

Course code: ERA-872	Title of the course: Introduction to Special 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> 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"> • 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. 	
<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> erasmus@barczy.elte.hu	
<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:

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

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

Course code: ERA-1048		Title of the course: Deafblindness: education and rehabilitation aspects	
<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			
<i>Recommended reading:</i> http://nichcy.org/disability/specific/deafblindness			
<i>Assessment:</i> Assignment tasks: learning log, written essay, observation diary.			

Course code: ERA-1046 behavioural problems	Title of the course: New empirical findings on general learning disabilities and
Type of the course: lecture	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: Ágota, SZEKERES, PhD Krisztina, STEFANIK, PhD Márta, VARGA-MOLNÁR, PhD Beáta, SZENCZI-VELKEY, PhD Éva, HÖFFLER-PÉNZES Anett, NAGY Judit, KEREKI Anita, VIRÁNYI	
E-mail address: agota.szekeres@barczy.elte.hu	
Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Education, Department of Intellectual Disabilities and Learning Difficulties, Department of Psychopedagogy	
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"> • Chronic illness and learning disability in childhood • Executive function, figurative language and learning disability • Learning and reading motivation of children with and without LD • ICT and special education • Social integration of children with mild intellectual disabilities in primary schools <u>Aims:</u> The aim of the course is to provide an overview on some of the most current research topics and empirical findings concerning the education and development of children with general learning disabilities and behavioural problems. The course comprises of the introduction of eight individual research programs	

that investigate different aspects of special education. Therefore, as a result of the course design, by the end of the semester, students will gain insight into:

- the different type of chronic pediatric problems that have consequences in mental development, learn methods of biopsychosocial rehabilitation of children with chronic illness and their families
- the most important concepts, the difficulties and the development of executive functions and figurative language among children with learning disability
- the most important concepts and theories of learning and reading motivation and the characteristics of reading motivation among children with and without learning disabilities

As the individual research programs use various research methods and design, students will also get an introduction to the different techniques of empirical research in the field of special education.

Teaching and learning methods:

Teaching and learning methods include presentations, explanations and analyses of research results.

Compulsory reading:

- Allen PJ, Vessey JA, Schapiro NA: Primary care of the child with a chronic condition, Mosby Elsevier, USA, 2010.
- Lee – Kamhi: Metaphoric Competence in Children with Learning Disabilities. In Journal of Learning Disabilities 23 (1990) 476-482.
- Meltzer L, Krishman K: Executive function difficulties and learning disabilities: Understandings and misunderstandings. In Meltzer L: Executive Function in Education. From Theory to Practice. The Guilford Press, New York, 2007
- Szekeres Ágota (2011): Social integration of children children with mild intellectual disabilities in 4th, 5th and 6th grade primary schools, Thesis, ELTE-PPK, Budapest
http://pszichologia.phd.elte.hu/vedesek/tezisfuzet_Szekeres_angol.pdf

Recommended reading:

- F. D. Armstrong: [Neurodevelopment and chronic illness: Mechanisms of disease and treatment](#) In: Mental Retardation and Developmental Disabilities Research Reviews, 2006 (12) (3), p. 168-173.
- Chiappe – Chiappe: The role of working memory in metaphor production and comprehension. In Journal of Memory and Language 56 (2007) 172–188.
- Eccles, J. S. és Wigfield, A. (2002): Motivational beliefs, values and goals. *Annual Review of Psychology*, 53. 1. sz. 109–132.
- Koster, M. – Pijl, S. P. – van Houten, E. – Nakken, H. (2007): The social position and development of pupils with SEN in mainstream Dutch primary schools. *European Journal of Special Needs Education*, Vol. 22, No. 1, 31-46.
- Mand, J. (2007): Social position of special needs pupils in the classroom: a comparison between German special schools for pupils with learning difficulties and integrated primary school classes. *European Journal of Special Needs Education*, Vol. 22, No. 1, 7-14.

