



Professional Education Unit
Foundational and Graduate Studies in Education

Assistive Technology (Online)
EDUC 625
Summer I 2010

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Course Description:

EDUC 625 Assistive Technology. (3-0-3) II. This course is designed to introduce the school professional to the use of assistive technologies in schools and how to better understand assistive technology used for students with disabilities. This course will also research the available assistive technologies and their appropriate integration into the classroom.

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFO’s):

The Unit and the faculty within individual programs assess the degree to which its graduates:

1. Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
2. Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
3. Demonstrate professional dispositions
4. Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
5. Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLO’s): The following outcomes have been established for this course. These outcomes are consistent with the ISTE Educational Technology Standards for Technology Facilitation (**TF**), NCATE/AECT Educational Communications and Instructional Technology (**ECIT**) Accreditation Standards Performance Indicators as well as Kentucky Teacher Standards (**KTS**).

Students will consider two major questions throughout this course:

1. Will technology enable a student to learn a skill or competency when they could not previously?
2. Will technology enable a student to learn the skill or competency better than they could previously?

At the conclusion of this course the student will be able to:

- Choose, use and modify the appropriate technology and materials to accomplish instructional goals and objectives. **TF-1, TF-II, ECIT 1, KTS 2, KTS 3, KTS 6**
- Integrate the appropriate technology into instructional methods. **TF-1, TF-II, ECIT 1, KTS 2, KTS 3, KTS 6**
- Examine and discuss universal design for learning. **TF-VI, TF-VII, TF-VIII, ECIT 4, KTS 6, KTS 10**
- Research, evaluate, and select the appropriate materials and technologies based curriculum materials in response to learner needs **TF-1, TF-II, TF-IV, TF-V, TF-VI, ECIT 1, ECIT 3, ECIT 4, KTS 2, KTS 3, KTS 4, KTS 6, KTS 7**
- Develop an awareness and appropriate use of adaptive and assistive devices available for persons with disabilities. **TF-1, TF-II, TF-VI, TF-VII, ECIT 1, ECIT 3, ECIT 4, KTS 2, KTS 3, KTS 6**
- Discuss ethical issues related to the use of assistive technologies. **TF-VI, ECIT 4, KTS 7**

NCATE/ EPSB Accreditation Alignment of CFO's and SLO's:

Program: Educational Technology Course: EDUC 625 Assistive Technology					
Aligned with →	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)	ISTE Standards	NCATE
Assessment (point values) ▼					
Technology Integration Project 75 pts SLO – 1, 2, 3, 4, 5 CLO – 1, 2, 3, 4, 5	2, 3, 4,, 6	KERA Goals and Expectations, Program of Studies, Core Content	Diversity Technology, Assessment, Strategies for Closing the Achievement Gap	1, 2, 4, 5, 6	1b, 1c, 1d
Project Presentation 25 pts. SLO – 1, 2, 3, 4, 5, 6 CLO - 1, 3, 4, 5	2, 3, 4,, 6, 7	KERA Goals and Expectations, Program of Studies, Core Content	Diversity Technology, Assessment, Strategies for Closing the Achievement Gap	1, 2, 4, 5, 6, 7	1b, 1c, 1d
Weekly Activities 50 pts SLO – 1, 2, 3, 4, 5, 6 CLO - 1, 3, 4, 5	2, 3, 4,, 6, 7	KERA Goals and Expectations, Program of Studies, Core Content	Diversity Technology, Assessment, Strategies for Closing the Achievement Gap	1, 2, 4, 5, 6, 7, 8	1b, 1c, 1d

