![George Mason University logo]

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

Spring 2024
EDSE 351 DL1: Technology Integration for Specialized Instruction
CRN: 16114, 3 – Credits

Instructor: Roba Hrisseh	**Meeting Dates:** 1/16/24 – 5/8/24
Phone: https://gmu.zoom.us/j/5880590717 (my direct Zoom room link)	**Meeting Day(s):** Tuesdays
E-Mail: rhrisseh@gmu.edu	**Meeting Time(s):** 4:30 pm – 5:45 pm
Office Hours: Tuesdays 3-4	**Meeting Location:** N/A; Online
Office Location: Finley 201; Zoom also available	**Other Phone:** (N/A)

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

Prerequisite(s):
None

Co-requisite(s):
None

Course Description
Reviews applications of recent educational and assistive technology for instruction. Evaluates strategies for effective integration of mainstreamed instructional technology to promote student learning, successful implementation of individualized assistive technology to access general education curriculum, and delivery of accessible online and blended instruction to all learners through technology-based innovations and Universal Design for Learning.

Course Overview
EDSE 351 reviews applications of recent educational and assistive technology for instruction. Students will learn about the strategies for effective integration of mainstreamed instructional technology to promote student learning, successful implementation of individualized assistive technology to access general education curriculum, and delivery of accessible online and blended

instruction to all learners through technology-based innovations and Universal Design for Learning.

Advising Contact Information
Please make sure that you are being advised on a regular basis as to your status and progress in your program. Students in Special Education and Assistive Technology programs can contact the Special Education Advising Office at 703-993-3670 or speced@gmu.edu for assistance. All other students should refer to their assigned program advisor or the Mason Care Network (703-993-2470).

Advising Tip
Are you ready to apply for graduation? Students completing their program can apply for graduation on Patriotweb. Visit http://registrar.gmu.edu/students/graduation/ for more information.

Course Delivery Method
Learning activities include the following:
1. Virtual class lecture and assigned readings
2. Discussion activities and assignments
3. Technology application activities and assignments
4. Individual and/or small group activities
5. Video and other media supports
6. Class presentations
7. Electronic supplements and activities via Blackboard

This course will be delivered online (76% or more) using synchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on Tuesday, January 16th, 2024.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements
To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: Browser support (https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - [Adobe Acrobat Reader](https://get.adobe.com/reader/): https://get.adobe.com/reader/
  - [Windows Media Player](https://support.microsoft.com/en-us/help/14209/get-windows-media-player): https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - [Apple Quick Time Player](www.apple.com/quicktime/download/): www.apple.com/quicktime/download/

Expectations
- Course Week:
  Our week will start on Wednesday morning and finish by the online face-to-face synchronous meeting on Tuesday. All assigned readings and activities should be completed prior to the face-to-face class at 4:30pm on Tuesday.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is not self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the

instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:
Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Service.

Learner Outcomes

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

1. Recognize the importance of digital literacy as a 21st Century skill.
2. Demonstrate an understanding of security, privacy, and ethical issues in using various technology.
3. Explain the differences between instructional and assistive technology as alternative ways to teach content material.
4. Evaluate existing frameworks and strategies that support the effective integration of the instructional/educational technology into content delivery to promote student learning.
5. Evaluate ways to effectively use instructional/educational technology for assessment and data-driven decision-making to promote student learning.
6. Define specific assistive technology categories for students with special needs to access the general education curriculum.
7. Demonstrate an understanding of online learning and online instructional strategies.
8. Promote the universally designed and accessible instruction in blended and online instruction.
9. Recognize uses of technology in postsecondary settings to promote education, employment, and independent living.
10. Design a plan for integrating instructional, assistive, and/or online technology in various activities to support the inclusion of students with disabilities into regular education programs based on their needs.

Professional Standards

(Council for Exceptional Children [CEC] and the Interstate Teacher Assessment and Support Consortium [InTASC]). Upon completion of this course, students will have met the following professional standards: CEC Standard 1: Learner Development and Individual Learning Differences (InTASC 1,2); CEC Standard 3: Curricular Content Knowledge (InTASC 4,5); CEC Standard 5: Instructional Planning and Strategies (InTASC 7,8).

Required Texts

Class readings provided on Blackboard.

