

<b>Course code:</b> <b>ERA-872</b>	<b>Title of the course:</b> <b>Introduction to Special 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> 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"> <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>	
<i>Instructor – given name and SURNAME:</i> 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 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.	

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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-1048</b>		<b>Title of the course:</b> <b>Deafblindness: education and rehabilitation aspects</b>	
<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. <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://nichey.org/disability/specific/deafblindness">http://nichey.org/disability/specific/deafblindness</a>			
<i>Assessment:</i> Assignment tasks: learning log, written essay, observation diary.			

<b>Course code:</b> <b>ERA-1100</b>	<b>Title of the course:</b> <b>International Perspectives on Inclusive Education</b>
Type of the course: <u>seminar</u>	Level of the course: <u>BA/MA</u>
ECTS credits: 5-7 credits	Language of instruction: <u>English</u>
How to apply: Learning Agreement	
Prerequisites: 30 credits in Special Education or Education or Social Work or Psychology; good command of English	
Instructors: Academic responsibility: Eszter Márkus, Ph.D Organiser and contact persons: Anita Adrienn Tóth, Ph.D student; Nikolett Rékasi, Ph.D student Nikolett Rékasi	
E-mail address: <a href="mailto:anita.adrienn.toth@gmail.com">anita.adrienn.toth@gmail.com</a> ; <a href="mailto:rekasinikolett90@gmail.com">rekasinikolett90@gmail.com</a>	
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>The main Topics:</u> Definitions of inclusion in Education Creating inclusive cultures Producing inclusive policies Evolving inclusive practices Education systems and services Experts roles in the inclusion Teamwork Organising the learning environment Creating an inclusive society Brief introduction to the social model of disability Introduction to the CRPD Introduction to good inclusive practises and policies <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.	

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

## Beyond special education modul

<b>Course code:</b> ERA-1040	<b>Title of the course:</b> Topics in Cognitive Psychology
Type of the course: Lecture	Level of the course: BA
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> <b>ERA-1064</b>	<b>Title of the course:</b> <b>Introduction to Rehabilitation Medicine</b>
Type of the course: seminar	Level of the course: MA
ECTS credits: 2-4	Language of instruction: English
<p>How to apply: Learning Agreement: Erasmus Coordinator of the Faculty Neptun Registration</p> <p>Prerequisites: 30 credits in Special Education or Education or Social Work or Psychology; good command of English</p>	
<p>Instructor – given name and SURNAME: Lajos, KULLMANN Dr. habil.</p>	
<p>E-mail address: lajos.kullmann@barczy.elte.hu</p>	
<p>Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Education, Department of Physical Disabilities</p> <p>The course is offered within the following programme: international exchange study programme</p>	
<p>Course contents and learning outcome:</p> <p><u>Topics:</u></p> <ul style="list-style-type: none"> <li>• Characteristics of PRM, the PRM team, competences of team members</li> <li>• Assessment in PRM: 1) body functions and structures – 2) activities and participation – 3) environmental factors – 4) quality of life</li> <li>• Problem oriented rehabilitation plan</li> <li>• Selected therapeutic methods in PRM: 1) Physiotherapy – 2) Occupational therapy – 3) Provision with assistive products – 4) Brief introduction to additional therapeutic interventions</li> <li>• Legal aspects, financing and services provision in PRM</li> <li>• International trends; quality and efficiency</li> </ul> <p><u>Aims:</u></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• To get acquainted with the concept of quality of life and develop attitudes recognising its importance.</li> <li>• 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.</li> <li>• To get familiar with the institutional background of PRM, with its legal environment, and with the international trends of development.</li> </ul>	

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 - <a href="http://www.who.int/classifications/icf/en">www.who.int/classifications/icf/en</a>
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 ERA-1079 : Title of the course: 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: 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"> <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.	

<p>Compulsory reading:</p> <p>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>.</p> <p>Packer J., Vizenor K., Miele J. (2015): A. An Overview of Video Description: History, Benefits and Guidelines. Journal of Visual Impairment &amp; Blindness. March-April 2015, 93.</p> <p>Mandell J. (2013): The circle of Inclusion. American Theatre. May/June 2013, vol. 30, issue 5, p66-69.</p> <p>•</p>
<p>Recommended reading:</p>
<p>Assessment:</p> <p>active participation in the seminars  oral presentation</p>

