

<b>Course code:</b> <b>ERA-872</b>	<b>Title of the course:</b> <b>Introduction to Special Education in Hungary</b>
<i>Type of the course:</i> lectures and visits	<i>Level of the course:</i> BA and MA
<i>ECTS credits:</i> 2-4	<i>Language of instruction:</i> mainly English, partly German
<i>How to apply:</i> include this course in your Learning Agreement	
<i>Prerequisites:</i> 30 credits in Special Education or Education or Psychology or Social Work; good command of English and/or German	
<i>Notes:</i> <ul style="list-style-type: none"> <li>• This course is <u>obligatory</u> for all exchange students who don't speak Hungarian!</li> <li>• The credits represent the rate of attendance.</li> <li>• The lectures will be held in one block of 3 weeks in September. The visits will take place primarily also in this period, but some of them may be organised during the semester as well.</li> </ul>	
<i>Instructor – given name and SURNAME:</i> Academic responsibility: Péter ZÁSZKALICZKY, Ph.D. Organiser and contact person: Vanda KATONA, Faculty Erasmus Coordinator	
<i>E-mail address:</i> <a href="mailto:erasmus@barczy.elte.hu">erasmus@barczy.elte.hu</a>	
<i>Faculty:</i> ELTE Bárczi Gusztáv Faculty of Special Education	
<i>The course is offered within the following programme:</i> Erasmus study programme	
<i>Course contents and learning outcome:</i> The aim of the course is to provide exchange students with basic knowledge on the Hungarian society, on the educational system and on educational & rehabilitation services for persons with special needs. Basic issues of Hungarian special educational support are shortly presented in general and in relation to the different areas of disabilities. The lectures and discussions are held by members of the academic staff of the different departments. Additionally, visits to various schools and service centres are organised so that international students could gather some practical experience.	

4 moduls:

<b>New trends in the education of and support for people with SEN modul</b>
<b>Beyond special education modul</b>
<b>Disability studies modul</b>
<b>Therapy and treatment methods modul</b>

## New trends in the education of and support for people with SEN modul

<b>Course code:</b> ERA-1047	<b>Title of the course:</b> <b>Language Development and Disorders</b>
Type of the course: seminar	Level of the course: BA / MA
ECTS credits: 5-7	Language of instruction: English
How to apply: Learning Agreement  Prerequisites: 30 credits in Special Education or Education or Social Work or Psychology; good command of English	
Instructor – given name and SURNAME: Bence Kas PhD	
E-mail address: bence.kas@gmail.com	
Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Needs Education, Institute for the Methodology of Special Needs Education and Rehabilitation  The course is offered within the following programme: international exchange study programme	
Course contents and learning outcome: <u>Topics:</u> <ul style="list-style-type: none"> <li>• 1. Introduction</li> <li>• Introduction to the study of language development; language competence-performance; different language areas</li> <li>• All of the following areas will be explored in both typically developing children and in populations with different disorders.</li> <li>• 2. Nature / nurture</li> <li>• The structure of language; different theoretical approaches, biological bases of language</li> <li>• 3. preverbal period - early childhood</li> <li>• Bases of language development; perception of spoken language; early communication; the emergence of a phonological system</li> <li>• 4. Semantics / Lexicon</li> <li>• Language and cognition; word meanings - feature analysis; metalinguistic abilities; semantic memory; lexical access; vocabulary development; lexical categories</li> <li>• 5. Pragmatics / Discourse</li> <li>• Learning to use language; social contexts; communicative intention; discourse types; discourse development; focus and perspective in discourse, cross-cultural studies</li> <li>• 6. Bilingualism</li> <li>• Bilingual development vs. second language learning; simultaneous vs. successive language development, critical period for second language acquisition, metalinguistic skills, cultural differences and their effect on language development.</li> </ul> <u>Aims:</u> This course focuses on the interaction between different biological and environmental factors that lead to speech-language acquisition. We examine the development of different language functions across	

the lifespan. Students explore the interrelations among different language skills and other cognitive functions in individuals with and without language impairment.
Teaching and learning methods: Readings, in-class discussions, videos with observation points, written assignments: essays
Compulsory reading: Selected research articles and a biography selected from a list given by the instructor
Recommended reading: Research articles
Assessment: Grades will be based on the biography essay (40%), research essay (50%), participation in class discussions (10%)