Weekly Discussions 40 pts SLO – 1, 2, 3, 4, 5, 6 CLO - 1, 3, 4, 5	7	KERA Goals and Expectations, Program of Studies, Core Content	Diversity Technology, Assessment, Strategies for Closing the Achievement Gap	1, 2, 4, 5, 6, 7, 8	1b, 1c, 1d
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Program: Educational Technology EDUC 625 Assistive Technology	
Assessment (point value)	Description
Technology Integration Project and Presentation 100 pts	<p>Throughout the course, you will review the range of assistive technologies for your teaching area and/or the school you anticipate teaching at and, based on the results of that review and the content of this course, transform a current curricular-based classroom unit into a unit that meets the UDL theories and practices addressed throughout this course. You will incorporate the use of technology into this project and present it to the class.</p> <p>Your project will be based on sound theory and student needs. You should explain your curricular decisions and technology choices in your presentation. Your unit should include at least the following:</p> <ul style="list-style-type: none"> • Preparation of lessons that use technology applications as a tool to teach (you may use lesson plans you may have already developed for another class or as part of student teaching) • Consideration of universal design and inclusion for learning when creating lessons and assessments • Selection and adaptation of technology according to learner needs and characteristics • Consideration of technology to assist in the planning and management of the teaching and learning environment • Integration of activities that promote and encourage thinking, problem-solving, and other cognitive strategies to meet individual needs • Completion of a unit portfolio that includes the lessons, instructional strategies, and a presentation that teaches a concept related to the unit (an example of a UDL lesson). <p>You will be graded in two parts on this assignment. First, you will be graded on the completion of the assistive technology assessment and write-up of your technology integration plan. Second, you will be graded on the actual presentation of your plan to the rest of the class and resulting interactions with fellow students on their plan presentations.</p> <p>You may choose any format for your presentation – a paper, a PowerPoint presentation (please follow good design guidelines), a narration, a video, or any other format that best allows you to demonstrate your learning and application (again, it must include the content above).</p> <p><i><u>If you are not currently in a school / learning environment:</u></i> Conduct an assistive technology assessment of the university. What services, technologies, etc., are available through Morehead State? Using the results of that assessment, select a course (online or in-class) you have taken in the past that could have been improved using universal design principles and describe how the course can be improved making better use of existing resources at the university.</p>

	<p>Your project will be based on sound theory and student needs. You should explain your recommendations and technology choices in your presentation. Your unit should include at least the following:</p> <ul style="list-style-type: none"> • Preparation of instruction that uses technology applications as a tool to teach • Consideration of universal design and inclusion for learning when creating instruction and assessments • Selection and adaptation of technology according to learner needs and characteristics • Consideration of technology to assist in the planning and management of the teaching and learning environment • Integration of activities that promote and encourage thinking, problem-solving, and other cognitive strategies to meet individual needs • Completion of a final project that includes content, instructional strategies, and a presentation that teaches a concept related to the content (an example of a UDL lesson). • Finally, include a recommendation on what could be done in the university to support more universal design in learning (changes in policies, acquisition of equipment, changes to environmental factors, etc.)
<p>Weekly Activities 50 pts</p>	<p>Each week, in addition to the readings, you will work as a group to research different adaptive/assistive technologies for learners with different disabilities. What you find in your search should be summarized in the class “wiki” – an online shared working space where you each can add, edit, etc., without having to email a document around. You may use resources such as web searches, the Lazzaro text, and the results of your own assistive technology assessment.</p> <p>When you post a technology, list the name of the technology, your name in parentheses (to track who is adding and who is not), a brief description of the technology, a brief (one paragraph) discussion on how it is or can be used to enhance learning, and information on where to obtain the technology or any additional information someone interested in using it may want to make purchasing/acquisition decisions.</p> <p>For this activity, you are essentially working as a group to build a resources list over the length of this course.</p>
<p>Weekly Discussions 40 pts</p>	<p>In addition to the readings and activity, we will have weekly discussions via the discussion board. Each week, I will post two questions based on the readings for you to consider and respond to. You should provide full, thoughtful responses to each question (the equivalent of a 1-page response). In addition, you will be expected to read each others’ posts and respond to those in a thoughtful manner. The purpose is to develop a dialogue of ideas and solutions – so dialogue. Your participation grade will be based on both your response to my question and your level of interaction with other students in the class.</p>

Grading:

Assignment	Point Value
Technology Integration Project	75
Project Presentation	25
Weekly Activities	10 pts each (50 total pts)
Weekly Discussions (Participation)	10 pts / week (40 total pts)
Total Points Possible	190 points

Grading Scale

171 - 190	A
152 - 170	B
133 - 151	C
Below 132	D

Course Requirements:

Participants will be required to have access to a computer that meets the Distance Learning Office BlackBoard technical requirements (<http://www.morehead-st.edu/units/distance/bbtech.shtml>) due to the nature of this web-based course.

Course Text/Materials:

Required:

Rose, D.H., & Meyer, A. (2002). Teaching every student in the digital age: Universal design for learning. Alexandria, VA: Association for Supervision and Curriculum Development. [Online <http://www.cast.org/teachingeverystudent/ideas/tes/>]

Recommended:

Lazzaro, J. J. (2nd). (2001). Adaptive technologies for learning and work environments. Chicago, IL: American Library Association.

