



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

Spring 2013

EDSE 517 673: Computer Applications for Special Populations  
CRN: 20236, 3 - Credit(s)

<b>Instructor:</b> Dr. Yoosun Chung	<b>Meeting Dates:</b> Jan 25 & 26, Mar 22 & 23, May 3 & 4
<b>Phone:</b> 703-993-4179	<b>Meeting Day(s):</b> Fridays (Online - Asynchronous) and Saturdays (Face to Face)
<b>E-Mail:</b> ychung3@gmu.edu	<b>Meeting Times:</b> Saturdays: 9:30 AM-5:00 PM
<b>Office Hours:</b> by appointment	<b>Meeting Location:</b> KH 102 and Online

***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-requisite(s):** Graduate standing, or permission of instructor

**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)993-3145 for assistance. All other students should refer to their faculty advisor.

**Nature of Course Delivery**

Learning activities include the following:

1. Online lectures and reflections via Blackboard 9.1 (<http://mymason.gmu.edu>)
2. Class lecture, discussion and participation

3. Software and hardware presentations
4. Group and individual in-class activities
5. Research and presentation activities
6. Written papers using the American Psychological Association format (6<sup>th</sup> edition)

### **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., Newton, D., & Petroff, J. (2010) *Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities (2<sup>nd</sup> ed)*. Upper Saddle River, NJ: Pearson.

### **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 (673) 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](mailto:support@gmu.edu)

### **Course Relationship 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 are listed on the following website: <http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ProfessionalStandards/>. 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://academicintegrity.gmu.edu/honorcode/>].
- b.* Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 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) access and review all course lectures via Blackboard 9.1 as well as complete all online discussions and reflections prior to face-to-face meeting; (b) attend all face-to-face classes during the session, (b) arrive on time, (c) stay for the duration of the class time and (d) complete all course assignments on time.
- Students are expected to allot approximately four and a half hours for review of course lectures and online reflection posts on Fridays.

### **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”

## **Grading Scale**

95-100 = A  
90-94 = A-  
85-89 = B  
80-84 = B-  
70-79 = C  
< 70 = F

## **Assignments**

### **NCATE/TaskStream Assignments.**

There is no NCATE/TaskStream Assignment for this course.

### **Common Assignments.**

The common assignment for this course is the Assistive/Instructional Technology Lesson Plan. Please see the Other Assignments section for assignment description.

### **Other Assignments.**

Refer to Blackboard 9.1 (<https://mymason.gmu.edu>) for further information about the assignments.

- 1. Online and Class Participation (45 points)** Participation in all online activities is very important. Attendance at all face-to-face sessions is mandatory because many of the activities in class are planned in such a way that they cannot necessarily be recreated outside of the class session. Online and class participation is demonstrated by:
  - a.** Completion of online reflection posts & feedback (3 posts x 5 points = 15 points total)
  - b.** Completion of one online activity (5 points)
  - c.** Completion of 6 in-class activities handed in at the end of each class period (25 points total)

Students can earn a maximum of 45 points for online and in-class participation.

- 2. Software Review (10 points)** Students will choose a piece of educational software and/or mobile application available in their classroom and/or school to review. The review includes a completed software evaluation form. The software review should provide a brief description of the software followed by a thorough review of the software guided by the provided checklist, as well as the discussion of possible software 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). Students will use the software review format introduced in class to evaluate the selected software. Please refer to the scoring rubric for additional information on this assignment available on the Blackboard. You must post the software program you intend to review under Discussion Board on Blackboard for instructor's approval by January 26 . (Due February 23)

3. **Technology Tools Assignment (15 points)** Students will select a broad technology category that could be helpful to one of the students in their classroom 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, provide (1) a description of the overall technology category including its intended purpose, audience, and important features; (2) a brief description of each specific device/software they have selected along with a comparison of product similarities and differences (3) a recommendation for one of the specific technologies based on the needs of the student. A template with the required elements will be available on Blackboard. **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. This includes correct referencing both within the narrative and in the reference list. Please refer to the scoring rubric for additional information on this assignment available on the Blackboard. (Due April 20)**
  
