motivation.

Choosing the future career among people with disability and entering the labor market is a very important step for each of these persons. Guay et al. (2003) investigated the relationship between some variables linked to SDT and career decision.
These researchers concluded that people who feel autonomous and self-efficient (or self-competent) are less indecisive with regard to their future career. Along with that, the population with some kind of disability or impairment who are to choose their future profession should be supported by their parents, teachers, and peers so they can develop a strong sense of autonomy and competence. Additionally, their advisor (psychologist, social worker, etc.) should work with them so they can become able to motivate themselves and to nourish this kind of positive perception towards their own personality, emotions, motivation, and behaviours.

The results obtained in a study conducted by Wehmeyer and Garner (2003) pointed out that providing persons who have some kind of disability with opportunities to make choices (e.g. for studying, their future occupation, etc.) will lead to greater levels of autonomy and self-determination. In addition, the contribution of general intelligence was weaker in comparison with mentioned kind of opportunities.

*What are the ways of supporting our friends, colleagues, students... who have a disability?* First, we should build an atmosphere of mutual trust. Unconditional acceptance is important as well. Then, people with disabilities should develop a self-perception as they are competent, able, and skilful in some sort of professional and/or leisure activities (e.g. writing, giving a speech, listening, physical activities, philosophical thinking, fine arts, etc.). Their disability does not mean that they are completely powerless. It should be explained to people with disabilities that autonomy has various forms. If someone has problems with her/his vision, s/he has the autonomy of moving, listening, tasting, etc. If a person has physical disability, s/he can be autonomous through her/his five senses. Relatedness, as the third category of needs postulated by SDT, can also be met by people with disabilities. If they introduce themselves as good, honest, capable of other things (apart from their disability), funny, loyal, and successful, they will be accepted by other people and integrated into society. Of course, social inclusion laws should allow them to have equal rights (as their fellow citizens have) while establishing educational, professional, social, and private aspects of their lives.

The ultimate aim of those who work with this population of people is to make them independent and capable for self-motivation, self-reinforcement, and to be able to achieve what they planned to achieve. People with disabilities need to be taught to look (and where to look) for help when they really need it and to collaborate with others while meeting some common needs and goals. They are not, and should not be separated from the social milieu; hence, they deserve, and they have right to be supported by others (family, friends, teachers, colleagues, and socially sensitive strangers). They only need to ask for help, to activate themselves, and not to fall into the trap of learned helplessness, anxiety, or depression. Psychological inter-
ventions related to self-determination theory go hand in hand with the development of one's social skills and enhancement of one's emotional intelligence level.

According to Ryan and Deci (2017) educators usually react on learning problems or emotional vulnerabilities as if they were motivational deficits. Thus, they attempt to change outcomes by exerting more external control. In contrast to this, SDT argues that often what is interpreted as these students needing more control is really a matter of their needing more structure, delivered in an autonomy-supportive way. To conclude, SDT is a feasible, powerful tool that guides and in the same time facilitates the process of professional support given not only to the general population but also to people with various disabilities. Wehmeyer and Palmer (2003) underlined the usefulness of this theoretical viewpoint within disability field. This author stated that it can help these people in developing self-determined behavior i.e. in acting like causal agents over their life-courses.

SELF DETERMINATION, TRANSITION AND THE QUALITY OF LIFE OF PERSONS WITH DISABILITIES

Peoples’ ability to make their own decisions regarding important issues of their lives directly depends on the development of self-determination skills. Self-determination has been defined as “the attitudes and abilities required to act as the primary causal agent in one’s life and to make choices and decisions regarding one’s quality of life free from undue external influence or interference” (Wehmeyer, 1995). Considering the wide implications of self-determination for the life of every individual, the extent of the repercussions this theory and the respective practice may have for the lives of people presenting problems in the development of autonomy, self-regulation, psychological empowerment and self-realization, can be easily understood. The view can be supported, then, that self-determination constitutes a desirable goal, but also a challenge, for the education of people with disability, as it is vital for enhancing their transition to adult life and work life. Self-determination as one of the many dimensions of quality of life needs to be part of the educational system. At the same time transition skills are being reflected to the self-determination theory and ensure quality of life. Thus, the linkage between self-determination and transition influences the quality of life of people with disability.

In recent years, the concept of quality of life and transition prevails in the field of special education since those two conceptual approaches offer new perspectives on disability, by focusing in personal well-being and adult centered approach but also on the evaluation and planning of support services (Wehmeyer & Bolding, 2001; Wehmeyer & Schalock, 2001; Schalock, 2000; Schalock, 2004).
The fact that the American Association for Mental Handicap (Luckasson, Borthwick-Duffy, Buntinx, Coulter, Craig, Reeve, Schalock & Snell, 2002) places great importance on support services for people with intellectual disability has affected the philosophy around disability movement. Since those services are originated and lead to community, to functionality and to adaptive behavior, AAMR defines as areas of great importance the independence of individual with intellectual disability, his relations, his interactions, his participation in school and community and his personal well-being. Functionality requires support in people with intellectual disability, as support indicates the participation of individual, in everyday life, work life, education, leisure time and activities in social life. Support will, also, affect individual’s daily life, his environmental interactions, factors that affect his life and factors that contribute to the development of his personality (Wehmeyer et al., 2008; Schalock et al., 2010). In 10th edition of the Manual of the American Association for Intellectual and Developmental Disabilities particular emphasis is placed on support systems (Riches et al., 2009). Support systems are a psychological structure, indicating that there is a need for a model to support the needs of an individual with disability, to participate in activities related to typical human functionality. The philosophy of support systems is based on the premise that human functioning is influenced by the extent of connection between the capacity of the individual and the environmental demands (Schalock et al., 2007; Wehmeyer & Bolding, 1999; Wehmeyer & Garner, 2003). Support systems have several types and refer to people or environments. Support can be technology or a human. Support should be provided to individual’s perceived needs and should lead to an improvement of his functioning (Aldridge, 2010; Schalock et al., 2010). As an individual with disability grows, he will need more and growing support from the members of his family (informal support systems), as well as from formal support systems, such as schools, hospitals, social services (Heller, 2009). The environment (personal, social, familiar) and the characteristics of each individual are being considered as two factors that influence the development of self-determination and conclusively transition (Schalock et al., 2010).

The educational system becomes the support agency, which in collaboration with family should be a pole of a system that promotes students’ everyday life. In Salamanca Statement Framework for Action is stated that «every child has the fundamental right to education and must be given the opportunity to achieve an acceptable level of learning» (Schalock et al., 2010). Support in education system for a student with disability can take various forms, in order to train him with his peers without disabilities. Support is sources and strategies, aimed at enhancing individual’s functionality through his development, education, interests and personal welfare. Participation in community is also a requirement for education. Thus, education, as a support system, should be an open system, which will promote student’s partici-
pation in society, using community services. It should encourage the use of common practices and services in daily life, education, learning, work and leisure (Schalock et al., 2010).

Furthermore, education of people with disability should progressively lead to adult centered practices, when the individual reaches the age of 14. The adult centered approach of education is a tendency worldwide. Also, the theory of self-determination and the concept of quality of life defend the importance of adult centered approach to education. An individual with disability, fully or partially self-determined, will have a much better quality of life than a hooked and dependent on a strong adult, individual. An education, which locates in its center the individual as a whole and as potential future citizens of the society, promotes self-determination and, therefore, a good quality of life. Support systems (school - family - community) are those that will support any life choice and education and will reinforce and reward the self-determined behavior. Self-determined behaviors lead to individual’s successful transition to life (Dimitriadou, 2011).

A supportive environment can provide various opportunities for a person in making his own decisions, choices and in accomplishing his goals, in other words to be self-determined and autonomous (Wehmeyer & Bolding, 1999; Wehmeyer & Garner, 2003). According to the functional model of self-determination, it is evident that capacity together with opportunity and support systems can enhance self-determination, quality of life and transition to life of people with disability (Wehmeyer & Mithaug, 2006). In order to understand this connection, we must (a) realize the multiple factors that shape human behavior, (b) identify the profile and intensity of needs that require support for an individual and (c) provide the necessary support to enhance individual’s functionality.

The needs that require support can be seen under four aspects. Initially there is the objective necessity, where a professional identifies the need in a particular situation and based on individual’s evaluation and assessment. Secondly, there is what we feel as a need and what the person himself perceives as a need. Third, there is what is expressed as a need, i.e. this is the situation in which the individual perceives the need and has turned it into practice. Finally, there is the comparative need, which is observed as characteristics of a given population and as a proof of receiving a particular service (Luckasson, Borthwick-Duffy, Buntinx, Coulter, Craig, Reeve, Schalock & Snell, 2002; Wehmeyer et al., 2008).

