

<b>Course code:</b> <b>ERA-872</b>	<b>Title of the course:</b> <b>Introduction to Special Needs Education in Hungary</b>
<i>Type of the course:</i> lectures and visits	<i>Level of the course:</i> BA and MA
<i>ECTS credits:</i> 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 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.	

3 moduls:

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

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

<b>Course code:</b>	<b>Title of the course:</b>	
<b>ERA-1048</b>	<b>Deafblindness: education and rehabilitation aspects</b>	
<i>Type of the course:</i>	<i>Level of the course:</i>	<i>ECTS credits:</i>
lecture+practice	BA English	2-4
<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 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. <a href="http://www.spanj.org/resources/Deaf_Blindness_Ed_Service_Guidelines.pdf">http://www.spanj.org/resources/Deaf_Blindness_Ed_Service_Guidelines.pdf</a>		
<i>Recommended reading:</i> <a href="http://nichcy.org/disability/specific/deafblindness">http://nichcy.org/disability/specific/deafblindness</a>		
<i>Assessment:</i> Assignment tasks: learning log, written essay, observation diary.		

<b>Course code:</b> <b>ERA-1046</b>	<b>Title of the course:</b> <b>New empirical findings on general learning disabilities and behavioural problems</b>
Type of the course: lecture	Level of the course: BA/ MA
ECTS credits: 5-7	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: <b>Beáta, SZENCZI-VELKEY, PhD</b> Ágota, SZEKERES, PhD Kornélia, PONGRÁCZ, PhD Melinda, SZENTPÉTERY-NAGY	
E-mail address: szenczi.beata@barczy.elte.hu	
Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Needs 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"> <li>• current practices and approaches of involving special needs students in large-scale educational assessments</li> <li>• the social integration of children with MID in general education classrooms</li> <li>• behaviour management</li> <li>• Roma people in special education</li> </ul> <p><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 five individual research programs that investigate different aspects of special education. 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>	
Teaching and learning methods: Teaching and learning methods include presentations, explanations and analyses of research results.	
Compulsory reading: <ul style="list-style-type: none"> <li>• Szekeres Ágota (2011): Social integration of children children with mild intellectual disabilities in 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade primary schools, Thesis, ELTE-PPK, Budapest <a href="http://pszichologia.phd.elte.hu/vedesek/teziszfuzet_Szekeres_angol.pdf">http://pszichologia.phd.elte.hu/vedesek/teziszfuzet_Szekeres_angol.pdf</a></li> <li>• Dolan, R. P. and Hall, T. E. (2001). "Universal Design for Learning: Implications for Large-Scale Assessment." <i>IDA Perspectives</i> 27(4): 22-25.</li> </ul>	

• etc.
Recommended reading: •
Assessment: written assignment

### Beyond special education modul

<b>Course code:</b> <b>ERA-1070</b>	<b>Title of the course:</b> <b>Topics in Cognitive Psychology</b>
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: 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: 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: Teaching and learning methods: Lecture, 2 hrs/wk	

Compulsory reading: Braisby, N., Gellatly, A. (2012). <i>Cognitive Psychology</i> . OUP
Recommended reading : Sekuler, R., Blake, R. (2005). <i>Perception</i> . McGraw-Hill. Chapters Sternberg, R. <i>Cognitive Psychology</i> (2011). Wadsworth Cengage Learning.
Assessment: Participants will be required to write a term paper at the end of term based on the course material and a few additional readings. The topic of the paper should connect to cognitive psychology, but can be chosen on the basis of individual interest. I will be happy to recommend additional readings if needed.

<b>Course code</b> ERA-1079	<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): <i>Developing Recreation Skills in Persons with Learning Disabilities</i> . 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.

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Recommended reading:

Assessment:

active participation in the seminars

oral presentation

## Disability Studies

<b>Course code:</b>	<b>Title of the course: Community Support, community based services</b>
<b>ERA-1110</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> Zsuzsa Kondor PhD	
<i>E-mail address:</i> kondor.zsuzsa@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: <u>Topics:</u> 1) Defining communities 2) Community development, community support 3) The structure of community-based services, good examples 4) Recovery in community 5) Community as oasis of resources  <u>Aims:</u> The course is intended to contribute to the students' understanding of the concept of communities, community-based services and community support of vulnerable people, eg. people with disability.	

