

SPED 4040
Special Education Technology

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Overview

The purpose of this course is to 1) improve individual skills with technology, 2) increase knowledge and skills related to using technology to support learners with disabilities 3) increase knowledge related to the law and assistive technology. This will be accomplished via reading, hands on tutorials, independent activities, lecture, and discussion.

This course allows participants to gain information and skills related to the uses of technology for helping people with disabilities become as independent as possible. Specifically, this course is designed to assist participants in: developing strategies for integrating computer-based instruction (CBI); understanding the integration of instructional media; and incorporating assistive and augmentative devices as well as low end technologies for assisting learners with disabilities. During this course you will gain skills related to the standards for teachers as outlined by the Council for Exceptional Children (CEC) and advanced skills as outlined by the International Society for Technology in Education (ISTE). In addition, as a graduate course, we will focus heavily on the current research literature.

It should be noted that this syllabus is a working outline of the course and may be altered as needed to meet the instructional objectives presented below.

Text Book

We do not have a textbook in this course. We have several other sources that we will tap for foundational support. We do however have an opportunity to use Don Johnston's SOLO software package. We will not be using it in the first third of the course, but after that a great deal of the work you will do revolves around SOLO. The reason for this is because SOLO provides a good model of the sort of AT that is appropriate for a large number of kids with high incidence disabilities which impact reading and writing. Even if your school does not have SOLO, they will have similar products and learning to use SOLO will help you understand these better. I urge you to load SOLO and begin playing with it. Through a special arrangement with the publisher we are able to provide this software for you for the duration of the semester to load on one computer. At the end of the semester, you need to uninstall the software and send us (UGA) the software and booklets. This is very expensive software (\$500+ per copy) and we are very lucky to have the opportunity to use it in this way. The publisher has been very generous so please keep this in mind.

Live Presentations

Almost every week will have a live or archived presentation. The information is listed in each module. With an on-line course it is impossible to mandate attendance at one of these. It is however, expected that you will attend and if not, you will review the archive of the presentation. Some weeks will not have a live presentation for various reasons. In these cases, archived presentations will be available for you. Material from these WILL appear on quizzes. In general, live presentations will take place on Monday evenings from 9-10pm. Some exceptions exist (e.g. first week of class) and will be announced well in advance.

Course Overview

We will discuss the overview of the course in the first live presentation. You should note that you will only see **the first 5 modules** when you log in. That is OK. The other 10 will be released as the semester progresses. If you look ahead to future modules, you may notice in some instances there are references to a file or demonstration but the demonstration is not there (yet). Some of these files are still in production (they are video files) and will be there before we are scheduled to begin the module.

Pre-requisite skills

Everyone enters this course with different levels of skill in relation to technology. The mechanics of how to use productivity software (e.g. MS Word, PowerPoint etc) are not the focus of this course but familiarity and the ability to use these applications will be required for you to succeed in this course (as well as your graduate program and

your career as a teacher). Many of you are already proficient with these software applications, which is important because they are very useful for teachers. To make sure that everyone begins with at least the most basic skills with these applications and we can therefore proceed through many of the other aspects of the course quickly,

Taking class time to teach PowerPoint would not only frustrate those who are skilled with the software, it would also frustrate those who are new to the software therefore we are going to take advantage of something that UGA offers to all faculty, staff and students.

The University of Georgia offers on-line training for most Microsoft office tools through *element k*. These are usually 3 to 3.5 hr self paced lessons on how to use a piece of software. If you are unfamiliar with Word or Power Point, I recommend you at least complete their basic courses on these programs. Log in to your myuga account and click on *element k*. You will be able to find that you need from there.

So, how will I be able to estimate that everyone has at least the most basic skills in these two programs? We will do a simple skills evaluation on the first day of class just to see where everyone is at.