All people with a disability do not need all available types of support, since the support systems required by each individual differ both quantitatively (in numbers) and qualitative (in nature) (Wehmeyer et al., 2008). Interdisciplinary groups are plan-
ning, determining and designing the services of every individual’s support needed. What is necessary to do is to follow a 5-step process in which we should (a) investigate the needs and desires of the individual, (b) evaluate the nature of the necessary support systems to enable a person to achieve what he/she wants or needs, (c) develop an action plan to provide the support, (d) plan and "watch" closely and (e) evaluate the results of the project and personal benefits (Wehmeyer & Garner, 2003).

“Nine suggestions are presented to shift the focus of education from fostering dependence to encouraging self-determined independence that results in improved post-school outcomes for youth with disabilities:

1) empower parents as partners in promoting self-determination and career development skills,
2) facilitate student-centered IEP meetings and self-directed learning models,
3) increase students’ awareness of their disability and needed accommodations,
4) offer credit-bearing classes in self-determination and careers,
5) develop self-advocacy skills and support student application,
6) infuse self-determination and career development skills into the general curricula,
7) teach students to use assistive technology to enhance their ability to become independent learners,
8) develop and implement vocational and/or work-based learning programs for all students, and
9) extend transition services beyond high school graduation to assure that students are linked” (Izzo & Lamb, n.d.).

The idea of the above-mentioned values and challenges in reference to self-determination, transition and quality of life will lead to a global perspective of an inclusive education. Furthermore, it will continue to lead us on to an inclusive society that encompasses a wide diversity of all human beings and that differentiates its existence in response to this diversity.
Chapter 3

EDUCATIONAL ENVIRONMENT SUPPORTING/PROMOTING QUALITY TEACHING AND LEARNING
Promoting the quality learning environment

“I've come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.”

Ginott

Tradition has strongly guided the teaching process in the history of education when teachers were not systematically and profoundly educated for their profession. Traditional ways of teaching were often based on insufficient knowledge of a human being and methods of learning. In accordance to different situation and modern knowledge, traditional methods should not be applied without critical thinking.

Modern paradigm of educational work is based on integral understanding of a human being. All appearances are interrelated and dependant (Bratanić, 1996). This means that understanding of human being and basic knowledge of characteristics of teaching and learning process are fundamental assumptions for quality education at all levels including tertiary educational level.

The essence of teaching process is based on interaction between teacher, student and content (Bratanić, 1994; Eidsvaga, 2007). Hence, teaching process at the universities presents interaction of teacher/assistant and student, interaction of experience and tradition, diverse personalities and values. Teaching is boundless exchange of influences (Eidsvaga, 2007). Therefore, teaching process is institutional and intentional opportunity for development and engagement. It cannot be realized without at least three factors: student, teacher and teaching content. Didactic constellations of teaching process factors only confirm complexity of teaching process. Institutional teaching and learning at higher educational institutions is realized in more or less regular groups of students who contribute with their own personalities, characteristics, roles, pre-knowledge, interests and motivation, together with elements of hidden curriculum. All these essentials have an effect on learning environment.

In more dynamic and challenging environment that teacher faces on a daily basis, it is important to work actively on teaching personal awareness related to classroom management and dynamics within the learning group. Among other things, teaching
personnel have to be able to explain why classroom management is important; to define learning outcomes/academic standards in relation to subject goals, competences that should be achieved, needs and capabilities of students; to formulate rules in cooperation with students in order to create supportive and positive social-emotional learning atmosphere; to create motivational learning environment (to adapt rooms, to manage time...); to recognize own leading style and to demonstrate active listening skills, non-violent and adequate non-verbal communication. According to Kovačević (1977) the goals of educational work are mostly realized through the teaching process. Therefore, the fundamental pedagogical task and especially higher education didactic assignment is organization and realization of teaching process.

It is possible to find diverse definition of teaching process within didactic sources. Meyer (2002) considers that teaching process became collective phenomenon for everything in relation with teaching and learning. He also reflects on teaching process as the most important form of institutional learning and teaching. Therefore, he defines teaching process as „plany done interaction between teacher and student that is necessary for structure subject matter, social and personal competencies in an institutional school pattern or institutions that are similar to school.” (Meyer, 2002:36) He also believes that it is not possible to teach without upbringing in the same time. The issue of upbringing is especially intrigue in the context of the higher education teaching process. We will not elaborate about it profoundly, but we will emphasize that upbringing in the higher education institutions is not very much present. It is explained that students are adults who cannot be or should not be in the process of upbringing any more. However, an essential compatibility of education and upbringing is evident from their meaning. When referring to upbringing in educational institutions we can mention their vice versa proporcionality. It appears that higher educational level corresponds to a reduced amount of upbringing. It seems that we forget that we are working on upbringing and influence each other intentionally, functionally, through modeling and contents, by our activity or passivity no matter which level of education is at stage. „Teaching process is very complex and cannot be enlighten only from one didactic model“, claims Gudjons (1994:186). The most comprehensive definition of teaching process that came out from the critical analysis of teaching process definitions done from several authors is the one given by Filipović (1981). He regarded teaching process as „continued educational work of participant and leader that is based on a socialy verified goals and tasks, didactically adaptable contents, instruments, organizational modes and working conditions“ (Filipović, 1981:54).
Creation of an encouraging teaching environment includes a variety of methods that teacher undertakes in order to improve learning, to use time maximally, to keep pleasant atmosphere, to prevent bad behaviour, and to maintain discipline. As much more time teacher devotes to his preparation for teaching, students would learn willingly. Kyriacou (1997) classifies seven basic teaching skills: planning and preparation, lesson presentation, lesson management, classroom climate, discipline, assessing students’ progress, reflection and evaluation. In relation to this, creation of classroom climate is a teaching expertise and primary responsibility of teacher even though students are also involved in its construction. Jusović and Handžar (2009) argue that emphasizing of social-interaction management skill within teaching process as a special quality can be approved by an argument that classroom management presents a group of methods used by teachers in organizing classroom activities, teaching process, physical structure and other fields. The main purpose is to exploit time usefully, create pleasant and productive learning environment and minimize misbehaviour or any other disturbance of the learning process. They also offer characteristics of effective classroom management:

- Continuity (ability to realize and prevent misbehavior without classroom disturbance).
- Keeping tempo (avoiding behavior that reduce teaching process continuity, constant awareness of students’ behavior, ability to recognize possible problems in behavior even before their appearance).
- Keeping interest (inclusive techniques for students who are not interested to work).
- Responsibility (techniques for supporting students to take their own responsibility for task solution).
- Challenging situation (technics for promotion student’s enthusiasm and motivation).
- Diversity (a variety of methods and strategies of teaching process that individualize and differentiate approach in accordance with students’ characteristics).

In order to ensure preconditions for all mentioned above, teacher’s ability to create rules within group is important, as well as to support adequate formulation of the rules, to follow, initiate and allow eventual changes of certain rules if they are not useful for group functioning any more. This process should not be understood formally without deeper analysis. Higher education deals with adult education and should not be a victim of personal or irrelevant belief that some expectations are obvious or unquestionable for adults.
The rules in a group should ensure directions how to function within certain social contexts, concretely during the teaching process and common learning. The rules are made to look after all participants of teaching process, to ensure right protection and to support effective functioning in a particular community. The rules offer safety and they define limits of personal freedom without disturbing freedom of others. The most challenging part of making rules process within group is the part where teacher needs to consent rules with group. It would be ideal if the class agrees upon rules and procedure through dialog. Glasser (1990) considers that good managing abilities of teacher to lead group discussions can make this process more effective and purposeful despite some teachers’ negative previous experiences. The second challenge of the process is the formulation of the rules. The rules must be formulated positively and applicatively as Jusović and Handžar (2009) claim. Some characteristics of the rules are: expressing expected behavior instead forbiden behavior; the rules are result of agreement of all participants instead one-sided teacher’s decision; they refer to real situations and are not purpose for themselves. The rules need to be clearly written in a comprehensive way, to treat all participants equally and be subjected to changes if they become non adequate from any reason or changeable conditions. They need to be result of a dialogue, discussion and critical oppinion. The rules which are commonly established have a great chance to be respected because of students’ involvement in their producing. The rules make possible creating of stimulative and safe environment for qualitative teaching and learning. The determination of logic consequences for non accepted behavior is equaly important activitiy of this process.

Positive and supportive classroom climate can be promoted by teacher who is used to:

- minimize fear of failures,
- use humour, not sarcasm,
- structure and support positive interaction among children of the same age,
- present his work in an interesting way that motivate students’ learning,
- present every situation as an opportunity for learning,
- organize learning in a funy way,
- attempt to memorize students’s names and communicate with them by names,
- give students chance to express themselves in accordance to their own ca-pabilities;
- persuade students to sleep enough.

Alongside agreed rules and clear goals, an articulation of accepted learning outcomes at the beginning of teaching process and constructive and individualized
feedback can serve as a guide for students through educational contents in accordance to their expectation. Students must be receptive to learning experience, motivated and keen to learn. Students should get an opportunity to make their personal goals at the beginning of a particular teaching unit. They can also give information on what they already know in relation to specific content. They can also write down their learning wishes regarding particular subject. Doing like this, teacher shows respect to students sending a message that s/he respects their interests.

