Syllabus, Spring 2019

EEX 6765 U01 Instructional Technology for Special Education

Instructor: Dr. Ruba Monem
Email: rmonem@fiu.edu
Office Hours: By Appointment
Meeting Date and Time: Wednesdays 5:00PM - 7:40PM
Location: Ziff Education Bldg 163

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, Linoit, Educreations, Popplet, etc. In addition, they will prepare a professional Special Education Technology Livebinder to use as a resource after the course ends.

SEHD 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. (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 (now SEHD). 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).

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.
- 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 lesson 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
- Create a special education technology Livebinder

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 hands-on course. You must experience the technology in order to understand it. Students are required to complete certain assignments during class time in the computer lab (ZEB 163). Some material/content will be delivered through Canvas, 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 **School's** website to learn more on the School's commitment.

IMPORTANT INFORMATION

Policies

Please review the [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. As a member of the FIU community you are expected to be knowledgeable about the behavioral expectations set forth in the [FIU Student Code of Conduct](#).

Technical Requirements/Skills

One of the greatest barriers to taking a course on educational technology 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 such courses are expected to have moderate proficiency using a computer. Please go to the "[What's Required](#)" webpage to find out more information on this subject.

Please visit our [Technical Requirements](#) webpage for additional information.

This course utilizes the following tools:

1. Discussion Board
2. Dashboard
3. FIU Adobe Connect

4. Course Calendar
5. Inbox
6. My Grades

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

Accessibility and Accommodation

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

Please visit our ADA Compliance webpage for information about accessibility involving the tools used in this course. Please visit the LMS Accessibility webpage for more information:

- Canvas

This course utilizes the following tools:

1. Livebinders
2. Linoit
3. Educreations
4. Storybird
5. Bookcreator
6. Nearpod
7. Popplet

Please visit our ADA Compliance webpage for information about accessibility involving the tools used in this course.

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

Course Textbook: Purchase digital or paper copy immediately

- Required Textbook (e-Text only or Loose Leaf and E-text Package): Carpenter, L. B., Johnston, L. B., & Beard, L. A., (2015). Assistive Technology: Access for All Students (3rd edition). Pearson Education, Inc. Upper Saddle River, NJ. (e-Text only: ISBN-13: 978-0-13-354895-2; Loose Leaf and E-text Package: ISBN-13: 978-0-13-383370-6)

Academic Misconduct 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 the 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.

Academic 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 responsible for plagiarism.

Learn more about the academic integrity policies and procedures as well as student resources that can help you prepare for a successful semester.

Expectations of this Course

This is a face-to-face course with online components. Some coursework will be conducted via Canvas. Expectations for performance on online assignments are the same as for traditional face-to-face meetings. Online assignments require a degree of self-motivation, self-discipline, and technology skills which can make these assignments more demanding for some students. As we will communicate frequently via our FIU email, it is critical that you check your FIU email frequently, daily is preferred, but minimally every other day.

Also, please join our class Remind 101. The class code will be provided via email.

You are responsible for making sure that your hardware/server is compatible with Canvas. Please review the following links to ensure that your technology meets the requirements of the course:

Students are expected to:

- **Be patient** because technology can be unpredictable
- **Review the how to get started information** located in the Canvas course content
- **Introduce yourself to the class** during the first week by creating a biopoem in Storybird.
- **Interact** with instructor/s and peers (online and in person)
- **Review** and follow the course calendar
- **Attend** class on campus as required
- **Respect the rules of the computer lab (no food or drinks!)**
- Log into Canvas 2-3 times per week
- Respond to **emails** within **1-2 days.**
- Submit assignments by the corresponding deadline

The instructor will:

- Respond to emails within **1 day (excluding weekends)**
- Grade assignments within **5 business days** of the assignment deadline

COURSE DETAILS

Course Communication

In addition to communications in class and/or in office meetings, communication will take place via Canvas Email which is found in the Inbox of Canvas. The instructor will also communicate via text using Remind (see Canvas module, Getting Started).

Canvas email is the same email system as your FIU email. However, if initiating an email to the instructor, students must log on to Canvas to send the email. 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.

