



**College of Education and Human Development
Division of Special Education and disAbility Research**

Spring 2014

EDSE 517 001: Computer Applications for Special Populations
CRN: 10587, 3 - Credits

| | |
|---------------------------------------------------|-------------------------------------------|
| Instructor: Dr. Yoosun Chung | Meeting Dates: 01/21/14 - 05/14/14 |
| Phone: (703) 988-3486 (text-relay-service) | Meeting Day(s): Thursdays |
| E-Mail: ychung3@gmu.edu | Meeting Time(s): 4:30 pm-7:10 pm |
| Office Hours: by appointment | Meeting Location: Fairfax, KH 102 |

***Note:** This syllabus may change according to class needs. Students will be advised of any changes immediately through George Mason e-mail and/or through Blackboard.*

Course Description

Lecture and laboratory course for teachers of special populations in applications of computer technology for instructional programs and computer skills. Students learn to use computer technology designed for special populations.

Prerequisite(s): Graduate standing, or permission of instructor

Co-requisites: None

Advising Contact Information

Please make sure that you are being advised on a regular basis as to your status and progress through your program. Mason M.Ed. and Certificate students should contact the Special Education Advising Office at (703) 993-3670 for assistance. All other students should refer to their faculty advisor.

Nature of Course Delivery

Learning activities include the following:

1. Class lecture, discussion, and participation
2. Group and independent laboratory activities

3. Video and other media supports
4. Research and presentation activities
5. Electronic supplements and activities via Blackboard

Learner Outcomes

Upon completion of this course, students will be able to:

- Demonstrate an understanding of the history of assistive technology.
- Describe and implement a comprehensive set of procedures for software review and evaluation for specific populations.
- Describe and utilize key devices and software tools designed to help individuals with disabilities in educational settings including learning, physical, sensory, and intellectual disabilities.
- Describe key features in selecting and using an augmentative and alternative communication device for an individual
- Define the issues related to the accessibility of the Internet by individuals with disabilities.
- Evaluate and select appropriate web-based activities for individuals with disabilities.
- Adapt and modify general education curriculum and class activities using assistive technology to meet the needs of diverse learners.
- Design an appropriate technology integrated lesson plan for a specific special education population.

Required Textbooks

Dell, A.G., Newton, D., & Petroff, J. (2012). *Assistive technology in the classroom: Enhancing the school experiences of students with disabilities (2nd ed)*. Upper Saddle River, NJ: Pearson.

Digital Library Option

The Pearson textbook(s) for this course **may be** available as part of the **George Mason University Division of Special Education and disAbility Research Digital Library**. Please note that not all textbooks are available through this option. Visit the links below before purchasing the digital library to ensure that your course(s) text(s) are available in this format. The division and Pearson have partnered to bring you the Digital Library; a convenient, digital solution that can save you money on your course materials. The Digital Library offers you access to a complete digital library of **all Pearson textbooks** and MyEducationLabs used across the Division of Special Education and disAbility Research curriculum at a low 1-year or 3-year subscription price. Access codes are available in the school bookstore. Please visit <http://gmu.bncollege.com> and search the ISBN. To register your access code or purchase the Digital Library, visit:

<http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

- 1 year subscription \$200 ISBN-13: 9781269541411
- 3 years subscription \$525 ISBN-13: 9781269541381
- Individual e-book(s) also available at the bookstore link above or at <http://www.pearsoncustom.com/va/gmu/digitallibrary/education/index.html>

Required Resources

Students are required to bring a USB memory drive (also known as jump drives or thumb drives) to class to save work.

Additional Readings

This semester we will be using Blackboard 9.1 (<https://mymason.gmu.edu>) course management system. Course information, lectures, and readings will be posted under the Courses Tab >> EDSE 517 on Blackboard 9.1. If you cannot log in or are having technical difficulties, please direct any technical difficulties to the ITU Support Center at 703-993-8870 or support@gmu.edu

Course Relationships to Program Goals and Professional Organizations

This course is part of the George Mason University, Graduate School of Education (GSE), Masters in Special Education Program. This program complies with the standards for teacher licensure established by the Council for Exceptional Children (CEC), the major special education professional organization. The CEC standards that will be addressed in this class include Standard 4: Instructional Strategies and Standard 5: Learning Environments and Social Interactions and Standard 6: Language.

