

Articles

Alfredo J. Artiles

The changing identity of special needs education: Paradoxes and dilemmas from a cultural and spatial point of view

This article identifies paradoxes and dilemmas faced by special needs education researchers and practitioners who aim to create a socially just educational system in a society characterized by ever more complex differences. It argues that in research discourse, the two main domains, that is, inclusion and over-representation, should converge in a more complete dialog and that they should be aware of the noise between the two domains.

Susan Tettler

Inclusive classes: Models of teaching and learning – Dilemmas and challenges

It is generally accepted that students with special needs, irrespective of their type and degree, should be provided with an opportunity to participate in mainstream schooling. However, practice is more often than not characterized by an attitude of „let’s normalize children.“ Pedagogical solutions are self-oriented, whereas the school as a system has largely been left untouched.

Aude Billard – Ben Robins –

Kerstin Dautenhahn – Jacqueline Nadel

Robota mini-humanoid robots in the rehabilitation of autistic children

In the Robota project, humanoid robots with multiple degrees of freedom are created, whose physical traits resemble those of small children. In behavioral research, these robots were used as technological aid among autistic children with behavioral problems.

Lesley Rex

The relationship between school success and social inclusion

How can a teacher provide an opportunity for students in socially marginal status to play a role in school work? How can a student with learning difficulties exploit such opportunities? In what interaction situations can students with learning difficulties contribute to the community?

Jonathan Rix

A simple beginning: The application of SLM in the inclusive class

This study analyses the results of the environment and the use of simplified language materials (SLM), contrasting support from authentic materials, the communicative approach and bilingualism with the need of linguistic simplification for children living with the Down syndrome. We contrast these resources with the analysis of differential curricula and with current classroom practice. It can be claimed that as a starting point for learning resources, SLM may play a highly efficient strategic role with all students.

Iлона Horváthné Moldvay

Integrated education: An attitude analysis among educators

Integrated education is not the internal matter of the school. At the same time, we know that one of the main barriers of integration lies in school culture and teacher attitude. Analytical inquiry is needed to raise school faculty awareness of the significance of the integrated education of students with special needs. The questionnaire survey presented in this article aims to highlight the areas where changes or shifts in approach may be necessary. The method of factor analysis was used in identifying these areas.

András Itzész – Tünde Szabó – Andrea Vári – Szabolcs Török – Teodóra Tomcsányi

The development of the notions of mental hygiene: On the efficiency analysis of the postgraduate mental hygiene training course at Semmelweis Medical University

This article presents the results of a survey that investigated changes in the attitudes of trainees in a postgraduate mental hygiene course. Every term, one third of the students have been teacher training graduates, meaning that the teaching profession has a strong representation in the interdisciplinary cooperation of the course.

Debate

György Mészáros

Language standardization: What is it for?

Language standardization is a natural part of teaching the mother tongue at school. However, continuous debates are connected with it

among linguists, and there are people who even doubt its relevance. Although among the many problems connected with mother tongue education this is probably not the most pressing concern, in the mirror of the controversy it is inescapable to raise the question: Do we have to deal with language standardization at school? Is it, as some people suggest, a downright harmful activity? I would like to assist in the quest for an answer in this study, which aims to reveal the underlying approaches in the texts of the two groups.

Surveys

Barnabás Vajda

The echoes of the Hungarian Revolution of 1956 in Slovakia

Gabriella Mezei

The validation of questions in an interview survey: The analysis of motivational teaching practice

Réka Czifra

Solaris: The mirror-holding Other

Katalin Vlcskó

Curricular concepts in psychology as a secondary-school subject

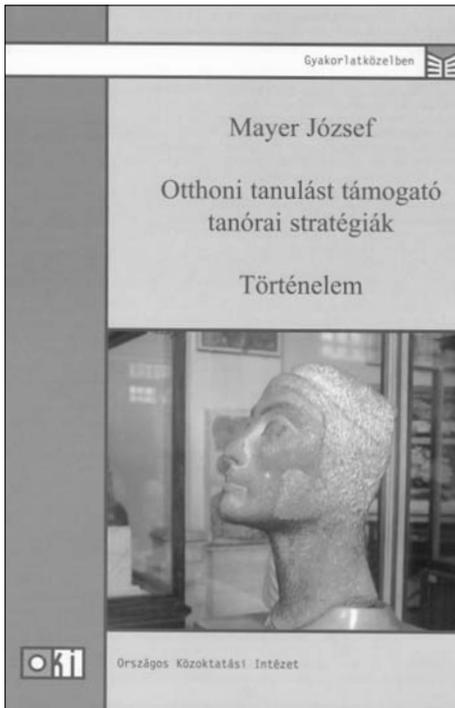
Reviews

Mária Kovátsné Németh

Education theory in the 21st century István Bábosik (2004): Education theory.

Erzsébet Virágné Horváth

Music therapy for all Erzsébet Lindenbergné Kardos (2005): Music therapy: An anthology. Select papers on art therapy, science and the media.



Az OKI könyveiből