Recommended Texts
American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). https://doi.org/10.1037/0000165-000

Additional Readings
Additional readings provided on Blackboard.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

VIA Performance-Based Assessment Submission Requirement
It is critical for the special education program to collect data on how our students are meeting accreditation standards. Every teacher candidate/student registered for an EDSE course with a required Performance-based Assessment (PBA) is required to upload the PBA to VIA/SLL (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). A PBA is a specific assignment, presentation, or project that best demonstrates one or more CEC, InTASC or other standard connected to the course. A PBA is evaluated in two ways. The first is for a grade, based on the instructor's grading rubric. The second is for program accreditation purposes. Your instructor will provide directions as to how to upload the PBA to VIA/SLL.

For EDSE 351, the required PBA is Technology Implementation Project. Please check to verify your ability to upload to VIA/SLLs before the PBA due date.

Assignments and/or Examinations
    Performance-based Assessment: Technology Implementation Project (20 points) (VIA submission required)

As a culminating activity (and the designated performance-based assessment), this project offers an opportunity for students to draw upon the resources encountered in this course and design a comprehensive plan for implementation and evaluation of the effectiveness of the technology-based innovations that meet specific learning goals and expectations, students' specific learning needs, and characteristics of the environment. Students will be able to choose to focus their implementation plan on the instructional technology, assistive technology, online instructional strategies, or UDL principles. The plan may include technology used for classroom management, content delivery, and/or assessment practices. Reflection on how the proposed technology made the content more accessible to students with various abilities and needs will be included.

A more detailed assignment description and grading rubric will be posted on Blackboard and discussed in class.

**College Wide Common Assessment
(VIA submission required)**
N/A

Other Assignments

Module Online Activities (12 x 5 points each = 60 points)
Throughout the semester, students will engage in online asynchronous activities. These include (1) completing readings; (2) exploring of websites and digital resources; (3) watching assigned videos; (4) creating activities; and (5) participating in discussions. The weekly activities will provide opportunities to explore the module content in-depth and practice to apply the new knowledge. Detailed descriptions and step-by-step instructions for each module activities will be provided by the instructor and posted in the corresponding learning module on Blackboard. In addition, students will be asked to participate in group discussions. To earn full credit, you must submit your postings by the due date and time (4:30 pm of the due date), and no late submissions will be accepted. Your response should address the discussion board topic AND include a thoughtful reaction to at least 2 of your classmates' postings. Grading rubrics will be posted on Blackboard and discussed in class.

Hands-on Technology Exploration Activity (10 x 1 points each = 10 points)
Throughout the semester, there will be ten Technology Exploration Activities. Students will be required to attend the online synchronous class meeting in order to review and analyze the various technology tools as well as to apply them to various learning environments. Detailed descriptions and step-by-step directions for each technology exploration will be discussed in class.

Quizzes (25 points)
Throughout the semester, there will be five quizzes on vari8ous topics within the course. Students will be expected to complete the quizzes online through Blackboard, and more information will be present including directions within class and on the Blackboard site.

Technology Implementation Project Presentation (5 points)
Students will present an overview of their Technology Implementation Project. Presentations will clearly describe the target population, setting, and technology-based innovations that will be used to address a specific goal. Students will be expected to answer questions from the audience.

Assignment Summary

Module Online Activities (12 X 5 points each)	60 points
Hands-on Technology Exploration Activities (10 X 1 points each)	10 points
Quizzes (4 X 5 points each)	25 points
Technology Implementation Project	20 points
Technology Implementation Project Presentation	5 points
Total Points:	120 points

Student Evaluations of Teaching:
The student evaluation of teaching, or SET, is an online course survey. You are strongly encouraged to complete this form for each course as this feedback helps instructors and administrators improve your class experiences. Towards the end of the course, you will receive email and Blackboard notifications when the evaluations open. Your anonymous and confidential feedback is only shared with instructors after final grades have been submitted. More information about the SET can be found on The Institute of Effectiveness and Planning website at https://oiep.gmu.edu/set/

Course Policies and Expectations

Attendance/Participation
This is a hybrid class that will include face-to-face classes and online asynchronous activities.
- During face-to-face classes, students are expected to (a) attend all classes during the course, (b) arrive on time, (c) remain in class for the duration of each session, (d) actively participate and demonstrate professional behavior in the classroom, and (e) complete all assignments with professional quality and on time. Class attendance and professional participation at all 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. Students who are absent are held responsible for the material covered. It is recommended that you notify the instructor about absences in advance or within 24 hours after the absence. **Be aware that points earned for participation in class activities (e.g., hands-on technology explorations) during a time of absence cannot be made up.**
- Online asynchronous activities will include (1) textbook and additional readings, (2) website/digital resources explorations, (3) videos, (4) activities, and (5) discussions. The online modules will start on **Wednesday** morning and finish by the face-to-face meeting on **Tuesday**. All assigned readings and activities should be completed prior to the face-to-face class at 4:30pm on Tuesday. Students must actively engage with the course Blackboard site at least **2 times per week** in order to view all course materials, complete all activities, and participate in discussions.