<b>Course code:</b> <b>ERA-1048</b>	<b>Title of the course:</b> <b>Deafblindness: education and rehabilitation aspects</b>	
<i>Type of the course:</i> lecture+practice	<i>Level of the course:</i> BA English	<i>ECTS credits:</i> 2-4
<i>How to apply:</i> include this course in your Learning Agreement Psychology or Social Work;	<i>Prerequisites:</i> 30 credits in Special Education or Education or good command of English	
<i>Instructor – given name and SURNAME:</i> Ms. Beáta PRÓNAY; and experts from the field		
<i>E-mail address:</i> pronaybea@gmail.com;		
<i>Faculty and department:</i> ELTE Bárczi Gusztáv Faculty of Special Education, Institute for the Psychology of Special Needs		
<i>The course is offered within the following programme:</i> Erasmus study programme		
<i>Course contents and learning outcome:</i> Definition – characteristics of the population belonging to this definition, demographics Legislation issues: international – Hungarian Causes (most common) of deafblindness Education, organizations working with the population Assessment, method of observation, trans-disciplinary model Planning Communication intervention addressing devers individual needs Psychological aspects Acquired deafblindness Practice: Visiting organizations working with deafblind individuals. Experiential practice of methods used by the special needs teacher.		
<i>Compulsory reading:</i> - Handouts		

- M. Riggio, B. McLetchie (2008) Deafblindness: Educational Service Guidelines. Perkins School for the Blind. Watertown, MA, USA. [http://www.spannj.org/resources/Deaf\\_Blindness\\_Ed\\_Service\\_Guidelines.pdf](http://www.spannj.org/resources/Deaf_Blindness_Ed_Service_Guidelines.pdf)

*Recommended reading:*

<http://nichcy.org/disability/specific/deafblindness>

*Assessment:*

Assignment tasks: learning log, written essay, observation diary.

<b>Course code:</b> ERA-1091	<b>Title of the course:</b> Characteristics of Students with Mild and Moderate Disabilities: Learning Disabilities, Emotional Disturbance, and Intellectual Disabilities
Type of the course: lecture / seminar	Level of the course: BA
ECTS credits:	Language of instruction: English
How to apply: Learning Agreement	
Prerequisites: 30 credits in Special Education or Education or Social Work or Psychology; good command of English	
Instructor – Laurie U. deBettencourt, Ph.D.	
E-mail address: debetten@jhu.edu	
Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Education,  The course is offered within the following programme: international exchange study programme	
Course contents and learning outcome: <u>Topics:</u> Participants examine the incidence, etiology, and characteristics of learning disabilities, emotional disturbance, and mild intellectual disabilities and review major theoretical models associated with the study of these conditions.  <u>Aims:</u> Describe characteristics associated with each disability: emotional disturbance, learning disabilities, and mild intellectual disabilities and English Language Learners with Exceptionalities. Analyze possible etiologies for students with ED, LD, and mild ID. Analyze and evaluate recent research providing validated interventions for students with emotional disturbance, learning disabilities, and mild intellectual disability.	

Analyze and evaluate current issues relevant to educational programming and interventions for students with emotional disturbance, learning disabilities, and mild intellectual disabilities
Teaching and learning methods: Lecture, Seminar, Discussion, Videos, Learning modules
Compulsory reading: Readings supplied by instructor, textbook
Recommended reading : Readings will be supplied by instructor
Assessment: Multiple Choice Test, Projects completed by Participants,

<b>Course code:</b> ERA-1092 Exceptionalities	<b>Title of the course:</b> Introduction to Children and Youth with Exceptionalities
Type of the course: lecture / seminar	Level of the course: BA /
ECTS credits:	Language of instruction: English
How to apply: Learning Agreement	
Prerequisites: 30 credits in Special Education or Education or Social Work or Psychology; good command of English	
Instructor – given name and SURNAME: Laurie U. deBettencourt, Ph.D.	
E-mail address: debetten@jhu.edu	
Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Education,	
The course is offered within the following programme: international exchange study programme	
Course contents and learning outcome: <u>Topics:</u> This course examines the major areas of exceptionality addressing the characteristics and educational needs of students with disabilities. Students explore physical and psychological characteristics, incidence and etiology, diagnostic and therapeutic services, educational programs, and findings of recent research. Participants review the collaborative role of general and special educators in the implementation of individualized educational programs.  <u>Aims:</u> Describe the educational characteristics of students for each of the 13 disability areas and for students labeled as gifted with an emphasis on how those characteristics affect the learning and teaching process.	