Assessment:

written assignment

Beyond special education modul

Course code: ERA-1049	Title of the course: Cognitive Development
Type of the course: Lecture	Level of the course: 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: Zoltán Jakab	
E-mail address: jakab.zoltan@barczi.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: international exchange study programme	
Course contents and learning outcome: <u>Topics:</u> (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) Theories of concepts in psychology (7) Fodor's paradox – what does it take to <i>learn</i> a concept? (8) Non-referring concepts, pretence and fiction (9) More on perceptual development, I: Sight restoration after early blindness (10) More on perceptual development II: The development of color vision (11) Core cognition and numerical cognition (12) 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). <i>The Origin of Concepts</i> , Oxford University Press, Chs 4, 8.	

<p>Mitchell, P., Teucher, U., Bemmett, M., Ziegler, F., Wyton, R. (2009). Do Children Start Out Thinking They Don't Know Their Own Minds? <i>Mind and Language</i>, 24 (3) 328-346.</p> <p>Kovács I. (ed.): Visual integration: development and impairments, Akadémiai Kiadó, 2004, 59-84</p> <p>Peter Carruthers (2011). The opacity of mind, Oxford University Press, Chs 1-3</p> <p>David R. Shaffer (2009). Developmental Psychology: <i>Childhood and Adolescence</i>, Cengage Learning; chapters to be specified later</p>
<p>Recommended reading:</p> <p>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): <i>Phenomenal concepts and Phenomenal Knowledge</i> Oxford University Press</p> <p>Cosmides L., Tooby, J. (2000). Consider the Source: The Evolution of Adaptations for Decoupling and Metarepresentation, in Dan Sperber (ed.): <i>Metarepresentations – A Multidisciplinary Perspective</i>, Oxford University Press, Oxford</p> <p>DeVilliers, J., G, DeVilliers, P., A. (2003). Language for Thought: Coming to Understand False Beliefs, in: Dedre Gentner and Susan Goldin-Meadow (ed.) <i>Language in Mind</i>, Cambridge Mass. MIT Press</p> <p>Flavell, J., Green, F., L., Flavell, E., R., Lin, N., T. (1999). Development of Children's Knowledge about Unconsciousness, <i>Child Development</i>, 70 (2) 396-412.</p> <p>Hulme, S., Mitchell, P., Wood, D. (2003). Six-year-olds' difficulties handling handling intensional contexts, <i>Cognition</i>, 87, 73-99</p> <p>Gergely, G. (2002). The development of understanding self and agency. (pp. 26-46) In U. Goshwami (Ed.) <i>Blackwell Handbook of Childhood Cognitive Development</i>, Oxford: Blackwell.</p> <p>Leslie, A. (1994). Pretending and believing: issues in the theory of ToMM, <i>Cognition</i>, 50, 211-238</p> <p>Leslie, A. (2000). How to Acquire a Representational Theory of Mind, in Dan Sperber (ed.): <i>Metarepresentations – A Multidisciplinary Perspective</i>, Oxford University Press, Oxford</p> <p>Leslie, A. (2000). "Theory of Mind" as a Mechanism of Selective Attention. In Michael S. Gazzaniga (ed.), <i>The New Cognitive Neurosciences</i>, Cambridge Mass. MIT Press</p> <p>Leslie, A. (2002). Pretense and Representaion Revisited, in Nancy L. Stein, Patricia J. Bauer, Mitchell Rabinowitz (ed.): <i>Representation, Memory and Development – Essays in Honor of Jean Mandler</i>, Lawrence Erlbaum Associates, Mahwah, NJ, London</p>
<p>Assessment:</p> <p>Term paper on a topic related to the course material</p>

