George Mason University
Assistive Technology Certificate Program
Kellar Institute for Human disAbilities
Spring 2004

Internet as an Assistive Technology Tool
(EDSE/EDIT 529) (2 Credit Hours)

**SCHEDULE**

Class Time: 4:30-7:10 PM  
Class Sessions: Jan 28, Feb 4, 11, 18, 25 and May 5  
Class Location: Thompson Hall 221

**INSTRUCTOR**

Marci Kinas Jerome, M.Ed.  
703-993-3670  
Krug Hall 105  
mkinas@gmu.edu  
Office Hours: by appointment

**COURSE DESCRIPTION**

This course will provide an overview of the World Wide Web / Internet as an educational tool for students with disabilities. Primary focus of this course will be presenting strategies, accommodations, assistive technology, and Internet resources for educators to use the Internet with students with disabilities. Students will review and evaluate web sites, develop a Internet resources list, and develop an accessible internet lesson plan or accessible education website.

**REQUIRED READING**

- The instructor will provide handouts and Internet sites.

**COURSE OBJECTIVES**

At the completion of this course, students will be able to:

- Define the issues related to the accessibility of the Internet by individuals with disabilities.
- Identify appropriate accommodations and technology for Internet access.
- Select online disability and assistive technology related resources.
- Evaluate and select appropriate web-based activities for individuals with disabilities.
- Develop and design an accessible Internet lesson plan or accessible education website.
RELATIONSHIP OF COURSE TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATIONS

This course is part of the George Mason University, Graduate School of Education, and Special Education Program for teacher licensure in the commonwealth of Virginia in the special education areas of emotional Disturbance and Learning Disabilities. This program complies with the standards for teacher licensure established by the Council for Exceptional Children, the major special education professional organization. As such the learning objectives for this course cover many of the competencies for curriculum and methods for teaching individuals with emotional disturbances and learning disabilities kindergarten through grade 12.

COURSE OUTLINE

January 28  Introduction
• How individuals with disabilities use the web
• Introduction to web accessibility

February 4  Using the Internet with students with ED/LD/MR
• Learner characteristics/areas of need
• How the Internet can use helpful
• Educational activities/online resources
• Internet Barriers
• Available assistive technology

February 11 Using the Internet with Students with Physical and/or Severe Disabilities
• Learner characteristics/areas of need
• How the Internet can use helpful
• Educational activities/online resources
• Internet Barriers
• Available assistive technology

February 18 Using the Internet in Early Childhood and with students with Sensory Impairments
• Learner characteristics/areas of need
• How the Internet can use helpful
• Educational activities/online resources
• Internet Barriers
• Available assistive technology
Feb. 25       Developing Internet Lesson Plans/Website Evaluation
              • Planning and Designing
              • Criteria for selecting appropriate sites for students
              • Accessibility Evaluation (Bobby)

Sessions 6-10       Student Implementation Project

May 5           Student Presentations

ASSIGNMENTS

• Please type ALL assignments unless otherwise noted.
• All assignments must be submitted to the Digital Drop Box in Blackboard by 4:00pm on the day that the assignments are due unless otherwise noted by the instructor.

Assignment 1: In-Class Assignments (25 points)       Due: Each Class Session

Complete the in-class assignments for each of the five class sessions. Assignments will be due at the end of each class session. Each assignment will be worth 5 points for a total of 25 points.

Assignment 2: Online Resources Handout (35 points)       Due: February 25th

Students will develop an Internet resources handout/brochure based on information learned in class. The handout may be developed for a specific audience (parents, teachers, co-workers) that provides both an overview/introduction and lists of important and helpful Internet resources. The overview should identify the purpose of the handout and explanation of its contents. Resources may include links to specific disability/professional organizations, parent/teacher resources, educational activities/games, technology vendors, accessibility information/guidelines, etc. Students will be expected to provide enough copies of their handout/brochure for other students in the class.

Final Project: Assistive Technology and the Internet Implementation Project (40 points)       Due: May 5th

For the final project, students will apply their knowledge of Internet as an assistive technology tool. Since students’ professional interests and technical knowledge vary, students will choose to complete one of two possible final project options that best meet their interests. Furthermore, students will present their project to their peers on the final day of class.
Option 1: Accessible Internet-Based Lesson
Students will plan and develop an accessible lesson using the Internet. The goal of this project is to enhance access to information on the Internet for designated students. If you choose to complete a lesson plan, it needs to include all of the components necessary to carry out a lesson via the Internet for your chosen students. This may require using other software and/or plug-ins for your Internet browser. The lesson will be evaluated based on the following criteria:

- Rationale and Identification of Target Audience 5 pts.
- Goals and Objectives 5 pts.
- Accessibility Plan and Features 10 pts.
- Complete description of software features and components aligned with specific disability issues 5 pts.
- Description of Materials and Procedures 5 pts.
- Evaluation criteria and/or rubric for assessment 5 pts.
- Presentation 5 pts.

TOTAL 40 pts.

Option 2: Accessible Education Website Development
Students will plan and develop an accessible education website. This site should include at least 4 pages centered on an identified theme. The website can be designed as either an information site for a specific audience (parents, teachers, co-workers) or as an educational activity for students. The website will be evaluated based on the following criteria:

- Rationale and Identification of Target Audience 5 pts.
- Accessibility Plan and Features 10 pts.
- Layout and Navigation 10 pts.
- Design 5 pts.
- Error Free 5 pts.
- Presentation 5 pts.

TOTAL 40 pts.
**Grading Criteria**

Evaluation will be based upon a point system. The point value for each assignment is as follows:

- Assignment 1: Class Participation  25 points
- Assignment 2: Online Resources Handout  35 points
- Final Project: Implementation Project  40 points

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<th>Total Possible Points</th>
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The instructor reserves the right to request that a student recycle a product that is not satisfactory. In such cases a response cost of 10 percent may be assessed.

Grades for late assignments will reflect a 20% response cost.

**All assignments must be completed to receive a final grade.**