Synthesize current issues in research regarding teacher attitudes and practices toward students with special needs.

Identify the methods for differentiating instruction (including the use of technology) in general education classrooms that effectively accommodate a range of student needs.

Teaching and learning methods:

Lecture, seminar, activities, video modules

Compulsory reading:

Readings to be provided

Recommended reading :

Assessment:

Short papers reflecting on activities, short answer tests

## Beyond special education modul

<b>Course code:</b> <b>ERA-1070</b>	<b>Title of the course: Topics in Cognitive Psychology</b>
Type of the course: <u>lecture</u> / seminar	Level of the course: <u>BA</u> / MA
ECTS credits:	Language of instruction: English
How to apply: Learning Agreement	
Prerequisites: 30 credits in Special Education or Education or Social Work or Psychology; good command of English	
Instructor – given name and SURNAME: Zoltan Jakab	
E-mail address: jakab.zoltan@barczy.elte.hu	
Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Education, Institute for the Psychology of Special Needs i	
The course is offered within the following programme ( <i>a kurzus az alábbi képzésben kerül meghirdetésre</i> ): international exchange study programme	
Course contents and learning outcome: <u>Topics:</u> 1. <i>The subject and methods of cognitive psychology</i> 2. <i>Sensation and perception</i> 3. <i>Attention</i> 4. <i>Learning 1: the inanimate environment</i> 5. <i>Learning 2: Mindreading</i> 6. <i>Memory</i> 7. <i>Problem solving, heuristics, and decision making</i> 8. <i>Mental imagery. Analog and propositional representation</i> 9. <i>Cognition and emotion; consciousness in cognitive psychology and neuroscience</i> 10. <i>Cognitive development from the point of view from cognitive psychology: nativism, constructivism, and core cognition</i> <u>Aims:</u> Our goal is to offer an overview of the key concepts and areas of research in cognitive psychology. Topics will be presented in a way which makes them potentially useful for studies in special education.	
Teaching and learning methods: Lecture, 2 hrs/wk	
Compulsory reading: Braisby, N., Gellatly, A. (2012). <i>Cognitive Psychology</i> . OUP	
Recommended reading : Sekuler, R., Blake, R. (2005). <i>Perception</i> . McGraw-Hill. Chapters	

Sternberg, R. <i>Cognitive Psychology</i> (2011). Wadsworth Cengage Learning.
Assessment: Participants will be required to write a term paper at the end of term based on the course material and a few additional readings. The topic of the paper should connect to cognitive psychology, but can be chosen on the basis of individual interest. I will be happy to recommend additional readings if needed.