Late Work
To successfully complete this course, students need to adhere to all due dates for readings and assignments. All assignments should be submitted on or before the assigned due date. To be considered on time, assignments must be submitted by the start of class on the due date, unless

otherwise noted by the instructor. On all assignments, full credit is available for those submitted on time. For every 24-hour period that an assignment is late, a 5%-point deduction will occur. After one week from the due date (or until the last class session per the syllabus, whichever comes first), assignments will not be accepted. Please contact the instructor in advance if there is a problem with submitting your work on time.

Grading

A	95 – 100%
A-	90 – 94%
B+	87 – 89%
B	83 – 86%
B-	80 – 82%
C+	77 – 79%
C	73 – 76%
C-	70 – 72%
D	60 – 69%
F	<60%

*Note: The George Mason University Honor Code will be strictly enforced. See Academic Integrity Site (https://oai.gmu.edu/) and Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/). Students are responsible for reading and understanding the Code. "To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of the George Mason University community and with the desire for greater academic and personal achievement, we, the student members of the university community, have set forth this honor code: Student members of the George Mason University community pledge not to cheat, plagiarize, steal, or lie in matters related to academic work." Work submitted must be your own new, original work for this course or with proper citations.

Professional Dispositions
Students are expected to exhibit professional behaviors and dispositions at all times. See Policies and Procedures (https://cehd.gmu.edu/students/policies-procedures/). Professional dispositions are an essential function of a special educator's job, indicating that these dispositions are critical to develop and assess in special education licensure programs. In the College of Education and Human Development, dispositions are formally and separately evaluated in VIA/SLL at least three points in each student's program – a self-evaluation at the start of their program, a self-evaluation at the mid-point of their program, and a university supervisor's evaluation during internship. In special education undergraduate licensure programs, the initial self-evaluation is completed in designated courses (EDSE 241, EDSE 361, EDSE 311), the mid-point self-evaluation is completed in designated courses (EDSE 445, EDSE 465, and EDSE 419), and the internship evaluation is completed by instructors in EDSE 482, EDSE 483, and EDSE 484. In addition to these three designated evaluation times, students, instructors, and/or mentor teachers may complete program disposition assessments as part of other courses. Instructors and mentor teachers may complete observer-rated disposition assessments other times throughout the program, as needed. When dispositions are assessed, it is important that for areas where a positive disposition is rated as "not proficient," the student takes steps to grow as an educator.

Class Schedule
*Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Module #	Date	Topics	Readings and Assignments Due
1	1/16	• Course overview • Syllabus overview • Introduction to digital literacy	See Blackboard.
2	1/17 - 1/23	• Accommodations and modifications • ISTE standards • Intro to instructional technology	See Blackboard.
3	1/24 – 1/30	• Universal Design for Learning	See Blackboard.
4	1/31 – 2/6	• Instructional/ educational technology for content delivery in language arts, social studies, math, and science	See Blackboard.
5	2/7 – 2/13	• Instructional/ educational technology for assessment and data-driven decision making	See Blackboard.
6	2/14 – 2/20	• Online learning & online instructional strategies	See Blackboard.
7	2/21 – 2/27	• Designing technology-based lessons across academic domains	See Blackboard. Lesson Plan Due.
8	2/28 – 3/12	• Intro to AT, legislation, ethical issues	See Blackboard.
9	3/13 – 3/19	• Intro to AT Review • AT for sensory & physical disorders (general & adapted curriculum) • SETT Framework	See Blackboard.
10	3/20 – 3/26	• AT for cognitive & communication disorders (general & adapted curriculum)	See Blackboard.
11	3/27 – 4/2	• Technology for postsecondary settings: education, employment, independent living	See Blackboard.
12	4/3 – 4/9	• Technology security, privacy, and ethical issues	See Blackboard.
13	4/10 – 4/16	• Current trends in instructional and assistive technology	See Blackboard.
14	4/17 – 4/23	• Course reflections & wrap-up • Peer feedback on technology implementation projects	See Blackboard.
15	4/24 – 4/30	• Presentations of Technology Implementation Projects	Technology Implementation Project Due. Presentation Due.