Course Competencies

The competencies that drive this course come from two professional organizations. The Council for Exceptional Children (CEC) and the International Society for Technology in Education (ISTE) have developed competencies that are relevant to your basic knowledge as a beginning teacher. CEC competencies relate directly to teaching students with disabilities. The ITSE standards were designed for general educators, however, they are critical for all teachers and they have modified them to account for work with students who have disabilities. Some of the competencies below are keyed to the CEC international standards for special education teachers. Other competencies are keyed to the six goal areas identified by ITSE: (I.) Technology operations and concepts; (II.) Planning and Designing Learning Environments and Experiences; (III.) Teaching, Learning, and the curriculum; (IV.) Assessment and Evaluation; (V.) Productivity and Professional Practice; (VI.) Social, Ethical, Legal, and Human Issues.

1. Design and evaluate the quality of plans that incorporate the use of technology, including adaptive and assistive technology for young children with special needs, and school aged students who have mild/moderate mental retardation, learning disabilities, and behavior disorders. (CEC – IGC, 4S21, EC 5S2, BD 4S5, MR 4K2)
2. Design and evaluate the quality of plans that incorporate the use of technology, including adaptive and assistive technology for young children with special needs, and school aged students who have severe and/or multiple disabilities. (CEC – IGC, 5K3, EC 5S2, BD 4S5, MR 4K2)
3. Articulate and analyze strategies for integrating alternative and augmentative communication systems into the curriculum for students with communication difficulties. (CEC - IGC, 4S18, 4S19, 6K4, MR 4S7)
4. Demonstrate appropriate use of technology including adaptive and assistive technology (CEC- EC 4S9, ITSE - VI)
5. Design and evaluate the quality of plans that incorporate the use of technology, including adaptive and assistive technology for individuals with physical disabilities and for those with sensory deficits (CEC-IGC, 3S4, PH – 4K2, VI – 4K1, 4K2, DH – 4K3).
6. Demonstrate proficiency in the use of common input and output devices including assistive devices for students who have disabilities; solve routine hardware and software problems; and make informed choices about technology systems, resources, and services. (ITSE - I)
7. Use technology tools and information resources to increase productivity, promote creativity, and facilitate academic learning as well as to use resources to facilitate higher order and complex thinking skills, including problem solving, critical thinking, informed decision-making, knowledge construction, and creativity. (ITSE - I, III, IV, V)
8. Use technology to locate, evaluate, and collect information from a variety of sources on topics related to improving teaching of students who have disabilities and to use technology in the development of strategies for solving problems in the real world. (ITSE – I, III, IV, V)

9. Evaluate and select new information resources and technological innovations based on their appropriateness for teaching students with disabilities. (ITSE - I, III, IV, V)
10. Demonstrate an understanding of the legal, ethical, cultural, and societal issues related to technology use with individuals who have disabilities and their families and be able to discuss diversity issues related to electronic media. (ITSE – I, VI)
11. Identify the benefits of technology to maximize student learning and facilitate higher order thinking skills in students who have mild to moderate disabilities. (ITSE - I, III)
12. Differentiate between appropriate and inappropriate uses of technology for teaching and learning while using electronic resources to design and implement learning activities. (ITSE - II, III, V, VI)
13. Identify technology resources available in schools and analyze how accessibility to those resources affects planning for instruction and the inclusion of students who have disabilities. (ITSE - I, II)
14. Identify, select, and use hardware and software technology resources specially designed for use by PK-12 students to meet specific teaching and learning objectives and determine how these resources can be modified to meet the needs of students with disabilities. (ITSE - I, II)
15. Identify specific technology applications and resources that maximize student learning, address learner needs, and affirm diversity. (ITSE - III, VI)
16. Design and teach technology-enriched learning activities that connect content standards with student technology standards and meet the diverse needs of students who have disabilities. (ITSE - II, III, IV, VI)
17. Develop a portfolio of technology-based products from coursework, including the related assessment tools. (ITSE - IV, V)
18. Apply online and other technology resources to support problem solving and related decision-making for maximizing student learning. (ITSE - III, V)
19. Participate in online professional collaborations with peers and experts relating to topics in the field of special education. (ITSE - III, V)
20. Identify issues related to equitable access to technology in school, community, and home environments and link these issues to problems faced by a diverse group of families who have children with disabilities. (ITSE - VI)

Schedule of Topics by Module

This skeletal outline shows a list of the modules and the required products in each module. For example, Module 2 has a 10pt quiz and a 5pt activity. Please refer to the calendar in WebCT for all dates..