<b>Course code:</b> ERA-1059	<b>Title of the course:</b> Cognitive development in children with neurocognitive disorders.
Type of the course: seminar	Level of the course: BA / MA
ECTS credits: 2-4	Language of instruction ( <i>oktatás nyelve</i> ): English
<p>How to apply: Learning Agreement</p> <p>Prerequisites: 30 credits in Special Education or Education or Social Work or Psychology; good command of English</p>	
<p>Instructor – given name and SURNAME: Klara Marton</p>	
<p>E-mail address: klaramarton@gmail.com</p>	
<p>Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Needs Education, Institute of Psychology, Illyes Sandor Research Laboratory</p> <p>The course is offered within the following programme: international exchange study programme</p>	
<p>Course contents and learning outcome:</p> <p><u>Topics:</u></p> <ol style="list-style-type: none"> <li>1. Cognitive models of learning and development</li> <li>2. Attention, memory, and language in different populations with neurodevelopmental disorders, such as specific language impairment, autism, ADHD, and dyslexia</li> <li>3. Assessment and intervention of cognitive functions in these populations</li> </ol> <p><u>Aims:</u> Upon successful completion of this course students will be able to:</p> <ul style="list-style-type: none"> <li>• 1. Synthesize and critically analyze a body of literature on the relationship among various cognitive functions;</li> </ul>	

<ul style="list-style-type: none"> <li>• 2. Compare and contrast different theoretical models of cognitive development in populations with neurodevelopmental disorders;</li> <li>• 3. Evaluate the potential impacts of specific cognitive functions on language comprehension and language production in neurodevelopmental disorders;</li> <li>• 4. Identify intervention methods for selected populations.</li> </ul>
<p>Teaching and learning methods: Readings, in-class discussions, videos with observation points, written assignments</p>
<p>Compulsory reading: Selected research articles</p>
<p>Recommended reading: Research articles</p>
<p>Assessment: Grades will be based on a portfolio assessment (60%), participation in class discussions (15%), annotated bibliography (25%)</p>

<b>Course code:</b> <b>ERA-1101</b>	<b>Title of the course:</b> <b>Introduction to motor control and learning</b>
Type of the course: seminar	Level of the course: BA / MA
ECTS credits: 3 credits	Language of instruction: <b>English</b>
<p>How to apply: Learning Agreement</p> <p>Prerequisites: 30 credits in Special Education or Education or Psychology; good command of English</p>	
<p>Instructor – given name and SURNAME: Andrea BERENCSI PhD and Tibor VÁMOS PhDc</p>	
<p>E-mail address: berencsi.andrea@barczi.elte.hu</p>	
<p>Faculty and department: ELTE Bárczi Gusztáv Faculty of Special Education, Institute for the Methodology of Special Needs Education and Rehabilitation</p> <p>The course is offered within the following programme: international exchange study programme</p>	
<p>Course contents and learning outcome: <u>Topics:</u> 1. Models of motor control (90 minutes) 2. Neuroscience and cognitive aspects of motor performance (90 minutes) 3. Postural control and locomotion (90 minutes) 4. Fine motor control and hand movements (90 minutes)</p>	

<p>5. Motor learning: processes and theories that underpin motor learning (90 minutes)</p> <p>6. Motor learning in typical and atypical development (90 minutes)</p> <p>7. Motor learning-field study (135 minutes)</p> <p><u>Aims:</u></p> <p>The seminar introduces the basic principles of motor control and learning. The different aspects of motor performance are discussed in the context of typical and atypical development. Foundations of motor skill learning including influencing factors such as age, feedback, and schedule are covered in the course. Students participate in a field study in a motor learning lab setting. Participants will gain both theoretical and practical knowledge about motor control and learning.</p>
<p>Teaching and learning methods:</p> <p>Lecture held by the teachers. Analysis and discussion of selected research papers, video material and self-experience in various motor tasks both in the class and on the e-learning platform.</p>
<p>Compulsory reading:</p> <p>Richard Schmidt and Tim Lee (2013) Motor Learning and Performance: From Principles to Application (5th Ed.) Human Kinetics.</p>
<p>Recommended reading :</p> <p>Karen E. Adolph and John M. Franchak. The development of motor behavior. WIREs Cogn Sci 2016. doi: 10.1002/wcs.1430 <a href="https://www.psych.nyu.edu/adolph/publications/AdolphFranchak-2016-WIREsDevMotorBehavior.pdf">https://www.psych.nyu.edu/adolph/publications/AdolphFranchak-2016-WIREsDevMotorBehavior.pdf</a></p>
<p>Assessment:</p> <p>Active participation in the seminars is expected (maximum 2 seminars to be missed, field study is compulsory).</p> <p>Completion of assessment tasks during the semester (e-learning). Writing a term paper related to the course topics based on individual interest.</p>