Safe and motivated environment is the one in which teacher and students behave in an assertive way. According to Zarevski (1998) assertiveness is the form of behavior in social interactions in which we fight for our own rights, in which we express our wishes and emotions and refuse non reasonable requests without making psychological or physical damage to others. Emmer and al. (2003) offer the ways of teacher’s assertive behavior. According to them teacher can:

- use appropriate tone – speak clearly, thoughtfully, a little bit louder than usually, avoiding emotional expressions in the voice.
- control body communication – standing on a right distance in front the one who oppose rules, not threatening him.
- keep the rules not tolerating misbehavior; listen approved explanations in a situation when the student argues or does not admit guilty.

Assertive behavior is not instinctive but learned one. It is proactive expressing which tends to express strong oppinions or claims in relation with others. Assertive persons know what they want and they can request things in a way which is not at risk for others. The problem solution is important for them not winning. Assertiveness is an ability to freely choose behavior that is appropriate in a certain situation (pasive, agresive or assertive). Assertive person wants:

- to listen actively,
- to respect others and require the same for him/herself,
- to speak clearly, concretly and directly
- to show his/her expectation and feelings,
- to make objections positively (critics),
- to praise others,
- to take responsibility for his/her words and acts,
- to apologize,
- to control him/herself (or negative feelings),
- to look at eyes and show emotions,
- to adapt voice to a situation.
Teaching and Learning Strategies

„Who dare to teach, he must never stop learn."
John C. Dana

In order to ensure qualitative higher education teaching for all, the teaching personnel has to be familiar with the new teaching and learning strategies in order to adapt them to students. Teaching personnel should be able to: examine students’ needs; argument advantages and challenges in application of teaching forms and methods; promote different ways of teaching content’s realization; explore possibilities of students’ involvement in teaching process and create teaching materials based on individualized approach to students.

In human nature is to be actively involved in various processes. The reproduction is important in some phases but there are most present suggestions that passive imitation and general conformism with samples should be minimized. Even Saint Augustine considered that learning is an active undertaking of true facts but it is not passive consumption of information. According to him, teaching is not interrelation of knowledge and contents but motivation for our own reflections. Saint Thomas Aquinas claimed that teacher should encourage student to provide his/her opinion, by giving examples in an inductive manner. Teacher should also present knowledge to student for his/her active learning but not only passive receiving. Herbart argued that mechanical causality needs to result with interactive causality. Instead necessity made by force and blind obedience, the compliance which is ready to assess and when reflected has been received as one own (see more in Böhm, 2012). Renaissance, humanism and reformation affirmed creative acting of human spirit and human being came again in the center of the philosophical thinking. Descartes, articulated the higher levels of thoughts with his slogan, I think, therefore I am“, as essential for the human being in general. Komensky’s idea about equal education for all preceded the idea of lifelong learning. The history of pedagogy and modern concepts offer an active demand for student centered teaching. It is possible to deconstruct traditionally oriented teaching that follows old wisdoms of philosophy, medicine, sociology, pedagogy and psychology.

It is important to make numerous important decisions related to all elements and factors of teaching when arranging teaching and learning process. In accordance to considerable individual differences among students and complexity of the contexts in which students realize their learning activities, it is difficult to offer one unique model of teaching that would respect pedagogical and andragogical assumptions.
Students are a population that can not be arranged only in the first or second categories but in both of them. The selection of teaching goals, learning outcomes, teaching forms and methods, didactic tools and modes of evaluation and assessment depends on teacher’s knowledge and skills and his/her perception of students. When teacher brings decision related to teaching goals and learning outcomes, s/he has to take necessary steps for planning, preparing and programming teaching, teaching materials, activities and tools for their realization. Teachers’ pedagogical-didactical-methodical competences are reflecting through the all steps of teaching process. However, their vividness especially occurs during the teaching process. Namely, teaching and learning will occur or fail because of incompetent teacher.

As opposed to passively receiving information, learning occurs when learners are actively involved in a process of meaning and knowledge construction within teaching process. Learners construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. These assumptions and notions have resulted with constructivist learning theories (Lev Vygotski, Jerome Bruner, and John Dewey etc). Constructivist learning theory perceives learners as active subjects. Opposite to this, some theories consider learning as passive process, and learners as recipients of the prepared knowledge. This means that learning occurs with concrete affective experience, making hypothesis and personal knowledge construction. Knežević-Florić (2005) claims that if we believe that learning is made by individually constructed meanings then it would be worthy to think about possible learning principles that are based on constructivist theory’s postulations:

- learning is an active process in which learner uses affective inputs and according to them constructs knowledge. Student is active in this process and participates in invented activities;
- people learn how to learn during the learning process;
- basic activity in meaning construction is of cognitive nature. Reflexive activities have to be ensured to learners;
- learning includes language;
- learning is social activity;
- learning is contextual;
- people need knowledge to be able to learn;
- learning needs time – it is not current and unconditional;
- motivation is a main component of learning.

Constructivist approach is opposite to empirical-reductionistic approach of traditional didactic which, according to Knežević-Florić (2005), learning and teaching pro-
cess consider as a model of transferring and remembering of informations and contents. So called model of didactic decision making is opponent to a model of didactic acting.

Socio-cultural theory of Vygotsky is based on an idea that learning occurs in social context. Regularly organized teaching process stimulates mental development of children, provoking several processes that could not be possible to enrich outside of teaching process. Within his theory, Vigotski introduced phenomenon of zone proximal development (Hwang & Nilsson, 2000) which presents difference between what a learner can do without help and what s/he can do with help. This process is completed by a competent adult supporting the learning of a less competent individual. The teaching process need to stimulate development. Therefore, it is important to select teaching materials and organize it with an aim to stimulate the thoughts which are not formed yet. Social interaction plays a fundamental role in the development of cognition. The theory of socio-cultural development influenced teaching praxis through the usage of interactive methods during the teaching process; teaching is a dialogue, exchange but not transfer of complete knowledge; the basic role of teacher is to create teaching situations in order to stimulate zone of proximal development and active participation of learners; relationship of teacher and student is cooperative, both of them learn reciprocally; the climate and working discipline is characterized by mutual esteem and respect of individual differences and personal responsibility.

Bruner (2000), the founder of the structuralist theory of learning, defines teaching as a process of getting new information, transformation of knowledge and examination of adequacy of existing knowledge. He believes that the educational processes should result with understanding and not only knowledge obtaining. The context is very important in this process of modeling. The culture itself shapes mind (Bruner, 2000). The teacher is the guide for understanding, someone who assists in our discovering. He is the one who make things possible, he is primus inter pares.

The knowledge is constructed individually on the empirical concept. Experiential learning was acknowledged by Dewey. His pedagogical motto is learning by doing. His slogan is well known „We do not learn from experience, we learn from reflecting on experience“. Indeed, only in reflection the experience becomes polygon for learning and construction of knowledge. Without reflection, experience is only a sensation. Traditional opinion is the one which consider school as a preparation for life, while upbringing and school (process and institution) recognizes as the progress and life itself. The most coherent interpretation of experiential learning was made by Kolb (Kulić & Despotović, 2005). Kolb’s model is based on Levin’s four phases’ model of learning which includes: concrete experience, reflective observa-
tion, abstract conceptualization and active experimentation. Kolb defines learning as the process of knowledge creating through the transformation of experience. Namely, after concrete experience in doing some teaching activity, student reflects to that experience. Later on he attempts to conceptualize theory or model on the basis of what was observed. In the final phase, he actively experiment by examining theory/model in the new situation.

In order to realize learning in actual fact it is important to know optimal constellation of learning (Vereinigung, 2003):

- Learning is active but not passive process.
- Learning is constructive process which initiates development of mental models.
- Learning has to follow goals.
- Learning has to initiate development of knowledge.
- Knowledge’s implementation through teaching process need to be proceeded systematically.
- Learning has to go on declaratively but also need to be situated.¹
- Declarative learning has to be followed by practical lessons.
- Situated learning has to promote an authentic, real situations or at least similar to real situation.²
- Learning has to be self-regulated, learning is the individual process.
- Learning is more successful if it is cooperative.

Classification of the teaching strategies is mostly organized in three groups: strategies suitable for large group work, strategies suitable for small group work and individual work strategies. The strategies for large group work present frontal form and oral presentation (lectures). These strategies attempt to systematize some contents which students need to learn at first before dealing with some other teaching activities. Lecture need to be done in a positive manner and initiate maximal student’s engagement. Demonstration is mostly use in modern teaching process. It includes teacher’s explanation with demonstrative approach. Discussion is also necessary for student activity, in order to accept or oppose their attitudes. Debate also needs to be realized in accordance to its rules. Some authors mention method of teaching discussion (questions-answers) and different video-notes and multimedia devices that can contribute to teaching process.

