



**College of Education and Human Development
Division of Special Education and disAbility Research**

Spring 2016

EDSE 517 692: Computer Applications for Special Populations

CRN: 18535, 3 - Credits

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| Instructor: Dr. Cheryl Temple | Meeting Dates: 03/28/16 - 05/16/16 |
| Phone: 703-208-7961 | Meeting Day(s): Monday |
| E-Mail: ctemple@fcps.edu | Meeting Time(s): 4:30 pm- 9:30 pm |
| Office Hours: By appointment | Meeting Location Rocky Run MS Modular, Room 18 |

***Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

Course Description

Lecture and laboratory course for teachers of special populations in applications of computer technology for instructional programs and computer skills. Students learn to use computer technology designed for special populations.

Hours of Lecture or Seminar per week: 3

Hours of Lab or Studio per week: 0

Prerequisite(s): Graduate standing, or permission of instructor

Co-requisite(s): None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments
4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard

Learner Outcomes

Upon completion of this course, students will be able to:

- Demonstrate an understanding of the history of assistive technology.
- Describe and implement a comprehensive set of procedures for software review and evaluation for specific populations.
- Describe and utilize key devices and software tools designed to help individuals with disabilities in educational settings including learning, physical, sensory, and intellectual disabilities.
- Describe key features in selecting and using an augmentative and alternative communication device for an individual
- Define the issues related to the accessibility of the Internet by individuals with disabilities.
- Evaluate and select appropriate web-based activities for individuals with disabilities.
- Adapt and modify general education curriculum and class activities using assistive technology to meet the needs of diverse learners.
- Design an appropriate technology integrated lesson plan for a specific special education population.

Required Textbooks

Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities by Amy G. Dell, Deborah A. Newton & Jerry G. Petroff

Digital Library

Effective summer 2015, the Division of Special Education and disAbility Research will discontinue the use of the Pearson Digital Library. No further registrations will be accepted. Students who hold current subscriptions will continue to have access to the library for the remainder of their subscription time. However, no further updates will be made to the digital library. During this time, should a textbook be revised or a new book is adopted for a class where the text is included in the digital library, Pearson will have options available to you and will provide you with an individual e-text or, if there is no e-text, a printed copy. Students, who have purchased a 3-year subscription directly through Pearson Education, will also have an option to obtain a prorated refund. However, 3-year subscription access cards purchased via the GMU bookstore will need to speak with a George Mason Bookstore Representative. Please be

aware that the issuance of a refund, in this case, is at the discretion of the George Mason bookstore. Concerns or questions may be directed to Molly Haines at Molly.Haines@pearson.com.

Recommended Textbooks

It is recommended that students bring a USB memory drive (also known as jump drives or thumb drives) to class to save student work.

Additional Readings

Additional readings will be discussed and distributed in class.

Course Relationships to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Masters in Special Education Program. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC standards that will be addressed in this class include Standard 2: Learning environments; Standard 5: Instructional planning and strategies.

GMU Policies and Resources for Students:

a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].

b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].

c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

e. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services and inform their instructor, in writing, as soon as possible. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. <http://ods.gmu.edu/>.

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

Course Policies & Expectations

Attendance.

Students are expected to (a) attend all classes during the session, (b) arrive on time, (c) stay for the duration of the class time and (d) complete weekly lab activities and other assignments. Class participation will be scored as a part of the overall grade as described in the assignment and evaluation section of the syllabus.

During class time, computers and printers are to be used only for work related to the class. Students found using the computer (whether personal laptop or lab computer) for purposes other than the assigned in class activity will be asked to turn off their equipment and will not receive participation points for that class session.

In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot approximately three hours for class study and preparation for each credit hour weekly (a three credit hour course would require nine hours of work weekly in a 45-hour, semester course).

Use APA guidelines for all course assignments. This website links to APA format guidelines. <http://www.psywww.com/resource/apacrib.htm>. In particular, it is expected that you know how to paraphrase and cite information appropriately to meet both APA guidelines and to avoid plagiarism. This website provides some useful information on how to avoid plagiarism in your writing. <http://www.collegeboard.com/article/0,3868,2-10-0-10314,00.html>

We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). Please refer to “Guidelines for Non-Handicapping Language in APA Journals” <http://www.apastyle.org/disabilities.html>

Late Work.

Consult with the instructor in advance if there is a problem. In fairness to students who make the effort to submit papers on time, there will be a 10% cost reduction per day for late papers. (For example, a 20 point assignment will lose 2 points per day.