Course code: ERA-1064	Title of the course: Introduction to Rehabilitation Medicine
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"> • Characteristics of PRM, the PRM team, competences of team members • Assessment in PRM: 1) body functions and structures – 2) activities and participation – 3) environmental factors – 4) quality of life • Problem oriented rehabilitation plan • Selected therapeutic methods in PRM: 1) Physiotherapy – 2) Occupational therapy – 3) Provision with assistive products – 4) Brief introduction to additional therapeutic interventions • Legal aspects, financing and services provision in PRM • International trends; quality and efficiency <u>Aims:</u> <ul style="list-style-type: none"> • 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. • To get acquainted with the concept of quality of life and develop attitudes recognising its importance. • 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. • To get familiar with the institutional background of PRM, with its legal environment, and with the international trends of development.
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 - www.who.int/classifications/icf/en
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 th December)

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: 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"> - 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.	

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Recommended reading:

Assessment:

active participation in the seminars
oral presentation

Disability studies modul

Course code: ERA-1054	Title of the course: Fundamentals of Disability Studies
Type of the course: Lecture/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: György KÖNCZEI, PhD and the members of Disability Studies Doctoral Workshop	
E-mail address: konczeigyorgy@yahoo.com	
Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Education, Research Group for Vocational Rehabilitation The course is offered within the following program: international exchange study program	
Course contents and learning outcome: <u>Topics</u> (examples): 1-2 Introduction + The Question of Power: the History of Disability; Könczei 3-4 Disability Memoir; Maria Flamich & Rita Hoffmann 5-6 Music and Disability; Maria Flamich + Disability in Fiction; Rita Hoffmann 7-8 Paradigms: Disability Studies (DS), Feminist Disability Studies (FDS), Critical Disability Studies (CDS); Epistemology, ontologies, methodologies, research ethics; + Inclusive research: Katalin Heiszer 9-10 The phenomenon and experience of disability through the lens of cultural anthropology; Zsuzsanna Kunt + Sociology and DS; Vanda Katona 11-12 Is there a pathway for the Discipline of Law from a Traditional toward a Radical Way of Thinking? I. Administrative and Social law issues of disability. Is there a pathway for the Discipline of Law from a Traditional toward a Radical Way of Thinking? II. Civil and Labor Law issues of disability. Nora Jakab & Istvan Hoffman & Sandor Gurbai 13-14 Student's & Tutor's Conference: Presentations on behalf of the students. <u>Aims:</u> understanding the questions, the view and research problems those one of the newest discipline of critical social science works with.	
Teaching and learning methods: The course embraces a variety of teaching and offers 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. Since the course is held by different instructors these methods are altered and extended by the choice of the actual instructor and by the preference of students. These teaching and learning manners aim to initiate the permanent discourse among the participants of the class.	
Reading list (all or almost all items of this list will be available in an electronic format): 1 Disability History Touring Exhibit (Students will visit it in person) + Konczei on the history of disability 2 3 Disability Memoir: Couser, G. Thomas (2009) Signifying Bodies - Disability in Contemporary Life. Writing; 1. Introduction: The Some Body Memoir. The University of Michigan. Press. pp.1-15. Greally, Lucy (1994) Autobiography of a Face. Boston: Houghton Mifflin Company. Karinthy, Frigyes (Release date: 2008) A Journey Round My Skull. New York Review Books Classics. Excerpts. 4 Disability in Fiction: Couser, G. Thomas (2009) Signifying Bodies - Disability in Contemporary Life. Writing; 2.Paradigms Cost: Disability and Cultural Representations. The University of Michigan Press. pp16-30.	

Bronte, Charlotte: Jane Eyre (Excerpt) In: Thompson Ibrahim, Christy (ed.) 2011 An Anthology of Disability Literature. Carolina Academic Press. Durham, North Carolina. pp181-215.
Cabr , Jaume (2009) Winter Journey (Translated by Patricia Lunn) - Ballad. Swan Isle Press, Chicago. Pp. 112-115.

Music and Disability:

Straus, Joseph N. (2011) Extraordinary Measures. Oxford University Press. Introduction. pp3-15.