<b>Course code:</b> <b>ERA-1064</b>	<b>Title of the course:</b> <b>Introduction to Rehabilitation Medicine</b>
Type of the course: seminar	Level of the course: MA
ECTS credits: 5-7	Language of instruction: English
How to apply: Learning Agreement: Erasmus Coordinator of the Faculty Neptun Registration	
Prerequisites: 30 credits in Special Education or Education or Social Work or Psychology; good command of English	
Instructor – given name and SURNAME: Lajos, KULLMANN Dr. habil.	
E-mail address: lajos.kullmann@barczy.elte.hu	
Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Education, Department of Physical Disabilities	
The course is offered within the following programme: international exchange study programme	
Course contents and learning outcome: <u>Topics:</u> <ul style="list-style-type: none"> <li>• Characteristics of PRM, the PRM team, competences of team members</li> <li>• Assessment in PRM: 1) body functions and structures – 2) activities and participation – 3) environmental factors – 4) quality of life</li> <li>• Problem oriented rehabilitation plan</li> <li>• Selected therapeutic methods in PRM: 1) Physiotherapy – 2) Occupational therapy – 3) Provision with assistive products – 4) Brief introduction to additional therapeutic interventions</li> <li>• Legal aspects, financing and services provision in PRM</li> <li>• International trends; quality and efficiency</li> </ul> <u>Aims:</u> <ul style="list-style-type: none"> <li>• To get acquainted with the International Classification of Functioning Disability and Health (ICF), to become able to interpret the three dimensions of human life, additionally based on practicing to develop skills in recognising problem areas both in functioning and in the environment.</li> <li>• To get acquainted with the concept of quality of life and develop attitudes recognising its importance.</li> <li>• To learn selected methods of physical and rehabilitation medicine (PRM), and the competence of the relevant team members, to become able of participating in the PRM team, to initiate actions, develop rehabilitation plans and co-operate within the team.</li> <li>• To get familiar with the institutional background of PRM, with its legal environment, and with the international trends of development.</li> </ul>	
Teaching and learning methods: presentations, own reading, case histories,	



Compulsory reading: Barnes MP, Ward AB. Textbook of rehabilitation medicine. Oxford University Press, Oxford, 2000.
Recommended reading: International Classification of Functioning, Disability and Health, WHO, Geneva, 2001 - <a href="http://www.who.int/classifications/icf/en">www.who.int/classifications/icf/en</a>
Assessment: essay on selected topics (if unsuccessful oral examination) According to the choice of the study group: written essay chosen from selected topics (after return to home country) or oral examination (before 12 <sup>th</sup> December)

<b>Course code ERA-1079 : Title of the course: Recreation, Leisure and free time Activities in the Lives of Persons with Disabilities</b>	
Type of the course: seminar	Level of the course: BA/MA
ECTS credits: 2-4	Language of instruction: English
How to apply: Learning Agreement: Erasmus Coordinator of the Faculty Neptun Registration	
Prerequisites: 30 credits in Special Education or Education or Social Work or Psychology; good command of English	
Instructor – given name and SURNAME: Judit Gombás	
E-mail address: gombas.judit@gmail.com	
Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Education	
The course is offered within the following programme: international exchange study programme	
During the course students get a deeper understanding of the concepts of recreation and leisure and brainstorm on how participation levels among individuals with disabilities can be increased. Students are provided the fundamentals of theory, creative tasks and also a visit to an adapted sport session. Topics: <ul style="list-style-type: none"> <li>- Recreation/leisure, legislative background</li> <li>- Overall benefits of recreation and particular advantages for individuals with disabilities</li> <li>- Non-disabled volunteers' role in promoting participation for their disabled peers in recreation and leisure activities</li> <li>- Guidelines of accessibility</li> <li>- Hands-on experience: adapting theatre/cinema/museum visits</li> <li>- Outdoor activities: hiking/sport activities</li> </ul>	
Teaching and learning methods: theory, 'own experience' via simulation, observation.	

Compulsory reading:

Peniston L. C. (1998): Developing Recreation Skills in Persons with Learning Disabilities. Selected excerpts, Sagamore Publishing

<http://www.rifton.com/resources/articles/2001/february/developing-recreation-skills-in-persons-with-learning-disabilities>.

Packer J., Vizenor K., Miele J. (2015): A. An Overview of Video Description: History, Benefits and Guidelines. Journal of Visual Impairment & Blindness. March-April 2015, 93.

Mandell J. (2013): The circle of Inclusion. American Theatre. May/June 2013, vol. 30, issue 5, p66-69.

