FLORIDA INTERNATIONAL UNIVERSITY
Department of Teaching and Learning

EEX 6765/5766/7933: Section 01
Instructional Technology in Special Education (03 credits)
Semester: Summer 2014
Day/Time: Selected Saturdays 9:00-4:00
Location: ZEB 130 (Mac Lab)

Instructor:

Name:	Dr. Patricia M. Barbetta
E-mail:	barbetta@fiu.edu or Blackboard e-mail is the best way to reach me for class issues.
Office Phone:	305-348-2835 (not the best way to reach me)
Office Location:	ZEB 235
Office Hours:	Summer Office hours are online and/or by appointment face-to-face

Class Schedule: May 17, May 31, June 14, June 28, July 12, July 19 (Some of these sessions may be deferred to online only. We will discuss this in class.)

Class Info: As these will be all-day class sessions, please bring your lunch or make plans to get lunch near campus. We will take 45 minutes for lunch around noon. Dress comfortably and bring snacks if you would like.

Technology Support/Sites Required:

Blackboard: This is a web-supported class. Sign in: http://online.fiu.edu/login
SimpleK-12:   This teaching and learning portal will be used throughout the semester. Sign it at http://education.fiu.edu/simplek12.html. You must sign in here for free access.
SMART Tech: You will learn how to use a SMART Board and other SMART technologies this semester. Needed information is below

SMART Notebook: http://www.smarttech.com/us/Support/Browse+Support/Download+Software
            Product Key: NB-AECAI-CAFY7-ZU8ER-62B6G
SMART Tech: http://www.smarttech.com/
SMART Exchange: Site to find SMART lesson plans etc.: http://exchange.smarttech.com/
YouTube for Schools: This free site has multiple video lessons across various curricular areas and grade abilities: http://www.youtube.com/schools (optional at this time)

I. Course Description

This course is designed to develop provide teachers of students with special needs current knowledge in instructional and assistive technologies appropriate to enhance student learning, improve behavior management and facilitate improved communications with parents and related professionals. This course is based on the following premises (Beard, Carpenter, & Johnston, 2012):

- Educators now teach a wide range of students from very diverse backgrounds. It is important that educators know and understand laws and legislation that mandate AT in both the classroom and the workplace.
- Educators must differentiate instruction and understand how to accomplish this endeavor. AT is an essential and powerful way to meet the mandates of RTI and UDL.
- Educators must have an understanding of ethics as it applies to AT. They must understand various codes of ethics and how ethics relate to the use of AT, and that they are bound by these codes of conduct. Professional development is part of the commitment of the professional.
- Inservice and preservice educators must have a knowledge base of various types of adaptations to meet the unique needs of each student. Educators need to understand how to make these adaptations in every aspect of the student's life. AT is a means by which adaptations can be made for students. The adaptations can begin at birth and continue through the adult years. This begins in the preschool setting and continues as students transition to postsecondary of the employment sector.
- Inservice and preservice educators must understand the various types of AT that are available to them and how to locate and find funding for the devices.
- Community-based services are essential for generalizing and applying classroom knowledge to the adult world. AT serves as an important tool in helping students with disabilities become successful adults.

II. 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).

EEX 3764/5766 Major Unit Outcome: Reflective Inquirer (Skills)

III. 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

Florida English Speakers of Other Languages

Domain 3: Methods of Teaching English to Speakers of Other Languages (ESOL)

Standard 3: Teachers will be familiar with and be able to select, adapt, and use a wide range of standards-based materials, resources, and technologies.

Indicator 3.3.c: Use technological resources (e.g., Web, software, computers, and related media) to enhance language and content-area instruction for ELLs of diverse backgrounds and varying English proficiency levels.

Domain 4: ESOL Curriculum and Materials Development
Standard 2: Instructional Resources and Technology
Teachers will know, select, and adapt a wide range of standards-based materials, resources, and technologies.

Indicator 4.2.c: Select technological resources (e.g., Web, software, computers, and related media) to enhance instruction for ELLs of diverse backgrounds and at varying English proficiency levels.

IV. Course Objectives

1.	Has an advanced understanding of 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).
2.	Has an advanced understanding of the legal definition of assistive technology within federal regulations (IDEA, 1997) and the definitions of Assistive Devices and Services.
3.	Has an advanced understanding of the central practical premise of Universal Design for Learning in that curriculum should include alternatives to make it accessible and appropriate for individuals with different backgrounds, learning styles, abilities, and disabilities in widely varied learning contexts.
4.	Understands how the use of assistive technology may impact many areas of the lives of individuals with disabilities including ELL individuals.
5.	Understands the significance of assistive technology devices and software and how they can support instruction and facilitate learning for students with disabilities including ELL students with disabilities.
6.	Understands the potential negative side effects of technology (e.g., cyberbullying, sexting) and its effects on all students and their families.

