

<b>Course code:</b> ERA-872	<b>Title of the course:</b> 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> 4	<i>Language of instruction:</i> mainly English (partly German)
<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"> <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>	
Academic responsibility: Gabriella PAPP, Ph.D. habil Organiser and contact person: Dorottya SZÓKE, Faculty Erasmus+ Coordinator	
<i>E-mail address:</i> <a href="mailto:erasmus@barczy.elte.hu">erasmus@barczy.elte.hu</a>	
<i>Faculty:</i> ELTE Bárczy 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.	

3 moduls:

<b>New trends in the education of and support for people with SEN modul</b>
<b>Beyond special education modul</b>
<b>Methods in Intervention</b>

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

<b>Course code:</b> <b>ERA-1043</b>	<b>Title of the course:</b> <b>Education and Support of Persons with Hearing Impairment</b>
<i>Type of the course:</i> seminar	<i>Level of the course:</i> BA and MA
<i>ECTS credits:</i> 3-4	<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	
<i>Instructors:</i> Ms. Andrea PERLUSZ, Ph.D.; Ms. Tünde NÉMETH-BODOR, Ph.D.; Ms. Éva KERESZTESSY, Ms. Melinda BÁDER, Ms. Monika DUKIC, Ms Andrea DÉTÁR.	
<i>E-mail address:</i> <a href="mailto:perlusz@barczy.elte.hu">perlusz@barczy.elte.hu</a>	
<i>Faculty and department:</i> ELTE Bárczi Gusztáv Faculty of Special Needs Education, Department of Hearing Impairment	
<i>The course is offered within the following programme:</i> Erasmus+ study exchange programme	
<i>Course contents and learning outcome:</i> The goal of the course is to present the recent diagnostic, methodological and educational issues of the pedagogy of hearing impairment. During of the course, we will process the following topics in an interactive way: early diagnostic methods of hearing impairment, cochlear implantation as a modern way of improving hearing, natural auditory-verbal method in early intervention, special and integrated education of pupils with hearing impairment, dysphasia associated with hearing impairment – diagnostic and therapeutic possibilities. The requirements of UN Convention on the Right of Person with Dis abilities. The course gives an insight of the practice of education of pupils with hearing impairment too.	
<i>Teaching and learning methods: lecture, co-operative teaching methods</i>	
<i>Assessment:</i> seminar paper	

<b>Course code:</b> <b>ERA-1061</b>	<b>Title of the course:</b> <b>Motivational Issues in Special Education</b>
<i>Type of the course:</i> seminar	<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 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> <a href="mailto:szenczibea@gmail.com">szenczibea@gmail.com</a>	
<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> <b>Aims:</b> 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. <b>Topics:</b> <ul style="list-style-type: none"> <li>• Learning motivation and its relationship with school achievement</li> <li>• Motivational styles of SEN students</li> <li>• Self schema and special educational needs</li> <li>• Goal-orientation and classroom goal structures</li> <li>• Inclusion and motivation</li> </ul>	
<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	

## Beyond special education modul

<b>Course code:</b> <b>ERA-1059</b>	<b>Title of the course:</b> <b>Cognitive development in children with neurocognitive disorders</b>
Type of the course: seminar	Level of the course: BA / MA
ECTS credits: 2-4	Language of instruction: English
How to apply: Add this course to your Online Learning Agreement	
Prerequisites: 30 credits in Special Education or Education or Social Work or Psychology; good command of English	
Instructor – given name and SURNAME Klara MARTON	
E-mail address: klaramarton@gmail.com	
Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Education, Institute of Psychology, Illyes Sandor Research Laboratory	
The course is offered within the following programme): Erasmus+ study exchange programme	
Course contents and learning outcome:	
<u>Topics:</u>	
<ol style="list-style-type: none"> <li>1. Cognitive models of learning and development</li> <li>2. Attention, memory, and language in different populations with neurodevelopmental disorders, such as specific language impairment, autism, ADHD, and dyslexia</li> <li>3. Assessment and intervention of cognitive functions in these populations</li> </ol>	
<u>Aims:</u>	
The goal is to introduce students to different developmental models of cognition and brain development and to build a bridge between theoretical knowledge and educational practices. Students will learn about the newest theories and methods related to brain plasticity and cognitive development, as well as about different clinical/educational applications and approaches of performance analysis.	
Upon successful completion of this course students will be able to:	
<ul style="list-style-type: none"> <li>• 1. Synthesize and critically analyze a body of literature on the relationship among various cognitive functions;</li> <li>• 2. Compare and contrast different theoretical models of cognitive development in populations with neurodevelopmental disorders;</li> <li>• 3. Evaluate the potential impacts of specific cognitive functions on language comprehension and language production in neurodevelopmental disorders;</li> <li>• 4. Identify intervention methods for selected populations.</li> </ul>	

Teaching and learning methods: Readings, in-class discussions, videos with observation points, written assignments
Compulsory reading: Selected research articles
Recommended reading: Research articles
Assessment: Grades will be based on a portfolio assessment (60%), participation in class discussions (15%), annotated bibliography (25%)

<b>Course code</b> <b>ERA-1079</b>	<b>Title of the course:</b> <b>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: Add this course to your Online Learning Agreement	
Prerequisites: 30 credits in Special Education or Education or Social Work or Psychology; 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	
The course is offered within the following programme: Erasmus+ study exchange 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"> <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 <a href="http://www.rifton.com/resources/articles/2001/february/developing-recreation-skills-in-persons-with-learning-disabilities">http://www.rifton.com/resources/articles/2001/february/developing-recreation-skills-in-persons-with-learning-disabilities</a> .  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. •	
Recommended reading:	
Assessment: active participation in the seminars oral presentation	

