

<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> 2-4	<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 SZŐKE, 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.	

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

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

<b>Course code:</b> <b>ERA-1043</b>	<b>Title of the course:</b> <b>Education and Support of Persons with Hearing Impairment</b>
<b>Type of the course:</b> seminar	<b>Level of the course:</b> BA and MA
<b>ECTS credits:</b> 3-4	<b>Language of instruction:</b> English
<b>How to apply:</b> Add this course to your Online Learning Agreement	
<b>Prerequisites:</b> 30 credits in Special Needs Education or Education or Psychology or Social Work; Good command of English	
<b>Instructors:</b> Ms. Andrea PERLUSZ, Ph.D.; Ms. Tünde NÉMETH-BODOR, Ph.D.; Ms. Éva KERESZTESSY, Ms. Melinda Báder, Ms. Mónika Dukic, Ms Eszter Marton.	
<b>E-mail address:</b> <a href="mailto:perlusz@barczy.elte.hu">perlusz@barczy.elte.hu</a>	
<b>Faculty and department:</b> ELTE Bárczi Gusztáv Faculty of Special Needs Education, Department of Hearing Impairment	
<b>The course is offered within the following programme:</b> Erasmus+ study exchange programme	
<b>Course contents and learning outcome:</b> The goal of the course is to present the recent diagnostic, methodological and educational issues of the pedagogy of hearing impairment. During of the course, we will process the following topics in an interactive way: early diagnostic methods of hearing impairment, cochlear implantation as a modern way of improving hearing, natural auditory–verbal method in early intervention, special and integrated education of pupils with hearing impairment, dysphasia associated with hearing impairment – diagnostic and therapeutic possibilities. The requirements of UN Convention on the Right of Person with Disabilities.	
<b>Teaching and learning methods:</b> lecture, co-operative teaching methods	
<b>Assessment:</b> seminar paper	

<b>Course code:</b> <b>ERA-1048</b>	<b>Title of the course:</b> <b>Deafblindness education and rehabilitation aspects</b>
<i>Type of the course:</i> lecture and practice	<i>Level of the course:</i> BA and MA
<i>ECTS credits:</i> 2-4	<i>Language of instruction:</i> English
<i>How to apply:</i> Add this course to your Online Learning Agreement	
<i>Prerequisites:</i> 30 credits in Special Needs Education or Education or Psychology or Social Work; Good command of English	
<i>Instructor:</i> Ms. Beáta PRÓNAY; and experts from the field	
<i>E-mail address:</i> <a href="mailto:beata.pronay@barczy.elte.hu">beata.pronay@barczy.elte.hu</a>	
<i>Faculty and department:</i> ELTE Bárczi Gusztáv Faculty of Special Needs Education, Institute for the Psychology of Special Needs	
<i>The course is offered within the following programme:</i> Erasmus+ study exchange 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.spannj.org/resources/Deaf_Blindness_Ed_Service_Guidelines.pdf">http://www.spannj.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-1104</b>	<b>Title of the course:</b> <b>International Perspectives on Inclusive Education</b>
<i>Type of the course:</i> seminar	<i>Level of the course:</i> BA / MA
<i>ECTS credits:</i> 5-7	<i>Language of instruction:</i> English
<i>How to apply:</i> Add this course to your Online Learning Agreement	
<i>Prerequisites:</i> 30 credits in Special Needs Education or Education or Psychology or Social Work; Good command of English	
<i>Instructors:</i> Academic responsibility: Eszter MÁRKUS, Ph.D Organiser and contact persons: Anita Adrienn TÓTH, Ph.D student; Nikolett RÉKASI, Ph.D student	
<i>E-mail address:</i> <a href="mailto:anita.adrienn.toth@gmail.com">anita.adrienn.toth@gmail.com</a> ; <a href="mailto:rekasinikolett90@gmail.com">rekasinikolett90@gmail.com</a>	
<i>Faculty and department:</i> ELTE Bárczi Gusztáv Faculty of Special Needs Education, Institute for the Psychology of Special Needs	
<i>The course is offered within the following programme:</i> Erasmus+ study exchange programme	
<i>Course contents and learning outcome:</i> <u>The main Topics:</u> <ul style="list-style-type: none"> <li>• Definitions of inclusion in Education</li> <li>• Creating inclusive cultures</li> <li>• Producing inclusive policies</li> <li>• Evolving inclusive practices</li> <li>• Education systems and services</li> <li>• Experts roles in the inclusion</li> <li>• Teamwork</li> <li>• Organising the learning environment</li> <li>• Creating an inclusive society</li> <li>• Brief introduction to the social model of disability</li> <li>• Introduction to the CRPD</li> <li>• Introduction to good inclusive practises and policies</li> </ul> <u>Aims:</u> During the course we come round the topic of inclusion in Education and in the society together to explore different perspectives, education systems, historical background, the roles of the stake holders. The students are going to work in teams and through their own experiences. During this course we would like to highlight the fact that inclusive education and inclusive society are going hand in hand and the they are not separable from each other.	