GMU POLICIES AND RESOURCES FOR STUDENTS:

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

Course Policies & Expectations

Attendance.

- Students are expected to (a) attend all classes during the session, (b) arrive on time, (c) stay for the duration of the class time and (d) complete Blackboard discussion boards and other assignments.
- Students will be awarded up to two and a half (2.5) points each class session for successful completion of in-class activities and online assignments (total of 14 class sessions). At the end of the semester, the instructor will drop the lowest two participation scores. Students can earn a maximum of 30 points for participation.

Late Work.

- In fairness to students who make the effort to submit papers on time, there will be a 10% cost reduction **per day** for late papers (For example, a 20 point assignment will lose 2 points per day while a 50 point assignment will lose 5 points per day).

- The instructor reserves the right to request that a student recycle a product that is not satisfactory. In such cases, resubmitted assignments are not eligible for full credit and a response cost of 10 percent may be assessed.

Course Expectations

- During class time, computers and printers are to be used only for work related to the class. Students found using the computer (whether personal laptop or lab computer) for purposes other than the assigned in class activity will be asked to turn off their equipment and will not receive in-class activities points for that class session.
- Use APA guidelines for all course assignments (<http://www.apastyle.org>). In particular, it is expected that you know how to paraphrase and cite information appropriately to meet both APA guidelines and to avoid plagiarism.
- We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). Please refer to “Guidelines for Reporting and Writing about People with Disabilities”
<http://www.rtcil.org/products/RTCIL%20publications/Media/Guidelines%20for%20Reporting%20and%20Writing%20about%20People%20with%20Disabilities%207th%20Edition.pdf>

TaskStream Submission

Every student registered for any Special Education course with a required performance-based assessment is required to submit this assessment, *Assistive/Instructional Technology Lesson* to TaskStream, (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

If you have never used TaskStream before, you MUST use the login and password information that has been created for you. This information is distributed to students through GMU email, so it is very important that you set up your GMU email. For more TaskStream information, go to <http://cehd.gmu.edu/api/taskstream>

Grading Scale

95-100 = A

90-94 = A-

85-89 = B

80-84 = B-
70-79 = C
< 70 = F

Assignments

Performance-based Assessment (TaskStream submission required).

The NCATE/TaskStream assignment for this course is the *Assistive/Instructional Technology Lesson*. Please see the *Other Assignments* section for assignment description.

Performance-based Common Assignments (No TaskStream submission required).

Courses with multiple sections often require "common" assignments across sections to ensure consistency in instruction and learning. This course does not require the use of a common assignment(s). All course assignments are outlined in the *Other Assignments* section.

Other Assignments.

1. ***Class Participation (In-Class Activity and Online Assignment) (30 points)*** Attendance at all face-to-face sessions is very important because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Class and lab participation is demonstrated by participation and utilization of lab time in an effective and efficient manner, and completion of in-class assignments handed in at the end of each class period. Completion of in-class activities includes both active participation in the activity as well as submission of a permanent product (form, summary statement, reflection, etc.). Students who miss a class will not have the opportunity to make up missed in-class assignments, and therefore, will not earn class participation points for that missed class session. Since the time to complete in-class activities will vary each class session, significant tardiness or early departure will also count as an absence if the student misses the in-class activity or does not complete it in its entirety during the allotted time. In addition to complete in-class activities, completing all online assignments for the online sessions is equally important. Students will be awarded up to two and a half (2.5) points each class session for successful completion of in-class activities and online assignments (total of 14 class sessions). At the end of the semester, the instructor will drop the lowest two participation scores. Students can earn a maximum of 30 points for participation.
2. ***Teacher Productivity Tools Assignment (10 points)*** Students will select a teacher productivity tool such as Microsoft Excel, Word, or PowerPoint and develop an artifact that will be useful to them as a teacher in the classroom. For instance, using Microsoft Excel students can create a grade sheet for a class that they teach or might be teaching or they can create an interactive worksheet or quiz using Microsoft Word. A list of possible projects will

be provided by the instructor. This assignment will be submitted through Blackboard and is due by the start of class on the due date. Please refer to the scoring rubric for additional information on this assignment.

