GENERAL INFORMATION

PROFESSOR INFORMATION

Instructor:	Dr. Patricia Barbetta	**Phone:**	(305) 348-2835
Office:	Building Room # (MMC or BBC)	**Fax:**	(305) 348-0000
Office Hours:	By appointment (face-to-face, phone and/or abode connect)	**Email:**	Please use Blackboard email.
Website:	Department of Teaching and Learning		

COURSE DESCRIPTION AND PURPOSE

This course is designed to provide those working with students with disabilities current knowledge and skills in instructional and assistive technologies (AT) appropriate to enhance learning and improve the overall quality of these learners' day-to-day lives. Knowledge will be enhanced in AT legislation, evaluation procedures, the concept of Universal Design for Learning (UDL), and the technological needs of learners across a wide spectrum of disabilities. Many of the technologies to be covered are based on the UDL paradigm, the central premise of which is that a curriculum should include alternatives to make it accessible and appropriate for individuals with varying abilities, learning styles, etc. Certainly, some students with disabilities do have unique technological needs that require highly specialized AT, and these technologies also will be covered in this course. Introduced with be a variety of technologies including Web 2.0 tools, technologies with UDL features, educational software, and low to high-tech devices. Course students will develop lessons using several applications such a Nearpod, Smart Notebook, Educreations, Popplet, etc. In addition, they will prepare a professional Special Education Technology Livebinder to use as a resource after the course ends.

COE Conceptual Framework

The desired future of the College of Education (COE) at Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional learning community. (Vision Statement of the Conceptual Framework of the College of Education – Revised 2007, p.1). The three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the College. The outcomes include: a) Unit Content Outcome: Stewards of the Discipline (Knowledge); b) Unit Process Outcome: Reflective Inquirer (Skills); and c) Unit Dispositions Outcome: Mindful Educator (Dispositions). The desired performance learning outcomes, or

institutional standards, of teacher candidates at the initial level are aligned with state and professional standards (e.g., FEAPs, INTASC).

Program Standards/Competencies Covered in Course

This course is aligned with the standards, principles, competencies, and practices of: Council for Exceptional Children (CEC), Interstate New Teacher and Assessment Consortium (INTASC), Florida Educator Accomplished Practices (FEAP), and the Florida Standards for Teachers of English for Speakers of Other Languages (ESOL). Florida Reading Endorsement Competencies are not infused in this course, but in other program courses.

Council for Exceptional Children (CEC)

Standard 4: Instructional Strategies

- IGC4S7: Use appropriate adaptations and technology for all individuals with exceptional learning needs

Standard 5: Learning Environments/Social Interactions

- IGC5S2: Use and maintain assistive technologies

Standard 6: Language

- ICC6K4: Augmentative and assistive communication strategies
- IGC6S5: Plan instruction on the use of alternative and augmentative communication systems

Standard 7: Instructional Planning

- ICC7K4: Technology for planning and managing the teaching and learning environment
- ICC7S9: Incorporate and implement instructional and assistive technology into the educational program
- IGC7S4: Select, design, and use technology, materials and resources required to educate individuals whose exceptional learning needs interfere with communication

Interstate New Teacher Assessment and Support Consortium Standards (INTASC)

- Standard #3 The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners
- Standard #4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Florida Exceptional Student Education K-12

5. Knowledge of language development and communication skills:

4. Select appropriate assistive technology and alternative communication systems to facilitate communication.

FEAP 1.a.2: The Learning Environment

The Learning Environment. To maintain a student-centered learning environment that is

safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

2g. Integrates current information and communication technologies;

2h. Adapts the learning environment to accommodate the differing needs of diversity of students;

2i. Utilizes current and emerging assistive technologies that enable students to participate in high quality communication interactions and achieve their educational goals

