



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

Spring 2013

EDSE 517 670: Computer Applications for Special Populations
CRN: 20348, 3 - Credit(s)

Instructor: Jeff Sisk	Meeting Dates: 01/08/13 - 03/05/13
Phone: 703-208-7963	Meeting Day(s): Tuesdays
E-Mail: jeff.sisk@fcps.edu	Meeting Times: 4:30 PM - 9:00 PM
Office Hours: By appointment, Leis Center	Meeting Location: Rocky Run Modular 18

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

[Instructors, please revise in accordance with your specific course format]

Learning activities include the following:

1. Class lecture and discussion
2. Application activities
3. Small group activities and assignments

4. Video and other media supports
5. Research and presentation activities
6. Electronic supplements and activities via Blackboard (<http://fcps.blackboard.com>)

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

Assistive Technology in the Classroom: Enhancing the School Experiences of Students with Disabilities by Amy G. Dell, Deborah A. Newton & Jerry G. Petroff

Recommended Textbooks

It is recommended that students bring a USB memory drive (also known as jump drives or thumb drives) to class to save student work.

Required Resources

All assignments should be word-processed and are due at the start of class on the dates indicated including assignments submitted through email. Please retain a copy of your assignments in addition to the one you submit. All assignments should reflect graduate-level spelling, syntax, and grammar. If you experience difficulties with the writing process you will need to document your work with the GMU Writing Center during this course to improve your skills. At the instructor's discretion, students may be given the opportunity to resubmit an assignment. Resubmitted assignments are not eligible for full credit.

- It is recommended that students retain ELECTRONIC copies of all course products to document their progress through the GSE ED/LD/MR and/or SD licensure program. Products from this class can become part of your individual professional portfolio used in your

portfolio classes that documents your satisfactory progress through the GSE program and the CEC performance based standards.

- The signature assignment required for this course (Assistive/Instructional Technology Lesson) must be submitted electronically to Mason's NCATE management system, TaskStream: (<https://www.taskstream.com>).

Note: Every student registered for any EDSE course as of the Fall 2007 semester is required to begin submitting signature assignments to TaskStream (regardless of whether a course is an elective or part of an undergraduate minor). TaskStream information is available at <http://gse.gmu.edu/programs/sped/>. Failure to submit the assignment to TaskStream will result in reporting the course grade as Incomplete (IN).

Additional Readings

Additional readings will be discussed and distributed in class.

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) 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. Class participation will be scored as a part of the overall grade as described in the assignment and evaluation section of the syllabus.

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 participation points for that class session.

In-depth reading, study, and work on course requirements require outside class time. Students are expected to allot approximately three hours for class study and preparation for each credit hour weekly (a three credit hour course would require nine hours of work weekly in a 45-hour, semester course).

Use APA guidelines for all course assignments. This website links to APA format guidelines. <http://www.psywww.com/resource/apacrib.htm>. In particular, it is expected that you know how to paraphrase and cite information appropriately to meet both APA guidelines and to avoid plagiarism. This website provides some useful information on how to avoid plagiarism in your writing. <http://www.collegeboard.com/article/0,3868,2-10-0-10314,00.html>

We will use person-first language in our class discussions and written assignments (and ideally in our professional practice). Please refer to “Guidelines for Non-Handicapping Language in APA Journals” <http://www.apastyle.org/disabilities.html>

Late Work.

Consult with the instructor in advance if there is a problem. 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.)

Grading Scale

A	A-	B	C	F
100-95%	94-90%	89-80%	79-79%	<70%

Assignments

NCATE/TaskStream Assignments.

Assistive Technology Lesson Plan – Details for this assignment are provided in the Common Assignments section.

Common Assignments.

