



COLLEGE OF EDUCATION AND PSYCHOLOGY
School of Education

Course prefix and Number	EDCI 5334.060
Course Title	Learning Technologies & Disabilities
Session	Fall, 2022
Course Meeting	Online
Office Hours	By Appointment
Instructor	Woonhee Sung, Ed.D wsung@uttyler.edu /CANVAS inbox 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 story creation tool (Prezi, Canva, BoardMaker, or other graphic tools) 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

Grade Weights:

Projects = 50%	
Portfolio	40 points
Story	20 points
Interview	20 points
Creativity	20 points

Class Participation = 50%	
Quizzes	
Discussions	

Last day to Withdraw from this course: November 4, 2022

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 (December 10th 2020) - Copyright © 2017

E-text: ISBN-13: 9780134170503

Copy version: ISBN-13: 9780134276991

The textbook is available in e-text format from the publisher's website: Pearson.com

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)

You can use other story creation tool such as CANVA or Prezi for creating the social story.

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 itsupport@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: <https://www.uttyler.edu/education/files/dispositions-all-forms.pdf>

Planned Topical Outline: Date	Readings	Assignments
Week 1: August 22	Topic: Overview of course Reading: Chapter One	<input type="checkbox"/> Log on to Canvas and review syllabus. <input type="checkbox"/> Reading Assignment <input type="checkbox"/> ePortfolio
Week 2: August 29	Topic: Assistive Technology to Support Writing Reading: Chapter Two	<input type="checkbox"/> Reading Assignment <input type="checkbox"/> Quiz Two
Week 3: September 6	Topic: Assistive Technology to Support Reading Reading: Chapter Three	<input type="checkbox"/> Reading Assignment <input type="checkbox"/> Quiz Three
Week 4: September 12	Topic: Universal Design Reading: Chapter Four	<input type="checkbox"/> Reading Assignment <input type="checkbox"/> Quiz Four

September 18		Low-Tech Tool Creativity Due
Week 5: September 19	Topic: Computers and Math Reading: Chapter Five	<input type="checkbox"/> Reading Assignment <input type="checkbox"/> Quiz Five <input type="checkbox"/> Reflection
Week 6: September 26	Topic: Enhanced Communication Reading: Chapter Six	<input type="checkbox"/> Reading Assignment <input type="checkbox"/> Quiz Six
Week 7: October 3	Topic: Visual Supports Reading: Chapter Seven	<input type="checkbox"/> Reading Assignment <input type="checkbox"/> The Many Faces of Autism Course
October 9		Social Story Due
Week 8: October 10	Topic: Computer Access Reading: Chapter Eight	<input type="checkbox"/> Reading Assignment and Reflection
Week 9: October 17	Topic: Selection and Resources Reading: Chapter Nine	<input type="checkbox"/> Reading Assignment and Reflection
Week 10: October 24	Topic: Selecting Communication Systems Reading: Chapter Ten	<input type="checkbox"/> Reading Assignment and Reflection
Week 11: October 31	Topic: Teaching Literacy Reading: Chapter Eleven	<input type="checkbox"/> Reading Assignment and Reflection
Week 12: November 7	Topic: School to Home AT Reading: Chapter Twelve	<input type="checkbox"/> Reading Assignment and Reflection
Week 13: November 14	Topic: School Implementation Reading: Chapter Thirteen- Fourteen	<input type="checkbox"/> Reading Assignment
Week 14 November 21	Thanksgiving Break	
Week 15 December 4	Interview report due	
Week 16	Final Exam Week	

December 5		<input type="checkbox"/> Final ePortfolio Due
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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

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Messenger-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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Turnbull, H., Huerta, N., & Stowe, M. (2004). *The Individuals with Disabilities Education Act as Amended in 2004*. Upper Saddle River, New Jersey: Pearson Education, Inc.

U.S. Department of Education. (2010). *Thirty-five Years of Progress in Educating Children with Disabilities through IDEA*. Retrieved from <http://www2.ed.gov/about/offices/list/osers/idea35/history/idea-35-history.pdf>

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>

Technical Support

- UT Tyler Information Technology Hotline 903.565.5555 x2 or itsupport@patriots.uttyler.edu
- 24/7 Support inside Canvas >>> Canvas Help

Course Policies

- *Class participation:* This course is designed as an online course and you are required to participate! You will have online modules which include chapter readings, participation activities, and technology projects. Each module will be available weekly. However, you should expect to spend a minimum of six hours per module. As an online student, log in multiple times a week to participate in the course. The due dates of the assignment/project are posted in CANVAS. You are responsible to check due dates and submit your work on or prior to the due date.
- *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. Thunderstorms are not an excuse for late 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.
- *Grades of "I"* will only be given when there is a compelling reason (e.g., serious illness). If you have questions or need help, email me at wsung@uttyler.edu
- *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 Canvas. Projects are highly encouraged to also be uploaded to your online electronic portfolio.
- *Disposition:* 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:
<https://www.uttyler.edu/education/files/dispositions-all-forms.pdf>