COURSE OBJECTIVES

Students will be able to:
- Identify the laws that impact the use of instructional and assistive technology with students with disabilities (e.g. IDEA; Technology-Related Assistance for Individuals with Disabilities Act, 1988; Section 504).
- Describe the definition of assistive technology and assistive technology services within federal regulations (IDEA, 1997)
- Define Universal Design for Learning and identify alternatives to make it accessible and appropriate for individuals with different backgrounds, learning styles, abilities, and disabilities in widely varied learning contexts.
- Identify various technologies (e.g., Web 2.0 tools, UDL-based technologies, and AT) that could be used to have a positive impact on the learning and the day-to-day lives of individuals with various types of disabilities.
- Identify educational software programs and apps that assist students with exceptionalities in learning and other functional skills.
- Identify the various accessibility features for an iPad to make it more functional across a wide range of abilities and disabilities.
- Develop a lesson using SMART notebook software
- Describe the responsibilities of the AT evaluation team
- Describe the central premise of Universal Design for Learning (UDL) and its three major components
- Create a Linoit (digital bulletin board)
- Describe the comparisons and contrasts of UDL, with AT and Response to Intervention
- Create a linoit board on an assigned topic and identify ways in which linoit could be used in instruction for students with disabilities.
- Identify various technologies that could be used to help a student with disabilities overcome reading learning barriers
- Create a popplet graphic organizer appropriate for students with disabilities
- Identify various technologies that could be used to help a student with disabilities overcome writing learning barriers
- Create a digital storybook appropriate for students with disabilities
- Identify various technologies that could be used to help a student with disabilities overcome content-area learning barriers
- Create a Nearpod Lesson appropriate for students with disabilities
- Identify reasons why the family plays such an important role in AT for young children and the function of the Individualized Family Service Plan
- Identify various technologies (e.g., software, apps, Web 2.0 tools, devices) that could be used to support the learning and development of young children with disabilities
- Create an educreations lessons appropriate for students with disabilities

- Identify AT devices for learners with visual and/or hearing impairments and the blind and/or deaf.
- Identify applications appropriate for students with communication disorders
- Identify low to high tech devices to support students with communication disorders

MAJOR & CURRICULUM OBJECTIVES TARGETED

There are no listed Major & Curriculum Objectives targeted by this particular course. Should you have any questions, please contact the professor.

TEACHING METHODOLOGY

This is a fully online course in which all of the instructional materials and activities are delivered through Blackboard, and/or other internet-based media. Should you have any questions, please contact the professor.

ASSURANCE OF LEARNING

The College of Education (COE) cares about the quality of your education. For more information please visit the **COE's** website to learn more on the College's commitment.

IMPORTANT INFORMATION

POLICIES

Please review **FIU's Policies webpage.** The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

TECHNICAL REQUIREMENTS/SKILLS

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy we mean being able to manage and organize computer files efficiently, and learning to use your computer's operating system and software quickly and easily. Keep in mind that this is not a computer literacy course; but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the **What's Required** page to find out more information on this subject.

This course utilizes the following tools:

1. Discussion Board
2. Dashboard
3. Assignment Dropbox
4. FIU Adobe Connect
5. Journals
6. Course Calendar
7. Send Email
8. Tests, Surveys, Pools

9. Groups
10. My Grades

Please visit our **Technical Requirements** webpage for additional information.

ACCESSIBILITY AND ACCOMMODATION

This course utilizes the following tools:

1. Livebinders
2. Linoid
3. Educreations
4. Storybird
5. Bookcreator
6. Nearpod
7. SMART Notebook
8. SimpleK-12
9. Popplet
10. Udemy

Please visit our ADA Compliance webpage for information about accessibility involving the tools used in this course.
Please visit **Blackboard's Commitment to Accessibility** webpage for more information.

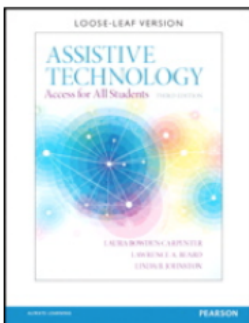For additional assistance please contact FIU's **Disability Resource Center**.

COURSE PREREQUISITES

If the course does not have prerequisites: There are no prerequisites for this course.

PROCTORED EXAM POLICY

There are no proctored exams in this course

TEXTBOOK

Textbook Title: Assistive Technology: Access for All Students (3rd edition)

Author: Carpenter, L. B., Johnston, L. B., & Beard, L. A.,

Publisher (2015)

ISBN-13: 978-0-13-383370-6

You may purchase your textbook online at the **FIU Bookstore**.

EXPECTATIONS OF THIS COURSE

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students. As we will communicate frequently via our FIU email, it is critical that you check your FIU frequently, daily is preferred, but minimally every other day.

You are responsible for making sure that your hardware/server is compatible with BlackBoard 9. Please review the following links to ensure that your technology meets the requirements of the course: http://online.fiu.edu/futurestudents/whatsrequired.

