

Course code: ERA-872	Title of the course: Introduction to Special Needs Education in Hungary
<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> English
<i>How to apply:</i> Add this course to your Online Learning Agreement <i>Prerequisites:</i> 30 credits in Special Needs Education or Education or Psychology or Social Work; good command of English and/or German <i>Notes:</i> <ul style="list-style-type: none"> • This course is <u>obligatory</u> for all exchange students who don't speak Hungarian • The credits represent the rate of attendance • 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 	
Academic responsibility: Gabriella PAPP, Ph.D. habil Organiser and contact person: Dorottya SZÓKE, Faculty Erasmus+ Coordinator <i>E-mail address:</i> erasmus@barczy.elte.hu	
<i>Faculty:</i> ELTE Bárczi Gusztáv Faculty of Special Needs Education <i>The course is offered within the following programme:</i> Erasmus+ study exchange 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:

New trends in the education of and support for people with SEN modul
Beyond special education modul
Disability studies modul
Methods in Intervention

Course code: ERA-1088	Title of the course: Adapted Physical Education and Sport
<i>Type of the course:</i> seminar	<i>Level of the course:</i> BA/ MA
<i>ECTS credits:</i> 4	<i>Language of instruction:</i> English
<i>How to apply:</i> <ul style="list-style-type: none"> For any international/exchange students: Please, add this course to your Online Learning Agreement For any Hungarian students: Please, add this course to your Neptun and, if needed, consult with the Faculty Erasmus+ Coordinator & Class Instructor. 	
<i>Prerequisites:</i> 30 credits in Special Needs Education or Education or Psychology or Social Work; Good command of English	
<i>Instructor – given name and SURNAME:</i> Judit GOMBÁS Dr. (course responsible) Katalin Tóthné KÄLB LI Dr. Zoltán LÉNÁRT Dr.	
<i>E-mail address:</i> gombas.judit@barczi.elte.hu	
<i>Faculty and department:</i> ELTE Bárczi Gusztáv Faculty of Special Needs Education, Institute for the Methodology of Special Needs Education and Rehabilitation	
<i>The course is offered within the following programme:</i> Erasmus+ study exchange programme	
Course contents and learning outcome: Students will have raised awareness of the importance of regular adapted physical activity for individuals with disabilities. <u>Topics:</u> <ul style="list-style-type: none"> General and disability-specific benefits of regular physical activity definition and context of adapted physical activity universal adapted sport movements (Paralympics, Deaflympics, special Olympics) familiarisation with various adapted sports <u>Aims:</u> to get a deeper understanding of why physical activity matters and how it can be accessible for all.	
Teaching and learning methods: There are lessons on theory, practical sessions in the gym and at least one visit to an adapted sport facility.	
Recommended reading : Mieke Van lent (edit.) 2006. Count me in. A guide to Inclusive Physical Activity, Sport and Leisure for Children with a Disability. https://www.peai.org/wp-content/uploads/2014/04/2006-Count-Me-In.pdf	
Assessment: Active participation at the lessons, oral presentation	

Course code: ERA-1114	Title of the course: Cognitive Development
Type of the course: Lecture	Level of the course: BA/MA
ECTS credits: 5	Language of instruction: English
<i>How to apply:</i> <ul style="list-style-type: none"> For any international/exchange students: Please, add this course to your Online Learning Agreement For any Hungarian students: Please, add this course to your Neptun and, if needed, consult with the Faculty Erasmus+ Coordinator & Class Instructor. 	
<i>Prerequisites:</i> 30 credits in Special Needs Education or Education or Psychology or Social Work; Good command of English	
Instructor – given name and SURNAME: Zoltán Jakab	
E-mail address: jakab.zoltan@barczy.elte.hu	
Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Education, Institute for Psychology of Special Needs	
The course is offered within the following programme: internationalexchange study programme	
Course contents and learning outcome: <u>Topics:</u> <ol style="list-style-type: none"> (1) Perceptual development, Overview (2) Piaget's view of cognitive development, and Vygotsky's critique (3) The development of attention, memory, and problem solving (4) Language acquisition (5) Mentalization: early development of the self and social understanding (6) Foundational questions of conceptual development: concept learning; non-referring concepts (7) More on perceptual development, I: Sight restoration after early blindness (8) More on perceptual development II: The development of color vision (9) Core cognition and numerical cognition (10) The development of introspection and privileged access 	
<u>Aims:</u> to provide a comprehensive (although brief) overview of the main topics in developmental psychology, and to look at some specific issues deeper (perceptual and conceptual development; the development of social understanding)	
Teaching and learning methods: Lecturing and discussion in class; help in writing a term paper (choosing topic; suggesting readings; reviewing drafts).	
Compulsory reading: Carey, S. (2009). The Origin of Concepts, Oxford University Press, Chs 4, 8. Kovács I. (ed.): Visual integration: development and impairments, Akadémiai Kiadó, 2004, 59-84 Peter Carruthers (2011). The opacity of mind, Oxford University Press, Chs 1-3 Sandhofer, C., M., Smith, L., B. (1999). Learning Color Words Involves Learning a System of Mappings, <i>Developmental Psychology</i> , 35(3), 668-679	

