

THE OPEN UNIVERSITY OF SRI LANKA
FACULTY OF EDUCATION
DEPARTMENT OF SPECIAL NEEDS EDUCATION
POSTGRADUATE DIPLOMA IN SPECIAL NEEDS EDUCATION
PROGRAMME – 2020/2021
FINAL EXAMINATION – 2022
SNP8532/ESP2232 – EDUCATIONAL TECHNOLOGY FOR SPECIAL NEEDS
EDUCATION
DURATION – THREE (03) HOURS



Date: 27.08.2022

Time : 9.30 a.m. – 12.30 p.m.

INSTRUCTIONS

This question paper consists of three (03) parts. Students should answer all questions from Part I and two (02) questions from Part II and two (02) questions from Part III.

PART - I

01. a) Summarize the term “Educational Technology” in your own words.
- b) Differentiate the terms “Informational Technology” and “Assistive Technology” by citing examples.
- c) Explain how inclusive classroom teachers should play their role as a facilitator in their teaching-learning process.
- d) State effective curricular adaptation categories for inclusive classroom.
- e) What are the factors to be considered regarding disabled children before doing curricular adaptation?
- r) List out the stages in the IEP process.
- g) Briefly explain main **three (03)** types of Assistive Technologies.
- h) Define what Augmentative and Alternative Communication systems are?

(5 x 8 = 40 marks)

PART - II

02. i. Describe the main features of the Liner Programmed Learning. (07 marks)
- ii. Explain the value of using Programmed Learning method to encourage learning of students with intellectual disabilities. (08 marks)
03. i. How can you integrate Assistive Technology for modification of the environment in an inclusive school and classrooms? (07 marks)
- ii. Explain how Special Trained Teachers can use assistive technology in their learning teaching process. (07 marks)
04. i. Explain the benefits of using Smart Technologies to encourage educational activities of students with Special Educational Needs in an inclusive classroom. (07 marks)
- ii. What are the challenges faced by teachers in an inclusive classroom during the COVID-19 pandemic situation. (08 marks)
05. i. Discuss **three (03)** characteristics of the modern role of the teachers as a facilitator of teaching-learning process of an inclusive classroom and compare the modern role with the traditional role of teachers. (05 marks)
- ii. Describe briefly how you can use multimedia to teach and facilitate the students with special educational needs. (10 marks)

PART - III

06. i. Describe by citing examples, what are the main factors that need to be considered during the development of a lesson plan for an inclusive classroom. (07 marks)
- ii. Explain how differentiated instructions can be incorporated into a lesson plan in an inclusive classroom. (08 marks)

07. i. Explain the unique features to be considered in developing and using learning aids in the teaching-learning process of children with Autism Spectrum Disorders.
(08 marks)
- ii. Examine the advantages of graphic organizers in the teaching-learning process for children with special educational needs.
(07 marks)
08. Select a lesson for any grade from a subject you teach.
- i. Write **three (03)** specific behavioural objectives of the lesson and adapt those objectives to a student with special educational needs in an inclusive classroom.
(06 marks)
- ii. Develop **four (04)** specific learning activities in relation to the adapted objectives and explain how they support student with special educational needs to achieve adapted objectives.
(09 marks)
09. i. Describe the steps of implementing an Individualized Educational Plan for a child who struggles in learning.
(07 marks)
- ii. Explain how you can use the Individualized Educational Plan for improving educational performance of a child diagnosed with Down Syndrome.
(08 marks)

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