

SPED 4040 & SPED 4040L
SPECIAL EDUCATION TECHNOLOGY
SPRING, 2007

Instructor: John Langone
Office: 573 Aderhold Hall
Phone: 542-4588
Office Hours: By Appointment
E-mail: jlangone@uga.edu

Course Goal

This course and the accompanying lab will assist you in gaining information and skills for managing, assessing, and teaching individuals with disabilities using computer-supported instruction as well as a variety of assistive technology devices and software. Specifically, this course will present information to help you to develop: (1) strategies for integrating computer-supported instruction into your work as teachers; (2) strategies for improving access to technology for all regardless of cultural differences or disability; (3) instructional supports (both electronic and traditional) that are designed to improve your students' learning; (4) strategies for using multimedia to improve the quality of your instruction; and (5) strategies for using assistive and augmentative devices as well as low end technologies. The emphasis of the course will be on technology solutions for students with high incidence disabilities (MIMR, LD, BD), however, some information will be presented emphasizing the use of assistive technology for students with more severe disabilities and those with physical and sensory deficits.

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 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. Plan and teach student-centered learning activities and lessons in which students apply technology tools and resources. (ITSE - II, III)

18. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information resources to be used by students or to be used by teachers to improve their knowledge base. (ITSE - II, IV, V, VI)

19. Examine multiple strategies for evaluating technology-based student products and the processes used to create those products. (ITSE - IV)

20. Develop a portfolio of technology-based products from coursework, including the related assessment tools. (ITSE - IV, V)

21. Apply online and other technology resources to support problem solving and related decision-making for maximizing student learning. (ITSE - III, V)

22. Participate in online professional collaborations with peers and experts relating to topics in the field of special education. (ITSE - III, V)

23. Use technology productivity tools to complete required professional tasks and identify technology-related legal and ethical issues, including copyright, privacy, and security of technology systems, data, and information. (ITSE - VI, V)

24. 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)

Overview of Topics *

A brief overview of class topics can be found on the WEB CT companion site.

Course Format

The course format includes lecture, testing, prepared products, classroom activity/participation, and laboratory activities/practice. This course stresses the need to use **cooperative learning teams** when teaching students who have disabilities and many of the assignments this semester reflect this approach. Class lectures will supplement information from the assigned readings. **You will be responsible for completing the readings prior** to the lecture and are responsible for any questions about the readings presented by the instructor.

Course Readings

Posted on the WEB CT companion site.

Class Schedule

Each class includes time allotted for lecture, demonstration, group work, and lab activities.

Tuesday: 2:45-4:45

Thursday: 2:30-4:15

Tests, Projects and Grading Procedures

1. Class Participation (50 points). The instructor will award class participation points based on his professional judgment over the following student behaviors:

- Attending class regularly and on time
- Coming to class prepared by completing the assigned readings
- Synthesize information read and apply that information to problems and situations presented in class
- Orally answer questions that have been presented in class and contribute to discussions
- Demonstrate a strong work ethic common among outstanding teachers that includes practice with software outside of class times, review of web sites related to assistive technology, and review of software.
- Work as hard on practice assignments as on graded assignments
- Demonstrate professional behaviors and attitudes relating to classmates, the instructor and the work required as part of this course

2. Quizzes (100 points). Four quizzes will be presented throughout the semester each worth 25 points. These quizzes will consist of multiple choice, true/false and short answer questions. **There will be no opportunity to make up a missed quiz due to absence or tardiness.**

3. Project: AAC Applications for Students with Severe Disabilities (50 points).

This assignment is an individual project that results in a lesson plan designed to teach a student with severe disabilities to communicate with others using an alternative augmentative system. Details will be presented in a separate document.

4. Cumulative Final Exam: (50 points). This exam will consist of multiple choice, true/false and short answer questions. **There will be no opportunity to make up a missed final exam due to absence or tardiness.**

**** There will be no make up opportunities for missed quizzes. All assignments (projects) must be handed by the deadline assigned by the instructor. Assignments handed in late will be assessed the equivalent of one letter grade for each day late.**

Grading

<u>Class Participation:</u>	50 points
<u>Tests (4):</u>	100 points
<u>Project:</u>	50 points
<u>Final Exam:</u>	50 points
<u>Total Points:</u>	250 points

250 - 225 = A

224 – 193 = B

192 – 168 = C

167 – 143 = D

142 and Below = F

THE ABOVE GRADING SYSTEM IS SUBJECT TO CHANGE. I WILL NOTIFY YOU OF ALL CHANGES IF AND WHEN THEY OCCUR.

Academic Honesty

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>)

Disability Issues

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.

Required Course Materials

External storage device-USB Memory Key (256 mg or larger)

Headset with Built in Microphone

Additional Course Requirements

As preservice teachers, professionalism and work ethic are an important part of your training in all of your courses. Two indicators of professionalism and work ethic are your attendance and punctuality. Therefore, you are expected to attend lectures and labs, to be on time for the beginning of class, and to be on time when class resumes after the break. Attendance will be taken and habitual offenders will be dropped from the course. It has been my experience that there is a positive correlation between poor attendance and lower grades. There will be a tardiness policy in effect this semester both for the beginning of class and for beginning the class after the break. Those who come late to class disrupt the flow of the lecture and the concentration of the other students. Since various clocks and watches (e.g., in the classroom, mine and yours) cannot be accurately synchronized, on time will be defined as the moment when I enter the class and begin the lecture for that day or the lecture after the break. **Unexcused absences and tardiness will result in a penalty (i.e., loss of points) when I assign class participation grades for the semester.**

Cellular Phone Policy

Students who allow cell phones to ring during class lectures and activities demonstrate rude and highly unprofessional behavior. **Therefore, should this occur I will assess a penalty (i.e., loss of points) when I assign class participation grades for the semester.** I recognize, however, that there are situations when it is very important that someone reach you (e.g., sick a family member). Should such an event be pending, please notify me at the beginning of class that you need to leave your phone turned on and that it may ring.