¹ Declarative learning is followed by teacher’s report; situated learning is problem solving learning.
² Simulated situation.
Strategies for small group work are: working in pair, seminars, workshops, different game activities, excursion, role playing, and simulation etc. Klippert (2001) claims that it happens for the first time in the history of pedagogy that representatives of labor market become interested for intensification of group teaching work. For often, learning environment needs to be of working character. Classrooms should be didactic-methodic laboratories in which students can be oriented to each other, sit in a half-circle or circle, in the small groups or pairs, talk, discuss, solve the problems, analyse the examples, participate in the different simulations etc. Teachers are mostly afraid that group work can be non-constructive or non-effective. One illustration of group working shows: „Everybody works what he wants, nobody what is needed, but all participate.“ Group work is mostly implemented on teaching requests but not from personal wishes. Klippert (2001) presents numerous advantages of group work: increasing efficacy of learning, increasing motivation and self-confidence, intensive social learning, preparing for labor market, stimulating and developing capabilities needed for democracy. Preparation of group work is short time burden for teacher, but for a long time it is compensated with learning results. As it is a case in every other working form, group work should be presented to students and they need to be prepared for it in the context of communicational and organizational skills that are very much important in this process.

Strategies for individualized and individual work in higher education can be useful to all students, especially to students with disabilities. Some of the models of individual teaching are: individualization on three improvement levels, Dottran’s teaching lists, project teaching, problem teaching, mentoring, distance learning, e-learning etc. The teaching process which is realized by using the informational-comunication technology and especially net and web technology is called e-learning (Ćurkušić and Jadrić, 2012). It is flexible way of learning, not limited by time and space that employs modern technology in order to ensure optimal support within the process of learning and self-learning. E-learning introduces different aspects of informational-communicational technology employment within the teaching process (Strategija uvođenja e-učenja na Sveučilištu u Rijeci 2006-2010): from simple computer’s use in the classroom (computer’s simulations, power point presentations, multimedia presentation, web contents), so called hybrid teaching which combined direct contact teaching process in the classroom and on-line activities, to completely organized on-line teaching in which all activities are realized on distance, through the indirect communication. Mentor’s teaching, problem’s and research teaching is usually mentioned in the adult didactic as the preferred teaching models. These models of student’s and teacher’s engagements individualize students’ approach and active development of their potentials. Individualized teaching is one of the preferred
teaching approaches. The experienced experts of didactic and adult pedagogy attempt to optimally respect individual interest of every student. This attempt is called individualized learning, and the model of teaching as individualized teaching. Mentor’s teaching and mentor’s style of communication can be one of the solutions for respecting individual differences among students. These strategies suggest the opportunity of task and teaching activities modification in regard to pre-knowledge, interests, abilities and mental condition of every student, taking into consideration number of students and time available.

Some of the most important results mentioned by Sousa (2010) that are useful for students and teachers during the teaching process are as follows:

- Movement increase learning and memorizing – pantomime, role gaming, moving around classroom;
- Emotions have a strong impact in the learning process – fear, stress, sorrow and anger: neurological activity is evident in the lower brain; therefore reflexive and cognitive brain does not get sensor’s inputs such as contents of lectures;
- Social and cultural climate influences learning;
- Brain produces new neurons – neurogenesis;
- Brain is networking – neuroplasticity;
- Short-term memory is not so provisional;
- Dream is important for the process of memorizing.

Meyer (2005) wrote about ten characteristics of good teaching: clear structure of teaching, enough free time for learning, stimulating environment for learning, clarity of the content, making sense with communication, diversity of methods, individual motivation, intelligent practising, clarity of expected outcomes and prepared environment. These characteristics implicitly contain the description of teaching skills which are necessary for realization of a good teaching practice. Bežen (2008) introduces practical methodical skills as important teaching skills. They are: teaching planning of particular subject, realization of lecture, knowledge of practical teaching and communication with students, regular teaching use of maternal and foreign language if necessary, usage of technical and other teaching tools and medias, methodical artifacts preparation for some teaching units, inspiring decoration of classroom and school in concordance with subject of teaching, creation of positive teaching climate and other activities related to the teaching subject.

Modernisation also influences learning with its rapid development of technology and with usage of the new informational communicational technology (ICT). Current generations of students were growing up with new technology from their earliest
childhood. These generations are mostly called “digital natives” (Dizdar et al., 2012), because of their learning styles and educational needs grounded in multimedia environment. Therefore, digital natives expected from education following things (Dizdar et al., 2012):

- To get information immediately,
- To work several things in the same time,
- To see graphics first and then the text,
- To get information randomly, from any place in any time,
- To guarantee informational systems that will function like, for example Google.

Digital competences provide opportunity to teacher to implement a demand from the society of knowledge following didactic-methodic arranged models of traditional and modern inclusive teaching, as claimed by Dedić Bukvić, Bjelan-Guska and Nikšić (2015). Digital competences are important for teachers. They can enhance the traditional model of teaching where frontal and verbal forms of teaching dominate and to promote student oriented teaching as well. Having in mind the dominating forms and methods of higher education a question is raised, how to use all of them while creating optimal conditions for maximal progress and student’s development. None of them should be excluded. By applying multimedia elements and on-line communication in teacher’s performing, its efficiency and effectiveness could increase as it was pointed out by Dedić Bukvić, Bjelan-Guska and Nikšić (2015). Teaching process supported by ICT and some digital materials (such as: digital book, digital manual, book of simulations, book of animation, catalogue, prezentations, virtual tour) is called a hybrid teaching process (Preporuke za izradu obrazovnih materijala za e-učenje, 2009). For effective learning in the multimedial environment, students need assistance which is modified to their individual capabilities. Reasonable and adequate modification of material recourses, technological-didactic devices can not be harmful in any moment or can not decline the teaching process. The inclusive teaching process is diverse one in regard to its model, variations, forms, methods and teaching devices. It is enriched by the forms of rational learning and strategies of functional teaching with an aim to better quality of work and developmet of every student (Ilić, 2009). Jendron (2013) claims that many teachers attempt to give alternative way of teaching to students who learn in different manners. However, the teaching process supported by assistive technology contributes additionaly to quality of learning outcomes and entire student’s achievement.

One of possible models for planning of qualitative and affluent teaching was made by Dale who designed cone of experience wanting to present a range of students’
learning experience. Namely, he noticed advantages and great values of active and experiential learning as well as disadvantages of student's passive role during the learning process (Matijević & Radovanović, 2011). Dale was variously interpreted, and his cone had changed many times.

If we have in mind the context of teaching process realization, students’ characteristics, their learning styles, interests or previous knowledge it can be concluded that an universal and most effective methods, source and way of learning is not possible to promote. Every experience in learning process is appreciated. However, implicit experience especially the authentic one is of the great importance for realization of learning outcomes and competency for development. Teacher’s choice of the didactic sources and means in his/her teaching process directly shapes the selection of teaching methods and forms and vice versa. Looking from the top to the basis of the cone, it is evident that gradual changes in teaching methods and forms in comparison with planned outcomes and students' role in the teaching process as such is possible to make. Passive role of students during the educational process can be transformed to active one if teacher uses combined verbal-textual methods, methods of illustration and demonstration as well as visual-auditive teaching tools. The teacher is a key person whose approach and combination of different methods and tools effects accomplishment of particular outcomes. The complexity and stratification of competences that students and teacher need to possess lays in the basis of the cone. Teachers require these competences in order to realize teaching goals while students need to be capable and prepared for his/her vocation in a dynamic but uncertain future. The experiential learning or learning by doing is of the most importance for the achievement of these goals, because we ought to memorize the level of our participation in the actual learning process. For participation in learning process, it can be useful to know that Buzan (1999) has offered various techniques for making notes and creative organization of ideas. He followed modern researches and results from the neuro-science field. He affirmed them and applied in the teaching reality. He also created techniques that initiate manipulation of all brain capacities. Apart the numerous mnemotechnics, he also introduced mind maps as the visual thinking tools that help structuring information.

It can be said that traditionally oriented teaching process is teacher centered one. Modern teaching process does not diminish teacher’s importance, quite opposite. Many expectations are placed in front the teacher during student centered teaching process. The teaching process is the qualitative one in a situation when the teacher performs teaching and learning processes competently. Quality is reflected from one’s own experience in teaching, from one’s own behavior, beliefs, attitudes and activities. All participants are concerned about general well being and they influence
each other. They take responsibility and participate actively following their own capabilities. Finally, the teacher should offer the entire repertoire of teaching strategies, methods, techniques, didactic concepts and working forms to engage maximally every student by giving encouraging feedback about their learning and outcomes.
ASSSESSMENT OF LEARNING OUTCOMES

“The clearer the picture your students have of what you expect them to do at the end of your course and the greater their understanding of what their role will be and of the criteria that will be used to determine success or failure, the more effective the course will be.”