David R. Shaffer (2009). *Developmental Psychology: Childhood and Adolescence*, Cengage Learning; chapters to be specified later

Recommended reading:

Bangu, S. (2018). *Naturalizing Logico-Mathematical Knowledge*. Routledge, New York, London

Roberto DE Almeida & Lila R. Gleitman (eds.) (2018). *On Concepts, Modules, and Language; Cognitive Science at its Core*, Oxford University Press

Josef Perner, Michael Huemer, Brian Leahy (2015). Mental files and belief: A cognitive theory of how children represent belief and its intensionality, *Cognition* 145 (2015) 77–88

Arlotti, N., Martin, A., Téglás, E., Vorobyova, L., Cetnarski, L., Bonatti, L. (2018). Precursors of logical reasoning in preverbal human infants, *Science* 359, 1263–1266

Knut Nordby: What Is This Thing You Call Color: Can a Totally Color-Blind Person Know about Color? In Torin Alter & Sven Walter (eds.) (2007): *Phenomenal concepts and Phenomenal Knowledge* Oxford University Press

Cosmides L., Tooby, J. (2000). Consider the Source: The Evolution of Adaptations for Decoupling and Metarepresentation, in Dan Sperber (ed.): *Metarepresentations – A Multidisciplinary Perspective*, Oxford University Press, Oxford

DeVilliers, J., G, DeVilliers, P., A. (2003). Language for Thought: Coming to Understand False Beliefs, in: Dedre Gentner and Susan Goldin-Meadow (ed.) *Language in Mind*, Cambridge Mass. MIT Press

Flavell, J., Green, F., L., Flavell, E., R., Lin, N., T. (1999). Development of Children's Knowledge about Unconsciousness, *Child Development*, **70** (2) 396-412.

Hulme, S., Mitchell, P., Wood, D. (2003). Six-year-olds' difficulties handling handling intensional contexts, *Cognition*, **87**, 73-99

Gergely, G. (2002). The development of understanding self and a agency. (pp. 26-46) In U. Goshwami (Ed.) *Blackwell Handbook of Childhood Cognitive Development*, Oxford: Blackwell.

Leslie, A. (1994). Pretending and believing: issues in the theory of ToMM, *Cognition*, **50**, 211-238

Leslie, A. (2000). How to Acquire a Representational Theory of Mind, in Dan Sperber (ed.): *Metarepresentations – A Multidisciplinary Perspective*, Oxford University Press, Oxford

Leslie, A. (2000). "Theory of Mind" as a Mechanism of Selective Attention. In Michael S. Gazzaniga (ed.), *The New Cognitive Neurosciences*, Cambridge Mass. MIT Press

Leslie, A. (2002). Pretense and Representation Revisited, in Nancy L. Stein, Patricia J. Bauer, Mitchell Rabinowitz (ed.): *Representation, Memory and Development – Essays in Honor of Jean Mandler*, Lawrence Erlbaum Associates, Mahwah, NJ, London

Mitchell, P., Teucher, U., Bemmett, M., Ziegler, F., Wyton, R. (2009). Do Children Start Out Thinking They Don't Know Their Own Minds? *Mind and Language*, **24** (3) 328-346.