## Beyond special education modul

<b>Course code:</b> <b>ERA-1040</b>	<b>Title of the course:</b> <b>Topics in Cognitive Psychology</b>
<i>Type of the course:</i> Lecture	<i>Level of the course:</i> BA/MA
<i>ECTS credits:</i> 5-7	<i>Language of instruction:</i> English
<i>How to apply:</i> Add this course to your Online Learning Agreement	
<i>Prerequisites:</i> 30 credits in Special Education or Education or Social Work or Psychology; good command of English	
<i>Instructor – given name and SURNAME:</i> Zoltán JAKAB	
<i>E-mail address:</i> jakab.zoltan@barczi.elte.hu	
<i>Faculty and department:</i> ELTE Bárczi Gusztáv Faculty of Special Education, Institute for Psychology of Special Needs	
<i>The course is offered within the following programme:</i> Erasmus+ study exchange programme	
<i>Course contents and learning outcome:</i> <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.	
<i>Teaching and learning methods:</i> Teaching and learning methods: Lecture, 2 hrs/wk	
<i>Compulsory reading:</i> Braisby, N., Gellatly, A. (2012). <i>Cognitive Psychology</i> . OUP	
<i>Recommended reading:</i> Knut Nordby: <i>What Is This Thing You Call Color: Can a Totally Color-Blind Person Know about Color?</i> In Torin Alter & Sven Walter (eds.) (2007): <i>Phenomenal concepts and Phenomenal Knowledge</i> Oxford University Press 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	

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

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

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

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

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

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

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

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

**Assessment:**

Term paper on a topic related to the course material

<b>Course code:</b> <b>ERA-1064</b>	<b>Title of the course:</b> <b>Introduction to Rehabilitation Medicine</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	
Prerequisites: 30 credits in Special Education or Education or Social Work or Psychology; good command of English	
Instructor – given name and SURNAME: Andrea BERENCS and Tibor VÁMOS	
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:	

Topics:

- 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

Aims:

- 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](http://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

<b>Course code</b>	<b>Title of the course:</b>
<b>ERA-1079</b>	<b>Recreation, Leisure and free time Activities in the Lives of Persons with Disabilities</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:</i> Ms. Judit GOMBÁS Ph.D.	
<i>E-mail address:</i> gombas.judit@gmail.com	
<i>Faculty and department:</i> ELTE Bárczi Gusztáv Faculty of Special Needs Education	
<i>The course is offered within the following programme:</i> Erasmus+ study exchange programme	
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. <i>Topics:</i> <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>	
<i>Teaching and learning methods:</i> theory, 'own experience' via simulation, observation.	
<i>Compulsory reading:</i> Peniston L. C. (1998): Developing Recreation Skills in Persons with Learning Disabilities. Selected excerpts, Sagamore Publishing <a href="http://www.rifton.com/resources/articles/2001/february/developing-recreation-skills-in-persons-with-learning-disabilities">http://www.rifton.com/resources/articles/2001/february/developing-recreation-skills-in-persons-with-learning-disabilities</a> .  Packer J., Vizenor K., Miele J. (2015): A. An Overview of Video Description: History, Benefits and Guidelines. Journal of Visual Impairment & Blindness. March-April 2015, 93.  Mandell J. (2013): The circle of Inclusion. American Theatre. May/June 2013, vol. 30, issue 5, p66-69.	
<i>Assessment:</i> Active participation in the seminars Oral presentation	