Diamond

The most sensible and complex step of teaching process is the assessment, especially assessment of learning achievements of students. Therefore, it is most important to train teachers to undertake various activities in the assessment of learning achievements and realization of anticipated learning outcomes. It is important to realize that the assessment process/(self)reflection links up the dual nature of the teaching profession at university in a different ways: teaching and scientific. Several questions that could be raised by teachers during the teaching process were mentioned by Bain (2004). These could be good questions even for the process of assessment/(self)reflection:

1. How to define quality and exellency?
2. What do I know about person’s learning capacities?
3. How do I prepare myself for teaching?
4. What do I expect from my students?
5. What do I do when teaching?
6. How do I treat my students?
7. How do I assess students and myself?

Decision making about teaching goals and outcomes is the one of the most decisive and demanded areas of teaching work of any teacher including the university teachers. There are four elements of planning and preparing of teaching (Kyrjacou, 1997): a decision about the educational objectives, a selection and scripting of a lesson, a preparation of all the props to be used, including materials, a decision regarding how to monitor and assess pupils’ progress and attainment. Therefore, it could be said that the planning of teaching process begins from the end, from anticipation of what should be done as an outcome at the end of a particular period of teaching and learning. In a time when teacher brings up a decision about the educational objectives and outcomes, h/she plans, prepares and programs the content and materials, activities and tools for their realisation and assessment of pupils’ progress and attainment. The modern theory of curriculum and curriculum’s “engineering” (Pastuović, 1999:521) offers Tayler’s concept of curriculum’s development
which claims that the goals should be operational at first. A criterion for selection of tools for goal achievement should be their successfulness.

LEARNING OUTCOMES

The one of the most important elements of the Bologna reform of higher education are learning outcomes. Learning outcomes are statements that were implemented in order to modernize competiveness, transparency in higher education, recognition of qualifications and mobility (Dizdarević et al, 2016). They are contained in the documents that are linked to the Bologna process but also in a number of the national and international documents related to higher education. Adam (2007) claims that learning outcomes are implemented at three diverse levels: the local level of a particular higher institution (level of subject units/moduls, study programs and qualifications); the national level (level of qualification frame and quality assurance); the international level (for a wider recognition and transparency). The learning process contains three important components: learning outcomes, classroom teaching and assessment process (Biggs, 2003). These three components underline the importance of planning process which starts from what we want to achieve with learning outcomes but also put in focus the interrelation of planning, realization and assessment.

The argument for learning outcomes implementation has its root in the theory and practice as some people would like to comment. Learning outcomes are general trend in the European public policies and present only one of the methods which define learning expectation (EU, 2013). The modern teaching approach, opposite to the traditional one, is student-centered learning. Such orientation specifies what students will know, be able to do or be able to demonstrate when they have participated in a certain program of learning. The concept of learning outcomes originates from the education based on outcomes (Spady, 1988; Allan, 1996; Andrich, 2002; Adam, 2004). Learning outcomes are statements that describe what student should know, could make and value and be able to demonstrate at the end of the learning process (Dragičević & Dželalija, 2016). Different from educational goals that illustrate teaching intention, learning outcomes determine what would student need to know and be able to do. The advantage of teaching based on learning outcomes is articulation of significant and essential learning that students have achieved and is able to demonstrate. When we articulate the expectation of teaching and learning in the form of learning outcomes, then such articulation is more precise and measurable. It facilitates creation of instruments for their checking based on explicit standards which enable student’s learning (EU, 2013).
There is ambiguity in defining and differentiating learning outcomes and competences while determining and formulating learning outcomes. The difference between learning outcomes and competences is clearly evident in the Recommendation of European Parliament and the Council of the establishment of EQF-a [12]. The learning outcomes are defined as "what student knows, understands and is capable to do in the end of the learning process…", and competences are "exposed ability in using of knowledge, skills and personal, social, and/or other methodological capabilities in working or learning situation and in professional and personal development..." Competences are like individual characteristics which are reflected in her/his acting/behavior. The learning outcomes in the European qualification frame (EQF) are presented through knowledge (facts, principles and terms), skills (cognitive and effective) and competences (such as capabilities to take responsibility and show independance) (EU, 2013). The European qualification frame is the ordinary referent system that connects the system of the European national frame and qualification of education. Its aim is to promote mobility of people among countries and motivate lifelong learning. EQF recognizes differences among various educational systems and designates the necessity of transfer to learning outcomes because of comparison and co-operation between different countries and institutions. It also represents an instrument of recognizing the attained qualifications on the basis of measurable learning outcomes, interpersonal confidence and assurance system and quality managing (EU, 2013).

The recognition of the attained knowledge based on learning outcomes in the qualification context contributes to better harmony with the labor market needs; to bigger openness of the educational system and the system of vocational education as well as recognition of learning outcomes no matter where they were attained; to larger flexibility and responsibility in the educational system and the system of vocational education. The prescribed outcomes need to be realized within these systems, ensuring in the same time larger independence in the selection of these (EU, 2013).

The modern student-centered approach support teacher personnel in defining what students have to know and to demonstrate at the end of the specific learning period. It also facilitates the decision making process about teaching strategies, forms and methods but also about assessment of attainments. As regard to students, this approach facilitates their understanding of what is expected from them. It also supports learning process, ensuring tracking down of personal progress in subject matter.

As regard to employers and future students, it informs them about competences attained during teaching, increase intensity and differentiation of the academic pro-
gramms. Therefore, learning outcomes are indicators that describe changes in relation to behavior linked to intentional learning. Even though, the most important assumption during the creation of the learning outcomes is comprehension of what they are and/or they are not, the key question is how to formulate learning outcomes to be suitable for their purpose. The learning outcomes are expressed as knowledge, skills, attitudes or values. Whilst writing the learning outcomes, a person needs to have in mind that (Dragičević & Dželalija, 2016):

- Learning outcomes are not equal to competences within the group of competences but they are 'inspired' by them.
- Learning outcomes must not be long and complex. A comparison phrases (better, more … etc.) should be avoided.
- While dealing with learning outcomes, it is not necessary to begin by phrases “After learning, student will be able to…”, or “A person will…” or similar. It can point out general aim for all group of learning outcomes or it can be comprehensible and thus it is not necessary to write it all down.
- Learning outcomes begin with an active and precise verb whenever it is possible and continue with the content on which they reflect.
- Learning outcomes need to content conditions in which activity is supposed to be realized (condition of self directing, time and space limitation of mentioned activity, and responsibility). For example: “(A person will) number basic attributes of learning outcomes... with temporary using of the Manual”.
- The rule specifies one verb for one learning outcome, except in the situation when it is intentionally desired to emphasize the spectre of concrete learning outcomes’ complexity.
- Learning outcome that include verbs from higher level of complexity comprises learning outcomes of appropriate verbs of the lower level of complexity that normally refer to the same content.
- Expression of the learning outcome must be clear and simple to everyone, not only to the experts.
- Long and complex phrases should be avoided. Outcome must be available, observable, measurable and assessable.
- It would be great if the group of learning outcomes (collegiums) contents five to ten learning outcomes.
- Real evaluation of predetermined time period (ECTS) is needed to accomplish arranged learning outcomes within accessible recourses.
- While registering learning outcomes, it is recommended to use the Bloom’s taxonomy as much as possible. However, the formal application of active
verbs without reflecting to context and content of the learning outcome as such is not recommended.

- Learning outcomes of collegiums should correspond with its goals and content, as well as with learning outcomes of the general program of studying.
- Individual groups of learning outcomes need to be related with the idea of qualification, with expected competences that person would attain after receiving particular qualification.

After determination and formulation of learning outcomes, the next step would be accurate checking. The acronym SMART is usually used in the literature. It means that learning outcomes must be: S (Specific), M (Measurable), A (Agreed), R (Relevant), and T (Timely).

Meyer claims (2005) that one of the characteristics of a good teaching process is clarity of expected outcomes. With relevant knowledge of learners’ characteristics, teachers need to be aware of expected goals of the final teaching and learning results. Taxonomy of educational objectives, formulated by B. Bloom (1913-1999) is the one of the most widely used theoretical ways for planning, preparation and evaluation of primary, secondary and higher education. There are knowledge-based goals, skill-based goals, and affective goals (affective: values, attitudes and interests) and there is taxonomy for each. Bloom taxonomy enables us to qualitatively express different kinds of knowledge, skills and attitudes of students in a clear and measurable way. This taxonomy includes three basic domains of human personality and activity that are overlapping: cognitive, affective and psychomotor. With his taxonomy Bloom facilitates teaching in the higher levels of thinking such as critical and creative thinking. Motivation of the higher level of thinking increases understanding and retention (Sousa, 2011).