Tk20 Performance-Based Assessment Submission Requirement

Every student registered for any Special Education course with a required performance-based assessment is required to submit the Assistive/Instructional Technology Lesson to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Grading Scale

| A | A- | B | C | F |
|---------|--------|--------|--------|------|
| 100-95% | 94-90% | 89-80% | 79-79% | <70% |

Assignments

Performance-based Assessment (TK20 submission required).

Details for this assignment are provided in the Common Assignments section

Performance-based Common Assignments (No TK20 submission required).

- Class and Lab Participation** as demonstrated by participation and utilization of lab time in an effective and efficient manner, and completion of in-class assignments and reflections handed in at the end of each class period. Four of the lab assignments will be worth **2 points** and four of the lab assignments will be worth **3 points (20 points)**
- AT Evaluation Project (Due 4/11):** Students will choose a piece of assistive technology (software or app) to evaluate. A thorough review using the appropriate checklist considering possible application within a chosen environment and a one page reflection will be due. Late projects will be penalized. Please refer to the scoring rubric for additional information on this assignment. **(20 points)**
- Video Tutorial and Close Captioning (Due May 2):** Students will create a step-by-step video tutorial intended for guiding a new user with assistive technology app, software or hardware. Some tutorials will be presented in class. After creating the video, students will close caption the video to make it more accessible for all users. Late projects will be penalized. Please refer to the scoring rubric for additional information on this assignment. **(15 points video tutorial and 15 points close captioning = 30 points)**

4. **Assistive Technology Instructional Lesson (Due May 16):** Students will design a lesson using an instructional or assistive technology of their choice. Some lessons will be presented in class. Late projects will be penalized. Please refer to the scoring rubric for additional information on this assignment. **(30 points)**

****This is the signature assignment for EDSE 517 and is submitted to Blackboard.****

AT Evaluation Project (20 points): Due on April 11

Choose a piece of assistive technology (software or app) from our course assistive technology tools list to review. If you are choosing a piece of software, it should be a fairly recent version of a Windows, iOS or Android application. Address the primary features of the assistive technology including accessibility and other topics addressed in class: *Content, User Friendliness, Adult Management Features, Support Materials, and Value*. The review should be the General Checklist PLUS the checklist for a specific disability or the App Checklist. Following the review should be a one-page reflection of your thoughts about the software or app, including pros and cons, from your perspective. Ideas regarding classroom integration should be included. Late projects will be penalized.

Exemplary evaluation (18-20 points): Appropriate assistive technology chosen, thorough and thoughtful review of technology with appropriate checklists. Solid explanation of student's opinions of the AT, good writing style, free of mechanical or stylistic errors. Detailed, yet concise reflection indicating your thoughts about the technology. Ideas for classroom integration are clearly stated.

Adequate evaluation (13-17 points): Good overall evaluation, lacking in one or two of the criteria for an exemplary paper. Not entirely reflective or thoughtful, or minor writing style errors may be present.

Marginal evaluation (6-12 points): Overall acceptable evaluation, but with one or more significant problems. Contains some useful information, but may have substantial problems with evaluation, writing style, or design.

Inadequate evaluation (1-5 points): Evaluation with substantial problems in important areas such as writing, software evaluation checklists, and overall thoughtfulness. Contains little or no information of value to special education practice.

Unacceptable/No evaluation (0 points): Evaluation has no value whatsoever relative to the assignment, or no evaluation project turned in at all. May describe technology of no value that was not approved for this assignment.

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|-----------------|----------------|----------------|------------------|-----------------------|
| Exemplary paper | Adequate paper | Marginal paper | Inadequate paper | Unacceptable/No paper |
|-----------------|----------------|----------------|------------------|-----------------------|

| | | | | |
|-------|-------|------|-----|---|
| 18-20 | 13-17 | 6-12 | 1-5 | 0 |
|-------|-------|------|-----|---|

Video Tutorial and Close Captioning Video (30 points): Due on May 2

Choose a piece of assistive technology (app, software or hardware) of interest. Create a step-by-step tutorial for guiding a new user through a classroom use of the software application or hardware. The software must be a fairly recent version of a Windows, iOS or Android application. Use of screen capture software will produce a video which can be viewed by an end user. Clear & concise scripting is expected and an effective tutorial should be limited to 2 to 5 minutes in length. Any extraneous or distracting screen captures should be edited. Your final video product will be uploaded to YouTube and you will submit your video link to the instructor. After completing the video, students will close caption the video. **On the due date, a third of all students will present their tutorials to the class.** Late projects will be penalized.