7.	To be aware of and learn how to efficiently and effectively use online resources, including social media, to work with other professionals and to extend and/or update knowledge and skills as a teacher of students with disabilities (e.g., blogs, webcasts, podcasts, twitter, CAST website, Edmodo, online technology journals such as Journal of Special Education Technology).
8.	To be aware of the roles various professionals play (e.g., occupational therapist, speech therapist, physical therapist) as it relates to technology to support students with disabilities.
9.	To learn how to use of various technologies for effective communication with all students, their parents and other related professionals including the unique communication needs of CLD students and SWDs and their families (e.g. email, google voice, remind101, dragon dictation, facebook, twitter, voicethread, TTD, e-newsletters, weebly for website development, todaysmeet.com, primarypad.com, screenleap.com).
10.	Can identify and use a variety of assistive technology devices and services to maximize learning for students with disabilities and ELL students with disabilities (e.g., computer-based instruction, sensory impairment, positioning, mobility, augmentative communication, mobile devices)
11.	To use technologies to prepare all students in transitioning from school to work or post-secondary education (e.g., myfootpath.com)
12.	Develop skills in using a variety of educational software programs and apps that assist students with exceptionalities including ELL students in learning.
13.	Develop skills in using mobile devices for instruction and learning (e.g., iPads)
14.	Develop skills in developing and preparing lessons using the interactive white boards.
15.	Is skilled in methods of assessment to determine whether or not the use of specific assistive technology is warranted.
16.	Identify many Web 2.0 tools useful to the education of students with disabilities and communication with their families and related professionals and is able to design lessons for students with disabilities
17.	Is able to provide develop instruction for students with disabilities using a variety of instructional software (e.g. Inspiration, Kidspiration, Kurzweil 3000)
18.	Is aware of a number of assistive technology devices and software that are available and that can play a multifaceted role in the instructional process (e.g., telecommunication devices, high-resolution monitors, speech digitizers and synthesizers, and electronic communication aids.
19.	Can adapt instruction using the concepts of UDL so that students with disabilities including ELL students with disabilities can gain access to the general education curriculum.
20.	Develops the belief that technology is empowering for students with disabilities including ELL students with disabilities.

21. Develops the belief that technology can be an equalizer for students with disabilities including ELL students with disabilities.
22. Develops the belief that technology in the classroom is only as good as the instruction that drives it.
23. Develops that belief of students with disabilities including ELL students have fundamental rights to access the general education curriculum and universal design of instruction strategies should be considered to achieve this objective.
24. Develops the belief that the use of assistive technology is a process that involves an assessment of the need for its use and an ongoing interaction with and observation of the student in the learning environment.

V. Required Textbook, Readings, and Other Instructional Materials

1. Primary Text: You can buy this book paper copy or digital copy or rent it.

Beard, L. A., Carpenter, L. B., & Johnston, L.B. (2012). Assistive Technology: Access for All Students (2ⁿᵈ edition). Pearson Education, Inc. Upper Saddle River, NJ. The ISBN-SEE in table below. It is different for paper or digital copies. * Do NOT get the 3ʳᵈ edition.

Ordering Information: Beard & Bowden Carpenter & Joh: Assistive Technology: Access for All Students 2/e comes in an eText format where the students can purchase at www.Coursesmart.com. They will just need the ISBN below and can purchase online. If they wanted a print copy, they can also order online at www.mypearsonstore.com – but shipping could take 5-7 business days so they will want to order right away.

	Bookstore ISBN(s)
Print Text: Paper Assistive Technology: Access for All Students, 2ⁿᵈ edition*	0137056419 9780137056415
Print Text: Paper Assistive Technology: Access for All Students, 2ⁿᵈ edition *Digital Version: CourseSmart (www.Coursesmart.com)	0137056435 9780137056439
http://www.chegg.com/	
Amazon.com	

2. Rahman S. (2012) Getting Started iPads Special Needs, Rahman Publishing. Free on-line Text at the URL below:

http://ipads4specialneedsbook.com/read-getting-started-ipads-for-special-needs-book-online-for-free/

3. **Computer/Internet Access**: You are required to have access to a computer and Internet to participate in many assignments and for ongoing course participation. If you do not have access at home, you will need to make arrangements elsewhere such as the COE computer labs that has the software that you will need to use to prepare your lessons. Firefox is the best browser to use with Blackboard.

VI. Course Requirements and Grading Standards (Subject to Change)

Course grades are based on the number of points earned. A total of 356 points are divided over the following course elements in the table below. Brief descriptions of the course assignments follow the table. Detail assignment requirements can be found in Blackboard. Doctoral students enrolled in EEX 7933 are to see the additional course requirements in the "Doctoral Course Requirements Supplement."

COURSE REQUIREMENTS	POINTS
Module 1: Due May 25th by 11:59 PM	
Livebinder Module 1	20
Assessment	15
Journal	3
Module 2: Due June 1 by 11:59 PM	
Livebinder Module 2	6
Assessment	15
Journal	3
Linoit	25
Module 3: Due June 8 by 11:59 PM	
Livebinder Module 3	6
Assessment	10
Journal	3
Popplet	25
Module 4: Due June 15 by 11:59 PM	
Livebinder Module 4	6
Assessment	15
Journal	3
Digital Storybook	25
Module 5: Due June 22 by 11:59 PM	
Livebinder Module 5	15
Assessment	8
Journal	3
Nearpod	30
Module 6: Due June 29 by 11:59 PM	
Livebinder Module 6	7
Assessment	6
Journal	3
Educreations	20
Module 7: Due July 6 by 11:59 PM	

Livebinder Module 7	14
Assessment	10
Journal	3
iPad Accessibility Features	16
Module 8: Due July 20 by 11:59 PM	
Livebinder Module 8	6
Assessment	7
Journal	3
SMART Notebook Lesson	25
	356

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

Module 1: Graded Requirements

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).