Course Technology Requirements:

3½" Diskettes **are not** an acceptable format to turn in digital projects in this class and cannot be accepted. Assignments must be submitted electronically via the Digital Drop Box in BlackBoard or directly by email to me.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

*Note: Due to the nature of this class, it is acceptable to reference web-based materials (i.e. lesson plans, activities, etc.) as a resource for generating ideas, but any materials used regardless of where they are obtained should be cited appropriately (i.e. APA format, MLA format, etc.). **You are not allowed to use or simply modify someone else's work.***

Americans with Disabilities Act (ADA)

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

Attendance:

This course is an online course where participants will be active in online learning environments. Participants are expected to contribute to the online activities that occur. All class assignments are due on the date assigned in class.

Unexcused late assignments will not be accepted.

Course Evaluation:

A link to the online course evaluation will be provided on the BlackBoard course website as well as an announcement posted when the course evaluation is requested of course participants.

Grading Criteria:

All submitted work will be evaluated based on the overall design, quality of work, and quality of writing (use of punctuation, grammar, and spelling). Project evaluation documentation will be sent to each student upon grading of the project via the Digital Drop Box located on BlackBoard. Grades will be posted on the BlackBoard gradebook, which is available to each participant.

Electronic Document Format:

All typed documents must be saved as either a Microsoft Word document (i.e. test.doc) or in Rich Text Format (i.e. test.rtf). No other formats for typed documents will be accepted. A tutorial on saving in Rich Text Format is available in the Course Documents section of BlackBoard.

Course Schedule:

Week	Topic	Assignment
1 (June 7-13)	Understanding Universal Design of Learning	Online notes/lecture materials
	Education in the digital age Foundations for Assistive Technology	Rose Text: Chapter 1 (Opt: Lazzaro Text: Chapter 8)
	The what, how, and why of learning The networks of the brain	Rose Text: Chapter 2
	What is universal design? Learning how to learn	Rose Text: Chapter 4
	Technology for persons with visual impairment	<i>Activity:</i> identify assistive technologies, instructional app's (Opt: Lazzaro Text: Chapter 3) <i>Reading Discussions:</i> See BlackBoard Discussions
2 (June 14-20)	The framework and value of universal design learning: Building flexibility into your curriculum, instruction, and materials	Online notes/lecture materials

	Establishing clear goals for student learning; How can the Internet and Intranet work for you	Rose Text: Chapter 5 (<i>Opt:</i> Lazzaro Text: Chapter 9)
	Designing instruction to support recognition, strategic and affective learning	Rose Text: Chapter 6
	Traditional Media vs. Flexible Media Understanding Learner Needs	Rose Text: Chapter 3
	Technology for persons who are deaf or hard of hearing	<i>Activity:</i> identify assistive technologies, instructional app's (<i>Opt:</i> Lazzaro Text: Chapter 4) <i>Reading Discussions:</i> See BlackBoard Discussions
3 (June 21-27)	Identifying and Removing Levels of Barriers: UDL in assessment, environment, and system design	Online notes/lecture materials
	Barriers to accurate assessment Addressing academic assessment flaws	Rose Text: Chapter 7
	Creating accurate, ongoing assessment through UDL Developing assessments through UDL	
	Environmental barriers to learning: identification and solutions	
	System-level barriers and solutions: policy, technology, training, parental involvement and more	(<i>Opt:</i> Lazzaro Text: Chapter 8)
	Understanding policy, training, and parent involvement	
	Technology for persons with learning disabilities	<i>Activity:</i> identify assistive technologies, instructional app's (<i>Opt:</i> Lazzaro Text: Chapter 7) <i>Reading Discussions:</i> See BlackBoard Discussions
4 (June 28 – July 2)	Technologies and Solutions to Meet Learner Needs	Online notes/lecture materials
	From theory to practice: Making UDL work in your schools Funding an adaptive technology program	Rose Text: Chapter 8 (<i>Opt:</i> Lazzaro Text: Chapter 10)
	Technology for persons with motor disabilities	<i>Activity:</i> identify assistive technologies, instructional app's
	Technology for persons with speech disabilities	(<i>Opt:</i> Lazzaro Text: Chapters 5 and 6) <i>Discussions:</i> Project Presentations

	Final Project Presentations	Post by June 25, 9 a.m. (EST) <i>Final Discussion:</i> see BlackBoard Discussions
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