Assessment:

Term paper on a topic related to the course material

Course code: ERA-1061	Title of the course: Motivational Issues in Special Education
<i>Type of the course:</i> seminar	<i>Level of the course:</i> BA and MA
<i>ECTS credits:</i> 4	<i>Language of instruction:</i> English
<i>How to apply:</i> <ul style="list-style-type: none"> • For any international/exchange students: Please, add this course to your Online Learning Agreement • For any Hungarian students: Please, add this course to your Neptun and, if needed, consult with the Faculty Erasmus+ Coordinator & Class Instructor. 	
<i>Prerequisites:</i> 30 credits in Special Needs Education or Education or Psychology or Social Work; Good command of English	
<i>Instructor – given name and SURNAME:</i> Ms. Beáta SZENCZI	
<i>E-mail address:</i> szenczibea@gmail.com	
<i>Faculty and department:</i> ELTE Bárczi Gusztáv Faculty of Special Education, Institute of Atypical Behaviour and Cognition	
<i>The course is offered within the following programme:</i> Erasmus+ study exchange programme	
<i>Course contents and learning outcome:</i> <u>Aims:</u> The course provides a concise introduction to learning motivation theories, to basic learning motives and their role in the self-regulated learning of students with special educational needs. <u>Topics:</u> <ul style="list-style-type: none"> • Learning motivation and its relationship with school achievement • Motivational styles of SEN students • Self schema and special educational needs • Goal-orientation and classroom goal structures • Inclusion and motivation 	
<i>Teaching and learning methods:</i> The course comprises of a theoretical and a practical part. Accordingly, teaching and learning methods include presentations, explanations and analyses of research results as well as discussions, analyses of pedagogical situations and video classroom observations.	
<i>Assessment:</i> oral presentation and written assignment	

Course code: ERA-1078	Title of the course: Braille and Moon – Tactile Writings for the Blind
<i>Type of the course:</i> seminar	<i>Level of the course:</i> BA/ MA
<i>ECTS credits:</i> 4	<i>Language of instruction:</i> English
<i>How to apply:</i> <ul style="list-style-type: none"> For any international/exchange students: Please, add this course to your Online Learning Agreement For any Hungarian students: Please, add this course to your Neptun and, if needed, consult with the Faculty Erasmus+ Coordinator & Class Instructor. 	
<i>Prerequisites:</i> 30 credits in Special Needs Education or Education or Psychology or Social Work; Good command of English	
<i>Instructor – given name and SURNAME:</i> Emese PAJOR PhD	
<i>E-mail address:</i> pajor.emese@barczy.elte.hu	
<i>Faculty and department:</i> ELTE Bárczy Gusztáv Faculty of Special Needs Education, Institute for the Methodology of Special Needs Education and Rehabilitation	
<i>The course is offered within the following programme:</i> Erasmus+ study exchange programme	
Course contents and learning outcome: <u>Topics:</u> <ul style="list-style-type: none"> Tactile alphabets: <ul style="list-style-type: none"> Valentin Haüy's system James Gall's "triangular alphabet," John Alston's system Samuel Gridley Howe's Boston Line New York Point, a system of points invented by William Bell Wait Elia Chepaitis's ELIA Frame tactile alphabet etc. Braille reading and writing Moon reading and writing 	
<u>Aims:</u> The course supplied is for students who want to read and write Braille and Moon on her/his own language. The goal of the seminar is that students can use both tactile systems on their own.	
Teaching and learning methods: individualized work – Braille writer usage	
Compulsory reading: Mintz, R. (2017). How To Read and Write Braille Alphabet Letters & Numbers - Grade 1: Step by Step PRINTED Braille Language Workbook For Beginner CreateSpace Independent Publishing Platform	
Recommended reading: https://nfb.org/images/nfb/publications/fr/fr15/issue1/f1501tc.html http://www.moonliteracy.org.uk/whatis.htm	
Assessment: Active participation in the seminars. Writing part: writing a short letter or a story in Braille and Moon Reading part: reading words and sentences in Braille and Moon	