## Disability studies modul

<b>Course code:</b> ERA-1072	<b>Title of the course:</b> (Re)Presentation of Persons with Disabilities in Movies
Type of the course: seminar	Level of the course: BA/MA
ECTS credits: <b>max. 7</b>	Language of instruction: English
<i>How to apply:</i> Add this course to your Online Learning Agreement	
Prerequisites: good command of English and an open mind	
Instructor – Prof. Gyorgy Konczi	
<i>E-mail address:</i> <a href="mailto:konczi.elte.ds@gmail.com">konczi.elte.ds@gmail.com</a>	
<i>Faculty, institute and/or department:</i> ELTE Bárczi Gusztáv Faculty for Special Needs Education; Institute for Disability and Social Participation The course is offered within the following program: <i>Erasmus study program</i>	
Course contents and learning outcome: <u>Topics:</u> Reconstruction of how did film directors recognize and show persons with disabilities (PwD) in the course of the late 20 <sup>th</sup> and early 21 <sup>st</sup> Century (stereotypes, dominant narratives, cultural narratives etc.) How did their representation change in the course of the ages and why? What kind of filming effects were used by movies, actors and directors? <u>Aims:</u> Getting closer to the understanding of Disability Studies.	
<i>Teaching and learning methods, timeline:</i> The course consists of 6-7 double lessons (2x90 minutes each); Students may miss not more than two lessons; <i>please do not miss the last but one lesson.</i> The ‘exam’ (=not an exam-like personal discussion) will be held in the Exam period.	
<b>Reading list:</b> Phillip, James 2008. <i>Cinematic Thinking. Philosophical Aspects to the New Cinema.</i> Stanford University Press, Stanford, California. (Will be delivered by the teacher via email). 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.</i> From New Wave to Blockbuster. I. B. Tauris, London – New York, pp. 225-239.	
<i>Recommended readings (just examples):</i> <a href="http://gen.lib.rus.ec/search.php?req=disability+cinema&amp;open=0&amp;res=25&amp;view=simple&amp;phrase=1&amp;column=def">http://gen.lib.rus.ec/search.php?req=disability+cinema&amp;open=0&amp;res=25&amp;view=simple&amp;phrase=1&amp;column=def</a> <a href="http://gen.lib.rus.ec/search.php?req=disability+media&amp;open=0&amp;res=25&amp;view=simple&amp;phrase=1&amp;column=def">http://gen.lib.rus.ec/search.php?req=disability+media&amp;open=0&amp;res=25&amp;view=simple&amp;phrase=1&amp;column=def</a>	
<i>Assessment:</i> Not more than two lessons may be missed. An essay (research paper) will be written and submitted by the Students and will be evaluated by the instructor/s during the Exam Period. Assessment in the course is based primarily on the <i>research paper</i> . Beyond developing a paper students are required to read the scientific literature and to contribute to the class with active co-thinking and regular participation. <i>Research paper</i> Students are kindly requested to choose a movie to be analyzed, and a <i>research question</i> , a <i>problem behind</i> and a <i>method</i> 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 consist of approx. 1500 words, single spaces, 12-pt font, Times New Roman, 1.5 inch (standard) margin.	

<b>Course code:</b> <b>ERA-1095</b>	<b>Title of the course:</b> <b>Disability in Fiction, Disability in Music and Disability as Lived Experience</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 Education or Education or Social Work or Psychology; good command of English	
<i>Instructors:</i> Maria FLAMICH, Rita HOFFMANN	
<i>E-mail address:</i> flamich.maria@gmail.com hoffmann.mariarita@gmail.com	
<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	
<i>Course contents and learning outcome:</i> <u>Topics:</u> <ol style="list-style-type: none"> <li>1. Introducing disability studies, critical disability studies, cultural disability studies: the theoretical background</li> <li>2. Mis/understanding, mis/interpreting disability: disability in various cultures: models and submodels of disability</li> <li>3. Disability-related stereotypes</li> <li>4. Disability in fairy tales</li> <li>5. Disability in fiction</li> <li>6. Disability in music</li> <li>7. Disability memoir and disability memoir in music</li> <li>8. Ethics of life-writing</li> <li>9. Performing disability versus performing and disability</li> <li>10. Disability and Theater</li> <li>11. Accessible Arts</li> <li>12. Disability in the Media</li> <li>13. Humor and disability</li> <li>14. A course-ending conference: students oral presentations</li> </ol> <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>	
<i>Teaching and learning methods:</i> Lecture, seminar: discussion, project work, video	
<i>Compulsory reading:</i> Couser, G. Thomas (2009): Signifying Bodies; Disability in Contemporary Life Writing. 2. Paradigms Cost – Disability and Cultural Representations. The University of Mitchigan 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 Studies 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

