

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
Therapy and treatment methods modul

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

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: <ul style="list-style-type: none"> • 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 	

<ul style="list-style-type: none"> • 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 <p>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.</p>
<p>Teaching and learning methods:</p> <p>Teaching and learning methods include presentations, explanations and analyses of research results.</p>
<p>Compulsory reading:</p> <ul style="list-style-type: none"> • 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/teziszfuzet_Szekeres_angol.pdf
<p>Recommended reading:</p> <ul style="list-style-type: none"> • 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. <i>Annual Review of Psychology</i>, 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. <i>European Journal of Special Needs Education</i>, 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. <i>European Journal of Special Needs Education</i>, Vol. 22, No. 1, 7-14.
<p>Assessment:</p> <p>written assignment</p>

Course code:	Title of the course:
ERA-1061	Motivational Issues in Special Education
<i>Type of the course:</i>	<i>Level of the course:</i>
seminar	BA and MA
<i>ECTS credits:</i>	<i>Language of instruction:</i>
2-4	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>	
Ms. Beáta SZENCZI	

<i>E-mail address:</i> szenczibea@gmail.com
<i>Faculty and department:</i> ELTE Bárczi Gusztáv Faculty of Special Education, Department of Learning Difficulties and Disabilities
<i>The course is offered within the following programme:</i> Erasmus study programme
<i>Course contents and learning outcome:</i> Aims: 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. Topics: <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
Type of the course: lecture / <u>seminar</u>	Level of the course: <u>BA / MA</u>
ECTS credits:	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: Ms. Emese PAJOR	
E-mail address: emese.pajor@barczy.elte.hu	
Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Education, Department of Visual Impairment The course is offered within the following programme: international exchange study programme	

<p>Course contents and learning outcome:</p> <p><u>Topics:</u></p> <ul style="list-style-type: none"> • Tactile alphabets: - Valentin Haüy's system (in italic style) <li style="padding-left: 20px;">- James Gall's "triangular alphabet," <li style="padding-left: 20px;">- John Alston's system <li style="padding-left: 20px;">- Samuel Gridley Howe's Boston Line <li style="padding-left: 20px;">- New York Point, a system of points invented by William Bell Wait <li style="padding-left: 20px;">- Elia Chepaitis's ELIA Frame tactile alphabet etc. • Braille reading and writing • Moon reading and writing <p><u>Aims:</u> The course supplied is for students who want to read and write Braille and Moon on her/his <u>own language</u>. The goal of the seminar is that students can use both tactile systems on their own.</p>
<p>Teaching and learning methods: Presentation, discussion; lots of practice.</p>
<p>Compulsory reading: http://www.afb.org (American Foundation for the Blind) Cheadle, B. (1996) (Ed). Future Reflections. <i>The National Federation of the Blind Magazine for Parents and Teachers of Blind Children</i>. (15) 1. https://nfb.org/images/nfb/publications/fr/fr15/issue1/f1501tc.html http://www.moonliteracy.org.uk/whatis.htm</p>
<p>Recommended reading : see: compulsory reading</p>
<p>Assessment: Active participation in the seminars. Writing part: writing a short letter or a story in Braille and in Moon Reading part: reading words and sentences in Braille and in Moon</p>

Course code:	Title of the course: Co-Teaching, Differentiated Instruction and Universal Design for Learning
ERA-1083	
Type of the course: lecture lecture / <u>seminar</u>	Level of the course: BA BA / MA:
ECTS credits: 2-4	Language of instruction: English <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: Nancy RICE	
E-mail address: nerice@uwm.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> <ul style="list-style-type: none"> • Co-teaching models • Purpose & methods of differentiated instruction • Universal Design for Learning <u>Aims:</u> Students will have a working familiarity with methods of including a variety of students with varying instructional needs in a classroom.
Teaching and learning methods: Lecture, videos, small group discussion
Compulsory reading: Articles will be assigned
Recommended reading : Articles will be assigned
Assessment: Short assignments and 1 final paper

Course code: ERA-1084	Title of the course: Inclusive Education in the United States
Type of the course: seminar lecture / <u>seminar</u>	Level of the course: MA BA / MA:
ECTS credits: 2-4	Language of instruction: English English / 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: Nancy RICE	
E-mail address: nerice@uwm.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:	

Topics: Understanding the philosophical and legal requirements of educating students with disabilities and how these are interpreted; understanding demographics of students with students with disabilities and where they are educated; racial disproportionality in inclusive settings; strategies for including students in inclusive settings.

