GENERAL INFORMATION

PROFESSOR INFORMATION

Instructor:	Dr. Patricia Barbetta	**Phone:**	(305) 348-2835
Office:	Building Room # (ZEB 235)	**Fax:**	(305) 348-2086
Office Hours:	By appointment (face-to-face-Tuesdays 10:00-1:45, phone and/or abode connect-Thursdays 2:00-3:15)	**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.

School's Conceptual Framework

The desired future of the School of Education and Human Development (SEHD) at Florida International University is one in which candidates, faculty, and staff embrace the shared experiences of a diverse, international, professional learning community. The three major outcomes become the lens through which each program organizes learning experiences and contributes to the vision and aim of the School. 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 SEHD cares about the quality of your education. For more information please visit the SEHD's website to learn more on the SEHD's commitment.

IMPORTANT INFORMATION

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. Linoit
2. Educreations
3. Storybird
4. Bookcreator
5. Nearpod
6. SimpleK-12
7. Popplet

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.

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

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.

COURSE DETAILS

COURSE COMMUNICATION

Communication in this course will take place in class and 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

- **Most weekly assignments are due Mondays no later than 11:59 pm. There are a few exceptions. See course calendar**
- 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.

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

GRADING

COURSE TOPICS/ REQUIREMENTS*	POINTS
Module 1: Face to Face Class Jan 10: AT Introduction and Evaluation Due Jan 16 by 11:59 PM	
Assessment	15
Introductory Discussion Board Activity: Biopoem on Storybird	10
Module 2: Online January 17 AT, UDL, RTI, CCS Due Jan 23 by 11:59 PM	
Assessment	15
Linoit	25
Module 3: Face to Face Class January 24 Reading Technologies Due Jan 30th by 11:59 PM	
Journal	15
Popplet	25
Module 4: Online January 31 Writing Technologies Due Feb. 6 by 11:59	
Journal	15
Digital Storybook	25
Module 5: Face to Face Class February 7 Higher Incidence /Content Areas Due Feb. 13 by 11:59 PM (see exception	
Group Activity: Content Area Share Discussion (Part 1 Due Feb 9th by 11:59: part 2, Feb. 13)	10
Nearpod	35
Module 6: Online -February 14 AT for the Young Child Due Feb. 20 by 11:59 PM	
Assessment	6
Journal	10
Module 7: Face to Face Class February 21 Communication Disorders Due Feb 27 by 11:59 PM	
Journal	15
Educreations/Show Me or Explain Everything	30
Module 8: Online -February 28 Sensory Impairments Due March 6 by	
Assessment	10
Journal	15

Module 9: <mark>Face to Face Class March 7</mark> Positioning and Mobility Due March 20 by 11:59 PM	
Assessment	11
Livebinders	35
SPRING BREAK NO CLASS	
Module 10: <mark>Face to Face Class March 21</mark> Autism Spectrum Disorder Due March 27 by 11:59 PM	
Discussion: WWYD? An Autisitc Child Berated by An Angry Customer	12
Assignment: AAC Devices for Individuals with Autism Spectrum Disorder	15
Module 11: <mark>Online March 28</mark> Autism Spectrum Disorder II Due April 3 by 11:59 PM	
Journal Visual Timers	12
Virtual Reality and Using Robots with Students with Autism	20
Module 12: <mark>Face to Face Class April 4</mark> iPads in the Classroom April 10 by 11:59 PM	
Journal: iPads and Studenets with Disabilities	10
Journal 2 (SimpleK-12)	15
Module 13: <mark>Online April 11</mark> Transition Due by April 17 by 11:59 PM	
Journal	10
Module Assessment	15
Module 14: <mark>Online Class April 18</mark> (may change to face to face) Due Monday	
Nearpod Special Education Issues and Trends Lesson	35
Total	**466**

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. **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.
2. **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. **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.
2. **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

1. **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).
2. **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 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.
2. **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. **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).
2. **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. **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.
2. **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).

Module 7 Assignments/Journal

1. **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).
2. **Tech Tool Project- Educreations/Show Me/or Explain Everything**: You are to create a lesson appropriate for children with disabilities that teaches and/or reviews a basic academic concept or

social skill (PreK-3). These programs are recordable interactive whiteboard that captures your voice and handwriting to produce video lessons that you can share online.

Module 8 Assignments/ Journal

1. **Iris Module and Textbook Reading Assessment:** This assignment requires to you read the assigned readings. Then you are to answer the provided questions and submit them through the assignment Dropbox.
2. **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).

Module 9 Assignments/ Journal

1. **Textbook Reading Assessment:** This assignment requires to you read the assigned readings. Then you are to answer the provided questions and submit them through the assignment Dropbox.
2. **Livebinders:** You will prepare a livebinder that includes professional resources related to special education technology.

Module 10 Assignments/ Journal/Discussion

1. **Reading Assessment:** This assignment requires to you read the assigned readings. Then you are to answer the provided questions and submit them through the assignment Dropbox.
2. **Discussion:** You will respond to a discussion prompt and respond to classmates' postings.

Module 11 Assignments/ Journal

1. **Textbook Reading Assessment:** This assignment requires to you read the assigned readings. Then you are to answer the provided questions and submit them through the assignment Dropbox.
2. **Module 11 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 12 Assignments/ Journal

1. **Module 12 Tech Talk:** You will respond to a journal prompt that may involve reading, watching an online webinar, and/or interacting with technology tool(s).
2. **Module 12 Tech Talk 2:** You will respond to a journal prompt that may involve reading, watching an online webinar, and/or interacting with technology tool(s).

Module 13 Journal

1. **Module 13 Tech Talk:** You will respond to a journal prompt that may involve reading, watching an online webinar, and/or interacting with technology tool(s).
2. **Module #13 Assessment:** This assignment requires to you read the assigned readings. Then you are to answer the provided questions and submit them through the assignment Dropbox.

Module 14 Assignments

1. **Module 14 Nearpod:** This assignment requires that you prepare a professional presentation with Nearpod that could be presented to general or special education professionals, related professionals, undergraduate special educators, and/or parents.