Course code ERA-1079	Title of the course: Recreation, Leisure and free time Activities in the Lives of Persons with Disabilities
Type of the course: seminar	Level of the course: BA/MA
ECTS credits: 4	Language of instruction: English
<i>How to apply:</i> <ul style="list-style-type: none"> For any international/exchange students: Please, add this course to your Online Learning Agreement For any Hungarian students: Please, add this course to your Neptun and, if needed, consult with the Faculty Erasmus+ Coordinator & Class Instructor. <i>Prerequisites:</i> 30 credits in Special Needs Education or Education or Psychology or Social Work; Good command of English	
Instructor – given name and SURNAME: Judit GOMBÁS Dr.	
E-mail address: gombas.judit@barczy.elte.hu	
Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Education, Institute for the Methodology of Special Needs Education and Rehabilitation The course is offered within the following programme: Erasmus+ 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 practice. Topics: <ul style="list-style-type: none"> - Recreation/leisure, legislative background - Overall benefits of recreation and particular advantages for individuals with disabilities - Non-disabled volunteers' role in promoting participation for their disabled peers in recreation and leisure activities - Guidelines of accessibility - Hands-on experience: adapting theatre/cinema/museum visits - Outdoor activities: hiking/sport activities 	
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.	
Assessment: active participation in the seminars oral presentation	

Course code: ERA-1111	Title of the course: Introduction to Human Rights, Social Inclusion, Diversity
<i>Type of the course:</i> <u>seminar</u>	<i>Level of the course:</i> Open for all degree levels (BA, MA, PhD)
ECTS credits: 4-6	<i>Languages of instruction:</i> English
<i>How to apply:</i> <ul style="list-style-type: none"> For any international/exchange students: Please, add this course to your Online Learning Agreement For any Hungarian students: Please, add this course to your Neptun and, if needed, consult with the Faculty Erasmus+ Coordinator & Class Instructor. 	
<i>Prerequisites:</i> 30 credits in Special Needs Education or Education or Psychology or Social Work; Good command of English	
<i>Instructor – given name and SURNAME:</i> <ul style="list-style-type: none"> Ágnes Sarolta FAZEKAS, PhD 	
<i>E-mail address:</i> fazekas.agnes.sarolta@barczy.elte.hu	
<i>Faculty and department:</i> <ul style="list-style-type: none"> ELTE Eötvös Loránd University, Bárczi Gusztáv Faculty of Special Education, Institute for Disability and Social Participation 	
<i>The course is offered within the following programme:</i> Erasmus+ exchange study programme	
<p>Course aims & overview:</p> <p>In the current climate where intolerance, preconceptions, ignorance, and fear of differences sometimes are common denominators, shaping a awareness, exchanging knowledge, equipping individuals with practical tools promoting and protecting human rights and having intersectionally inclusive intercultural competencies and understanding are essential to prepare an open a mindset of individuals and organisations to work in an interconnected, inclusive world. In this foundation course, participants broadly address Social Inclusion, Diversity, Human Rights promotion, and protection globally, explicitly focusing on European and Hungarian contexts. Participants will be able to apply and connect acquired competencies within other areas of their professional study fields. Immersion experiences will help participants critically reflect on various concepts and share dilemmas and concerns about human rights, inclusion, and diversity. Participants will broaden their horizons/perspectives, explore and exchange different viewpoints, strengthen inclusive, intercultural learning, and gain more awareness about various lived circumstances of individuals and other societal challenges and human rights issues. There will be chances to share ideas and explore and model inclusive practices by applying the human rights approach.</p> <p>By actively participating in this course, students will have opportunities to:</p> <ul style="list-style-type: none"> Explore and discuss essential concepts of diversity, social inequity and human rights global context, with a specific focus on the European and Hungarian context Discuss and challenge why inclusion and human rights matter and the values and efficacy of human rights systems as mechanisms to advance concepts of equality, freedom, and human dignity. Reflect on and examine the role and manifestation of power and privilege in contributing to social inequities and human rights violations Learning about the intersectional approach to acknowledge structural barriers (including structural discrimination) Critically explore human rights protection systems instruments concerning inequity, focusing on Europe and Hungary. 	