*Recommended reading:*

Supplied by the instructors

*Assessment:*

Assignments will include a short (5-8 page) critical essay and an oral individual or group presentation or project work.

<b>Course code: ERA-1107</b>	<b>Title of the course: English for Specific Purposes IV.</b>
<i>Type of the course:</i> seminar	<i>Level of the course:</i> <u>BA</u>
<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 – SURNAME and given name:</i> CRAYMER, James (groups 1 and 2); MULLOWNEY, Patrick (groups 3 and 4); SVASTICS Carmen (groups 5 and 6)	
<i>E-mail address:</i> <a href="mailto:jamescraymer145@gmail.com">jamescraymer145@gmail.com</a> ; <a href="mailto:utgarsloki@gmail.com">utgarsloki@gmail.com</a> ; <a href="mailto:svastics.carmen@barczy.elte.hu">svastics.carmen@barczy.elte.hu</a>	
<i>Faculty and department:</i> ELTE Bárczi Gusztáv Faculty of Special Needs Education, Institute for General Theory of Special Needs Education	
<i>The course is offered within the following programme:</i> Erasmus+ study exchange programme	
<i>Course contents and learning outcome:</i> <u>Topics:</u> Areas to be covered include the following: <ul style="list-style-type: none"><li>• disability as a topic of research</li><li>• overview of research methodologies</li><li>• What constitutes a research paper? - finding a research paper to read</li><li>• analysing the different phases of the research process (IMRAD)</li></ul>	

- using formal language in research
- summarising, paraphrasing and quoting
- evaluating meaningful disability research and effective writing
- evaluating the oral presentation of peers

Aims:

Objectives of the course: Students will acquire the necessary academic vocabulary and develop an understanding of the processes and strategies of conducting scientific research. Working with key vocabulary in texts regarding disability and research methodology will assist in practising and consolidating ESP in Special Needs Education. At the end of the semester, students are expected to have an overview of contemporary research on Special Needs Education.

After completion of the course students are expected to:

- be able to find literature of their interest in scientific journals and online databases with the use of search-engines
- be familiar with the methodology and procedure of scientific research and the structure (IMRAD) of a research paper
- demonstrate at least a basic level of the language of research
- be able to summarise scientific information and reconstruct arguments in a coherent presentation
- have a deepened specialisation-specific factual knowledge of disability and an overview of contemporary research in the field of Special Needs Education

Teaching and learning methods:

The course combines autonomous work on the part of students with teacher support and common discussions during lessons. Students start by searching for the research study they wish to read throughout the semester. The texts are read section by section with the support of handouts related to the IMRAD structure of the paper. The discussions during the lessons consolidate individual knowledge and emphasise tendencies, commonalities and differences between the various research studies representing various disciplines. The semester closes with the students' presentations on their chosen research papers and critical reflection on the part of the students.

Compulsory reading:

- Kitchin, R. (2000). The Researched Opinions on Research: Disabled people and disability research, *Disability & Society*, 15:1, pp. 25-47, DOI: 10.1080/09687590025757
- Oliver, M (1997). Emancipatory Research: Realistic goal or impossible dream? In: Barnes, C. & Mercer, G. (eds) *Doing Disability Research*. Leeds, The Disability Press, pp. 15-31.
- Oliver, M. (1992). Changing the Social Relations of Research Production? *Disability, Handicap & Society*, 7:2, pp. 101-114, DOI: 10.1080/02674649266780141
- Stone, E., & Priestley, M. (1996). Parasites, Pawns and Partners: Disability Research and the Role of Non-Disabled Researchers. *The British Journal of Sociology*, 47(4), pp. 699-716. doi:10.2307/591081
- Thomas, C. (2004). How is disability understood? An examination of sociological approaches. *Disability & Society*, 19:6, pp. 569-583, DOI: 10.1080/0968759042000252506