Students will be evaluated on the following:

1. **Class and Lab Participation** as 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. Each lab assignment is worth **2** points; the lowest grade or missed labs will be dropped from your final grade. **(18 points)**
2. **AT Evaluation Paper (Due 1/22)**: Students will choose a piece of assistive technology (hardware or software) to evaluate. A brief description of the software should precede a thorough review considering possible application within a chosen environment. Late projects will be penalized. Please refer to the scoring rubric for additional information on this assignment. **(20 points)**
3. **Video Tutorial (Due 2/5)**: Students will create a step-by-step video tutorial intended for guiding a new user with assistive technology software or hardware. Some tutorials will be presented in class. Late projects will be penalized. Please refer to the scoring rubric for additional information on this assignment. **(20 points)**
4. **Blackboard Design (Due 2/19)**: Students will be responsible for designing their own accessible web page using their Fairfax County Blackboard.com accounts. Some web pages will be presented in class. Late projects will be penalized. Please refer to the scoring rubric for additional information on this assignment. **(20 points)**
5. **Assistive Technology Instructional Lesson (Due 3/5)**: Students will design a lesson using an instructional or assistive technology of their choice. Some lessons will be presented in class. Late projects will be penalized. Please refer to the scoring rubric for additional information on this assignment. **(20 points)**
****This is the signature assignment for EDSE 517****

AT Evaluation Paper (20 points): Due on January 22nd

Choose a piece of assistive technology (hardware or software) from our course assistive technology tools list to review. It should be a fairly recent version. 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 actual software review should be 3-4 pages that can be used as a reference for a potential software user. Following the review should be a one-page reflection of your thoughts about the software, including pros and cons, from your perspective. Ideas regarding classroom integration should be included. Late projects will be penalized.

Exemplary paper (16-20 points): Appropriate software chosen, thorough and thoughtful review of software, including clear description of primary features (content, user friendliness, adult management features, support materials, value) and overall accessibility. Graphic representing software included. Solid explanation of student's opinions of software, good writing style, free of mechanical or stylistic errors. Detailed, yet concise reflection indicating your thoughts about the software.

Adequate paper (11-15 points): Good overall paper, lacking in one or two of the criteria for an exemplary paper. Not entirely reflective or thoughtful, or minor writing style errors may be present.

Marginal paper (6-10 points): Overall acceptable paper, but with one or more significant problems. Contains some useful information, but may have substantial problems with evaluation, writing style, or design.

Inadequate paper (1-5 points): Paper with substantial problems in important areas such as writing, description of software, evaluation of software, overall thoughtfulness. Contains little or no information of value to special education practice.

Unacceptable/No paper (0 points): Paper with no value whatsoever relative to the assignment, or no paper turned in at all. May describe software of no value that was not approved for this assignment.

Exemplary paper	Adequate paper	Marginal paper	Inadequate paper	Unacceptable/No paper
16-20	11-15	6-10	1-5	0

Video Tutorial (20 points): Due on February 5th

Choose a piece of software (fairly recent version) or hardware of interest. Create a step-by-step tutorial for guiding a new user through a classroom use of the software application or hardware. Use of screen capture software will produce a video which can be viewed by an end user. Clear & concise scripting is expected and an effective tutorial should be limited to 2 to 5 minutes in length. Any extraneous or distracting screen captures should be edited. Your final video product will be uploaded to YouTube and you will submit your video link to the instructor. **On the due date, a third of all students will present their tutorials to the class.** Late projects will be penalized.

Exemplary tutorial (18-20 points): The software performance is timed within a 2 to 5 minute video and is efficiently presented. Appropriate software or hardware is chosen. A direct and easy to follow script is presented with appropriate and timely visual cues. The digital audio presented within the tutorial is clear and easy to hear.

Adequate tutorial (15-18 points): Good overall tutorial, lacking in one or two of the criteria for an exemplary tutorial. Not entirely easy to follow, or minor video or audio glitches may be present.

Marginal tutorial (12-15 points): Overall acceptable tutorial, but with one or more significant problems. Contains some useful information, but may have substantial problems with guiding a new user with the software/hardware.

Inadequate tutorial (1-12 points): Tutorial with substantial problems in important areas. May be difficult to follow and information may be inaccurate. Contains little or no information of value to special education practice.

Unacceptable/No tutorial (0 points): Tutorial with no value whatsoever relative to the assignment, or no tutorial turned in at all. May describe a project of no value that was not approved for this assignment.