- Share ideas and explore and model inclusive practices by applying the human rights approach.

Course contents:

1. Setting the global historical scene: the evolution of human rights
This block provides an insight into changing and challenging nature of human rights theory and practice within the global historical, political, and social frameworks. Contextualisation, an overview of crucial terminologies and concepts, will frame the conversation.
2. Why do human rights matter? A subject to debate
This block focuses on an immersion experience designed to help participants critically reflect on human rights, inclusion, diversity, and sharing dilemmas and concerns about them.
3. Power, privilege
This block creates opportunities for participants to reflect on and examine the role and manifestation of power and privilege in contributing to social inequities and human rights violations.
4. Intersectionality
This block looks at what does intersectionality mean, how the intersectional lens or approach can be applied when addressing injustice, structural barriers (including structural discrimination)
5. Human rights protection systems & instruments
This block puts Human rights protection systems & tools in the spotlight. Participants will get familiarised with the different instruments that support individuals and various stakeholders to promote and protect human rights.
6. Human Rights & Inclusion in action
This block will be practically focused. Participants will have the opportunity to work together to explore and model inclusive practices and implement what they have learned during the course by applying the human rights approach.
7. Human Rights & Inclusion in action
This block will be practically focused. Participants will have the opportunity to work together to explore and model inclusive practices and implement what they have learned during the course by applying the human rights approach.
8. Human Rights & Inclusion in action
This block will be practically focused. Participants will have the opportunity to work together to explore and model inclusive practices and implement what they have learned during the course by applying the human rights approach.
9. Summary of the course

Learning outcomes Through participation in this course, students will be able to:

- Understand and critically evaluate current terminologies and concepts
- Examine the complex interplay of social, political, & economic forces related to the access and participation of individuals from all walks of life.
- Investigate & evaluate key legislations, policies, practices and stakeholders connected to human rights protection.
- Develop critical thinking, reflect on the power of (un)conscious biases
- Leave the course with practical tools that contribute to accelerating change in any social setting.
- Take an interdisciplinary vision in planning and realising collaborations and tackling societal challenges

Teaching and learning methods:

- interactive, using formal and non-formal educational methods

Course approach:

- Interdisciplinary, Intersectional Approach

Course Design:

- The course design includes a combination of the lecturer's input and various non-formal education activities, including individual and group activities.

Schedule of semester & attendance:

- There will be, in total, nine sessions (with breaks) scheduled during the semester. Each of the eight sessions is 8*3*45 minutes, and one session is 1*2*45 minutes long. You may miss up to two sessions in total.

Course materials:

- Course materials will be available in accessible electronic format.

Consultation:

- If you have any questions about the course, please do not hesitate to contact me: at fazekas.agnes.sarolta@barczi.elte.hu or during my office hours.

Classroom philosophy - Inclusiveness:

- In our university community, we believe in fostering an open, welcoming atmosphere, where all forms of diversity are recognised, respected, and seen as a source of strength and benefit to the programme and everyone's learning. I am committed to creating an inclusive teaching and learning environment where barriers to success are removed and individuals' access and participation needs are addressed and catered to. Please feel free to share any questions, comments, or issues on your experience of this class regarding access or inclusivity. I would be delighted to hear from you to improve your experience if and where I can and the accessibility and inclusivity of the course moving forward.

Constructive feedback & course evaluation by course participants

- I am committed to improving the quality of my classes by implementing participants' constructive feedback.

Compulsory reading:

Crenshaw, K. (2017) On Intersectionality: Essential Writings. New York: The New Press.

Stephen P. Marks (2016). Human Rights: A Brief Introduction. School of Public Health, Harvard University. Retrieved from: <https://cdn1.sph.harvard.edu/wp-content/uploads/sites/134/2016/07/Human-Rights-A-brief-intro-2016.pdf>

Shestack, J. J. (2017). The philosophical foundations of human rights. Routledge. In Human Rights (pp. 3-36).

Iris Marion Young. (2000). Inclusion and Democracy. Oxford: OUP. "Introduction": pp. 1-16; "External and Internal Exclusion": pp. 53-57.

