Assistive Technology & Accessible Instructional Material Syllabus

PRDV.72525   Online (0.25 credit hour) 4-week course

INSTRUCTOR

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COURSE DESCRIPTION

The focus of this experiential learning course is on reaching all learners through incorporating the appropriate use of augmentative and alternative communication and other assistive technologies and applying the effective instructional methodology to address the needs of diverse learners. Students will have the opportunity to apply current research and best practice, have hands-on experiences with designing technology-based materials (both high and low tech), and identify Universal Design principles to effectively meet the needs of exceptional learners.

COURSE GOALS

The [ACCESS to LEARNING: ASSISTIVE TECHNOLOGY AND ACCESSIBLE INSTRUCTIONAL MATERIALS](#) and [companion website](#), developed by the Massachusetts Department of Elementary and Secondary Education, serves as a basis for delivering assistive technology content, including augmentative and alternative communication and other assistive technologies. Each week a different unit objective is addressed as outlined below. Participants are teachers interested in implementing technology supports for students with special needs. Throughout the course, participants contribute to a learning community to share best practices, explore teaching strategies, and design a plan that incorporates technology both in and out of the classroom.

MODULE OBJECTIVES

By the end of the course, participants will have met the course learning outcomes:
- Explain the appropriate use of assistive technology through experience, exploration, reflection, and application.
- Describe low, mid, high, and newer technologies applications through reflection, observation, and application.
- Apply approaches to Assistive Technology using Universal Design principles.
- Engage in collaborative activities with peers to design best practice strategies.
- Access and identify Massachusetts State resources and initiatives

COURSE REQUIREMENTS

Participation in all assignments and course discussions is a requirement of the class. Course materials are listed on Canvas in four modules. Due to the collaborative nature of an online class, all assignments are due by the posted deadline. Planning ahead if you will be away is advised. There is no textbook to buy and no face-to-face meetings, although engagement in a virtual meeting may be arranged if requested.

Grading Criteria

Grades are recorded on Canvas. Rubrics are also used to determine grades for discussion board posts and submitted assignments. The orientation activities plus posts to the Sharing Best Practices and What Questions Remain Discussion Boards make up your participation grade. Assignments are weighted as outlined in the table below to compute the final grade.

Graded Assignments	Points Possible	Weighted Total
PARTICIPATION		25%
Getting Started Assignments (Class Introduction Video)	15	
Discussion Posts (Module 4 Initial Post and two Replies) - Sharing Best Practices	5	
Discussion Posts (Module 4 Initial Post and two Replies) - What Questions Remain	5	
REFLECTION		45%
Case Study	20	
Module Discussions (Initial Post and two Replies)	25	
FINAL ASSIGNMENT		30%
Assistive Technology Lesson	30	

RECORDED GRADES

Grades	Equivalent Point Value	Total Point Value
A	4.0	100-95
A-	3.7	94-90
B+	3.3	89-87
B	3.0	86-83
B-	2.7	82-80
C+	2.3	79–77
C	2.0	76–73
C-	1.7	69-67
D+	1.3	66-63
D	1.0	62-60
F	0	59-0

COURSE SCHEDULE and OVERVIEW (DRAFT)

The course schedule outlines the content covered, the timeline, and assignment due dates. In general, each module runs for one full week. Related material, including the required text ACCESS to LEARNING: ASSISTIVE TECHNOLOGY AND ACCESSIBLE INSTRUCTIONAL MATERIALS is posted to Canvas. The document is referenced as Required Reading in the table below. Participants are expected to log into Canvas often to review course material, participate in the Discussion Boards, or complete other assignments. The online learning experience is best when shared. For this reason, initial Discussion Board posts are due on Saturdays at 8 p.m. After posting a response, participants should ask a question or comment on the post of at least two others in the class to earn full credit for the assignment. Due to the collaborative nature of online classes, late work is not accepted.