Exemplary tutorial	Adequate tutorial	Marginal tutorial	Inadequate tutorial	Unacceptable/No tutorial
18-20	15-18	12-15	1-12	0

Blackboard.com Design (20 points): Due on February 19th

For this project, students will plan and develop a Blackboard course site for integrated classroom use. Students will access the Fairfax County Public Schools blackboard server to design their site. <http://fcps.blackboard.com> It is the student's responsibility to request a course to be developed, research, structure and implement accessibility features for the website. Blackboard development materials will be provided in class. The website may be integrated into your classroom according to student need and some suggestions may include:

- ❖ Homework sections for your class to visit to remind them of their assignments
- ❖ Review of daily/weekly activities for parents or students to visit
- ❖ Integrated video and web resources for help away from the classroom
- ❖ Tests developed to assess academic materials
- ❖ Blog spots for journaling curriculum topics
- ❖ Wikis indexing informational materials for parents

With regard to design, consideration should be given for the following:

- Navigation buttons allowing easy access to course materials
- Elimination of unused buttons and course content areas
- Elimination of unused faculty and student tools
- An appropriate color scheme and button style for the course
- Convenient accessibility for student populations and/or parents

With regard to content, each web page should contain:

- A clear purpose of the site and site content
- Should be easily readable and understandable
- Should have faculty contact information
- Appropriate access given to communication and assessment tools as required by the site's audience
- Six examples of posted written information to be viewed by fellow employees, students or parents regarding school topics (Blackboard Item)
- Six external web links to content related web resources
- Six documents attached as links of downloadable content to be saved by fellow employees, students or parents regarding school topics
- Six examples of integrated blog *posts* or Six wiki *pages* relating to site content

On the due date students will provide student access to the instructor.

In FCPS Blackboard the user name for Jeff Sisk is jlsisk. **Student access for the instructor must be provided in order for the instructor to view and grade the assignment. Late projects will be penalized.**

Do not wait to provide instructor access to your Blackboard site until the due date; this process can often be confusing and waiting until the last minute can often result in frustration!

In addition to construction of the Blackboard site, a 2-3 page narrative will be written to detail the design and content of your Blackboard site. This narrative should reflect all of the bulleted points given above with specific consideration given to a clear purpose for site content. Also, an explanation of posted content, external links, downloadable content, blogs, wikis, and any communication or assessment tools should be given. Detail should be specified as to how navigation features were constructed including which navigation buttons were selected for the site, which navigation buttons were omitted and how color schemes and images were chosen for display. A one page reflection on the creation and possible implementation of your Blackboard site should be provided. On the due date, a third of all students will present their Blackboard sites to the class. **Late projects will be penalized.**

Exemplary Blackboard Site & Narrative (16-20 points)

Blackboard Website

Completely accessible Blackboard site that is easy to read and inviting to look at while being free of unused content sections. The site meets the accessibility, creativity and content criteria listed above. Good writing style, free of mechanical or stylistic errors.

Narrative

Written explanation of posted content, external links, downloadable content, and any communication or assessment tools. Further explanation of navigation buttons selected, navigation buttons were omitted and how color schemes and images were chosen for display. Detailed, yet concise reflection indicating the process and thoughts experienced while creating the website including any thoughts on its use or future implementation.

Adequate Blackboard Site & Narrative (11-15 points): Good overall Blackboard site, lacking in one or two of the criteria for an exemplary web page. Not entirely reflective or thoughtful, or minor writing style errors may be present.

Marginal Blackboard Site & Narrative (6-10 points): Overall, acceptable but with one or more significant problems. Contains some useful information, but may have substantial problems with accessibility features, writing style, or design.

Inadequate Blackboard Site & Narrative (1-5 points): Web page with substantial problems in important areas such as writing, accessibility, and overall thoughtfulness. Contains little or no information of value to special education practice. Reflection does not document thoughts or reflect the process of creating the lesson.

Unacceptable/No Blackboard Site (0 points): Web page with no value whatsoever relative to the assignment, or no web page turned in at all.

Exemplary paper	Adequate paper	Marginal paper	Inadequate paper	Unacceptable/No paper
16-20	11-15	6-10	1-5	0

Assistive Technology Lesson (22 points): Due on March 5th

*****This is the signature assignment for EDSE 517*****

Students will design a lesson using a piece of assistive technology of their choice. The software or hardware chosen should match our definitions of assistive technology discussed throughout our course and be implemented in your lesson to allow a special education student or group of students to perform a task they would not have otherwise been able to perform.