Elizabeth Anderson. (2006). The Epistemology of Democracy. Episteme 3(1-2): 8-22. [on the instrumental vs non-instrumental significance of diversity & inclusion, reflecting on community forestry cases in South Asia]

Agarwal, B. (2001). Participatory Exclusions, Community Forestry, and Gender: An Analysis for South Asia and a Conceptual Framework. *World Development* 29(10): 1623–48.

Recommended reading:

- To Be Announced (TBA)

Assessment:

There is an option to receive 4-6 ECTS.

- 4 ECTS: To send in advance for each session 2 conversation starter questions + an Individual (open to any creative/innovative format) presentation during the semester
- 5 ECTS - Individual (open to any creative/innovative format) presentation during semester (30%) & a short essay (8-10 page) (70%)
- 6 ECTS - Individual (open to any creative/innovative format) presentation during semester (30%) & an essay (12-15 page) (70%)

Course code: based services ERA-1113	Title of the course: Independent Living and community -
<i>Type of the course:</i> seminar	<i>Level of the course:</i> BA/ MA
<i>ECTS credits:</i> 4	<i>Language of instruction:</i> English
<i>How to apply:</i> <ul style="list-style-type: none"> • For any international/exchange students: Please, add this course to your Online Learning Agreement • For any Hungarian students: Please, add this course to your Neptun and, if needed, consult with the Faculty Erasmus+ Coordinator & Class Instructor. 	
<i>Prerequisites:</i> 30 credits in Special Needs Education or Education or Psychology or Social Work; Good command of English	
<i>Instructor – given name and SURNAME:</i> Anikó SÁNDOR Dániel CSÁNGÓ Zsuzsanna KUNT	
<i>E-mail address:</i> sandor.aniko@barczy.elte.hu	
<i>Faculty and department:</i> ELTE Bárczi Gusztáv Faculty of Special Needs Education, Institute for Disability and Social Participation	
<i>The course is offered within the following programme:</i> Erasmus+ study exchange programme	
Course contents and learning outcome: Topics:	

- History of the Independent Living movement and the field of Disability Studies
- Theoretical framework of community-based services and the self-determination of people with disabilities
- Personal care vs. Personal Assistance Services
- Supported Living

Aims:

The aim of the course is to understand different concepts of a self-determined human life and to introduce services, that can support it. The goal is also to support students in critically reflecting on their roles as professionals.

Teaching and learning methods:

Teachers and students are equal members of the group and create a welcoming learning environment.

Compulsory reading:

Recommended reading:

DeJong, G. (1979). Independent Living: From Social Movement to Analytic Paradigm. Archives of Physical Medicine and Rehabilitation, 60, 435-446

Christensen, Guldvik & Larsson, (2013). Active social citizenship: the case of disabled peoples' rights to personal assistance. Scandinavian Journal of Disability Research, 16, 19-33.

European Network on Independent Living 2015. Personal Assistance Services in Europe.

Guldvik, I., Christensen, K., & Larsson, M. (2014). Towards solidarity: working relations in personal assistance. Scandinavian Journal of Disability Research, 16, 48-61.

Shakespeare, T. Porter, T., & Stöckl, A. (2017). Personal Assistance Relationships Power, ethics and emotions. Norwich: University of East Anglia

Assessment:

2 ECTS credits: active participation in the course

3 ECTS credits: oral presentation in a group

4 ECTS credits: oral and written assignment

Course code: ERA-1068	Title of the course: 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
<i>How to apply:</i> <ul style="list-style-type: none"> For any international/exchange students: Please, add this course to your Online Learning Agreement For any Hungarian students: Please, add this course to your Neptun and, if needed, consult with the Faculty Erasmus+ Coordinator & Class Instructor. <i>Prerequisites:</i> 30 credits in Special Needs Education or Education or Psychology or Social Work; Good command of German	
Instructor – given name and SURNAME: Ms. Betty BARTHEL	
E-mail address: barthel.betty@barczy.elte.hu	
Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Education, Institute for Atypical Behaviour and Cognition 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"> Wandern und Orientierungsübungen als Freizeit- und Förderprogramm. Musizieren mit Menschen mit g. B.: das Farbnottensystem. Der Ungarischer Spezieller Kunstwerkstattverein, der Ungarischer Spezieller Filmverein Sozialer Zirkus und jonglieren mit Schüler mit g. B. Anwendungen von UK, leichte Sprache, Videomodelling Klettern in Höhlen; die Initiative „VEROCS“ Special Olympics Bewegung in Ungarn Die "Grundaufbauende Therapie"; ein Förderprogramm auf motorischer Basis. Es wird vor allem bei verschiedenen Lernstörungen erfolgreich eingesetzt, teilweise auch bei SchülerInnen mit g.B. Weitere Initiativen in Ungarn: theoretische Grundlagen der Neurohabilitation, der Pető-Methode. <u>Aims:</u> Präsentieren von Fördermaßnahmen, die vor allem in Ungarn entwickelt wurden und verbreitet sind; Anregung zum Thema „anders“ fördern.	
Teaching and learning methods: Presentation and discussion; practice	
Recommended reading: Developmental Pedagogy: http://www.matsuishi-lab.org/developmentalpedagogy.pdf http://www.msmme.hu/index.php/english/deutsch https://consonante.eoldal.hu/cikkek/the-precursory-model--ulwila.html https://www.rheinpfalz.de/lokal/landau_artikel,-mit-zupfbrett-und-fl%C3%B6te-hinaus-in-die-welt-_arid,990166.html https://www.specialolympics.org/	

<http://docplayer.org/43839373-Zirkusprojekt-mit-geistig-behinderten-menschen-welche-lernmoeglichkeiten-ergeben-sich-andreas-niedermann.html>

Assessment: Referat; aktive Teilnahme an den Seminaren; Teilnahme an 2 ausgewählten Programmen

Course code: ERA-1107	Title of the course: Ausgewählte Teilbereiche der Logopädie: KommunikationSprech- und Spracherziehung in Ungarn
Type of the course: seminar	Level of the course: BA/ MA
ECTS credits: 4	Language of instruction: German
<p><i>How to apply:</i></p> <ul style="list-style-type: none"> For any international/exchange students: Please, add this course to your Online Learning Agreement For any Hungarian students: Please, add this course to your Neptun and, if needed, consult with the Faculty Erasmus+ Coordinator & Class Instructor. <p><i>Prerequisites:</i></p> <p>30 credits in Special Needs Education or Education or Psychology or Social Work; Good command of German</p>	
<p><i>Instructor – given name and SURNAME:</i></p> <p>Ms Angéla IMRE Ph.D., Ms. Mária S. PINTYE, Ms. Rita F. GÖNCZI Ph.D.</p>	
<p><i>E-mail address:</i></p> <p>imre.angela@barczy.elte.hu, miksztai-rethei.brigitta@barczy.elte.hu, pintye.maria@barczy.elte.hu, farkasne.goczi.rita@barczy.elte.hu</p>	
<p><i>Faculty and department:</i></p> <p>ELTE Bárczi Gusztáv Faculty of Special Needs Education, Education for Speech Therapy</p>	
<p><i>The course is offered within the following programme:</i></p> <p>Erasmus+ study exchange programme</p>	
<p>Course contents and learning outcome:</p> <p><u>Topics:</u></p> <ul style="list-style-type: none"> Teilbereiche der Logopädie im Überblick Grundlagen der mündlichen und schriftlichen Kommunikation Gesprochene Sprache vs. unterstützte Kommunikation Leichte Sprache Grundlagen der Stimmprobleme bzw. der Dysphonie Grundlagen der Frühintervention <p><u>Aims:</u> Präsentieren von Fördermaßnahmen, die im Bereich der Logopädie in Ungarn verwendet werden, Vergleich der therapeutischen Möglichkeiten von verschiedenen Ländern, Anregung zur Diskussion über die angegebenen Themen</p>	
<p>Teaching and learning methods:</p> <p>Presentation and discuss, project</p> <p>Präsentation und Diskussion, Projektarbeit</p>	
<p>Compulsory reading:</p>	
<p>Recommended reading :</p> <p>Handbuch der Unterstützten Kommunikation 6., veränderte Auflage. Loseblattausgabe. 2015 Loeper Angelika Von Hammer, Sabine S. <i>Stimmtherapie mit Erwachsenen</i>. Springer-Verlag Berlin Heidelberg. 2005</p>	