COURSE OVERVIEW

UNIT	LEARNING GOAL	DELIVERABLES	MAJOR ASSIGNMENT	DUE DATES
UNIT 1 GETTING STARTED	Understand how to succeed as an online student as it relates to the course organization, expectations, and strategies for success.	Collaborate with peers, provide and receive professional feedback, to enhance learning. Prepare for success in an online course.	Orientation Activities CLASS INTRODUCTION VIDEO	WEEK 1
ASSISTIVE TECHNOLOGY IN THE CLASSROOM Appropriate Use of Assistive Technology	Explain the appropriate use of assistive technology through experience, exploration, reflection, and application.	Identify curriculum applications of technology that can improve learning opportunities for all children, especially those diagnosed with disabilities. (Explore: SETT, WATI, TIM, other) Identify components of the SETT framework through exploration and discussion.	DISCUSSION AND REFLECTION Required Reading Discussion Post	WEEK 1
UNIT 2 LOW MID, HIGH, AND NEWER ASSISTIVE TECHNOLOGIES Demonstration And Application Of Assistive Technologies	Identify best practice strategies for identifying and delivering Low, Mid, High, and emerging technologies.	Apply the integration of technologies to improve curriculum access for students with disabilities. Describe low, mid, high, and newer technologies through reflection, observation, and application	DISCUSSION and REFLECTION Required Reading Discussion Post	WEEK 2
UNIT 3 UNIVERSAL DESIGN Demonstration and Application of the Universal Design framework	Apply approaches to Assistive Technology using Universal Design principles.	Apply approaches for using assistive technology within a UDL framework. Apply the integration between Universal Design principles with Assistive Technology applications.	UDL DISCUSSION and APPLICATION Required Reading Case Study	WEEK 3

UNIT 4	Engage in collaborative activities with peers to design best practice strategies.	Share your observations and questions that remain with your peers through reading, reflection, and discussion. Identify Massachusetts State resources and initiatives.	WRAP-UP DISCUSSION Required Reading Discussion Final Assignment Class Feedback	WEEK 4
Demonstration and Application of Assistive Technologies Sharing Best Practices				

COURSE LOGISTICS

REQUIRED READING
The ACCESS to LEARNING: ASSISTIVE TECHNOLOGY AND ACCESSIBLE INSTRUCTIONAL MATERIALS and companion website, developed by the Massachusetts Department of Elementary and Secondary Education, serves as a basis for the course. Pages 26-41 lists Frequently Asked Questions, not assigned but recommended. Each week a new section of the document is assigned; no additional textbook is required. All material is posted on the University eLearning platform (Canvas.)

COURSE ORGANIZATION
Course content is delivered in four facilitated online modules which are open when the course begins. Most modules run one full week. The syllabus is saved in PDF format so it may be downloaded and saved to a computer. Following the modules, in the order presented, is recommended. If a problem exists with a link, notify the professor so the issue may be reviewed and corrected.

COURSE EXPECTATIONS
Participants are expected to follow the syllabus and complete the assignments according to the prescribed timeline as this is not a self-paced course. Students may expect to spend a minimum of three hours each week participating in the discussion board, contributing to the collaborative space, and reviewing course materials. As a final assignment, students are asked to build a class lesson utilizing assistive technology. Most documents including the syllabus are saved in PDF format. If you experience a problem with any links, reference the documents on Canvas.

COMPUTER SKILLS AND EXPECTATIONS
Participants are expected to have basic computer skills, know how to search the web, understand how to send an email, and attach a file, and have file management skills. A reasonably new computer connected to the internet works best with Canvas. Familiarity with the learning management tool (Canvas) is also advised. Firefox or Google Chrome are preferred.

ACADEMIC HONESTY
All students enrolled in courses at Framingham State University must abide by the University Policy Regarding Academic Honesty, as published in the Framingham State University catalog and the RAM Student Handbook. All forms of academic dishonesty, including cheating on exams and plagiarism, are serious offenses and are subject to scrutiny under due process. By logging onto Canvas, you agree to the University Acceptable Use Policy, which also covers academic honesty. To become more familiar with the university academic policies view the online information.

QUESTIONS

If you have general questions or need assistance, post your comments to the Class Café discussion board. Most likely, someone in the class has the same question. If the question is specific to your work, please send an email to rrobinson@framingham.edu. Questions will be answered within 24 to 48 hours. Office hours may be arranged by appointment.

