

EDUC 477:

Assistive Technology/Universal Design for the General Classroom Settings

Syllabus

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Office Hours:	By appointment
Credits:	3 credits
Time:	Fall Semester

Catalogue Description:

This course is designed to be an introductory survey course for educators in the application of assistive technology in the **general classroom** setting. Students will be introduced to various assistive technologies and strategies.

Course Description:

COMAR regulations have changed to ensure that all students have equivalent access to computer-based instructional technology. Revisions align with Section 508 of the Federal Rehabilitation Act, "Electronic and Information Technology Accessibility Standards", and impact educators at all levels. The new Maryland teacher and administrator technology standards require ALL educators to have a more fluent understanding of assistive technology (AT) options and possibilities. This course is designed to be an introductory survey course for educators in the application of assistive technology in the **general classroom setting** to help schools comply with the new requirements. Students will learn about the continuum of AT devices, universal design for learning, curriculum adaptation and integration strategies, and assessment and evaluation protocols. Additional discussions will include action plan development related to systemic implementation strategies for supporting the use and integration of assistive technologies in the school setting.

Course Rationale:

The Individuals with Disabilities Education Act (IDEA), as reauthorized, promotes and serves to insure that all students with disabilities will be provided access to an appropriate curriculum in the least restrictive environment (LRE). This mandate necessitates that **regular and special educators** become familiar with multiple solutions necessary for educating students regardless of disability. The state of technology as we enter the new millennium allows for "easy access" in a "user-friendly" environment. This course is specifically designed to support the goal of preparing thoughtful and responsive educators who can take on the unique challenges inherent in the diversity of today's classrooms. To ensure a free and appropriate education for all students, teachers must enter the classroom equipped with the content knowledge, diverse instructional strategies, technology integration skills, and knowledge of assessment and evaluation protocols. This course will help amplify a teacher's skills in these areas by adding the additional knowledge of AT devices, Universal Design, curriculum adaptation and integration strategies, and assessment and evaluation protocols for ALL students in the general classroom setting.

Goal:

Introduce educators to a wide range of applications and strategies of assistive technology in the **general classroom** setting to help educators meet the Maryland Teacher Technology Standards and to help schools comply with the new requirements.

Objectives:

At the completion of this module, students will:

1. Review legislative policies and mandates that led to all educators becoming familiar with AT options,
2. Review research on effective AT-enhanced instruction in the **general classroom**,
3. Become familiar with different technologies and strategies available to meet the mandates designed by IDEA (The Individuals with Disabilities Education Act-IDEA '97, Section 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act (ADA) and Maryland COMAR regulations that support student access to and progress in the **general curriculum**. To include:
 - discuss the use of "no tech" and "low tech" accommodations to address the needs of students with disabilities;
 - demonstrate how a computerized graphic organizer can assist students with learning disabilities;
 - use software to develop an IEP (Individualized Education Plan) and exchange information with another professional so that appropriate assistive technology is identified;
 - use a modified keyboard;
 - explore the use of portable keyboards and word processors as assistive technology devices;
 - demonstrate the use of Personal Communication Symbols (PCS) in a variety of

- instructional situations;
 - explore the use of various software to develop an IEP (Individualized Education Plan) that includes modifications which are based on the student's strengths and needs;
 - explore the use of adaptive keyboards to interact with instructionally appropriate multimedia software;
 - review augmentative and alternative communication (AAC) through the development of multi-level environments;
 - utilize auditory and visual scanning in choice making with the use of (an) adaptive switch(s);
4. Identify national and local organizations and services associated with assistive technology.
 5. Utilize state and national content and technology standards in designing technology-enhanced instruction and school technology plans,
 6. Evaluate AT software applications for enhancing instruction and school administration,
 7. Discuss **universal design principles** in the context of general education environments and curriculum materials,
 8. Explore the process for finding the right technology and the right applications, and determine how to pay for it,
 9. Explore and discuss how to establish a technology team with an assistive technology representative, perform a school wide assessment of all student needs and develop a school and/or classroom tech plan,
 10. Review and discuss assistive technology-enhanced options and materials for culturally diverse populations,
 11. Review and discuss equity, ethical and legal issues in using technology in schools,
 12. Share knowledge of important issues and trends related to assistive technology-enhanced content through online collaborative group discussions and reflect upon student experiences in a Web enhanced/Web-based course.

