The University of Texas at TYLER

COLLEGE OF EDUCATION AND PSYCHOLOGY
School of Education

Course prefix and Number	EDCI 5334.060
Course Title	Learning Technologies & Disabilities
Session	Fall, 2020
Course Meeting	Online
Office Hours	By Appointment
Instructor	Woonhee Sung, Ed.D
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	903.566.7175
	BEP 243, School of Education

Course Description:
This graduate course highlights how technology can differentiate instruction and assistive technology may support the needs of all students, including students with disabilities.

Student Learning Outcomes: The purpose of this course is to teach students to use and understand how assistive technologies can increase educational access and improve achievement for all individuals. This course will explore types of assistive technologies and resources needed and required in schools. The primary student learning objectives are:

- Recognize the use of assistive technology in classrooms and in the workforce.
- Identify and utilize an augmentative communication system.
- Know the laws and critical issues regarding the use of assistive technologies in schools.
- Explain how assistive technologies can transition from school to home.
- Reflect upon current and future classroom assistive technology trends.
- Differentiate instruction to meet the needs of all learners.

Evaluation and Grading
Your course grade will be based on the following course activities:

1. Class Readings/Discussions/Quizzes:
Students will read the assigned readings and discuss/answer questions relevant to the readings with their peers including how the information in the reading is relevant to them as an AT practitioner, how they would integrate the information in their work setting.
(TES #6; ISTE 1A)

2. AT Technologies Electronic Portfolio:
Students will create an assistive technology portfolio. TES#1Biii; 3A
Begin gathering resources on assistive technology. The portfolio can be compiled and presented electronically using a website. The portfolio is to be organized with the materials clearly labeled. The following categories are required:

a. course assessments TES#5A-5D; ISTE 7C

b. product flyers and catalog excerpts TES#1Biii; 2Bii; 4Bi

c. standards or guidelines from your professional organization regarding assistive technology skills TES#1, 3; 6Aii; 6Di;

d. informative websites or print materials that would be useful resources for colleagues and parents. TES Standards: (#4D, iv; #5Biii; #6Ci; Dii)

e. Add relevant materials to the portfolio after reading each subsequent chapter in the text (e.g. books, videos). TES# 2Bii; ISTE 1A; 5A

3. Social Story Project: Students will use Board Maker to create a social story for a child with an autism spectrum disorder
TES#: 3A; 2Bii; 2Biii; 3Biii; ISTE 1A; 5A

4. Interview Reflection:
Observe or interview a person with a disability who uses assistive technology in daily life. The technology could be a computer, an augmentative communication system, or any low-tech or mid-tech device. **Or**, observe a teacher who uses assistive technology in a unique and exemplary way in his/her classroom.
TES: #2Bi; 3CA-C; ISTE 4; 5A;

5. Low-tech assistive technology tool creativity:
Visit a dollar, craft or office supply store and find 5 items that could be used as low-tech assistive technology tool. Brainstorm ideas for using the device and describe:

a) characteristics of students who may benefit from the device,

b) environment it may be best used in (e.g. early childhood classroom during share time),

c) the tasks it may assist with (e.g. highlighting difficult words while reading).

d) follow the assignment guidelines in Canvas
TES#: 2Bi; 3B; 4Ai; ISTE 1A

6. Research Pool Requirement:
The research requirement for the course can be satisfied in one of two ways. First, students can fulfill the research pool requirement by volunteering to participate in approved research studies offered by the School of Education. Alternatively, students can satisfy the research pool requirement by completing alternative assignments that are equal in time and effort to the research opportunities (will be posted in module).

Grade Weights:
          Projects = 50%
Portfolio   40 points
Story   20 points
Interview   20 points
Creativity   20 points

          Class Participation = 50%
Quizzes
Discussions
Research pool requirement
Last day to Withdraw from this course: November 2, 2020

Teaching Strategies: Lecture, model lessons, project-based learning, writing-based assignments, collaboration, reflection, technology portfolio, discussions, textbook readings, and social media applications.

Required Texts and Tools:
Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities, (3rd edition) **Author:** Amy G. Dell**,** Deborah A. Newton**,** Jerry G. Petroff
Published by Pearson (January 13th 2016) - Copyright © 2017
ISBN-13: 9780134170480 (e-text)
ISBN-13: 9780134276991 (loose-leaf)
Note: A student from this institution is not under any obligation to purchase or rent a textbook from a university-affiliated bookstore.

BoardMaker (Note: You will use the 30 day free trial- Do not sign up for this until assigned)
Movie (or book): Wonder (details provided in module one)

Technology Access:
This is an online course and will require reliable technology.
Required technology includes:
   Hardware:
   - Desktop or Laptop computer with Internet access.
   Note: If your Internet connection is down, it is your responsibility to seek access at a venue such as in the UTT computer lab (located in BEP 249 or HPR 134), a public library to complete and submit your work on time.
   - A camera, microphone, and sound.
   Software:
   - A current operating system (Microsoft or Apple)
   - A web browser (e.g., Chrome, Safari, Firefox, etc.).
   - Access to Canvas and Patriot Mail. **Note: Google Chrome does not support JAVA.**
   - Microsoft Office (Available at no charge to students at https://www.uttyler.edu/it/office365/proplus.php
   Also, standard plug-ins such as:
   - Java
   - Flash
   - QuickTime
   - Adobe Reader or another PDF reader such as Preview on the Mac
   - Other software as noted in each module
   - EPortfolio