<b>Course code:</b> <b>ERA-</b>	<b>Title of the course:</b> <b>Science of Learning</b>
Type of the course: seminar	Level of the course: BA
ECTS credits: <b>7</b>	Language of instruction: English
<p>How to apply: Learning Agreement</p> <p>Prerequisites: 30 credits in Special Education or Education or Social Work or Psychology; good command of English</p> <p>Requirements: Active participation to the classes, %20 Presentation, %30 Discussions, %20 Assignment, %30</p>	
Instructor – given name and SURNAME: <b>Selma Boz</b>	

E-mail address: <a href="mailto:selmaboz85@gmail.com">selmaboz85@gmail.com</a>
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"> <li>- How the brain makes, stores, and retrieves memories</li> <li>- How student mindsets influence learning</li> <li>- How to help students become self-regulated learners</li> <li>- Teaching strategies based on cognitive science to maximize for all students</li> </ul> <u>Aim:</u> <ul style="list-style-type: none"> <li>- To examine common misconceptions and misunderstandings about learning that can prevent students from learning at their fullest capacity</li> <li>- To explore the practical implications of cognitive science for classroom teaching in terms of choosing effective instructional strategies, developing useful assessments, motivating student effort, and designing learner-centered curricular units.</li> </ul> This course will show, through current research, how we learn – the way our brain makes, stores, and retrieves memories.
Teaching and learning methods: Direct instruction, student-centered method of instruction, cooperative learning
Compulsory reading: The New Science of Learning: How to Learn in Harmony With Your Brain, Terry Doyle, Todd D. Zakrajsek, 2013
Recommended reading : How Learning Works: Seven Research- Based Principles for Smart Teaching, by Susan A. Ambrose, Michael W. Bridges, Michele DiPietro, 2010
Assessment: Active participation, discussions and presentations

### Disability studies modul

<b>Course code:</b> <b>ERA-1072</b>	<b>Title of the course:</b> <b>(Re)Presentation of Persons with Disabilities in Movies</b>
Type of the course: lecture / <u>seminar</u>	Level of the course: BA/MA
ECTS credits: <b>max. 7</b>	Language of instruction: <u>English</u>
<i>How to apply:</i> Learning Agreement	
Prerequisites: good command of English and an open mind	
Instructor – Prof. Gyorgy Konczei; Madina Karsakpayeva, Drs.	
<i>E-mail address:</i> <a href="mailto:konczei.elte.ds@gmail.com">konczei.elte.ds@gmail.com</a>	
<i>Faculty, institute and/or department:</i>	

<p>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></p>	
<p>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.</p>	
<p><i>Teaching and learning methods, timeline:</i>  The course consists of 6-7 double lessons (2x90 minutes each); in <del>A6 Room</del> at ELTE, Ecseri bldg.. Group level discussion on the state of the research papers will be held at the last but one lesson in <del>9<sup>th</sup> of May</del>. 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.  Timeline: <del>8 AM – 11.15 AM: 7, 21 March; 4, 11, 25 April; 9, 16 May.</del> - <b>subject to change</b></p>	
<p><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.</p>	
<p><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></p>	
<p><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.</p>	

<b>Course code:</b> ERA-1074	<b>Title of the course:</b> Anthropology and disability
<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 Social Work or Psychology; good command of English
<i>Instructor – given name and SURNAME:</i> Ms. Zsuzsanna KUNT
<i>E-mail address:</i> <a href="mailto:kunt.zs.uni@gmail.com">kunt.zs.uni@gmail.com</a>
<i>Faculty and department:</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> <u>Topics:</u> <ol style="list-style-type: none"> <li>1. What is anthropology? The aims, content and sub-fields (biological-, philosophical-, medical-, cultural-, visual- etc.) of anthropology.</li> <li>2. The main questions and focuses of anthropology. Ethical and research ethical dilemmas.</li> <li>3. Cultural anthropology – its objects, approaches, history and critique. Relativism, holism, comparativism. The meaning of <i>culture</i>.</li> <li>4. The research methods of cultural anthropology. The techniques of field-working. Applied and action anthropology. Participative and emancipative researches.</li> <li>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.</li> <li>6. Cross-cultural studies. Cultural anthropological case-studies, researches, ethnographies regarding the global, local and personal narratives of disability and impairment.</li> <li>7. (Sub)culture(s) of people with disability. The creation and usage of cultures by people with disability in different socio-cultural contexts.</li> <li>8. ‘Disability Culture’: international interpretation-variants of the notion of ‘disability culture’. Historical/linguistic, social/political and esthetic explanations.</li> <li>9. ‘From cradle till coffin’ – thanatology and special education.</li> <li>10. New research directions: social network researches in disability studies. The human and ‘post-human’ and its anthropological narratives.</li> </ol> <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.
<i>Teaching and learning methods:</i> 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.
<i>Compulsory reading:</i> <ul style="list-style-type: none"> <li>• What is anthropology? (University of St Andrews) <ul style="list-style-type: none"> <li>○ <a href="http://www.youtube.com/watch?v=158cJ8Hd9UM">http://www.youtube.com/watch?v=158cJ8Hd9UM</a></li> </ul> </li> <li>• Clifford, J. (1986). Introduction: Partial truth. In Clifford, J. (ed.) <i>Writing culture</i>. (p. 1-26) Berkeley, Los Angeles: University of California Press. <ul style="list-style-type: none"> <li>○ <a href="http://lcst3789.files.wordpress.com/2012/01/clifford-writing-culture.pdf">http://lcst3789.files.wordpress.com/2012/01/clifford-writing-culture.pdf</a></li> </ul> </li> </ul>