Recommended reading:

- Acker-Verney J. M. (2016). Embedding intersectionality and reflexivity in research: doing accessible and inclusive research with persons with disabilities. *Third World Thematics: A TWQ Journal* 1:3, pp. 411-424.
- Barnes, C. (2003). What a Difference a Decade Makes: Reflections on doing 'emancipatory' disability research. *Disability & Society*, 18:1, pp. 3-17, DOI: 10.1080/713662197
- Barton, L. (2005). Emancipatory research and disabled people: some observations and questions. *Educational Review*, 57:3, pp. 317-327, DOI: 10.1080/00131910500149325
- Callus A-M. (2019). Being an inclusive researcher: seeking questions, raising answers. *Disability & Society* 34:7-8, pp. 1241-1263.
- Connor, D. J., Gabel, S. L., Gallagher D. J., & Morton, M. (2008). Disability studies and inclusive education — implications for theory, research, and practice. *International Journal of Inclusive Education*, 12:5-6, pp. 441-457, DOI: 10.1080/13603110802377482

Danieli, A. & Woodhams, C. (2005). Emancipatory Research Methodology and Disability: A Critique. *International Journal of Social Research Methodology*, 8:4, pp. 281-296, DOI: 10.1080/1364557042000232853

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O'Brien, P. (2020). "No researching about us without us as decision makers." Commentary on "Are individuals with intellectual and developmental disabilities included in research? A review of the literature" *Research and Practice in Intellectual and Developmental Disabilities* 7:2, pp. 120-125.

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Sweeney, A., & Beresford, P. (2020). Who gets to study whom: survivor research and peer review processes. *Disability & Society* 35:7, pp. 1189-1194.

Traianou, A., & Hammersley, M. (2020). Is there a right not to be researched? Is there a right to do research? Some questions about informed consent and the principle of autonomy. *International Journal of Social Research Methodology* 0:0, pp. 1-10.

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Assessment:  
 Class Participation and Attendance: 25%  
 Assignments (in and out of class): 25%  
 Final presentation: 50%

<b>Course code:</b> <b>ERA-1068</b>	<b>Title of the course:</b> <b>Ergänzende Fördermaßnahmen bei Menschen mit geistiger Behinderung</b>
Type of the course: seminar	Level of the course: BA / MA
ECTS credits: 5-7	Language of instruction: German
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 german	
Instructor – given name and SURNAME: Ms. Betty BARTHEL	
E-mail address: Barthel.betty@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:	

Topics:

- Ganzheitliches, erlebnisorientiertes Unterricht mit Elementen der Motopädagogik, der psychomotorischen Förderung. Wandern und Orientierungsübungen als Freizeit- und Förderprogramm.
- Special Olympics Bewegung in Ungarn
- 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. Kunst und Selbstverwirklichung. Der Ungarischer Spezieller Kunstwerkstadtsverein
- Weitere Initiativen in Ungarn: theoretische Grundlagen der Neurohabilitation, der Pető-Methode. Anwendungen von UK, leichte Sprache

Aims: Präsentieren von Fördermaßnahmen, die vor allem in Ungarn entwickelt wurden und verbreitet sind; Anregung zum Thema „anders“ fördern.

Teaching and learning methods:

Presentation and discussion; practice

Recommended reading:

Developmental Pedagogy: <http://www.matsuishi-lab.org/developmentalpedagogy.pdf>

<http://www.msmme.hu/index.php/english/deutsch>

<https://consonante.eoldal.hu/cikkek/the-precursory-model--ulwila.html>

[https://www.rheinpfalz.de/lokal/landau\\_artikel,-mit-zupfbrett-und-fl%C3%B6te-hinaus-in-die-welt-\\_arid,990166.html](https://www.rheinpfalz.de/lokal/landau_artikel,-mit-zupfbrett-und-fl%C3%B6te-hinaus-in-die-welt-_arid,990166.html)

<https://www.specialolympics.org/>