Core Values Commitment

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

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code. See Honor Code and System (https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing. See Responsible Use of Computing (http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason 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.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor. See Disability Services (https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments.

- Questions or concerns regarding use of Blackboard should be directed to Blackboard Instructional Technology Support for Students (https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/).

- Learning Services (learningservices@gmu.edu) - Provides a variety of experience-based learning opportunities through which students explore a wide range of academic concerns. Services include support to students with learning differences, individual study strategy coaching, individualized programs of study, and referrals to tutoring resources. Presentations on a variety of academic topics such as time management, reading, and note taking are available to the university community. The programs are open to all George Mason University students free of charge.

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as the Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website College of Education and Human Development (http://cehd.gmu.edu/).

Appendix
Assessment Rubric(s)

Technology Implementation Project Rubric (Assessment Rubric)

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Learning Goals / Expectations & Characteristics of Environment	**2.5 pts** Candidate clearly describes the learning goals and expectations as well as the characteristics of the learning environment providing sufficient details and explanations.	**1-2 pts** Candidate describes the learning goals and expectations as well as the characteristics of the learning environment without providing sufficient details and explanations.	**0-1 pts** Candidate fails to describe the learning goals and expectations as well as the characteristics of the learning environment.
Learner Abilities and Needs	**2.5 pts** Candidate identifies specific characteristics of users who could benefit from the technology implementation. Candidate considers how issues of human diversity can impact individuals, families, communities, and cultures, and how these complex human issues can interact with issues in the delivery of technology.	**1-2 pts** Candidate identifies some characteristics of users who could benefit from the technology implementation. Candidate considers how issues of human diversity can impact individuals, families, communities, and cultures, and how these complex human issues can interact with issues in the delivery of technology.	**0-1 pts** Candidate fails to identify specific and related characteristics of users who could benefit from technology implementations and/or fails to consider how issues of human diversity can impact the delivery of technology.
Technology Implementation Plan	**9-10 pts** Candidate provides a detailed plan for technology implementation used for classroom management, content delivery and/or assessment	**6-8 pts** Candidate provides a plan for technology implementation used for classroom management, content delivery and/or assessment practices.	**0-5 pts** Candidate does not provide a plan for technology implementation or fails to match the goals, learner needs, and

	practices matching the goals, learner needs, and environment characteristics to the proposed technology plan.	Candidate fails to explain how the goals, learner needs, and environment characteristics match the proposed technology plan.	environment characteristics to the proposed technology plan.
Proposed Evaluation of Technology Effectiveness	**2.5 pts** Candidate develops and reports a plan to implement and monitor outcomes of interventions and reevaluate and adjust the system as needed. Candidate utilizes evidence-based strategies to develop personalized supports for individuals with various abilities, needs, and learning preferences.	**1-2 pts** Candidate develops and reports a plan to implement and monitor outcomes of interventions and reevaluate and adjust the system as needed. Candidate utilizes evidence-based strategies to develop personalized supports for individuals with exceptional needs.	**0-1 pts** Candidate's plans to implement and monitor outcomes of interventions are limited and do not necessarily plan to reevaluate and adjust the system as needed. Candidate fails to utilize evidence-based strategies to develop personalized supports for individuals with exceptional needs.
Reflection	**2.5 pts** Candidate promotes and advocate for the benefits of continued technology implementation for individuals with various abilities and needs. Candidate discusses the impact technology may have on access and achievement in the specific learning environment.	**1-2 pts** Candidate promotes and advocate for the benefits of continued technology implementation for individuals with various abilities and needs. Candidate fails to discuss or provides limited discussion of the impact technology may have on access and achievement in the specific learning environment.	**0-1 pts** Candidate fails to promote and advocate for the benefits of continued technology implementation for individuals with various abilities and needs. Candidate fails or abilities and needs. Candidate fails to discuss or provides limited discussion of the impact technology may have on access and achievement in the specific learning environment.
Total:	**20 possible**		