Students are expected to:
- **Review the how to get started information** located in the course content
- **Introduce yourself to the class** during the first week by creating a biopoem in Storybird.
- **Take the practice quiz** to ensure that your computer is compatible with Blackboard
- **Interact** online with instructor/s and peers
- **Review** and follow the course calendar
- Log in to the course 3-6 times per week
- Respond to discussion boards, blogs, and journal postings before the due date
- Respond to **emails** within **1-2 days.**
- Submit assignments by the corresponding deadline

The instructor will:
- Log in to the course daily Monday through Friday and optional on the weekends.
- Respond to discussion boards, blogs, and journal postings within with in 5 days after the assignment
- Respond to emails within **1 day (excluding weekends)**
- Grade assignments within **5 business days** of the assignment deadline

COURSE DETAILS

COURSE COMMUNICATION

Communication in this course will take place via Blackboard Email.

Blackboard email is the same email system as your FIU email. However, if initiating an email to the instructor, students must log on to Blackboard to send the email to me. This way, the subject line will identify the course. The Blackboard email is located on the Course Menu, on the left side of the course webpage. It is recommended that students check their FIU email routinely to ensure up-to-date communication.

Visit our **Writing Resources webpage** for more information on professional writing and technical communication skills.

DISCUSSION FORUMS

Keep in mind that your discussion forum postings will likely be seen by other members of the course. Care should be taken when determining what to post. Please, be sure to carefully read and follow the forum directions. There are likely times when you will need to post AND respond to a classmate(s) posts.

QUIZZES

There are no quizzes in this course.

ASSIGNMENTS

- **All weekly assignments are due Sundays no later than 11:59 pm with the exception of Module 8, which is due Saturday no later than 11:59 pm.**
- No make-ups will be permitted except in extenuating circumstances, with proper documentation.
- ASSIGNMENTS are due on the date specified in the syllabus. EACH calendar day it is late, there will be 5 points deducted, including the day it was due.
- PARTICIPATION ASSIGNMENTS: LATE journals, discussions, blogs, and wikis will not be graded and a point value of zero will be posted to the grade center.
- Assignments e-mailed or messaged through BlackBoard directly to your professor will NOT BE GRADED. All assignments, journals, discussions, blogs, and wikis must be submitted in the designated area within BlackBoard (i.e.: dropbox or module)
- Journals and Discussions must be posted within the journal or discussion. Certificates of completion may be attached. Please, carefully read and follow the directions
- Assignments submitted through the Assignment Dropbox are to be submitted as an attachment. You may put comments if needed. All papers must be typed, double-spaced with 1-inch margins (top, bottom, left, right). Each paper must have the course number, and your first and last name on the top left hand corner of each page as a header. Five points will be automatically deducted from papers that do not follow this format.

In the event that you experience technical problems that are out of your control, then you MUST contact FIU Online Support for assistance. Failure to complete or submit any assignment, posting, journal, etc. due to technological problems and is considered the result of your failure to review the above policies and use appropriate hardware, software, etc. will not be accepted, re-opened, or graded.

ALL technical issues are to be referred to the online help desk; not your professor. Link provided: (http://online.fiu.edu/supportservices) DO NOT wait until last minute to complete assignments, quizzes, or exams. Online support may not be available and simply sending an email to the instructor at that time will not rectify the grade you will receive if your assignments are not submitted on time and in the proper location.

Hours of Operation - http://online.fiu.edu/supportservices
 Support Services hours of operation are:

E-mail & Live Chat Support 7 days a week 8am - midnight
Phone Support 7 days a week 8am - midnight Telephone: 305-348-3630 Toll-Free: 1-877-3-ELEARN

Office Support (On Campus) Monday - Friday from 8am - 10pm Modesto A. Maidique Campus Ryder Business Building, Room 358

ADOBE CONNECT

Adobe Connect is an online meeting room where you can interact with your professor and fellow students by sharing screens, sharing files, chatting, broadcasting live audio, and taking part in other interactive online activities. We will be utilizing this tool to conduct training sessions on various technologies. These sessions will be recorded and/or scheduled live. You will not be required to attend any live sessions, as they are recorded. Live sessions will be scheduled once the semester starts based on the students' schedules. Also, the instructor may use Adobe Connect for individual training sessions and advisement, as needed.