Module	Topic	Quiz	Required Discussion	Activity
1	AT Overview & Law		✓	5
2	Sensory and Physical Needs	10		5
3	Augmentative/Alternative Communication		✓	5
4	Tech and Functional Skills			10
5	Tech and Social Skills	15		
6	AT & IEP's		✓	
7	UDL Intro	10		5
8	Multiple Means of Representation I			10
9	Multiple Means of Representation II	10		10
10	Multiple Means of Representation III		✓	20
11	Multiple Means of Expression I			10
12	Multiple Means of Expression II	15	✓	
13	Multiple Means of Engagement I			
14	Multiple Means of Engagement II		✓	20
15	Final Project Preparation			50
	Point Total	65		150

Total Points in Course: 205.

Quizzes: A mixture of multiple choice, true/false, short answer and essay questions to provide you and I with a formative means to judge your progress. **All quizzes are due by the Sunday that module ends by 11.55pm.**

Required Discussions: Ungraded. These are designed to help you prepare your activities as well as further engage the material to prepare for future quizzes. Exemplary participation will be remembered when grades are reviewed prior to final grading. These should be done as soon as possible after reading through the materials.

Activities: Hands on activities that require you to create materials in a variety of software packages. These will often be submitted as "Word Reports" where you use screen capture pasted into a word document to show me what you have accomplished. **All activities are due by the Sunday that module ends by 11.55pm.**

Culminating Final Project: In this project you will write a lesson plan for a unit of instruction (or use one that YOU have written for SPED 4440. A unit of instruction, for example, would be your lesson plan outline for a unit in middle school science about simple machines. The plan would span 1-2 weeks. In this plan you will integrate technology to support your instruction. You will also create materials that are usable in the SOLO software package to assist students with lower literacy skills. A comprehensive handout will be provided outlining specific requirements at the midpoint of the semester.

Final examination: An **optional** final exam worth 20points is available for those who want to take it to improve their grade. This would bring the course point total to 225 for those individuals and the grades would be calculated accordingly.

Grading Scale

Letter Grades will be assigned according to the following percentage of TOTAL POINTS earned:

A = 93-100%

A- = 90-92.99

B+ = 87-89.99

B = 83-86.99

B- = 80-82.99

C+ = 77-79.99

C = 73-76.99%

C - =70-72.99%

D=60-69%

F<60%

ACADEMIC HONESTY

*"I will be academically honest in all of my academic work
and will not tolerate academic dishonesty of others."*

— UGA Student Honor Code

All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. The penalties for academic dishonesty are severe and ignorance is not an acceptable defense

Plagiarism is a common phenomenon. To assist you in understanding what plagiarism is, and to indicate before hand how plagiarism will be viewed in this course, the following definition and examples are provided. The next four paragraphs describe the definition of plagiarism.

All academic work, written or otherwise, submitted by a student to his instructor or other academic supervisor, is expected to be the result of his own thought, research, or self-expression. In any case in which a student feels unsure about a question of plagiarism involving his work, he is obligated to consult his instructor on the matter before submitting it.

When a student submits work purporting to be his own, but which in any way borrows ideas, organization, working, or anything else from another source without appropriate acknowledgment of the fact, the student is guilty of plagiarism.

Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file or whatever. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, s/he must carefully acknowledge exactly what, where and how s/he has employed them. If s/he uses the words of someone else, s/he must put quotation marks around the passage in question and add in appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiarism. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain.

The following statements describe the Instructor's interpretation of this definition.

1. If a student copies his/her entire paper from any course, published or unpublished, it would be considered plagiarism unless the paper included quotation marks around it - in which case it would be viewed as inappropriate for submission. Likewise if major portions (sentences or paragraphs) are copies from another source without appropriate citation, it is considered plagiarism.

2. Since the assignments for this course require you to read a variety of sources and synthesize them into meaningful statements about a topic, you must be clear on how to cite those sources; use the Publication Manual for the American Psychological Association (third edition).

Examples of plagiarized and non-plagiarized statements are included below.