<b>Course code:</b> <b>ERA-1088</b>	<b>Title of the course:</b> <b>Adapted physical education and sport</b>
<i>Type of the course:</i> seminar	<i>Level of the course:</i> BA / 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	
<i>Instructor – given name and SURNAME:</i> Judit Gombas Dr. (course responsible) Katalin Tóthné Dr. Kalbli 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,	
<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"> <li>• General and disability-specific benefits of regular physical activity</li> <li>• definition and context of adapted physical activity</li> <li>• universal adapted sport movements (Paralympics, Deaflympics, special Olympics)</li> <li>• familiarisation with various adapted sports</li> </ul> <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. <a href="https://www.peai.org/wp-content/uploads/2014/04/2006-Count-Me-In.pdf">https://www.peai.org/wp-content/uploads/2014/04/2006-Count-Me-In.pdf</a>	
<i>Assessment:</i> Active participation at the lessons, oral presentation	

<b>Course code:</b> ERA-1109	<b>Title of the course:</b> Introduction to Cognitive Science
<i>Type of the course:</i> lecture	<i>Level of the course:</i> BA / MA
<i>ECTS credits:</i> 5-7	<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	
<i>Instructor – given name and SURNAME:</i> Zoltán JAKAB	
<i>E-mail address:</i> jakab.zoltan@barczy.elte.hu	
<i>Faculty and department:</i> ELTE Bárczi Gusztáv Faculty of Special Education, Institute for Psychology of Special Needs	
<i>The course is offered within the following programme:</i> Erasmus+ study exchange programme	
Course contents and learning outcome: <u>Aims:</u> This course is an introduction to the core concepts and disciplines of cognitive science. As it runs in parallel with three other, more specific courses (Cognitive Psychology; Neurobiology; Introduction to Linguistics), the topics are selected so as to minimize the overlap with these fields. We shall cover important topics in philosophy of mind, language and cognition, cognition and evolution, notions of cognitive architecture and some areas of neuroscience. Our goal is to provide a conceptual foundation around which studies of different disciplines can be organized, and a sense of unity of cognitive science's world view.	
Teaching and learning methods: Lecturing and discussion in class; help in writing a term paper (choosing topic; suggesting readings; reviewing drafts).	
Recommended reading : Brook, A., Stainton, R., J. (2000). Knowledge and Mind: A Philosophical Introduction. MIT Press. Chapters 1,2,4,5,6.  Dennett, D. (1987). Three kinds of intentional psychology. In Dennett: The Intentional Stance, MIT Press, 43-68. Dretske, D. (1994). Misrepresentation. In Stich, S., Warfield, T. (eds). Mental representation.  Eckardt, B (1995). What is Cognitive Science? The MIT Press. Chapters 4-8. Pléh, Cs. (2008). History and Theories of the Mind. Akadémiai Kiadó, Budapest. Stainton, R., J. (1996). Philosophical perspectives on language. Broadview Press. Chapters 1, 3,4,7,8,9. Stillings, N., A., Weisler, S., E., Chase, C., H., Feinstein, M., H., Garfield, J., L., Rissland, E., L. (1995). Cognitive Science – An Introduction. The MIT Press. Van Gulick, Robert, "Consciousness", <i>The Stanford Encyclopedia of Philosophy</i> (Winter 2009 Edition), Edward N. Zalta (ed.), URL = < <a href="http://plato.stanford.edu/archives/win2009/entries/consciousness/">http://plato.stanford.edu/archives/win2009/entries/consciousness/</a> >.	
Assessment: Term paper on a topic related to the course material	



## Methods in Intervention

Course code: <b>ERA-1107</b>	Title of the course: <b>Ausgewählte Teilbereiche der Logopädie: KommunikationSprech- und Spracherziehung in Ungarn</b>
<i>Type of the course:</i> seminar	<i>Level of the course:</i> BA / MA
<i>ECTS credits:</i> 2-4	<i>Language of instruction:</i> German
<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 German	
<i>Instructor – given name and SURNAME:</i> Ms Angéla IMRE Ph.D., Ms. Brigitta MIKSZTAI-RÉTHEY, Ms. Mária S. PINTYE	
<i>E-mail address:</i> <a href="mailto:Imre.angela@barczy.elte.hu">Imre.angela@barczy.elte.hu</a> , <a href="mailto:miksztai-rethei.brigitta@barczy.elte.hu">miksztai-rethei.brigitta@barczy.elte.hu</a> , <a href="mailto:pintye.maria@barczy.elte.hu">pintye.maria@barczy.elte.hu</a>	
<i>Faculty and department:</i> ELTE Bárczi Gusztáv Faculty of Special Needs Education, Education for Speech Therapy	
<i>The course is offered within the following programme:</i> Erasmus+ study exchange programme	
<i>Course contents and learning outcome:</i> <u>Topics:</u> <ul style="list-style-type: none"> <li>• Teilbereiche der Logopädie im Überblick</li> <li>• Grundlagen der mündlichen und schriftlichen Kommunikation</li> <li>• Gesprochene Sprache vs. unterstützte Kommunikation</li> <li>• Grundlagen der Stimmprobleme bzw. der Dysphonie</li> <li>• Grundlagen der Frühintervention</li> </ul> <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	
<i>Teaching and learning methods:</i> Presentation and discuss, project Präsentation und Diskussion, Projektarbeit	
<i>Compulsory reading:</i>	
<i>Recommended reading :</i> 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 Zollinger, Barbara (Hrsg.) <i>Wenn Kinder die Sprache nicht entdecken. Einblicke in die Praxis der Sprachtherapie</i> . 2020 Weitere gemeinsamausgewählte 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)