4. **Assistive/Instructional Technology Lesson Plan (30 Points)** Design an interactive computer-based lesson that has been adapted for a specific population and includes on-line and off-line products. This lesson should integrate instructional and assistive technology and should engage students actively with the technology. Students will:
  - a. Submit a written lesson plan in paragraph or bulleted format addressing all the required elements provided by the instructor as well as the online product (18 points)
  - b. Create and post on the Blackboard a narrated presentation that describes the lesson plan as well as the online and off-line products to be used in the lesson (8 points)
  - c. Review lesson plans in groups and provide meaningful feedback to one of the classmates (4 points)

Please refer to the scoring rubric available on the blackboard for additional information on this assignment **(Due May 12 for submitting it on Blackboard & May 17 for posting your feedback).**

## Schedule

Session	Date	Topic/Learning Experiences	Readings	Assignments Due
1	January 25, Friday	<b>First Online Module</b>	Chap 1	<ul style="list-style-type: none"> <li>• Post “Introduce yourself” to <b>Discussion Board</b></li> <li>• <b>Complete Online Module 1</b></li> </ul>
1	January 26, Saturday	<b>First Face-to-Face Class</b>  <b>1. Introduction to EDSE 517 and AT</b> <b>2. Teacher Productivity Tools</b> <b>3. Education Software Review</b>		<ul style="list-style-type: none"> <li>• <b>Complete In-Class Activities</b> (Teacher Productivity Tools and Software Review)</li> </ul>
	February 9, Saturday		Chap 2 & 3	<ul style="list-style-type: none"> <li>• <b>1<sup>st</sup> Online Reflection Post to <u>Reflection Blogs</u></b></li> <li>• <b>Post software choice to <u>Discussion Board</u> for approval by instructor</b></li> </ul>
	February 23, Saturday			<ul style="list-style-type: none"> <li>• <b>1<sup>st</sup> Online Feedback Post to <u>Reflection Blogs</u></b></li> <li>• <b>Submit Software Review Assignment</b></li> </ul>
2	March 22, Friday	<b>Second Online Module</b>	Chap 6,7 & 8	<ul style="list-style-type: none"> <li>• <b>Complete Online Module 2</b></li> </ul>
2	March 23, Saturday	<b>Second Face-to-Face Class</b>  <b>1. Augmentative and Alternative Communication</b> <b>2. AT Accommodations for Different disAbilities</b> AT for Students with: <ul style="list-style-type: none"> <li>• Learning Disabilities</li> <li>• Physical Disabilities</li> <li>• Sensory Impairments</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Complete In-Class Activities</b> (LD, Physical &amp; Sensory, and AAC)</li> </ul>
	April 20, Saturday		Chap 4 & 5	<ul style="list-style-type: none"> <li>• <b>Submit Technology Tools Assignment</b></li> <li>• <b>2<sup>nd</sup> Online Reflection Post to <u>Reflection Blogs</u></b></li> </ul>
3	May 3, Friday	<b>Third Online Module</b>	Chap 9,11 & 13	<ul style="list-style-type: none"> <li>• <b>2<sup>nd</sup> Online Feedback Post to <u>Reflection Blogs</u></b></li> <li>• <b>Complete Online Module 3, including an Online Activity</b> (Using the Internet for Instruction)</li> </ul>
3	May 4, Saturday	<b>Third Face-to-Face Class</b>		<ul style="list-style-type: none"> <li>• <b>Complete In-Class Activity</b> (Authoring Tools)</li> </ul>

		<b>1. AT and the IEP</b> <b>2. AT in the Curriculum</b> <ul style="list-style-type: none"> <li>• Using the Internet for Instruction</li> <li>• Accessing Language Arts, Math, Science and Social Studies using Smartboard</li> <li>• Authoring Tools</li> </ul>		
	May 12, Sunday		Chap 14 (optional)	<ul style="list-style-type: none"> <li>• <b>3<sup>rd</sup> Online Reflection Post to <u>Reflection Blogs</u></b></li> <li>• <b>Submit AT Lesson &amp; Presentation</b></li> </ul>
	May 17, Friday			<ul style="list-style-type: none"> <li>• <b>3<sup>rd</sup> Online Feedback Post to <u>Reflection Blogs</u></b></li> <li>• <b>Online Peer Feedback on AT Lesson &amp; Presentation</b></li> </ul>