- 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/>

*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.

<b>Course code: ERA-1103</b>	<b>Title of the course: Frauen, Kinder und Menschen mit Behinderungen in den Weltreligionen</b>
Type of the course: lecture	Level of the course: BA / MA
ECTS credits: 5-7	Language of instruction: <b><u>German</u></b>
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: <u>Topics:</u> 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.	
<u>Aims:</u>	

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: Referat; aktive Teilnahme

<b>Course code:</b> <b>ERA-1099</b>	<b>Title of the course:</b> <b>Introduction to Disability Studies</b>
Type of the course: Seminar	Level of the course: BA/MA
ECTS credits: 4	Language of instruction: English
<i>How to apply:</i> Learning Agreement	
Prerequisites: good command of English and an open mind	
Instructor – Agnes Sarolta FAZEKAS (Ph.D.)	
<i>E-mail address:</i> fazekas.agnes.sarolta@barczy.elte.hu	
<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>	
<b>Course contents and learning outcome:</b> Through participation in this course, students will be able to:  Understand and critically evaluate current terminologies & conceptual models of disability Examine the complex interplay of social, political, & economic forces related to disability Investigate & evaluate key legislations, concepts and practices towards persons with disabilities Explore various stakeholders working internationally for the rights of persons with disabilities Develop critical thinking, reflect on the power of (un)conscious biases	

<p><b>Topics:</b></p> <ol style="list-style-type: none"> <li>1. Session: Introduction of the course &amp; Definitions &amp; language (2* 90 Minutes)</li> <li>2. Session: History &amp; models of disability (2* 90 Minutes)</li> <li>3. Session: Disability Studies (2* 90 Minutes)</li> <li>4. Session: Power, privilege and identity (2* 90 Minutes)</li> <li>5. Session: Intersectionality (2* 90 Minutes)</li> <li>6. Session: New Trends in Disability Studies (2* 90 Minutes)</li> <li>7. Summary of course (1* 90 minutes)</li> </ol> <p><b>Aims:</b></p> <p>The purpose of the course is to provide a comprehensive insight into the changing and challenging nature of disability studies and the knowledge, skills to meet those challenges. The course gives you the opportunity to explore &amp; critically analyze various definitions, approaches, main theoretical and practical perspectives on a wide range of disability-related issues. An interdisciplinary and intersectional approach used to offer students with a variety of perspectives for critical analysis of disability in society.</p> <p><i>Teaching and learning methods, timeline:</i></p> <p>During the 13 weeks of work, 6 double sessions (2* 90 minutes sessions) and one single (1*90 minutes) session will be scheduled. You may miss up to two sessions in total.</p> <p><b>Reading list:</b></p> <ul style="list-style-type: none"> <li>• Barnes, C, Mercer, G, and Shakespeare, T (2010) Exploring Disability: A Sociological Introduction. 2nd edition, Cambridge: Polity Press.</li> <li>• Crenshaw, K. (2017) On Intersectionality: Essential Writings. New York: The New Press.</li> <li>• European Agency for Fundamental Rights (2015). Implementing the United Nations Convention on the Rights of Persons with Disabilities (CRPD) An overview of legal reforms in EU Member States.</li> <li>• Lawson, A., Gooding, C. (2005) Disability Rights in Europe: From Theory to Practice. Oxford: Hart Publishing.</li> <li>• Longmore, P (2003). Why I Burned My Book and Other Essays on Disability. Philadelphia, PA: Temple University Press</li> <li>• The disability rights and independent living movement Introduction. University of California. Last updated: Last updated 07/14/04.</li> <li>• World Health Organization/World Bank (2011) World Report on Disability, Geneva: World Health Organization.</li> </ul> <p><i>Assessment:</i></p> <ul style="list-style-type: none"> <li>• Final grades are based on the summary of 2 components: Individual (open to any creative/innovative format) presentation during semester (30%) &amp; A short (5-8 page) essay (70%).</li> </ul>
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## Methods in Intervention modul