Table 2. Categories/levels of Bloom taxonomy

<table>
<thead>
<tr>
<th>Level of Expertise</th>
<th>COGNITIVE DOMAIN (Bloom, 1956)</th>
<th>AFFECTIVE DOMAIN (Krathwohl, 1964)</th>
<th>PSYCHOMOTOR DOMAIN (Simpson, 1966)</th>
</tr>
</thead>
<tbody>
<tr>
<td>VII.</td>
<td>-</td>
<td>-</td>
<td>Origination</td>
</tr>
<tr>
<td>VI.</td>
<td>Evaluation</td>
<td>-</td>
<td>Adaptation</td>
</tr>
<tr>
<td>V.</td>
<td>Synthesis</td>
<td>Characterization</td>
<td>Complex overt response</td>
</tr>
<tr>
<td>IV.</td>
<td>Analysis</td>
<td>Organization</td>
<td>Mechanism</td>
</tr>
<tr>
<td>III.</td>
<td>Application</td>
<td>Valuing</td>
<td>Guided response</td>
</tr>
<tr>
<td>II.</td>
<td>Comprehension</td>
<td>Responding</td>
<td>Set</td>
</tr>
<tr>
<td>I.</td>
<td>Knowledge</td>
<td>Receiving</td>
<td>Sensory stimulation</td>
</tr>
</tbody>
</table>

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It is important to mention that the taxonomy had revision in cognitive area in comparison to original version. Synthesis and evaluation had changed their places.

In order to precisely define and formulate learning outcomes in accordance to the taxonomy, teachers use active verbs that are given for all areas. They are illustrated here only for cognitive domain.

Table 3. Taxonomy of educational goals—cognitive domain

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>KEY ACTIVE VERBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEMORIZE (knowledge)</td>
<td>recognize, demonstrate, find, mark, link, record, list, name, relate review, define, quote, repeat, describe, select, recall, tell</td>
</tr>
<tr>
<td>UNDERSTAND (comprehension)</td>
<td>locate, report, express, explain, describe, identify, sketch, restate, reshape, translate, formulate, discuss, schedule, prove, name, judge, select, classify, underline, present, recognize, differentiate, compare</td>
</tr>
<tr>
<td>APPLICATION (application)</td>
<td>categorize, analyze, diagram, illustrate, criticize, simplify, associate, demonstrate, dramatise, present, prove, realise, practise, use, apply, diagram, illustrate, discover, solve, suggest, make, judge, write, categorize, experiment, debate, inventory, question, relate, classify, analyse, select, determine, translate, adapt, examine, sketch classify, break down, categorize, analyze, diagram, illustrate, criticize, simplify, associate, find, select, distinguish, explain, compare, differentiate, contrast, coment, criticize, report, discuss, categorize, calculate, experiment, organize, test, check, manage, prepare, judge, calculate, set up, control, relate, assume, appraise, conclude, identify (motives, reasons, causes, results), coment, scetch, link, choose, support, relate, determine, defend, judge, grade, compare, contrast, argue, justify, support, convince, select, evaluate, appraise, evaluate, rate, value, revise, score</td>
</tr>
<tr>
<td>ANALYZE (analysis)</td>
<td>classify, break down, categorize, analyze, diagram, illustrate, criticize, simplify, associate, find, select, distinguish, explain, compare, differentiate, contrast, coment, criticize, report, discuss, categorize, calculate, experiment, organize, test, check, manage, prepare, judge, calculate, set up, control, relate, assume, appraise, conclude, identify (motives, reasons, causes, results), coment, scetch, link, choose, support, relate, determine, defend, judge, grade, compare, contrast, argue, justify, support, convince, select, evaluate, appraise, evaluate, rate, value, revise, score</td>
</tr>
<tr>
<td>EVALUATION (evaluating)</td>
<td>choose, support, relate, determine, defend, judge, grade, compare, contrast, argue, justify, support, convince, select, evaluate, appraise, evaluate, rate, value, revise, score</td>
</tr>
</tbody>
</table>
CREATING (synthesis)
Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing; combining part to make a new whole; pull together many disorganized elements or parts so as to form whole
compose, plan, propose, design, create, formulate, arrange, assemble, collect, construct, choose, assess, estimate, measure, make prognosis, prepare, propose, suggest, combine, gather, link, compose, organize, decorate, change, complete, compile, lead, manage, present, write scenario, essay, classify in a new way

LEARNING OUTCOMES AND ASSESSMENT OF ACHIEVEMENTS
Every human activity is under the process of obsvervance and assessment. In accordance to this, a discussion about education without a sort of evaluation and assessment is ineffective and impossible (Kafedžić & Bjelan-Guska, 2015). The important terms in the evaluation process are assessment, measurement and evaluation. Evaluation is a broad term that includes measurement of knowledge with quantitative and non-quantitative techniques of assessment (i.e. perception). It is the process of collecting, providing and utilising information to determine the nature, quality and efficiency of the estimated teaching outcomes. Measurement is the determination process of numeral measure of someone's achievements limited to quantification but it does not include qualitative description of knowledge or estimation of someone's success. Assessment provides information that puts student's learning at the forefront of academic planning processes. Evaluation includes measurement of student's knowledge in relation to advanced set criteria or in relation to other students. In the assessment process, knowledge is awarded by mark or grade (number or letter). Assessment includes information about quantity and value of pupil's progress and attainment.

Monitoring and assessment of students is complex issue which is related to teaching (Slatina, 1998, Vilotijević, 2001, Kyrjaco, 2001, Temple, Steele, and Meredith, 2006, Muminović, 2000 & 2013). „Several sources of ideas and teaching contents, practicing, repeating and sistematization are offered to teachers. Opposite to this, teacher is alone in his/her assessment of student’s achievements.” (Kafedžić & Bjelan-Guska, 2015). Therefore, teacher needs to find the best way in this practice. Traditionally, evaluation and assessment were separated processes divided from teaching and learning. A modern approach to teaching process suggests all steps of teaching process to be connected. Therefore, evaluation and assessment needs to produce pedagogical purpose, to give concrete feedback about causes of (non)progress, to be constant action in all phases of teaching and learning process, to be constructive, firm and on time.
The processes of monitoring and assessment are not simple or one-sided. They must be purposeful. As Kyrjacou claims (2001), the most frequently used purposes of assessment need:

a) To provide teachers with feedback about their work in order to enable them to consider how effective their teaching has been in achieving its intended learning outcomes. In particular, it may underline certain misunderstanding and give feedback about student’s progress;

b) To provide students with pedagogical feedback. Assessment enables students to relate their performance to the expected standard, to use detailed feedback to correct and improve their work;

c) To motivate students. Assessment activities can act as a stimulus to students to organize their work well and to learn what is required to as to achieve well at these activities;

d) To provide a record of progress. Regular assessment activities enable teacher to keep record of student’s progress over a long period of time. This can form the basis for teacher’s objective, correct and transparent assessment of competences, and future educational needs of students, particularly if a cause of concern arises;

e) To provide a statement of current attainment. A specific assessment activity can be used to identify the standard of attainment achieved at a particular point of time. Such attainment may form the basis for further planning, curriculum adaptation and realization of planned activities;

f) To assess student’s readiness for future learning. Assessment can be used to indicate whether students are ready for a particular type of learning or whether they have any specific learning difficulties or they require for the new topic to be taught effectively. In that case, it is necessary to modify teaching process; revision or prior preparation will be needed;

g) To provide evidence of teacher’s and school’s effectiveness to main educational institutions which ensure certain funds for the higher education. Students’ performance in assessment tasks provides evidence of their progress and hence acts as a useful indicator of teacher and school effectiveness;

h) Assessment as a work’s result. Assessment can be a feedback about finished educational level and basis to attend a new one. It also may serve as a basis for certification or formal statement issued to others, or most notable parents.

Teacher’s decision about how and what to assess will thus depend on the exact purpose that s/he has in mind for the assessment. In accordance to this, teacher can produce the new educational decisions, can adapt teaching goals and methods to meet different educational purposes and student needs and interests. By as-
sessing students’ educational progress we also assess teachers’ educational work. This may influence teacher’s future planning of teaching similar groups.

Different assessment activities need to be used in the higher educational teaching process, such as: formative, summative, norm-referenced, criterion-referenced, diagnostic, internal, external, informal, formal, continuous, terminal, process and product assessment (Temple, Steele, & Meredith, 2006. and Muminović, 2013.) In carrying out assessment activities, a number of important points need to be borne in mind: the assessment activity must be a fair one, in the sense of relating to the learning content. It has to be directly related to the learning outcomes planned by the school, or as a part of a particular course of study.

Assessment activities should be varied in a type and form so that the full range of learning outcomes intended are assessed and followed by the whole spectrum of pedagogical results. Students should be informed in advance about the nature and purpose of assessment activities, the criteria of their using (avoiding disruptions of students during work activity, minimizing students’ anxiety, facilitation of performance, appropriate circumstances). Assessment activities should be carefully designed to ensure that the type of performance is expected and clear to students (neither easy nor hard). The assessment activity should assess validity of what is intended to be assessed. With this assessment, as Bakovljev claims (1984) should be assess what student knows, not what s/he does not know. The properly defined and formulated learning outcome contents in itself, more or less explicitly assessment methods. Diverse learning outcomes refer to diverse assessment methods. When learning outcomes are defining the verb it is usually an indicator of the assessment technique (Dizdarević et al., 2016). For example, if learning outcome refers to student’s possibility to critically write about the book, the assessment of learning outcome is possible to promote by using writing method of that critical aspect.