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Recommended reading:

Assessment:

active participation in the seminars

oral presentation

## Disability studies modul

<b>Course code:</b> <b>ERA-1072</b>	<b>Title of the course:</b> <b>The Representation of Persons with Disabilities in Movies</b>
Type of the course: lecture / <u>seminar</u>	Level of the course: BA/MA
ECTS credits: 5-7	Language of instruction: <u>English</u>
How to apply: Learning Agreement Prerequisites: good command of English	
Instructor – given name and SURNAME: Prof. Gyorgy KONCZEI	
E-mail address: <a href="mailto:konczei@icloud.com">konczei@icloud.com</a>	
Faculty and department: Institute for Disability and Social Participation The course is offered within the following programme: Erasmus study programme	
Course contents and learning outcome: <u>Topics:</u> Reconstruction of how did film makers and actors/actresses see and present persons with disabilities in the course of the 20 <sup>th</sup> and the beginning of 21 <sup>st</sup> Century (stereotypes, dominant narratives, cultural narratives etc.) How did their representation changed and why? What kinds of methods do movies, actors and directors use? <u>Aims:</u> Getting closer to the understanding of Disability Studies.	
<b>Teaching and learning methods</b> The course consists of 5 double lessons (2x90 minutes each) + an exam 1 <sup>st</sup> Introduction (Building up our group for the semester; syllabus & how to be prepared & the introductory presentation & the first movie on self-advocacy) 2 <sup>nd</sup> – 4 <sup>th</sup> Movies and discussions in the group and by the group. 5 <sup>th</sup> Discussion on preparation of the essay.	
<b>Reading list</b> (all or almost all items of this list will be available in an electronic format): – this list might be slightly changed: Phillip, James 2008. <i>Cinematic Thinking. Philosophical Aspects to the New Cinema</i> . Stanford University Press, Stanford, California. (Will be delivered by the teacher). Marie Smith, Angela 1988. Impaired and Ill at Ease: New Zealand’s Cinematics of Disability. In: Ian Conrich and Stuart Murray (eds.): <i>Contemporary New Zealand Cinema. From New Wave to Blockbuster</i> . I. B. Tauris, London – New York, pp. 225-239 (Will be delivered by the teacher).	
Recommended readings – this list might be broadened: Banks Gregerson, Mary 2010 (ed.). <i>The Cinematic Mirror for Psychology and Life Coaching</i> . Springer, New York - Dordrecht - Heidelberg – London. (Will be delivered by the teacher).	
<b>Assessment:</b> Maximum of two lessons may be missed. (None of these two may be the last one). An essay (research paper) will be written by the Students and will be evaluated by the instructor during the Exam Period. Assessment in the course is based primarily on a <i>research paper</i> . Beyond developing a paper or a presentation students are required to read the compulsory texts and to contribute to the class with active co-thinking and regular participation.	
<b>Research paper</b> Students are requested to choose a ‘research question’, a ‘problem’ or a ‘topic introduced and discussed in the class and encouraged to consult with the instructor to gain access to further resources regarding their chosen field. The paper should be not less than 5 pages long, single spaces, 12-pt font, Times New Roman, 1.5 inch margin on the sides. Students are required to prepare and present a ‘research question’, a ‘problem’ or a ‘topic from the content of the course in front of the class. They are encouraged to consult with the instructor to gain deeper insight concerning their interest.	