Original Source Says: "Although handicapping conditions are usually construed as cognitive, sensory, or motor, a fundamental deficit across almost every disability is social incompetence" (Bailey & Simeonsson, 1985, p. 20).

Plagiarized Example: Although handicapping conditions are usually construed as cognitive, sensory, or motor, a fundamental deficit across almost every disability is social incompetence.

- This statement would be considered plagiarism because it is a direct quotation, and is not cited as a direct quotation.

Non-Plagiarized Example: "Although handicapping conditions are usually construed as cognitive, sensory, or motor, a fundamental deficit across almost every disability is social incompetence" (Bailey & Simeonsson, 1985, p. 20).

- This statement is not an example of plagiarism because the student indicated the source, and indicated "exactly what, where and how he has employed" it (Student Rights and Responsibilities, p. 35).

Plagiarized Example: A fundamental deficit across almost every disability is social incompetence (Bailey & Simeonsson, 1985).

- This statement would be considered plagiarism because it is a quotation of another source, but is not acknowledged as a quotation. According to the APA manual, the reader is lead to interpret this statement as the words of the writer and the idea of the source that is cited. To acknowledge it as a quotation, the student must put quotation marks around it.

Non-Plagiarized Example: Social incompetence may be an important deficit in other handicapping conditions (Bailey & Simeonsson, 1985).

- This statement would not be considered plagiarism because the source from which the idea is taken is cited and the student put the idea in his/her own words.

Plagiarized Example: Handicapping conditions are usually categorizes as cognitive, sensory, or motor, but a major deficit across almost every disability is social incompetence (Bailey & Simeonsson, 1985).

A general deficit across almost every disability is social incompetence (Bailey & Simeonsson, 1985).

- These statements would be considered plagiarism because they involve "Making simple changes while leaving the organization, content, and phraseology intact" (Student Rights and Responsibilities, p. 35).

The instructor's responsibilities are also described in the *Student Rights and Responsibilities handbook*. The indented statements below are taken directly from the handbook.

An Instructor who has evidence that a student has committed an academic offense should first arrange a personal conference with the student and do the following: present the evidence with respect to the offense; give the student an opportunity to state his/her case; and make known to the student the charges, if any, and the possible sanctions which may be imposed or recommended. If the student is not reasonably available for or fails to attend such a conference, the instructor shall proceed to inform the student of the nature of the evidence, charges and possible sanctions by certified mail.

This instructor may then take one or more of the following actions.

- a. assign any grade on a paper or examination related to the offense;

- b. assign any grade for the course in which the offense occurred;
- c. recommend a more severe sanction that the instructor may alone impose, by forwarding through the department chairman a written report of the offense to the dean of the student's college. Notice of action taken under b. and/or c. must be sent by the instructor, within 5 working days after the accusation is made, to the student by certified mail with copies to the department chairman and the dean of the student's college. (Student Rights and Responsibilities, pp. 36-37).

Given these options, the Instructor will fulfill his obligation to the University community and immediately, without hesitation, refer the case to the Office of the Vice President for Instruction.

If you have further questions about plagiarism at any point in the course please ask the Instructor. Further, if you have questions about whether you are engaging in plagiarism, please bring the original source and your product by and ask the instructor whether it appears to be plagiarism. Obviously this should be done prior to submitting the product.

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University Community. A policy on academic honesty has been developed to serve these goals. All members of the academic community are responsible for knowing the policy and procedures on academic honesty. Please see the following web site for complete details.
(<http://www.uga.edu/vpaa/polproc/ahpol/main.html>)

The Department of Special Education supports equal access and support for all individuals with disabilities. We also support the policies and procedures of the University of Georgia relating to students who have disabilities. Disability Services, a part of the Office of the Vice President of Student Affairs, provides academic and support services to qualified students with disabilities to ensure equal access to all programs and activities at the University of Georgia. The mission of Disability Services is to create an accessible academic, social and physical environment for students with disabilities at UGA

If you have a documented disability and require specific instructional adaptations you must notify me prior to the beginning of the second week of class. Your notification must be accompanied by written documentation from the UGA office of Disability Services or the Regents Center for Learning Disabilities.