CRITERIA AND ELEMENTS OF EVALUATION

After setting up the learning outcomes, it is necessary to define the type of assessment of the outcomes and criteria for every grade. The criteria of assessment can be criteria based on norms done in advance and statistical criteria that are based on normal distribution of results (Gaussian curve). These criteria are accessible only if distribution is really the normal one, if it has the most average results and the rest are less than average. The assessment scale in higher education is usually defined by the Law.

Criteria of evaluation define tools and techniques that are used in order to determine the quantity of learning material. Evaluation criteria are much more accurate than learning outcomes and they have to be determined in advance if we want to
evaluate learning outcomes on the basis of learning material. By defining assessment criteria the difference between minimal expected (limited) and wished learning outcomes will be met (EU, 2013). The minimal request for positive grade at course would present a fulfillment of limited learning outcomes and this is socially accepted level. While the fully realization of wished outcomes is the pre-condition for the best grade or highest score. Criteria are needed to be determined for the rest of grades on the scale. Apart the numeral and/or grade A, B, C it is important to define the descriptive assessment criteria (Rubrics) which would describe the cognitive levels. Such a practice enables students to get an additional confidence in objectivity and transparency of the assessment procedure as well as to motivate them to correct and improve their work.

The assessment elements of students’ achievements can be and should be diverse. Some of the elements can be basic or common for more subjects (i.e. school attendance). However, each subject has its own specificity which will be seen through the process of choosing of the assessment elements (i.e. observation of teaching lesson). There are numerous elements that could be components of the final assessment of student’s work. According to Kafedžić & Bjelan-Guska (2015), some of them are: teaching activities, school attendance, portfolio, presentation, observation of teacher’s work, essay, homework, practicum, written reports, realization of methodical lessons, practical lessons (specific for concrete subject), colloquies, seminar, project task, creating of concrete subject/product/programme, partial (polusemestre) exam, final (semestre) exam, etc. No matter of modality, assessment should be authentic. It should be active process with progressive and continued assessment of learning achievements. Diverse elements of student’s achievement monitoring will be also included.
Assessment of Students with Disabilities

Testing of students with disabilities has always been an important issue in Special Education (Ballin, 2017). A major concern in this context has been a degree to which the procedures allow students with disabilities to accurately display their skills, instead of just bringing out their difficulties (Thompson, Johnstone, Anderson, & Miller, 2005). This concern acquires increased significance in the framework of post secondary/tertiary education, where vital decisions have to be made regarding disabled students’ transition to professional and social life.

Efforts to reduce the impact of disabilities on students’ opportunity to demonstrate their knowledge in testing environments are marked by changes in duration, presentation, mode of response or any other dimension of the testing procedure considered important for individual students. Such changes are usually named “accommodations” (although the terms “modifications” and “adaptations” may also be used) (Luke & Schwartz, 2010; Thurlow, Thompson, Walz, & Shin, 2001).

The broad discussion on the most appropriate testing accommodations for students with disabilities has been fuelled in recent years by the inclusion movement, which has drastically increased the participation of these students in the procedures of ordinary education at all levels. An important issue in this discussion refers to the fact that, often times, these students have to become their own advocates for accommodation practices, as they receive testing support of low quality, due to inadequacies in either the legislation or the in-situ organization and implementation of testing accommodations. The problem is that, although the demand for fair treatment is recognized as a right of students with disabilities, when they ask for it openly, they experience an exacerbation of their stigmatization as incapable and dependent persons. Another important issue is the fact that, in most cases, testing accommodations constitute unanticipated additions to the standard testing procedure; hence, they have to be designed “from scratch”, and take considerable time until they are ready to be offered to students with disabilities, with detrimental effects on their performance (Hasselbring, Lewis &Brausch, 2005; Thurlow, Ysseldyke, & Silverstein, 1993). Such shortcomings of the testing-accommodations movement have led several researchers to support the view that testing should be universally designed, meaning, it should include from the beginning built-in provisions that would allow valid inferences about the actual performance of all students (Thompson &Thurlow, 2002). In the remainder of this chapter important characteris-
tics of both testing accommodations and universally designed assessments will be delineated, and some recommendations for applying effective assessment procedures for students with disabilities will be presented.

**ASSESSMENT ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**
Assessment accommodations are adjustments or alterations of the standard testing conditions that ameliorate the impact of students’ disability on their performance, thus increasing the validity of information about the students. For example, the inference about the mathematical performance of a student with visual disability would be biased if the student had to cope with the deciphering of a written page. In contrast, the provision of text in large type or Braille or a taped presentation, would facilitate student’s concentration on the purely mathematical aspects of the test, thus allowing a better estimate of his/her mathematical abilities (Kettler et al., 2005).

Usually, accommodations entail changes in the presentation or administration of the test or in the student’s mode of response, but do not alter the essence of the test itself. Examples of accommodations include: the presentation of the test in a different format or through a different mode (e.g. Braille or Sign Language), the administration of the test in a separate location, the provision of additional time, the breaking of the testing time into shorter periods, the possibility for students to dictate rather than write their responses, and the reading aloud of directions or actual test items to students (Christensen, Thurlow, & Wang, 2009).

It should be noted that the mere existence of accommodations does not guarantee better testing conditions for students with disabilities. To fully exploit testing accommodations, students need to be systematically familiarized with their use. Introducing an unfamiliar accommodation for the first time during a required testing situation may not necessarily help a student who has not had the opportunity to practice its use. Thus, accommodations should become an integral part of day-to-day instruction, to ensure that students have ample opportunity to practice their use prior to a mandated testing situation (Luke & Schwartz, 2010). Another cautionary word that needs to be voiced regards the potential of accommodations to fully "cure" all instances of students' difficulties. For example, when using a one-on-one administration of a test to a student with severe attention problems, what could be expected is reduction in distraction, but not necessarily full removal of all concentration difficulties. Similarly, a dictation tool reading the text rapidly and in a robotic voice may help some students with reading disabilities to understand and answer correctly a portion of the test questions, but it may not necessarily help all students.
understand all questions (Johnstone, Altman, Thurlow, & Thompson, 2006; McKevitt & Elliott, 2001).

A widely discussed issue, in providing accommodations for facilitating access of students with disabilities to testing, is the one referring to the specification of what accommodations maintain validity without giving unfair advantage to students with specific types of disability. The purpose of accommodations is to support students with disabilities, not pass them at any rate. Another significant concern in the same context refers to the fact that allowing an accommodation might also result in educators providing it to students who otherwise would have been tested without it, and would have presented a different level of performance. In other words, choosing appropriate accommodations presupposes the understanding of what changes in the testing situation might reduce the biases possibly caused by student’s disability, without providing inappropriate advantage, but also without distorting the actual performance of other students (Koretz & Barton, 2003).

To sum up, the specification of the most appropriate accommodations for students with disabilities, in every individual testing situation, is a laborious and time-demanding enterprise, which, among other things, presupposes the specialization of the personnel in the implementation of accommodations. As it cannot be expected that all the prerequisites will be present in every situation where accommodations are needed, several authorities propose a proactive course of actions, which uses universally designed assessments as an appropriate solution for securing fair testing for students with disabilities (e.g. Poore-Pariseau, 2013; Thompson, Thurlow, & Malouf, 2003).

**UNIVERSALLY DESIGNED ASSESSMENTS: PROMISES AND PROBLEMS**

Universally designed assessments aim at providing the widest possible range of students with the opportunity to demonstrate their skills, by eliminating various access barriers to the testing procedure, without, however, compromising the need for tests to distinguish between students who have and those who have not acquired specific skills or knowledge within a domain (Ketterlin-Geller & Johnstone, 2006). Research has pointed out some important determinants of effective universal assessments, such as: the clarity of the constructs included in testing, the accuracy of the instructions given to students, the avoidance of various test biases, the legibility of the tests, and the easiness with which accommodations can be added to the test, if needed (Thompson, Johnstone, Anderson, & Miller, 2005).
Test designers should carefully discriminate between the actual domains they want to test and any irrelevant constructs that may act as barriers to students’ opportunity to exhibit their knowledge. Test goals should be clear and the criteria through which success and failure will be decided should be concrete (Haladyna & Downing, 2004).

Instructions and administration procedures should be simple, so that students can concentrate on the actual assessment content. Easily accessible assessments do not use unnecessary complex wording in the presentation of the task demands (Middleton & Laitusis, 2007).