Module 2 Graded Requirements

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/Exams/Discussions

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/Exams/Discussions

1. **Tech Project-Livebinder:** Requires you to develop a Writing 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 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).
4. **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.

Module 5 Assignments/Exams/Discussions

1. **Tech Project-Livebinder:** Requires you to develop a Content Areas 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 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/Exams/Discussions

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/Exams/Discussions

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 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- 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.

Module 8 Assignments/Exams/Discussions

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- 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.

IX. Course Policies

Class Attendance: It is expected that all students will be in attendance for all class sessions. This is a class that requires active in-class participation from each member. It becomes particularly difficult if you miss a class session in which software or an app is taught. Many times, programs are taught only one class session. If you miss a class YOU are responsible for any material given or changes made during the class period and you must notify me via e-mail of your absence prior to your absence.

Policy for Assigning an Incomplete "I" Grade: An incomplete grade is a temporary symbol given at the discretion of the instructor for work not completed because of serious interruption not caused by the student's own negligence. An incomplete must be made up as quickly as possible, but no later than two (2) consecutive semesters after the initial taking of the course or it will automatically default to an "F" or the grade that the student earned in the course. There is no extension of the two (2) semester deadline. You must not register again for the course to make up the incomplete. If you have an incomplete grade on their records must remove the incomplete by the end of the fourth week of the term in which they plan to graduate. Failure to do so will result in a cancellation of graduation.

In such cases where the course instructor determines that it is appropriate to award a student a grade of "I" (incomplete) the following steps must be followed. Using an Official University Form, the course instructor will report the following:
1. The grade earned by the student to date.

2. The missing work and the percentage of the final grade it represents (this requires the details of the specific missing assignment).
3. The date the instructor expects the missing work to be submitted or in the case of an examination made up.
4. The justification for awarding the grade of "I."
5. Have the student sign the form.
6. Submit the form to the Department Chair and Dean, and maintain a copy for instructor records and provide a copy for the student.
7. Upon satisfying the requirements for a grade, the instructor will sign off on the form and attach it to the change of grade form she or he will submit.

X. Academic Integrity Statement

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas, and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of Florida International University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook. Students who plagiarize or cheat can be charged with academic misconduct. Penalties for academic misconduct can include up to dismissal from the University.

Be assured and forewarned that cheating will not be tolerated in this course. All cases of suspected cheating or plagiarism will be referred to the University's Committee on Academic Misconduct. This action is required by all instructors. Regarding the consequences of being found guilty of dishonest academic practice, the instructor shall make an academic judgment about the student's grade on that work and in that course and shall report such incidents to the Primary Administrative Officer.

Misconduct includes:
Cheating: The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.

Plagiarism: The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student, who fails to give credit for ideas, expressions or materials taken from another source, including Internet sources, is guilty of plagiarism
(http://www2.fiu.edu/~oabp/misconductweb/1acmisconductproc.htm)

XI. Disability Resource Center (http://drc.fiu.edu/)

The Disability Resource Center's mission is to provide FIU students with disabilities the necessary supports to successfully complete their education and participate in activities

available to all students. If you have a diagnosed disability and need assistance or instructional accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center (GC) 190.

XII. Code of Professional Decorum

The following expectations constitute the Code of Professional Decorum governing this course and others. A departmental committee students and faculty developed this Code. Students and faculty in the department shall: a) be respectful of the learning environment; b) be respectful of all individuals in class; c) have a professional commitment to learning; and d) have professional integrity.

1. <u>Shall be Respectful of the Learning Environment</u>
   - Be punctual: Arrive to class and return from breaks on-time
   - Keep cellular phones off or on silent mode during class
   - Avoid disruptive conduct (i.e., any behavior that interferes with class functions)

2. <u>Shall Be Respectful of All Individuals in Class</u>
   - Appropriately participate in classroom discussions and activities
   - Allow equal opportunity for all class members to participate
   - Have respect for the opinions of others by voicing disagreements in a professional manner

3. <u>Shall Have a Professional Commitment to Learning</u>
   - Complete and turn in assignments on time
   - Make personal efforts to get assistance from fellow classmates/faculty to facilitate learning
   - Strive for perfect class attendance

4. <u>Shall Have Professional Integrity</u>
   - Engage in academic honesty
   - If absent from class, take personal responsibility for missed content
   - Professionally represent yourself and the university at all intern sites

XIII. Course Outline/Schedule (Tentative)

The schedule of topics and assignments are posted in detail at your Blackboard site in each Module's "Topics Covered," "Objectives," and "To-Do" lists. Note that I, as the instructor, have the right to modify the course syllabus for any reason throughout the semester provided that fair and adequate notice is given to students; and that students are not unfairly disadvantaged.