<b>Course code:</b> ERA-	<b>Title of the course:</b> Music and Language Development
Type of the course: seminar	Level of the course: BA and MA
ECTS credits: 2-4 ECTS	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:	

Fernanda Bissani Pivatto  
Adrian Estrela Pereira

E-mail address:

[ferbpivatto@gmail.com](mailto:ferbpivatto@gmail.com)  
[adrian.estrela@gmail.com](mailto:adrian.estrela@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:

Topics:

- The process of language development
- The parallels between music and language development
- The sound structure of language and music
- The syntax and prosodic structure of language and music
- The working memory and music
- The connections between music and executive functions
- The Language impairment and music

Aims:

Music in early childhood is valuable for every child's language skills. The major goal of this course is help students use new resources, such as music in their practices, focusing the language development processes infant.

Besides reflecting on the development of children's language, the course will suggest practical activities to be carried out with children with language impairment.

Finally, students are expected to be motivated and creatives to include musical activities in their daily activities with children.

**Note: No prior musical knowledge is required.**

Teaching and learning methods:

The classes will be expository, taught with the help of various didactic resources (projector equipment, music instruments, auditions and videos).

Practical activities will also be held with songs and musical games in the classroom, focusing on the different specificities described in the topics above.

Compulsory reading:

Lorenzo, O., Herrera, L., Hernández-Candelas, M., & Badea, M. (2014). Influence of Music Training on Language Development. A Longitudinal Study. *Procedia - Social and Behavioral Sciences*, 128, 527–530. <https://doi.org/10.1016/j.sbspro.2014.03.200>

McMullen, E., Saffran J. R. (2004). Music and Language: A Developmental Comparison. *Music Perception* Spring 2004, Vol. 21, No. 3, 289–311.  
[http://www.cogsci.ucsd.edu/~rik/courses/cogs260\\_s10/readings/McMullenSaffran04.pdf](http://www.cogsci.ucsd.edu/~rik/courses/cogs260_s10/readings/McMullenSaffran04.pdf)

Moreno, S., Friesen, D., & Bialystok, E. (2011). Effect of music training on promoting preliteracy skills: Preliminary causal evidence. *Music Perception*, 29(2), 165–172.  
<https://doi.org/10.1525/mp.2011.29.2.165>

Schon D, Morillon B, (2018). *Music and Language*. Oxford, UK: Oxford University Press.

Recommended reading :

Brandt, A., Gebrian, M., & Slevc, L. R. (2012). Music and early language acquisition. *Frontiers in Psychology*, 3(SEP). <https://doi.org/10.3389/fpsyg.2012.00327>

Groß, W., Linden, U., & Ostermann, T. (2010). Effects of music therapy in the treatment of children with delayed speech development - results of a pilot study. *BMC Complementary and Alternative Medicine*, 10(1), 39. <https://doi.org/10.1186/1472-6882-10-39>

Liu, D.-H., Shih, Y.-F., Yang, P.-J., Lu, M.-N., Su, Y., & Liu, S. (2012). P1-18: The Effect of Background Music on Working Memory. *I-Perception*, 3(9), 632–632. <https://doi.org/10.1068/if632>

Ludlam, S. K. (2012). *the Use of Music Therapy To Support Speech and Expressive Language Development for Pre-School Children With Special Needs*.

Patel, A. D. (2011). Why would musical training benefit the neural encoding of speech? The OPERA hypothesis. *Frontiers in Psychology*, 2(JUN), 1–14. <https://doi.org/10.3389/fpsyg.2011.00142>

Slevc, L. R., Davey, N. S., Buschkuhl, M., & Jaeggi, S. M. (2016). Tuning the mind: Exploring the connections between musical ability and executive functions. *Cognition*, 152, 199–211. <https://doi.org/10.1016/j.cognition.2016.03.017>

Assessment:

The student's performance during the semester.

Presentation: to be given during term time; on a subject of the student's choice from the material covered during the lessons; may be done in groups.

2 ECTS: active participation at the lectures

4 ECTS: presentation