Universally designed assessments lay emphasis on avoiding various test biases, such as: discrepancy between in-class-learning and test demands (conceptual bias), use of unfamiliar or domain-unrelated language (linguistic bias), inclusion of meaningless test items (functional bias), and mismatch between the actual inferences drawn from the assessment and the decisions made on the basis of student’s performance (consequential bias) (Alvermann & Phelps, 2002).

Test legibility should also be in the center of efforts for designing universal assessments. Examples of proactive choices in this regard include: the use of large size print (larger than 16-point) and, also, glare-free paper; the use of digitized assessments that provide readers a choice of print size and colors; the use of increased space between letters and lines (Gaster & Clark, 1995; Thompson et al., 2002). Such choices allow all students to participate, and at the same time constitute a significant facilitation for students with disabilities.

Finally, in reference to the role of accommodations in the framework of universally designed assessments, it is pointed out that universal design will probably never completely remove the need for accommodations, because there will always be students with idiosyncratic needs and preferences; hence, it should be ensured that accommodations can be added to the universally designed test, in the event this proves to be necessary. Example of such accommodations is the choices among response modes and presentation types in the effort to meet the demands of a test (Thompson et al., 2002). An example of a universally designed assessment that includes choices, while preserving the essence of the test, is presented by Poore-Pariseau (2013), and has the following structure:

Using your primary learning style or styles, demonstrate three significant pieces of course content you learned from this course. Examples of how you may demonstrate what you have learned may include, but are not limited to:
• an essay,
• a poster board (that you can assemble, take a picture of and post),
A video recording (you can work with the eLearning lab on how to post a video),
• an audio recording (you can work with the eLearning lab on how to post a recording),
• a prearranged phone call to me, or SKYPE and other modern digital tools?
• any combination of the things mentioned above.

It should be underlined that Poore-Pariseau mentions the fact that, despite the obvious flexibility of the proposed assessment procedure, there have been one or two students per semester who said they do not like this assignment for several reasons (e.g. they would like more guidance, they do not feel they are creative, they fear they will be tested on their creativity) and just want to be tested in a traditional manner.

In conclusion, applying universally designed assessments seems to have the potential to increase the chances of all students to participate in testing procedures and express what they know (Burgstahler, 2008). However, certain prerequisites have to be met in order for the assessments to be effective. As a matter of fact, researchers have pinpointed out some issues surrounding the use of universally designed assessments, which constitute challenges for those responsible for testing students with disabilities (Thompson et al., 2005). The most significant of these issues are:

- **Universal design is not a cure to all.** A universally designed assessment is not necessarily equally accessible to all students. For example, an illustration may help a student with reading disability to make sense of a text, but it may also be a distraction for a student with attention problems. Accessibility issues should be treated with caution, after deliberation on the possible effects of various choices on specific students.

- **Universal design does not replace accommodations.** There will always be students requiring special testing arrangements. Universally designed assessments may perhaps anticipate common accommodations (e.g. use of simple sentence structures, allowing different response modes) and make provisions for their easy integration into the format of the test.

- **Universal design does not replace good instruction.** In order for a student to be able to take advantage of universally designed assessments, he/she should possess the knowledge needed for coping with test demands. Universally designed tests are not a replacement for good instruction that will help students to acquire knowledge.

- **Universal design does not lower standards.** Universally designed assessments are supposed to be better, not easier, measures of student knowledge.
Testing students with disabilities with easier assessments constitutes a disservice to them, as it gives them the wrong impression about their knowledge and skills.

- **Technology use is challenging.** When using computer-based assessments one may have to cope with unanticipated problems, which may arise either from the individual student’s difficulty to take advantage of a specific technology or from incompatibility between different assistive systems.

In order to avoid problems in designing and implementing universal assessments, the elements of universal design should be included in the early stages of test development. Test items should be reviewed by disability, language, testing and technology experts, and, finally, they should be checked out with students before their use in large scale tests (Ballin, 2017).

Students with disabilities need changes in assessment procedures in order to be able to show what they know and what they are capable to do. These changes, termed accommodations, can be undertaken after the administration of the test, and the ascertainment of certain students’ inability to cope with test demands; alternatively, they can be part of the initial test design, in order to have the necessary flexibility for allowing alterations in presentation and response modes, and in setting and timing details, without compromising the test’s discriminant and informative power. The latter solution is favored by many authorities who support the need for “universally designed assessments”, underlining, nonetheless, at the same time, that the production of such assessments is a demanding process, which in many cases will have to include in-situ accommodations, due to the diversity of students with disabilities.
TOWARDS CONCLUSION

Due to the financial pressure and political instability many EU countries are facing the biggest challenges of their recent history such as: unemployment, job deficits and lack of opportunities which effect all populations, regardless of age and education. However, some groups suffered more as the discrimination increase under such circumstances. Looking through the history, it is obvious that economic and socio-political recessions have placed an unbalanced burden on persons with disabilities. Therefore the support system is necessary for better acting of persons with disabilities. Disability Act places great importance on support services for people with disability. Support systems, as an essential element of eco system model of disability, are present in several modes refering to practical and emotional support related to a person or technology. Thus, it becomes important for research and social agenda to understand the policies and practices for persons with disabilities transition into society. The most important step for this process is searching for essential statistics in order to understand the parameters of disability and to ensure the relevant legislation.

The development of support systems for persons with disabilities is influenced by several factors at national and international level. Economic situation, social values, political ideology, government funding, culture services and legislation, play an important role in the development of support services. In the developing countries, the combination of these elements is the core for the development of support services for persons with disabilities. The key issue that affects their transition to adult phase of life is the lack of satisfying school infrastructure and appropriate support to educational system. The transition is also limited by the public and individual funds. However, the state should be more engaged in solving and financing this issue.

Inadequate financial support has a great impact to the quality of persons’ life and their inclusion into community. They are forced to live in dependant relation with their family waiting for support of informal systems. Such dependent relation influences their transition to adult phase of life. In regard to this, the right for transition and independence is also considerably limited. Therefore, the development of educational support systems at the level of Higher Education should be promoted carefully if we want to ensure better and appropriate transition of persons with disabilities to the adult phase of life.
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Excerpt from the reviews

REVIEW 1
This book “Academic staff training to support students with disabilities towards the transition process” is a result of the activities promoted throughout the Erasmus+ project: School-to Work Transition for Higher education students with disabilities in Serbia, Bosnia & Herzegovina and Montenegro (Trans2Work). The book “Academic staff training to support students with disabilities towards the transition process” consists of three chapters as follows: General features of education of students with disabilities, Transitional skills: self-determination, Educational environment promoting quality teaching and learning. These chapters lead readers wisely, explaining importance of supporting persons with disabilities in the transition process from higher education to labor market.

The first chapter General features of education of students with disabilities deals with education of students with disabilities in general discussing on attitudes, stereotypes, prejudices, inclusion, law, needs, bon-ton, support, universal design, etc. Therefore, this chapter is focused on qualitative interpersonal relations at a tertiary level of education. In the second chapter Transitional skills: self-determination we notify a significance of self-determination and its impact to quality life of persons with disabilities. The authors suggest methods for transferring education from dependent environment to independent one, self-determining for persons with disabilities in order to gain better results even outside of the school context. The third chapter Educational environment promoting quality teaching and learning deals with strategies of learning and teaching, evaluation, and outcomes. The authors claim that better quality of teaching can be achieved by using different methods and techniques during the educational process.

The real value of this book is not only demonstrated in documenting of current experiences but also in systematization of guidelines and theorems. This book is useful handbook for all experts from supporting professions who deal with this issue or simply want to enrich their professional work. Therefore, I recommend this book to all, especially to mentors, students and employers.

Reviewer
psychologist Jasna Per Kožnjak, PhD

Zagreb, 2018.
REVIEW 2
The manuscript *Academic staff training to support students with disabilities towards the transition process* consists of three Chapters:

1. General features of education of students with disabilities
2. Transitional skills

The mentioned Chapters include appropriate subtitles related to the book topic. These subtitles offer various examples, schemes, figures and workshops with detailed explanation of theoretical aspects of the topic.

The manuscript *Academic staff training to support students with disabilities towards the transition process* present situation of pedagogical-didactical education of students with disabilities. The significant variables are incorporated in relation to education of this group of students. This book will be of great interest to pedagogical workers and students of pedagogy as well as to those who show interest for this subject. Textbook is written clearly with comprehensive style. The content of the book is very delicate and is related to students with disabilities and their process of education. Therefore, the future reader of the book should deal with its content properly. Large literature reveals a significant and studious approach of the authors to the topic *Academic staff training to support students with disabilities towards the transition process*.

I consider the book under the title *Academic staff training to support students with disabilities towards the transition process* as an important and interesting contribution to the pedagogical and didactic literature. The book could be of interest to all persons involved in higher education, especially to teachers and assistants, non-academic staff and students. Therefore, I recommend this book for publishing. This piece of work will contribute a lot to scientific and social community.

Reviewer
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East Sarajevo, 2018.