Requirements for using Adobe Connect:
1. Disable any window pop-up blocker.
2. **Adobe Flash Player** is required to successfully run your Adobe Connect meeting. You can **test your computer** to make sure your computer and network connections are properly configured to provide you with the best possible Adobe Connect meeting experience.
3. Use of a combination **headset and microphone** with USB connection is recommended to ensure quality sound and reduce technical difficulties

Reference Adobe Connect (Tutorials & Help) to learn about the tool, how to access your meeting rooms and recordings.

GRADING

COURSE TOPICS/ REQUIREMENTS	POINTS
Module 1: AT Introduction and Evaluation Due Oct 26th by 11:59 PM	
Livebinder Module 1	20
Assessment	15
Journal	3
Introductory Discussion Board Activity: Biopoem on Storybird	10
Module 2: AT, UDL, RTI, CCS Due Nov. 2nd by 11:59 PM	
Livebinder Module 2	6
Assessment	15
Journal	3
Linoit	25
Module 3: Reading Technologies Due Nov. 9th by 11:59 PM	
Livebinder Module 3	6
Assessment	10
Journal	3
Popplet	25
Module 4: Writing Technologies Due Nov. 16th by 11:59 PM	
Livebinder Module 4	6

Writing Group Project Activity	15
Journal	6
Digital Storybook	25
Module 5: Higher Incidence /Content Areas Due Nov. 23rd by 11:59 PM	
Livebinder Module 5	15
Group Activity: Content Area Share Discussion	5
Journal	6
Nearpod	30
Module 6: AT for the Young Child Due Nov 30th by 11:59 PM	
Livebinder Module 6	7
Assessment	6
Journal	3
Educreations	20
Module 7: Communication Disorders Due Dec. 7th by 11:59 PM	
Livebinder Module 7	6
Gynzy Assessment	10
Journal	6
SMART Notebook Lesson	25
Module 8: Sensory Impairments Due Dec. 13th by 11:59 PM (Saturday Due date)	
Livebinder Module 8	7
Assessment	10
Journal	6
iPad Accessibility Features	16
Total	**371**

Letter Grade	Range	Letter Grade	Range	Letter Grade	Range
A	Above 93	B-	81-83	D+	67-70
A-	91-92	C+	77-80	D	64-66
B+	87-90	C	74-76	D-	61-63
B	84-86	C-	71-73	F	< 61

COURSE CALENDAR

Module 1: Assignments /Journal/Discussion

1. **Tech Project-Livebinder:** LiveBinder is an online organizer that allows you to organize and share websites and other information on the web. Instead of an old school three ring binder with all your materials and activities. You are going to create a Livebinder portfolio throughout this course, adding new content each week. For this module, you are going to create a Livebinder for this course, and add a Major Tab (AT and AT Assessment).
2. **Iris Module and Textbook Reading Assessment:** This assignment requires to you read the assigned chapters (1 & 3) and navigate through the Iris module. Then you are to answer the

provided questions and submit them through the assignment Dropbox.

3. **Module 1 Tech Talk:** You will respond to a journal prompt that may involve reading, watching an online webinar, and/or interacting with technology tool(s).

4. **Introductory Discussion Board Activity Biopoem on Storybird**: For this introductory assignment, you will introduce yourself to the class via a discussion board through the use of a biopoem created on an online digital storybook site called Storybird.

Module 2 Assignments /Journal

1. **Tech Project-Livebinder:** Requires you to develop a UDL Section to your Livebinder.
2. **Iris Module and Textbook Reading Assessment:** This assignment requires to you read the assigned chapter (2) and navigate through the Iris module. Then you are to answer the provided questions and submit them through the assignment Dropbox.
3. **Module 2 Tech Talk:** You will respond to a journal prompt that may involve reading, watching an online webinar, and/or interacting with technology tool(s).
4. **Tech Tool Project- Linoit**: You are to create a Linoit electronic bulletin board that demonstrates your knowledge of Universal Design for Learning. Also, you are to identify ways in which you would use Linoit as a Tech Tool in teaching students with disabilities.