<b>Course code: ERA-1074</b>	<b>Title of the course: Anthropology and disability</b>
Type of the course: Lecture/ <u>seminar</u>	Level of the course: <u>BA/MA</u>
ECTS credits: 2-4	Language of instruction: English
How to apply: Learning Agreement	Contact hours: 15
Prerequisites: 30 credits in Special Education or Education or Social Work or Psychology; good command of English	
Instructor – given name and SURNAME: Zsuzsanna KUNT	
E-mail address: <a href="mailto:kunt.zs.uni@gmail.com">kunt.zs.uni@gmail.com</a>	
Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Education, Department of General Special Education The course is offered within the following program International exchange study program	
Course contents and learning outcome: <u>Topics</u> (examples): <ol style="list-style-type: none"> <li>1. What is anthropology? The aims, content and sub-fields (biological-, philosophical-, medical-, cultural-, visual- etc.) of anthropology.</li> <li>2. The main questions and focuses of anthropology. Ethical and research ethical dilemmas.</li> <li>3. Cultural anthropology – its objects, approaches, history and critique. Relativism, holism, comparativism. The meaning of <i>culture</i>.</li> <li>4. The research methods of cultural anthropology. The techniques of field-working. Applied and action anthropology. Participative and emancipative researches.</li> <li>5. Cultural anthropology and disability studies. Integration possibilities of the theories, approaches, methodologies and knowledge of cultural anthropology into social and pedagogical sciences dealing with disability.</li> <li>6. Cross-cultural studies. Cultural anthropological case-studies, researches, ethnographies regarding the global, local and personal narratives of disability and impairment.</li> <li>7. (Sub)culture(s) of people with disability. The creation and usage of cultures by people with disability in different socio-cultural contexts.</li> <li>8. ‘Disability Culture’: international interpretation-variants of the notion of ‘disability culture’. Historical/linguistique, social/political and esthetic explanations.</li> <li>9. ‘From cradle till coffin’ – thanatology and special education.</li> <li>10. New research directions: social network researches in disability studies. The human and ‘post-human’ and its anthropological narratives.</li> </ol> <p><u>Aims:</u> The course introduces the basic theories, approaches and research techniques of cultural anthropology in order to better understand the <i>phenomenon of disability</i> and the life-experiences of people with disabilities. Furthermore, it aims to give an overview concerning the practical and theoretical engaging possibilities of cultural anthropology in special education and in disability studies. It attempts to establish a constructive pedagogical space through self-reflective (together)thinking, cooperative teaching techniques and through the critical analyses of cultural anthropological resources.</p>	
Teaching and learning methods:  The course embraces a variety of teaching and offers a range of learning methods. Lectures held by the instructors (and potentially by students), class discussions, analyses of textual, visual and audible resources, team works and debates are core methods of the dissemination. These teaching and learning manners aim to initiate a permanent discourse among the participants of the class.	
Reading list:	

#### Compulsory reading

- What is anthropology? (University of St Andrews)  
<http://www.youtube.com/watch?v=158cJ8Hd9UM>
- Clifford, J. (1986). Introduction: Partial truth. In Clifford, J. (ed.) *Writing culture*. (p. 1-26) Berkeley, Los Angeles: University of California Press.  
<http://lcst3789.files.wordpress.com/2012/01/clifford-writing-culture.pdf>
- Kasnitz, D. and Shuttleworth, P. (2001). Introduction: anthropology in disability studies. *Disability Studies Quarterly*. Vol. 21. No. 3. 2-17.  
<http://dsq-sds.org/issue/view/16>
- Padden, C. A. and Humphries D. S. (2006). *Inside deaf culture*. London: Harvard University Press. (p. 123-183)
- Hammer, G. (2013). „This is the anthropologist and she is sighted”: Ethnographic research with blind women. *Disability Studies Quarterly*. Vol 33. No 2.  
<http://dsq-sds.org/article/view/3707>
- Peters S. (2000). Is there a *disability culture*? A syncretisation of three possible world views. *Disability and Society*. Volume 15, 583-601.
- Brown S. (2002). What is disability culture? *Disability Studies Quarterly* Spring 2002, Volume 22, No. 2, 34-50.  
<http://dsq-sds.org/article/view/343/433>
- Wolfe, C. (2009). *What is posthumanism?* Minnesota: University of Minnesota Press. (p. xi-xxxiv)

#### Recommended reading

- Fire, J. and Deer, L. and Erdoes R. (1972) *Lame Deer*. New York: Simons and Schuster.
- Abu-Lughod, L. (1991). Writing against culture. In Fox, R. (ed.) *Recapturing anthropology* (p. 137-162). Santa Fe: School of American Research Press.
- Battles, H. (2011). Toward engagement: exploring the prospects for an integrated anthropology of disability. *Explorations in Anthropology*, Vol. 11. No. 1. 107-124.  
<http://vav.library.utoronto.ca/index.php/vav/article/view/14724/12756>
- Ingstadt, B. és Whyte, S. R. (1995). *Disability and Culture*. London, Berkeley, Los Angeles: University of California Press.
- Kasnitz, D. and Shuttleworth, P. (ed.) Engaging anthropology in disability studies. *Disability Studies Quarterly*. Vol. 21. No. 3. 2001.  
<http://dsq-sds.org/issue/view/16>
- Hopfe, A. (1999). The culture of blindness. O&M opinion E-Zine.  
<http://www.blindcanadians.ca/publications/cbm/14/culture-blindness>
- Devlieger, J. P. (2005). *Generating a cultural model of disability*. 19th Congress of the European Federation of Associations of Teachers of the Deaf (FEAPDA)  
<http://www.feapda.org/FEAPDA%20Geneva%202005/culturalmodelofdisability.pdf>
- Albrecht G. L. (2005). *Encyclopedia of Disability*. Chicago: University of Illinois. (“Disability Culture”)
- Haraway, D. (1991). A Cyborg manifesto. Science, technology, and socialist-feminism in the late twentieth century. In Haraway, D. *Simians, cyborgs and women: the reinvention of nature*. (p. 149-181). New York: Routledge.  
<http://www.egs.edu/faculty/donna-haraway/articles/donna-haraway-a-cyborg-manifesto/>