Zollinger, Barbara (Hrsg.) *Wenn Kinder die Sprache nicht entdecken. Einblicke in die Praxis der Sprachtherapie.* 2020

Weitere gemeinsam ausgewählte Fachartikel zu den erwähnten Themen

Assessment:

Active participation in the seminars

Oral presentation

Aktive Teilnahme an den Stunden (2 Kredite),

Mündliche Präsentation (3 Kredite)

Aktive Teilnahme + mündliche Präsentation (4 Kredite)

Course code: ERA-1115	Title of the course: Support inclusion through art(s) based methods
<i>Type of the course:</i> seminar	<i>Level of the course:</i> BA, MA
<i>ECTS credits:</i> 4	<i>Language of instruction:</i> English
<i>How to apply:</i> <ul style="list-style-type: none"> For any international/exchange students: Please, add this course to your Online Learning Agreement For any Hungarian students: Please, add this course to your Neptun and, if needed, consult with the Faculty Erasmus+ Coordinator & Class Instructor. 	
<i>Prerequisites:</i> 30 credits in Special Needs Education or Education or Psychology or Social Work; Good command of English	
<i>Instructor – given name and SURNAME:</i> Virág Kiss Phd	
<i>E-mail address:</i> kiss.virag@barczy.elte.hu	
<i>Faculty and department:</i> ELTE Bárczi Gusztáv Faculty of Special Needs Education, Institute for General Theory of Special Needs Education	
<i>The course is offered within the following programme:</i> Erasmus+ study exchange programme	
Course contents and learning outcome: <u>Topics:</u> Main content and topics: <ul style="list-style-type: none"> art(s)-based methods, art education, art therapy, goal and tool system art(s)-based participatory research, art(s)-based learning inclusive, participatory way of art facilitation, „art for all” paradigm, characteristics, principles and ethical issues of inclusive and participative art activities community and participatory art support for self-expression, conditions, concept, levels and release of creativity frameworks, atmosphere, non-judgmental and non-violent communication in artistic work methodological issues (instruction, evaluation and reflection, attunement and landing, adaptation and differentiation place based issues 	

- improvisation, mindfulness
- empowerment and enablement through art
- methodological analysis of good practices

Aims:

- experience inclusive / participatory methods of artistic facilitation, especially for people with disabilities
- get to know the types and characteristics of participatory art forms, examples of good participatory art practices
- understand the different possible roles of art in supporting social inclusion
- facilitating artistic activities without prejudice and judgment in an inclusive and participatory way, support through the arts
- adapting artistic activities to people with different abilities

Teaching and learning methods:

- self experience with reflection
- cooperative technics
- art(s) based learning and research

Compulsory reading:

Kiss, Virág; Cserti-Szauer, Csilla, William Longden, Ráthonyi Kinga, Neil Wolstenholme, Szabó Eszter Ágnes: Participative, inclusive and community art(s); symposium. In: Novák, Géza Máté (szerk.) Participation and Cooperation in Arts Education: In focus: Drama and Theatre Education. Budapest, Magyarország: Bárczi Gusztáv Faculty of Special Needs Education, ELTE (2019) pp. 172-176. Url: http://mpk.elte.hu/download/MPK_2019_konferencia_kotet.pdf

Boehm A, Boehm E. Community Theatre as a Means of Empowerment in Social Work: A Case Study of Women's Community Theatre. Journal of Social Work. 2003;3(3):283-300. doi:10.1177/1468017303333002

Szabó Veronika (ed.2012): *Art of adaptation. Manual for artistic tool for migrants*. Artemisszió Foundation (Ariadne - Art for intercultural adaptation in new environment project. Project number: 510255-LLP-1-2010-1-FR-Grundtvig-GMP). Url: https://issuu.com/artemisiz/docs/ariadne_emanual_english

Recommended reading:

- Kiss Virág, Orosz Csaba, Egervári Júlia (2022): Résztvételi és közösségi művészet, a kreativitás felszabadítása. In: Arts of Freedom project books , during release

Assessment:

gamification with scoring points