CANVAS SUPPORT

The Canvas learning platform offers a mobile-friendly, accessible interface to support teaching and learning. Faculty, students, and staff may use Canvas to share information and course materials, engage in critical thinking activities, and collaborate online. Log in to Canvas at https://framingham.instructure.com to the Introduction to Canvas video for students (3:30 minutes) or the self-directed tutorial Passport to Canvas course. If you need additional assistance you may email IT@framingham.edu, chat with a Canvas technician, or call Canvas support.

GET READY	EXPLORE	GET HELP
Log in to Canvas at **https://framingham.instructure.com**	Introduction to Canvas video for students (3:30 minutes)	**Chat or call** Canvas 24-7 support (from Canvas)
Enter your username and password as you did for Blackboard	Passport to Canvas self-directed training course	**Email** IT@framingham.edu
If needed, **update or change** your password at **https://password.framingham.edu**	Student Guides by Canvas	Go to myIT.framingham.edu for self-directed assistance
Set up your Notification Settings Click Account > Notifications		If you need more help, you may also **call 508 215-5906** or stop by the Technology Resource Center located in the Whittemore Library, Lower Mezzanine.

ACCOMMODATIONS

Framingham State University offers equal opportunities to all qualified students, including those with disabilities and impairments. The University is committed to making reasonable accommodations as are necessary to ensure that its programs and activities do not discriminate, or have the effect of discriminating, on the basis of disability. Academic Support serves students with learning and psychiatric disabilities as well as students with visual, mobility, and hearing impairments. For further information about this, please visit the website at https://www.framingham.edu/academics/center-for-academic-success-and-achievement/ or contact Dr. LaDonna Bridges, Associate Dean of Academic Success at 508-626- 4906 or lbridges@framingham.edu.

TECHNOLOGY RESOURCES

RESOURCES	DESCRIPTION
Thinkingstorm	The link to Thinkingstorm Online Tutoring Support is posted in the Passport to Canvas course. The approach combines intuitive technology with on-demand access to give students instant individual attention from expert tutors.
My Framingham	MY.FRAMINGHAM.EDU is the official site for your academic history at Framingham State University. Log into MY Framingham for your final grades, to register for courses or request a transcript.
Canvas Mobile App	The **Canvas App** for students may be used to access your online course. The Canvas Student App is available for both Android and iOS devices. Use this resource to learn more about the Canvas Student app or reference the related guides, Canvas Student iOS Guide or Canvas Student Android Guide.
Zoom	The Cloud-hosted video conferencing tool is integrated into the LMS (Canvas). Zoom lets you share files, share applications, and use a virtual whiteboard to interact. Automatic captions are available for recorded sessions and can be edited manually. When Zoom meetings are set up through a specific course in the LMS, recordings, and automatic transcriptions from those sessions will be automatically imported to the Panopto folder for that same course for students to review from the platform.
VoiceThread	VoiceThread is a tool integrated into Canvas that may be used to host asynchronous discussions, present class materials, and invite discussion on those materials, as well as for student presentations. VoiceThread allows for multiple modes of participation in discussions by allowing responses as video, audio, text, or any combination. This bridges the gaps in social presence typically found in online courses by allowing all participants to see and hear the presenter, as well as their presentation, image, or other course materials. For anyone with disabilities, all videos are closed-captioned. If you ask students to use the tool, you may also wish to share the Student Guide to VoiceThread.
Ouriginal	Ouriginal is a similarity detection tool that that combines text-matching with writing-style analysis to promote academic integrity and help prevent plagiarism. The tool is fully integrated with Canvas and is available to all FSU students and faculty.

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ABOUT YOUR INSTRUCTOR: Robin Robinson

I am the Director of Education Technology and eLearning at Framingham State University (FSU). At the University, my office supports faculty, students, and staff with their use of technology in the teaching and learning environment. I earned a Master's degree in Technical and Professional Writing (MA) from Northeastern University in Boston, and worked in publishing before coming to the University in 2002. I am also the co-coordinator and co-advisor for the M.Ed. concentration in Educational Technology, co-lead for the FSU Quality Matters course design initiative, an active member of the ITS Leadership Team and the Center for Excellence in Learning, Teaching, Scholarship, and Service (CELTSS). In addition to teaching this course, I am an instructor for the summer course Computers in Special Education for UMass Boston. Outside of work, I enjo spending time with her husband, family, and friends.

I look forward to our conversations over the next few weeks. You may reach me by email at rrobinson@framingham.edu.