Rubric for Video Tutorial:

Exemplary tutorial (13-15 points): The AT tutorial is timed within a 2 to 5 minute video and is efficiently presented. Appropriate software or hardware is chosen. A direct and easy to follow script is presented with appropriate and timely visual cues. The digital audio presented within the tutorial is clear and easy to hear.

Adequate tutorial (10-12 points): Good overall tutorial, lacking in one or two of the criteria for an exemplary tutorial. Not entirely easy to follow, or minor video or audio glitches may be present.

Marginal tutorial (4-9 points): Overall acceptable tutorial, but with one or more significant problems. Contains some useful information, but may have substantial problems with guiding a new user with the software/hardware.

Inadequate tutorial (1-3 points): Tutorial with substantial problems in important areas. May be difficult to follow and information may be inaccurate. Contains little or no information of value to special education practice.

Unacceptable/No tutorial (0 points): Tutorial with no value whatsoever relative to the assignment, or no tutorial turned in at all. May describe a project of no value that was not approved for this assignment.

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|--------------------|-------------------|-------------------|---------------------|--------------------------|
| Exemplary tutorial | Adequate tutorial | Marginal tutorial | Inadequate tutorial | Unacceptable/No tutorial |
| 13-15 | 10-12 | 4-9 | 1-3 | 0 |

Rubric for Close Captioning:

Exemplary close captioning (13-15 points): The close captioning is accurate and timed appropriately with the video.

Adequate close captioning (10-12 points): Good overall but some of the timing is off. Not entirely easy to follow, or minor video or audio glitches may be present.

Marginal close captioning (4-9 points): Overall acceptable close captions, but with one or more significant problems.

Inadequate close captioning (1-3 points): Substantial problems with the close captioning. May be difficult to follow.

Unacceptable/No close captioning (0 points): No close captioning attempted for the video.

| Exemplary close captioning | Adequate close captioning | Marginal close captioning | Inadequate close captioning | Unacceptable/No close captioning |
|----------------------------|---------------------------|---------------------------|-----------------------------|----------------------------------|
| 13-15 | 10-12 | 4-9 | 1-3 | 0 |

Assistive Technology Lesson (30 points): Due on May 16

*****This is the signature assignment for EDSE 517*****

Students will design an interactive computer-based lesson that has been adapted for a specific population and includes on-line and off-line products. This lesson should integrate instructional and assistive technology and should engage students actively with the technology. Students will write a lesson plan in paragraph or bulleted format addressing all the required elements provided by the instructor and create an on-line and off-line product to be used in the lesson.

Assignment Components

Narrative

- 1) **Lesson Plan** Students will write a lesson plan in paragraph or bulleted format that include the following components:
 - a) Lesson Topic and Goal to include SOL or ASOL objective
 - b) Content Area and Grade Level
 - c) Materials
 - d) Student Activities*
 - e) Sample Assessment*
 - f) Extension ideas

Students should design the lesson plan as a *one period* activity. For students in high school this could mean either a 40 minute or 90 minute block activity. For elementary students this could be a 20 minute instructional activity, with independent activities occurring later in the day. For young students or students with severe disabilities, instruction may be broken into smaller blocks.

* Students must specify how their online and offline activities fit within the lesson plan. Online and offline activities may be integrated within instructional activities, independent practice or as an assessment activity.

- 2) **Differentiation** Students will identify specific strategies for differentiating or adapting the developed lesson to serve multiple populations. Specifically, students will identify at least 2 assistive technology devices and strategies that could be beneficial for students with:
- Cognitive/Intellectual disabilities
 - Physical disabilities
 - Sensory disabilities
 - Communication disabilities, and
 - Learning/Emotional disabilities

For each population, also include a brief explanation as to how/why the assistive technologies you identified would be beneficial within your lesson.

- 3) **Online Product Description** Students will provide an overview of the online product and explain design choices based on the needs of the specific population for whom this lesson is designed. This section should be 2-3 paragraphs.
- 4) **Offline Product Description** Students will provide an overview of the offline product which includes the purpose of the offline product, how it was developed, the AT strategies it incorporates, and how it can be integrated into the lesson to benefit students with disabilities. This section should be 2-3 paragraphs.