Readings:

- Online
 - David H. Rose & Anne Meyer. Teaching Every Student in the Digital Age: Universal Design for Learning. ASCD, 2002. Full text online at: <http://www.cast.org/teachingeverystudent/ideas/tes/>
 - How People Learn: Brain, Mind, Experience and School. <http://www.nap.edu/books/0309070368/html/>
- Additional recommended readings are included in this syllabus. Others can be found at: <http://www.edtechoutreach.umd.edu/>

Methodology:

This course will utilize a combination of face to face and on-line lecture and reading materials, hands-on experiences, discussions, guest speakers, group work and projects to help participants understand effective strategies for integrating assistive technology into their classroom (when and where appropriate) .

Student Expectations and Procedures:

1. Students are expected to obtain and actively use a computer account with access to the Internet and WebCT discussion site (the University provides such accounts free to enrolled students.) Students are expected to use **anti-virus software and backup all work**. Since the course will primarily meet on-line it is of importance that you assure that your computer access can easily support the WebCT environment. WebCT Student Manual - <http://www.courses.umd.edu/studentmanual/>
2. Completion of assigned tasks and readings **prior to each class** (the preset catalog time) is required in order to facilitate student learning.
 - Take the Online Self-Assessment Survey - <http://www.vto.vt.edu/survey.php>
3. It is expected that students will initiate, participate in and facilitate on-line discussions on course topics, issues and readings.
4. If you have a documented disability and wish to discuss academic accommodations please contact me as soon as possible.
5. Students missing the deadline for an assignment must make immediate arrangements with the instructor to fulfill that requirement before the next class session.
6. Please carefully edit all written assignments. A lack of care in proofreading or composition can negatively effect your final grade.
7. The citation style employed should be accurate, acceptable, and recognizable (MLA, Chicago or APA) practice. The [American Psychological Association](http://www.apa.org) (APA: <http://www.apa.org>) style of citation is preferred. For quick basics, visit:
 - Columbia University Press - http://www.columbia.edu/cu/cup/cgos/idx_basic.html
8. The University of Maryland has developed a policy describing appropriate academic conduct. Turning in assignments that use substantial portions of the work of others without attribution is considered plagiarizing and is specifically prohibited. Please review information regarding the [Honor Code](#) and other academic integrity policies at: <http://www.jpo.umd.edu/conduct/conduct.html>.

Instructor Responsibilities

Just as we have high expectations for students, we also have high expectations for ourselves. Students should expect that the instructor for this course will:

1. Be prepared for class, read and return students' work in a timely manner, and be interested and engaged in students' work;
2. Remember that each student brings different background knowledge about both content and online experiences to this course, as well as help students develop their personal interests whenever possible;
3. Help students identify sources of additional substantive and methodological expertise, as needed;
4. Meet with students individually or in groups upon request and be available in person, by telephone, and by email to answer questions; and
5. Work hard, have fun and empower students to plan and engage in high quality discussions and experiences.

Email with students is not always a low threshold technology. Students sometimes feel that faculty/instructors should be available to answer questions 24/7 or whenever the student is online. This expectation of an immediate response can occasionally create a negative communication environment. Students' emails can also add significantly to faculty workload. While my past performance has indicated that I return emails promptly (sometimes to students surprise within minutes), in order to eliminate the possibility of problems due to assumptions, the following is the course minimal guideline: All emails will be answered within 24 hours of receipt except on weekends (begins after 4:00 on Friday)-which may take longer. I do however, **HIGHLY** recommend that you send emails whenever a questions arises, while the above is only a statement of minimal expectations on my part.

Grading Policy and Rubrics:

Grades will be based on the content, clarity of writing and creativity of work in assignments completed for this course. The extent and quality of participation in course discussions (face to face and virtual) will also be evaluated in determining the final grade. The relative portion of the grade assigned to each course component will include:

- 40% In-class and online discussions and mini-activities
- 20% IEP Exercise/Lesson Plan
- 20% Paper/Project [Description - [Word ... PDF](#)]
- 20% A reflection paper that capstones course activities. [Description - [Word ... PDF](#)]

The evaluation criteria for this course are described in more detail in the [grading rubric](#).

The grading rubric describes participant performance expectations and efforts most valued. Professionalism, completeness, timeliness and quality are all considered in the evaluation process.

Projects/Papers

- Description: [[Word ... PDF](#)]
- Paper Samples (these are examples from previous classes - not necessarily related to AT)
 - How Not to Commit Professional Malpractice - Reflections on Chris Dede, by Adrienne LaGier [[Word ... PDF](#)]
 - Internet-based Learning Environments: WebQuests, by Musbaw Alawiye [[Word ... PDF](#)]
 - Instructional Technology in New Zealand's Schools, by Adrienne LaGier [[Word ... PDF](#)]