#### Course requirements and assessment:

Assessment in the course is based primarily on a *research paper* or on an *oral presentation* depending on the students' choice. Beyond developing a paper or a presentation students are required to read the compulsory texts and to contribute to the class with active co-thinking and regular participation.

##### Research paper

Students are requested to choose a ‘question’, a ‘problem’ or a ‘theme’ introduced and discussed in the class and encouraged to consult with the instructor to gain access to further resources regarding

their chosen field. The paper should be 6-10 pages long, double spaces, 12-pt font, Times New Roman, 1.5 inch margin on the sides. It can be written individually or by a team of two students.

#### Oral presentation

Students who choose to hold an oral presentation are required to prepare and present a 'question', a 'problem' or a 'theme' from the content of the course in front of the class. They are encouraged to consult with the instructor to gain deeper insight concerning their interest. A presentation should not take more than 20 minutes, multimedia devices can be used. The presentation should be developed individually or by a team of two students. Each presentation is complemented with a short (4-5 min.) critical reflection by a fellow student.

#### Assessment:

Students are required to read the materials before each class. Assessment is based on in-class contribution (50% - 30% participation, 20% presentation), and the final seminar paper (50% - 2500 words).

## Therapy and treatment methods modul

<b>Course code:</b> ERA-1068	<b>Title of the course:</b> Ergänzende Fördermaßnahmen bei Menschen mit geistiger Behinderung
Type of the course: seminar	Level of the course: BA / MA
ECTS credits: 5-7	Language of instruction: German
How to apply: Learning Agreement	
Prerequisites: 30 credits in Special Education or Education or Social Work or Psychology; good command of german	
Instructor – given name and SURNAME: Ms. Betty BARTHEL	
E-mail address: barthel@barczy.elte.hu	
Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Education, Department of Intellectual Disabilities	
The course is offered within the following programme: international exchange study programme	
Course contents and learning outcome: <u>Topics:</u> <ul style="list-style-type: none"> <li>• Ganzheitliches, erlebnisorientiertes Unterricht mit Elementen der Motopädagogik, der psychomotorischen Förderung. Wandern und Orientierungsübungen als Freizeit- und Förderprogramm.</li> <li>• Die "Grundaufbauende Therapie"; ein Förderprogramm auf motorischer Basis. Es wird bei verschiedenen Lernstörungen erfolgreich eingesetzt Laut Erfahrungen der TherapeutInnen kann es auch in der Förderung einiger - vor allem die Kommunikationsfähigkeit treffende - Teilleistungen bei Kindern mit geistiger Behinderung mit gutem Erfolg als indirekte Vorgehensweise eingesetzt werden.</li> <li>• Tanz als Mittel im (Sport)Unterricht.</li> <li>• Weitere Initiativen in Ungarn: theoretische Grundlagen der Neurohabilitation, der Pető-Methode</li> </ul> <u>Aims:</u> Präsentieren Fördermaßnahmen, die vor allem in Ungarn entwickelt wurden und verbreitet sind; Anregung zum Thema „anders“ fördern.	
Teaching and learning methods: Presentation and discussion; practice	
Compulsory reading:	
Recommended reading: Developmental Pedagogy: <a href="http://www.matsuisi-lab.org/developmentalpedagogy.pdf">http://www.matsuisi-lab.org/developmentalpedagogy.pdf</a>	
Assessment: Referat; aktive Teilnahme	