Aims: Understanding the foundations of inclusive education; implementation of inclusive education in the United States; trends focused on including students with disabilities in the United States in general education settings.

Teaching and learning methods:

Lecture, videos, small group discussion

Compulsory reading:

Articles will be assigned

Recommended reading :

Articles will be assigned

Assessment:

Short assignments and 1 final paper

Beyond special education modul

Course code: ERA-1070	Title of the course: Topics in Cognitive Psychology
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.

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@barczi.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-1077	Title of the course: Using digital technologies in assessment, support and education in 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: Dr. Miklós Gyóri associate professor, director of institute	
E-mail address: gyorimiklos@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	
The aim of the course is to give an introduction to the most important concepts, methods and trends in using digital technologies for the purpose of assessment, support and/or education in case of people with disabilities, with a special emphasis on the evidence-based ways of development and application of these technologies. As the field is broad and keeps developing swiftly, we'll focus partly on the key concepts partly on important examples. From among disabilities autism spectrum conditions, intellectual disability (learning disability in UK terminology) and visual impairments will give the main foci. As a learning outcome, students who fulfill course requirement are expected to understand the key pros and cons about using digital technologies in in assessment, support and education in disabilities; how evidence-based practices in innovation and application can reduce risks and maximise benefits; what are the main current trends in digital technological innovations in these fields.	
Main topics will be organised around the three points above.	
Teaching and learning methods: presentations, own reading	

Compulsory reading:

- J. Mintz, M. Gyori, M. Aagaard, eds, 2012, Touching the Future Tech for Autism? Lessons from the HANDS Project. (Volume 15 in Ambient Intelligence and Smart Environments series.) Amsterdam: IOS Press.
- + selected journal papers, depending on group interest.

Recommended reading:

Assessment:

Requirements for the credits:

active participation in the seminars

an oral presentation of a paper (in one of the seminars) + submission of presentation files

a written presentation of a paper (by the end of the semester).

Disability studies modul

Course code: ERA-1072	Title of the course: The Representation of Persons with Disabilities in Movies
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: konczei@icloud.com	
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 th and the beginning of 21 st 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.	
Teaching and learning methods The course consists of 5 double lessons (2x90 minutes each) + an exam 1 st Introduction (Building up our group for the semester; syllabus & how to be prepared & the introductory presentation & the first movie on self-advocacy) 2 nd – 4 th Movies and discussions in the group and by the group. 5 th Discussion on preparation of the essay.	
Reading list (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).	
Assessment: 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.	
Research paper 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.	

Course code: ERA-1074	Title of the course: Anthropology and disability
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: kunt.zs.uni@gmail.com	
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"> 1. What is anthropology? The aims, content and sub-fields (biological-, philosophical-, medical-, cultural-, visual- etc.) of anthropology. 2. The main questions and focuses of anthropology. Ethical and research ethical dilemmas. 3. Cultural anthropology – its objects, approaches, history and critique. Relativism, holism, comparativism. The meaning of <i>culture</i>. 4. The research methods of cultural anthropology. The techniques of field-working. Applied and action anthropology. Participative and emancipative researches. 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. 6. Cross-cultural studies. Cultural anthropological case-studies, researches, ethnographies regarding the global, local and personal narratives of disability and impairment. 7. (Sub)culture(s) of people with disability. The creation and usage of cultures by people with disability in different socio-cultural contexts. 8. ‘Disability Culture’: international interpretation-variants of the notion of ‘disability culture’. Historical/linguistique, social/political and esthetic explanations. 9. ‘From cradle till coffin’ – thanatology and special education. 10. New research directions: social network researches in disability studies. The human and ‘post-human’ and its anthropological narratives. <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.

Therapy and treatment methods modul

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@barczi.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 Neurohabilitation, 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	