Module 3 Assignments /Journal

1. **Tech Project-Livebinder:** Requires you to develop a Reading Section to your Livebinder.
2. **Iris Module and Textbook Reading Assessment:** This assignment requires to you read an online article and navigate through the Iris module. Then you are to answer the provided questions and submit them through the assignment Dropbox.
3. **Module 3 Tech Talk:** You will respond to a journal prompt that may involve reading, watching an online webinar, and/or interacting with technology tool(s).
4. **Tech Tool Project- Popplet**: You are to create a Popplet that you would create (or have your students create) to demonstrate knowledge in an academic content area. For example, you might prepare a popplet that compares and contrasts characters in a story. Once you have completed this assignment, follow this link to the Assignment Dropbox to submit it for grading.

Module 4 Assignments /Journal

1. **Tech Project-Livebinder:** Requires you to develop a Writing Section to your Livebinder.
2. **Technology to Support the Writing Process Group Activity**: This group activity is designed so that you will create a document that includes various technologies (e.g. hardware, software, apps, devices) that could be used to support students in each of the different steps of the writing process. You will be assigned to groups of 2-4 to complete this assignment
3. **Tech Tool Project- Digital Storybook**: **Digital Storybook:** You are to create a digital book by yourself or with a child. You may use any one of the online digital book sites or a tablet app. Once you have completed this assignment, follow this link to the Assignment Dropbox to submit it for grading.
4. **Module 4 Tech Talk:** You will respond to a journal prompt that may involve reading, watching an online webinar, and/or interacting with technology tool(s).

Module 5 Assignments/Journal/Discussion

1. **Tech Project-Livebinder:** Requires you to develop a Content Areas Section to your Livebinder.
2. **Content Area Technology Share:** This assignment has two parts. In Part I, you will share a content-area technology tools that you have found useful. In Part II, you are to investigate at least 2 technologies shared by your classmates that are new to you and then comment on what you thought of those technologies (i.e., usefulness, pros, cons, etc).

3. **Module 5 Tech Talk:** You will respond to a journal prompt that may involve reading, watching an online webinar, and/or interacting with technology tool(s).
4. **Tech Tool Project- Nearpod**: You are to create a Nearpod lesson appropriate for a class of students with disabilities in math, science, or social studies. Nearpod is an all-in-one solution for the use of mobile devices in education.

Module 6 Assignments/Journal

1. **Tech Project-Livebinder:** Requires you to develop a Early Interventions Section to your Livebinder.
2. **Iris Module and Textbook Reading Assessment:** This assignment requires to you read the assigned readings and navigate through the Iris module. Then you are to answer the provided questions and submit them through the assignment Dropbox.
3. **Module 6 Tech Talk:** You will respond to a journal prompt that may involve reading, watching an online webinar, and/or interacting with technology tool(s).
4. **Tech Tool Project- Educreations**: You are to create Educreations lesson appropriate for young children with disabilities that teaches and/or reviews a basic academic concept or social skill (PreK-3). Educreations is a recordable interactive whiteboard that captures your voice and handwriting to produce video lessons that you can share online.

Module 7 Assignments/Journal

1. **Tech Project-Livebinder:** Requires you to develop a**n** Sensory Impaired Section to your Livebinder.
2. **Gynzy Online Site Review:** This assignment requires that you review Gynzy, which is an online interactive site that can be used with a SMART board or other interactive board. It requires that you review the g[ynzy.com](ynzy.com) site which is an interactive online site to use with an interactive white board
3. **Module 7 Tech Talk:** You will respond to a journal prompt that may involve reading, watching an online webinar, and/or interacting with technology tool(s).
4. **Tech Tool Project- SMART Notebook**: The SMART Interactive whiteboard has many features that create effective, interactive for all types of students, including those with communication disorders. You are going to create a lesson using SMART notebook.

Module 8 Assignments/ Journal

1. **Tech Project-Livebinder:** Requires you to develop a**n** Sensory Impaired Section to your Livebinder.
2. **Iris Module and Textbook Reading Assessment:** This assignment requires to you read the assigned readings and navigate through the Iris module. Then you are to answer the provided questions and submit them through the assignment Dropbox.
3. **Module 8 Tech Talk:** You will respond to a journal prompt that may involve reading, watching an online webinar, and/or interacting with technology tool(s).
4. **Tech Tool Project- iPad Accessibilities**: The iPad has many features that allow it to be modified for improved use (or any use) by individuals with disabilities. This assignment requires you to watch a 1.5 hour free online course and demonstrate what you learned by responding to assignment prompts.
5.