Online Product

The on-line product is a computer file or web page that you have created as part of your lesson. Examples includes an a) interactive PowerPoint game or storybook, b) Inspiration or Kidspiration activity, c) Pixie activity, d) Clicker or Cloze Pro activity, or e) Interactive and creative Word or Excel activity (not just an electronic worksheet).

You may select a program that we have learned in class or that you have access to in your classroom, work, or home. Students can use programs learned in class during open lab hours or many are available for a timed trial. Students are not expected to purchase software to complete the assignment.

The Online Product will be evaluated based on:

- 1) **Advanced Program Features** Students will develop online products that incorporate multiple/advanced features of the software program used to create the activity. These features will vary based on the software program selected but could include addition/manipulation of text, sound, animation, graphics, feedback and reinforcement, options for student response, scoring, and reporting.
- 2) **Interactivity** Students are expected to develop an online product that is interactive, meaning that target students in the lesson would actively engage with the online product either during instruction, independent practice, or as an assessment activity.

Note: If you use the Internet in your lesson, you should also include an accompanying computer file which you create and with which the students interact.

Off-line Product

Computers can be used to create activities for assistive technology devices and strategies that support students during non-computer-based activities. The off-line product should be designed to be used as part of the lesson, and could be designed for a different population than the target population. The off-line product should support or extend the goal(s) of the lesson. The off-line adaptation should integrate multiple assistive technology strategies (i.e. color, font, layout, texture). Examples of off-line products include a printed PowerPoint book that has been adapted with manipulatives or tactile accents or a visual story map template.

The Offline Product will be evaluated based on:

- 1) **Relevance** Students should develop an offline activity that is relevant to the lesson and is appropriate for the specified population.
- 2) **Multiple AT Strategies** Students should integrate multiple (minimum of 3) assistive technology strategies such as the inclusion of color, font, layout, texture, organization, and/or manipulatives within the offline product. Students will explain the incorporation of these

strategies within the lesson narrative. The instructor must be able to identify these strategies within the offline product description.

On the due date, a third of all students will present their AT Lesson plans to the class. Late projects will be penalized.

Exemplary lesson (27-30 points): Appropriate assistive/instructional technology chosen, use of advanced features of the software/hardware for lesson creation, thoughtful and creative method for presenting the lesson content material within the software/hardware; consideration of students with special needs.

Adequate lesson (22-26 points): Good overall lesson, lacking in one or two of the criteria for an exemplary lesson. Uses mostly basic software features.

Marginal lesson (17-21 points): Overall, acceptable but with one or more significant problems, no advanced features of software/hardware used. Contains some useful information, but may have substantial problems with presentation, design, or explanation.

Inadequate lesson (1-16 points): Lesson with substantial problems in important areas such as content and ways in which software/hardware is used. Contains little or no information of value to special education practice.

Unacceptable/No lesson (0 points): Lesson with no value whatsoever relative to the assignment, or no lesson turned in at all. May describe technology of no value and was not approved for this assignment.

| Exemplary Lesson | Adequate lesson | Marginal lesson | Inadequate lesson | Unacceptable/No lesson |
|------------------|-----------------|-----------------|-------------------|------------------------|
| 27-30 | 22-26 | 17-21 | 1-16 | 0 |

Other Assignments.

All graded assignments are detailed in the common assignments section. Additional ungraded tasks will be assigned in course meetings.

Schedule

| Session Number | Date | Class Activities | Assignments and Due Dates |
|-----------------------|-------------|--|--|
| 1 | 3/28 | Lecture and Lab: Introduction to AT | |
| 2 | 4/4 | Lecture and Lab: AT Evaluation. Technology Tools for Teachers. | |
| 3 | 4/11 | Lecture and Lab: AT for Students with Learning Disabilities – Writing Tools | AT Evaluation Due |
| 4 | 4/18 | Lecture and Lab: AT for Students with Learning Disabilities – Reading Tools | |
| 5 | 4/25 | Lecture and Lab: AT for Persons with Physical Impairments | |
| 6 | 5/2 | Lecture and Lab: AT for Persons with Sensory Impairments & Visual Strategies | Video Tutorial and Close Captioning Due; Student Presentations |
| 7 | 5/9 | Lecture and Lab: Augmentative Communication | |
| 8 | 5/16 | Lecture & Lab: AT Implementation and Evaluation | Assistive Technology Lesson Plan Due; Student Presentations |