Chapter 1. Composers With Disabilities and the Critical Reception of Their Music. pp15-45

5 Law:

Dhanda, Amita (2007): Legal Capacity in the Disability Rights Convention: Stranglehold of the past or Lodestar for the future? Syracuse J. Int'l L. & Com., (34), 429-462.

I Hoffman, G Konczi 2010. Legal Regulations relating to the Passive and Active Legal Capacity of Persons with Intellectual and Psychosocial Disabilities in Light of the Convention on the Rights of Persons with Disabilities and the Impending Reform of the Hungarian Civil code

<http://scholar.google.hu/scholar?oi=bibs&hl=hu&cluster=10999592718653697582&btnI=Lucky>. *LA Int'l & Comp. L. Rev.*, 2010, 143)

J. Rehman: International Human Rights Law, Harlow: Pearson 2010, pp. 600-640.6

7-8 Will be provided a bit later

9-10 Sociology and DS:

Campen, Cretien; Iedema, Jurjen (2007): Are persons with physical disabilities who participate in society healthier and happier? Structural equation modelling of objective participation and subjective well-being. *Quality of Life Research*. May2007, Vol. 16 Issue 4, p635-645. 11p. 8 Charts, 1 Graph. DOI: 10.1007/s11136-006-9147-3.

Goodley, Dan (2011): *Society: Sociological Disability Studies In Goodley, Dan: Disability Studies. An Interdisciplinarity Introduction*. Sage, London. 48- 65.

Janus, L. Alexander (2009): Disability and the transition to adulthood. *Social Forces* 88 (1) 99-120.

Kanter, Arlene S., *The Law: What's Disability Studies Got to Do with it or An Introduction to Disability Legal Studies* (April 25, 2011). *Columbia Human Rights Law Review*, Vol. 42, No. 2, Winter 2011. [p://www3.law.columbia.edu/hrlr/hrlr_journal/42.2/Kanter.pdf](http://www3.law.columbia.edu/hrlr/hrlr_journal/42.2/Kanter.pdf)

11 Kasnitz, Devva and Shuttleworth Russell. P. (2001) Introduction: Anthropology in Disability Studies. *Disability Studies Quarterly* Vol.21 No.3. <http://dsq-sds.org/article/view/289/327>

Goodley, D. 2011. *Disability Studies. An Interdisciplinary Introduction*. London, Sage, 157-176

Albrecht, Gary L. (2005) *Encyclopedia of Disability*. Chicago, University of Illinois; "Disability Culture"

Course requirements:

Assessment in the course is based primarily on a *research paper* **and** 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 responsible instructor to gain access to further resources regarding their chosen field. The paper should be 8-10 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 actual 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.

BUT there will be changes in the description!

Course code: ERA-1095 Lived Experience -	Title of the course: Disability in Fiction, Disability in Music and Disability as An introduction to Cultural Disability Studies
Type of the course: lecture / <u>seminar</u> ECTS credits: 2.4	Level of the course: BA / MA Language of instruction: <u>English</u> / German
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: Maria FLAMICH, Rita HOFFMANN	
E-mail address: flamich.maria@gmail.com hoffmann.mariarita@gmail.com	
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> <ol style="list-style-type: none"> 1. Introducing disability studies, critical disability studies, cultural disability studies: the theoretical background 2. Mis/understanding, mis/interpreting disability: disability in various cultures: models and submodels of disability 3. Disability-related stereotypes 4. Disability in fairy tales 5. Disability in fiction 6. Disability in music 7. Disability memoir and disability memoir in music 8. Ethics of life-writing 9. Performing disability versus performing and disability 10. Disability and Theater 11. Accessible Arts 12. Disability in the Media 13. Humor and disability 14. A course-ending conference: students oral presentations 	