Some examples of projects include:

- ❖ Facilitating student writing using Co:Writer, DraftBuilder and/or Write:Out Loud
- ❖ Reinforcing math skills integrating an interactive web resource
- ❖ Integrating a set of communication boards using Boardmaker Studio
- ❖ Integrating a graphic organizer such as Inspiration into a science lesson
- ❖ Creating and using a multimedia activity with Intellipics and Intellikeys
- ❖ Creating and using an electronic book with SmartNotebook software
- ❖ Facilitating the use of a Start to Finish title to build reading comprehension
- ❖ Scripting a TechTalk for a student who is unable to communicate verbally in his or her classroom
- ❖ Individualizing JAWS settings for a student in a social studies classroom who is either unable to see or read material presented on a computer screen

Include a lesson plan that provides a brief overview, in a list or paragraph format, of the following points:

- **Lesson Topic and Goal.** (This goal may be a Virginia State Standard of Learning.)
- **Content Area** and appropriate **Grade Level**
- **Student Activities and/or Procedures** for the entire lesson
- **Materials** required for lesson including all technology used
- **Lesson Modifications** for students with special needs, if the lesson is not specifically designed for students with special needs. What types of software or hardware would support the students in doing this lesson?
- **Justification of the Assistive Technology** within the lesson activity. What does the assistive technology enable this student or group of students to do within the learning process? How is it better than other classroom media?
- A **One-Page Reflection** about their thoughts while creating the lesson, including the assistive technology's impact on student learning.

On the due date, a third of all students will present their Blackboard sites to the class. Late projects will be penalized.

Exemplary lesson (18-22 points): Appropriate assistive/instructional technology chosen, use of advanced features of the software/hardware for lesson creation, thoughtful and creative method for presenting the lesson content material within the software/hardware; consideration of students with special needs. Detailed, yet concise reflection indicating the process and thoughts experienced while creating the lesson.

Adequate lesson (15-18 points): Good overall lesson, lacking in one or two of the criteria for an exemplary lesson. Uses mostly basic software features. Reflection may be weak in areas such as details or reflective analysis of experiences.

Marginal lesson (10-15 points): Overall, acceptable but with one or more significant problems, no advanced features of software/hardware used. Contains some useful information, but may have substantial problems with presentation, design, or explanation. Reflection may be weak in areas of description or reflective analysis.

Inadequate lesson (1-9 points): Lesson with substantial problems in important areas such as content and ways in which software/hardware is used. Contains little or no information of value to special education practice. Reflection does not document thoughts or reflect the process of creating the lesson.

Unacceptable/No lesson (0 points): Lesson with no value whatsoever relative to the assignment, or no lesson turned in at all. May describe technology of no value that was not approved for this assignment.

Exemplary Lesson	Adequate lesson	Marginal lesson	Inadequate lesson	Unacceptable/No lesson
18-22	15-18	10-15	1-9	0

Other Assignments.

All graded assignments are detailed in the common assignments section. Additional ungraded tasks will be assigned in course meetings.

Schedule

Session Number	Date	Class Activities	Assignments and Due Dates
1	1/8	Lecture and Lab: Introduction to AT	
2	1/15	Lecture and Lab: Software Features and Evaluation. Technology Tools for Teachers.	
3	1/22	Lecture and Lab: Software Features and Evaluation. Technology Tools for Teachers.	AT Evaluation Due
4	1/29	Lecture and Lab: AT for Students with Learning Disabilities – Writing Tools	
5	2/5	Lecture and Lab: AT for Students with Learning Disabilities - Math Tools. Integrating the Internet for Instruction	Video Tutorial Due; Student Presentations
6	2/12	Lecture and Lab: AT for Students with Learning Disabilities – Reading Tools	
7	2/19	Lecture and Lab: AT for Persons with Physical Impairments	Blackboard Assignments Due; Student Presentations
8	2/26	Lecture and Lab: Visual Strategies and Augmentative Communication	
9	3/5	Lecture & Lab: AT Implementation and Evaluation	Assistive Technology Lesson Plan Due; Student Presentations

