

THE OPEN UNIVERSITY OF SRI LANKA
FACULTY OF EDUCATION
DEPARTMENT OF SPECIAL NEEDS EDUCATION
POSTGRADUATE DIPLOMA IN SPECIAL NEEDS EDUCATION
PROGRAMME – 2024/2025
FINAL EXAMINATION – 2025
SNP8532/SNP8442– EDUCATIONAL TECHNOLOGY FOR SPECIAL
NEEDS EDUCATION
DURATION – THREE (03) HOURS



Date: 20.07.2025

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. Define educational technology and distinguish it from information technology.
02. Explain the role of augmentative and alternative communication in promoting inclusive education.
03. List and describe **three (03)** benefits of Information and Communication Technology (ICT) for teachers who educate students with special educational needs.
04. What are the **three (03)** main perspectives on the role of ICT in education? Briefly explain each.
05. Describe how mass media can be effectively utilized as an educational tool to support learning in special needs education.
06. Highlight **five (05)** benefits of grouping in inclusive classrooms.
07. State **five (05)** objectives of questioning in the teaching and learning process.
08. Describe the role of the teacher as a facilitator in an inclusive classroom that integrates technology.

(5 x 8 = 40 marks)

PART – II

09. i. How can assistive technology be effectively utilized to foster greater autonomy among students with disabilities? (06 marks)
- ii. Explain how teachers can effectively use flashcards as a low-tech tool to improve the memory and learning of students with special education needs. (09 marks)
10. i. Compare traditional teaching methods with technology-based approaches in special needs education. (06 marks)
- ii. Analyze the significance of applying effective teaching strategies in inclusive classrooms, and provide relevant examples to illustrate their impact. (09 marks)
11. i. Evaluate the advantages of student-centred teaching for inclusive classroom. (06 marks)
- ii. How effective is problem-solving as a method for children with special educational needs? Provide justification. (09 marks)
12. i. Explain the basic principles of Universal Design of Learning. (06 marks)
- ii. Propose techniques to assess learning outcomes using technology in line with the Universal Design for learning framework. (09 marks)

PART - III

13. i. Analyze how the implementation of differentiated instruction benefits diverse learners within a classroom setting. (07 marks)
- ii. Develop a Lesson Plan for an Inclusive Primary Classroom with an Emphasis on Differentiated Instruction. (08 marks)
14. i. Describe the characteristics of programmed learning. (07 marks)
- ii. Examine with examples how programmed learning can be adapted for learners with mild cognitive disabilities. (08 marks)

15. i. Explain with examples how curriculum adaptation can benefit children with visual impairments. (07 marks)
- ii. Design a game-based learning activity for students with visual impairments. (08 marks)
16. i. Evaluate the usefulness of individualized educational plans for children with specific learning disabilities. (06 marks)
- ii. Develop the ultimate goal of an individualized educational plan for a third-grade child with dyslexia in an inclusive setting, and develop three (03) short term goals to achieve this long-term goal along with the necessary services. (09 marks)

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