<p><u>Aims</u>: we designed and aimed the course to provide a deeper understanding of the diverse nature of disability and its effects on dis/abled people's lives. We will analyze and discuss questions and possibilities of social inclusion through sharpening your critical thinking skills of disability in fiction and disability described as lived experience.</p>
<p>Teaching and learning methods: Lecture, seminar: discussion, project work, video</p>
<p>Compulsory reading: Couser, G. Thomas (2009): Signifying Bodies; Disability in Contemporary Life Writing. 2. Paradigms Cost – Disability and Cultural Representations. The University of Michigan Press. pp. 16-30. Couser, G. Thomas (2009): Signifying Bodies; Disability in Contemporary Life Writing. 1. Introduction – The Some Body Memoir. The University of Michigan Press. pp. 1-15. Kleege, Georgina (2018): More Than Meets the Eye; What Blindness Brings to Art. Oxford University Press. 9. Blind Self-Portraits; Re-Thinking the Image of Blindness (the keynote lecture of the 2016 Budapest Disability Studirs Conference) Howe, Blake – Jensen-Moulton, Stephanie – Lerner, Neil and Straus, Joseph (2015): The Oxford Handbook of Music and Disability Studies. 1. Introduction: Disability Studies in Music, Music in Disability Studies. Oxford University Press. Supplied by the instructors</p>
<p>Recommended reading : Supplied by the instructors</p>
<p>Assessment: Assignments will include a short (5-8 page) critical essay and an oral individual or group presentation or project work.</p>

Course code: ERA-1096	Title of the course: Die Darstellung der historischen Entwicklung der Behinderung in den großen Religionen
Type of the course: lecture / seminar	Level of the course: BA / MA
ECTS credits: 5-7	Language of instruction: English / German
How to apply: Learning Agreement	
Prerequisites: 30 credits in Special Education or Education or Social Work or Psychology; good command of English (German)	
Instructor – given name and SURNAME: Dr. Berzsenyi Emese (Ph.D.)	
E-mail address: emese@berzsenyi.com	
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:

Topics:

My topic is 'The representation of the historical development of the situation for women, children and persons with disabilities in major religions'; I explore the history of disability from the perspective of a historian of religion. I examine the history of disability as a historian of religion, in the context of social sciences and religious studies and in light of the different cultures of civilizations influenced by major religions. Disability History has only become a stand-alone discipline in the recent years. Even though the topic has been examined in many different ways, it was always subjected to the values and interests of other disciplines. This led to the fact that nowadays crucial fragments of the topic can be found in almost any discipline yet little, if any, attempt was made to collect and unite these fragments into cohesive works. Due to my research at the University of Vienna I mainly focus on German literature.

Aims:

In most cases, disability history was written by those experts who are in some ways connected to the different fields of disability science. The religious aspects of disability history are generally examined by experts adept in the teachings of a chosen religion. And they, either because of personal or scientific drive, are able to fuse together these different kinds of expertise in their person. All of these are exceptionally valuable works; many of them explore the chosen topic with painstaking attention to detail and with scientific professionalism. Departing from these viewpoints, as a historian of religion I want to show disability history from a different perspective in my thesis, focusing on comparison. Knowing full well that I cannot immerse myself in every detail, I still wish to illustrate, as thoroughly as possible, how major religions handled disability and what they taught, said and preached about. As my focus is on comparison, based on the available sources I attempt to follow the crucial characteristics of disabilities from prehistoric roots to nowadays still valid teachings.

Teaching and learning methods:

Szagan, A-K. (1983): **Behinderung – Ein gesellschaftliches, theologisches und pädagogisches Problem.** Vandenhoeck & Ruprecht, Göttingen.

Weiß, H., Federschmidt, K. és Temme, K. (szerk.): **Ethik und Praxis des Helfens in verschiedenen Religionen – Anregungen zum interreligiösen Gespräch in Seelsorge und Beratung.** Neukirchner Verlag, Neukirchen.

Musenberg, O. (2013): **Kultur–Geschichte–Behinderung, Die kulturwissenschaftliche Historisierung von Behinderung.** Ahtena Verlag, Oberhausen.

