



THE OPEN UNIVERSITY OF SRI LANKA  
FACULTY OF EDUCATION  
BACHELOR OF EDUCATION HONOURS IN SPECIAL NEEDS  
EDUCATION DEGREE PROGRAMME – 2023/2024  
LEVEL - 06  
FINAL EXAMINATION - 2024  
SNU6620/ESU4220 – EDUCATIONAL TECHNOLOGY FOR SPECIAL NEEDS  
EDUCATION  
DURATION – THREE (03) HOURS

Date: 01.03.2025

Time: 09.30 a.m. – 12.30 p.m.

**INSTRUCTIONS**

This question paper consists of three 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. i. List **five (05)** roles of educational technology in the education of children with special educational needs.
- ii. As an inclusive class teacher, name **five (05)** ways you can enhance the utilization of educational technology in the education of students with diverse needs.
- iii. State **five (05)** challenges in utilizing high-tech devices for the education process of children with special education needs in Sri Lanka.
- iv. Explain the term of Augmentative and Alternative Communication system by citing an example.
- v. State at least **five (05)** important significance of Individual Education Programme of children with disabilities.
- vi. Identify **five (05)** challenges associated with the practical application of the Discovery Method in teaching-learning processes within an inclusive classroom setting.
- vii. State **two (02)** approaches of the Problem-Solving method and write four (04) steps of **one (01)** of them.
- viii. Explain **five (05)** significances of co-teaching methods in a special classroom.

(5 x 8 = 40 marks)

PART - II

02. i. Explain the characteristics of the Liner Programmed Learning. (06 marks)
- ii. Describe, with examples, how teachers can implement the Programmed Learning Method in their teaching of children with special educational needs. (09 marks)
03. i. State **four (04)** general steps in the project method and explain **two (02)** of them with suitable examples. (06 marks)
- ii. Describe the advantages and disadvantages of the project method for using in an inclusive classroom that accommodates students with intellectual disability. (09 marks)
04. i. What are the advantages of the Role-play teaching technique for creating the best environment for emotionally disturbed students in a classroom? (06 marks)
- ii. Explain with examples how you can effectively apply the Group Assignment techniques to enhance the social interaction of students with special educational needs in an inclusive classroom. (09 marks)
05. i. Differentiate the teaching methods, techniques and systems. (07 marks)
- ii. “An inclusive classroom teacher must possess competencies in applying methods, techniques, and systems when planning lessons and teaching”  
Justify the above statement by citing examples. (08 marks)

PART - III

06. i. Explain the significance of pre-preparation of lesson plans for an inclusive classroom that accommodates diverse needs of students. (07 marks)
- ii. Describe by citing examples what are the main factors that need to be considered when developing a lesson plan for an inclusive classroom. (08 marks)
07. i. Explain citing examples the importance of Assistive Technology in the Teaching-learning process of students with disabilities in a special education unit. (06 marks)
- ii. Select at least two (02) types of disabilities and explain citing examples the ways of development of Low-tech assistive technologies to address their educational needs. (09 marks)

08. i. Explain the process of the development of an Individualized educational programme for students with disability citing examples. (06 marks)
- ii. Examine the ways you can adapt the curriculum according to the educational needs of students with a disability to achieve short-term goals mentioned in the Individualized educational programme. (09 marks)
09. i. Illustrate Boom's Taxonomy which could be used to formulate objectives for a lesson in a classroom. (06 marks)
- ii. Select a lesson that you are teaching and formulate objectives in line with the Boom' Taxonomy to be used in the classroom which accommodates gifted and talented students, average students, and a student with intellectual disability. (09 marks)

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