<p>The course also emphasizes the importance of strengthening local communities, community development. Students will be able to connect these two fields, looking at traditional care services from a new, wider perspective.</p>
<p>Teaching and learning methods: The course embraces a variety of teaching and offers a range of learning methods. Lectures held by the instructor, class discussions, analyses of textual, visual and audible resources, team works and debates are core methods of the dissemination.</p>
<p>Compulsory reading: Robert D. Putnam: <i>Bowling Alone: The Collapse and Revival of American Community</i>. Simon &amp; Schuster 2000 <a href="http://bowlingalone.com/">http://bowlingalone.com/</a>  Robert D. Putnam: <i>Our Kids: The American Dream in Crisis</i>. Simon &amp; Schuster 2015  Manuel Castells: <i>The Rise of the Network Society: The Information Age: Economy, Society, and Culture Volume I</i>. Wiley-Blackwell 2009  Manuel Castells and Gustavo Cardoso: <i>The Network Society From Knowledge to Policy</i> Center for Transatlantic Relations, 2005 <a href="http://www.umass.edu/digitalcenter/research/pdfs/JF_NetworkSociety.pdf">http://www.umass.edu/digitalcenter/research/pdfs/JF_NetworkSociety.pdf</a>  Slade, M. (2009) <i>Personal Recovery and Mental Illness: A Guide for Mental Health Professionals (Values-Based Practice)</i> Cambridge University Press, 2009</p>
<p>Recommended reading: Wilken, J-P. (2010) <i>Recovering Care. A contribution to a theory and practice of good care</i>. SWP Publisher. 2010.</p>
<p>Assessment: Assessment in the course is based primarily on creating a community based project plan and the oral presentation of it. Beyond that it is required to contribute to the class with active co-thinking and regular participation.</p> <ul style="list-style-type: none"> <li>• Creating a community based project plan in group work: written assignment</li> <li>• Oral presentation of the project plan</li> </ul>

<b>Course code:</b> <b>ERA-1111</b>	<b>Title of the course:</b> <b>Introduction to Human Rights, Social Inclusion, Diversity</b>
<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: 2-4	<i>languages of instruction:</i> English
How to apply: Add this course to your Online Learning Agreement	
Prerequisites: <ul style="list-style-type: none"> <li>• 30 credits in Special Education or Education or Social Work or Psychology; good command of English</li> </ul>	
<i>Instructor – given name and SURNAME:</i> <ul style="list-style-type: none"> <li>• Ágnes Sarolta FAZEKAS, PhD</li> </ul>	

*E-mail address:*

[fazekas.agnes.sarolta@barczy.elte.hu](mailto:fazekas.agnes.sarolta@barczy.elte.hu)

*Faculty and department:*

- ELTE Eötvös Loránd University, Bárczi Gusztáv Faculty of Special Education, Institute for Disability and Social Participation

*The course is offered within the following programme:*

- This course is open for any Hungarian and International/Exchange students participating in any degree programmes (BA/MA/PhD)

**Course aims & overview:**

In the current climate where intolerance, preconceptions, ignorance, and fear of differences sometimes are common denominators, shaping awareness, exchange knowledge, equipping individuals with practical tools promoting and protecting for 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, 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 different 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.

By actively participating in this course, students will have opportunities to:

- Explore and discuss essential concepts of diversity, social inequity and human rights global context, with a specific focus on European and Hungarian context
- Discuss and challenge why inclusion and human rights matter, what are 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 with a focus 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, 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 a 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. 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. 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, and 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:

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, seven sessions (with breaks) scheduled during the semester. Each of the six sessions is 4\*45 minutes, and one session is 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: [fazekas.agnes.sarolta@barczi.elte.hu](mailto: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 with me 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 philosophic foundations of human rights. In *Human Rights* (pp. 3-36). Routledge.

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 2-4 ECTS.

- 2 ECTS: Individual (open to any creative/innovative format) presentation during semester
- 3 ECTS - Individual (open to any creative/innovative format) presentation during semester (30%) & a short essay (5-8 page) (70%)
- 4 ECTS - Individual (open to any creative/innovative format) presentation during semester (30%) & an essay (10-12 page) (70%)