Recommended reading :

Ebach, J. (2002): **Biblische Erinnerungen im Fragenkreis von Krankheit, Behinderung, Integration und Autarkie.** In: Pithan, A., Adam, G. és Kollmann, R. (szerk.): Handbuch Integrative Religionspädagogik – Reflexionen und Impulse für Gesellschaft, Schule und Gemeinde. Güntersloher Verlag, Güntersloh. 98–111.

Figl, J. (2013): **Heilung in der abrahamitischen Religionen.** In: Futterknecht, V., Noseck-Licul, M., és Kremser M. (szerk.): Heilung in den Religionen – Religiösen, spirituelle und leibliche Dimensionen. LIT Verlag, Wien. 27–40.

Loch, W. (1969): **Enkulturation als anthropologischer Grundbegriff der Pädagogik.** In: Weber, E. (szerk.): Der Erziehungs- und Bildungsbegriff im 20. Jahrhundert. Bad Heilbrunn, 122-140.

Assessment:

Methods in Intervention modul

Course code: ERA-1066	Title of the course: Drama in Education
<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> 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	
<i>Instructor – given name and SURNAME:</i> Mr. Géza Máté NOVÁK	
<i>E-mail address:</i> mate.geza.novak@gmail.com	
<i>Faculty and department:</i> ELTE Bárczi Gusztáv Faculty of Special Education, Department of General Studies in Special Education	
<i>The course is offered within the following programme:</i> Erasmus study programme	
<i>Course contents and learning outcome:</i> Try to show an interactive way of teaching/learning, discover drama in education as an active, creative, productive learning process; it stimulates and provokes thinking through a story and practices. What is the goal of drama curriculum regarding to skills, teaching/learning methods, and roles of (drama) teacher? How can we deal with problems in special education using dramatic forms and how can we link it with art methods? <i>The possibilities of this drama course:</i> We use 'learning through actions' in our workshops. Partnership, Protection and Participation – are the frame of drama work. Drama must have a role in enhancing the helpful attitude of peers and group. Drama can be an effective and powerful tool if it is used to ask questions about the quality of relationships at the school. Find principles for working in drama with students with special needs.	
<i>Compulsory reading:</i> <ul style="list-style-type: none"> • BOLTON, GAVIN (1988): <i>Acting in Classroom Drama – a critical analysis</i>. University of Central England, 1998. • BOAL, AUGUSTO. (1979, 2000): <i>Theatre of the Oppressed</i>. Pluto Press, London. • KEMPE, ANDY (Ed.) (1996): <i>Drama Education and Special Needs</i>, Stanley Thornes (Publishers) Ltd., pp. 130-154. • PRENTKI, T. & PRESTON, S. (EDS.) (2009): <i>The Applied Theatre Reader</i>. London and New York: Routledge. pp: 7-17; 28-33; 41-47; 94-100; 200-217 • NOVÁK GÉZA MÁTÉ (2011): <i>The Effect of Drama on Teenagers' Value Orientation: a Theatre in Education Project in the Hungarian Classroom</i>. Practice and Theory in Systems of Education, Volume 6 Number 1 2011, pp: 27-38. 	
<i>Assessment:</i> ECTS criterion of Drama in education (2-4)	

2 ECTS: reflective diary writing;
 3 ECTS: reflective diary writing AND drama booklet writing in pair using the course experiences;
 4 ECTS: reflective diary writing; drama booklet writing in pair using the course experiences AND short presentation by leading the learnt drama exercises in the group.

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
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"> • Ganzheitliches, erlebnisorientiertes Unterricht mit Elementen der Motopädagogik, der psychomotorischen Förderung. Wandern und Orientierungsübungen als Freizeit- und Förderprogramm. • 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. • Tanz als Mittel im (Sport)Unterricht. • Weitere Initiativen in Ungarn: theoretische Grundlagen der Neurorehabilitation, der Pető-Methode <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: <http://www.matsuishi-lab.org/developmentalpedagogy.pdf>

Assessment: Referat; aktive Teilnahme