3. ***Software Review (15 points)*** Students will choose a piece of software/mobile application of interest to review; it should be a recent version. The software review includes two elements, a written narrative and a completed software evaluation checklist. The narrative should provide a brief description of the software followed by a thorough review of the software and its possible application within a chosen environment. The review should address the primary features of the software including accessibility and other topics addressed in class (content, user friendliness, adult management features, support materials, and value). The software review should be 3-4 pages in length and will serve as a reference for a potential software user. Students will use the software review format introduced in class to evaluate the selected software. Please include a copy of your completed evaluation checklist. This assignment will be submitted through Blackboard and is due by the start of class on the due date. Please refer to the scoring rubric for additional information on this assignment.

4. ***Technology Tools Assignment (10 points)*** Students will select a broad technology category to research, describe, and analyze. A list of technology categories (i.e. word prediction) will be provided by the instructor. Students will then select two specific technologies within their category (i.e. CoWriter and WordQ) as part of their analysis. In a 3-4 page paper, students should provide a description of the overall technology including its intended purpose, audience, and important features. Students then should provide a brief description of each specific technology they have selected along with a comparison of product similarities and differences. Finally the paper should include a recommendation for one of the specific technologies based on the needs of a real client or an invented scenario. Please note: it is anticipated that students will use the Internet and/or product catalogs to obtain product information and descriptions, however students are expected to reference such information using proper APA format including correct referencing both within the narrative and in the reference list. This assignment will be submitted through Blackboard and is due by the start of class on the due date. Please refer to the scoring rubric for additional information on this assignment.

5. ***Assistive/Instructional Technology Lesson (35 points)*** Students will design an interactive computer-based lesson for a specific population. The lesson includes online and offline products. This lesson should integrate an instructional or assistive technology and should engage students actively with the technology. Students will write a lesson plan in paragraph or bulleted format addressing all the required elements provided by the instructor. In addition, students will develop an interactive online (computer-based activity) product and offline product using assistive/instructional technology that is beneficial for diverse learners participating in the lesson. Students will present the lesson and their products on the last day of class. Please refer to the scoring rubric for additional information on this assignment.

Schedule

PROPOSED CLASS SCHEDULE

| Session | Date | Topic/Learning Experiences | Readings Due | Assignments Due |
|---------|------|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|---------------------------------------------------------------|
| 1 | 1/23 | Introduction to AT | Chap 1 | |
| 2 | 1/30 | Lecture and Lab: Teacher Productivity Tools | | |
| 3 | 2/6 | Lecture and Lab: Software Features and Evaluation | | |
| 4 | 2/13 | Lecture and Lab: AT for Students with Learning Disabilities - Reading Tools | Chap 3 | Teacher Productivity Tools |
| 5 | 2/20 | Lecture and Lab: AT for Students with Learning Disabilities – Writing Tools | Chap 2 | |
| 6 | 2/27 | Lecture and Lab: AT for Students with Physical Disabilities | Chap 7 & 8 | |
| 7 | 3/6 | Lecture and Lab: Augmentative and Alternative Communication | Chap 10 | |
| | 3/13 | Spring Break: No Class | | |
| 8 | 3/20 | ONLINE CLASS: Using the Internet for Instruction | Chap 6 | Software Review |
| 9 | 3/27 | Lecture and Lab: AT for Students with Sensory Impairments Guest Speaker – Dr. Kristine Neuber | Chap 4 | |
| 10 | 4/3 | Lecture and Lab: Accessing the General Curriculum-Math, Science and Social Studies (Smartboard) Guest Speaker – Soojin Jang | Chap 5 | |
| 11 | 4/10 | Lecture and Lab: Accessing the General Curriculum-Language Arts | Chap 11 | Technology Tools |
| 12 | 4/17 | Lecture and Lab: Authoring Tools | | |
| 13 | 4/24 | Lecture and Lab: AT and the IEP | Chap 9 & 13. <i>Chap 14 (opt)</i> | |
| 14 | 5/1 | Student Presentations: Assistive/Instructional Technology Lesson Plan and Adaptation | | Assistive/Instructional Technology Lesson Presentation |
| | 5/8 | Reserved as a make up day in case class is cancelled for inclement weather | | |