Technical Support: Technology related problems (e.g., email, Canvas, matters of access etc.) can often be solved by accessing 24/7 Canvas support found in Canvas in the lower right corner of the Canvas screen.
The UT Tyler Information Technology Hotline at (903) 565-5555 x2 or email at
itsuppot@patriots.uttyler.edu is also available. In your email be sure to include:
   - The title and number of the course
   - The Canvas page in question
   - A description and message number for any error message that you receive

- What you were doing at the time you got the error message

Course Policies:
    1. Class Participation: This course is designed as an online course and you are required to attend! You will have a weekly reading, book assignment (e.g. reflection, discussion), and a technology project due by Sunday at 11:59 PM. The course schedule has been set up so that new assignments will be posted on Mondays. Students should expect to spend a minimum of six hours per module.
    2. Grading Policy: All assignments are to be submitted on or prior to the due date. **Late work** is not accepted without prior permission from the instructor. **Be aware that technical difficulties or lack of Internet access or access to required technologies and software are not accepted as excuses for late work or incomplete work.** Please proofread assignments carefully so no spelling, grammatical, and/or punctuation errors exist. Points for spelling, grammatical, and/or punctuation are included in the grading scheme for each assignment.
    3. Grades of "I" will be given only when there is a compelling reason (e.g., serious illness). **If you have a question or need help, please email me prior to the due date at** wsung@uttyler.edu. Please allow up to 48 hours for response to an email.
    4. Descriptions of all projects and assignments will be posted on Canvas. Criteria mentioned in these descriptions must be followed in order to receive full credit for your work. All assignments will be turned in through the assignment tab in Canvas.
    5. Portfolio: Each student will be required to construct an electronic portfolio for this class. Detailed instructions will be in the course module.
    6. **Turn it In** is a tool that will be used to check a document for plagiarism. The tool provides feedback as to whether or not the text in a document is a close match with other documents on the Internet, in journal databases, and submitted to Canvas. *If a student is caught plagiarizing, a grade of zero will be given as well as a disposition for cheating*.
    7. Dispositions - All students in the UT Tyler Teacher Preparation Program must adhere to the professional behaviors outlined in the UT Tyler School of Education Dispositions. These dispositions are listed at the following website: http://www.uttyler.edu/education/documents/Dispositions.pdf

Planned Topical Outline: Date	Readings	Assignments
Week 1: August 24	Topic: Overview of course Reading: Chapter One	Log on to Canvas and review syllabus. Reading Assignment ePortfolio
Week 2: August 31	Topic: Assistive Technology to Support Writing Reading: Chapter Two	Reading Assignment Quiz Two
Week 3: September 7	Topic: Assistive Technology to Support Reading Reading: Chapter Three	Reading Assignment Quiz Three
Week 4: September 14	Topic: Universal Design Reading: Chapter Four	Reading Assignment Quiz Four

September 20		Low-Tech Tool Creativity Due
Week 5: September 21	Topic: Computers and Math Reading: Chapter Five	Reading Assignment Quiz Five Reflection
Week 6: September 28	Topic: Enhanced Communication Reading: Chapter Six	Reading Assignment Quiz Six
Week 7: October 5	Topic: Visual Supports Reading: Chapter Seven	Reading Assignment The Many Faces of Autism Course
October 11		Social Story Due
Week 8: October 12	Topic: Computer Access Reading: Chapter Eight	Reading Assignment and Reflection
Week 9: October 19	Topic: Selection and Resources Reading: Chapter Nine	Reading Assignment and Reflection
Week 10: October 26	Topic: Selecting Communication Systems Reading: Chapter Ten	Reading Assignment and Reflection
Week 11: November 2	Topic: Teaching Literacy Reading: Chapter Eleven	Reading Assignment and Reflection
Week 12: November 9	Topic: School to Home AT Reading: Chapter Twelve	Reading Assignment and Reflection
Week 13: November 16	Topic: School Implementation Reading: Chapter Thirteen-Fourteen	Reading Assignment and Guest Expert
Week 14:	Holiday	
Week 15: November 30		Interview DUE
Week 16: Dec 7	Final Exam Week	**Final ePortfolio Due**

		Research Pool Requirement due

Bibliography

Alwell, M., & Cobb, B. (2009). Social and communicative interventions and transition outcomes for youth with disabilities: A systematic review. Career Development for Exceptional Individuals, 32, 94-107. Assistive Technology Annotated Bibliography 4 National Technical Assistance Center on Transition www.TransitionTA.org

Baxter, S., Enderby, P., Evans, P., & Judge, S. (2012). Barriers and facilitators to the use of high-technology augmentative and alternative communication devices: A systematic review and qualitative synthesis. *International Journal of Language & Communication Disorders, 47,* 115-129

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Messinger-Willman, J., & Marino, M. T. (2010). Universal design for learning and assistive technology: Leadership considerations for promoting inclusive education in today's secondary schools. *NASSP Bulletin, 94*, 5-16.

National Center on Technology and Disability www.ctdinstitute.org/library

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Unicef (n.d.) *Assistive Technology for Children with Disabilities: Creating Opportunities for Education, Inclusion and Participation A discussion paper*. Retrieved from https://www.unicef.org/disabilities/files/Assistive-Tech-Web.pdf

UNIVERSITY POLICIES

UT Tyler Honor Code
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click here.
- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation
- Student Standards of Academic Conduct

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, http://www.uttyler.edu/writingcenter/
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, https://www.uttyler.edu/tutoring/
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) https://www.uttyler.edu/counseling/

University Guidelines, Links and Policies

COLLEGE OF EDUCATION AND PSYCHOLOGY (CEP) VISION AND MISSION

Vision: The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

Mission: The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of Texas Education Standards can be accessed here.

Access the Code of Ethics and Standard Practices for Texas Educators.