Quizzes

- There are no quizzes in this course. **However, there will be open book reviews**. You are to use your textbook and other content materials to answer the questions that will appear in the Canvas quiz format.

Assignments

- **Please use the calendar and syllabus as your guide.**
- No make-ups will be permitted except in extenuating circumstances, with proper documentation.
- <mark>**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.**</mark>
- Assignments e-mailed or messaged through Canvas directly to your professor will NOT BE GRADED. All assignments <u>must be submitted in the designated area within Canvas.</u>
- Assignments are to be submitted as WORD. All submissions must be typed, Times New Roman 12 point font, double-spaced with 1-inch margins (top, bottom, left, right).

Course Technical Issues

In the event that you experience technical problems that are out of your control, then <u>you MUST contact FIU Online Support for assistance</u>. 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, exams, 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: 305-348-3630Toll-Free: 1-877-3-ELEARN

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

Course Prerequisites

There are no prerequisites for this course.

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.

Summary of Assignments, Due Dates, and Points:

Assignment	Due Date	Points
Storybird Biopoem	January 16	20
Open Book Review 1, Chapters 1-2	January 16	15
Linoit	January 30	20
Open Book Review 2, Chapters 3-4	January 30	10
Educreations	February 13	20
Popplet	February 27	25
Digital Storybook	March 20	25
Open Book Review 3, Chapters 5-6	March 20	10
Open Book Review 4, Chapters 7-8	April 10	12
Nearpod	April 10	30
Livebinders	April 10	30
App/Tech Share	April 17	30
Tech Reviews (4@ 7 points)	Ongoing	28
Participation/Attendance	Ongoing	25
Total		300

Complete assignment descriptions and instructions will be provided in class and in Canvas.

Grading Scale

Letter Grade	Range %	Letter Grade	Range %	Letter Grade	Range
A	Above 93	B+	87-90	C	71-76
A-	91-92	B	81-83	D	62-70
B+	87-90	C+	77-80	F	< 61

Course Topics*

Topics from Textbook for Open Book Reviews

Introduction and Evaluation
Assistive Technology, UDL, Response to Intervention, and Common Core Standards
Reading Technologies
Writing Technologies
AT for Higher-Incidence Disabilities and Content Areas
AT for the Young Child
Communication Disorders
Sensory Impairments

COURSE CALENDAR AND ASSIGNMENTS

Course assignments with descriptions and due dates follow in Canvas. Select the assignment to see its complete descriptions and assigned points.

COURSE CALENDAR
WEEKLY SCHEDULE
The instructor reserves the right to change the order of a topic, change an assignment, and add learning activities.

Dates and activities subject to change. Tech Reviews (4) are on going and will be assigned accordingly.

Week	Topics/Activities	Things to complete by next class
January 9	Gather Student Information Course Overview & Approaches to the Course Introduction to Instructional Tech Storybird/Biopoem	Complete Biopoem using Storybird. Post link in Canvas discussion board by January 16 Read chapters 1-2
January 16	*Canvas Meeting* • Due: Open Book Review 1 • Due: Storybird Biopoem	
January 23	• Linoit • Tech discussion	Read Chapters 2-3
January 30	*Canvas Meeting* • Due: Open Book Review 2 • Due: Linoit	
February 6	• Educreations • Tech discussion	
February 13	*Canvas Meeting* • Due: Educreations	
February 20	• Popplet • Tech discussion	
February 27	*Canvas Meeting* • Due: Popplet	

Week	Topics/Activities	Things to complete by next class
March 6	• Digital Storybook • Tech Discussion	Read Chapters 5-6
March 13	*FIU Spring Break No Class*	
March 20	*Canvas Meeting* • Due: Open Book Review 3 • Due: Digital Storybook	
March 27	*No Formal Class Meeting* • Read Chapter 7	
April 3	• Nearpod • Livebinder • Tech Discussion • App/Tech Share sign up	Read Chapter 8
April 10	*Canvas Meeting* • Due: Open Book Review 4 • Due: Nearpod • Due: Livebinder	
April 17	• Due: App/Tech Share in CLASS	