Assistive Technology & Accessible Instructional Material

PRDV.72525C0A   Online: 0.250 Credit hours

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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 incorporate Universal Design to effectively meet the needs of exceptional learners.

COURSE GOALS

The **Assistive Technology & Accessible Instructional Material** serves as a basis for delivering assistive technology content including augmentative and alternative communication and other assistive technologies. Each week one of the four elements: Universal Design, Technology Tools, Accessible Educational Materials, State Resources is addressed. Participants are teachers interested in implementing technology supports for students with moderate special needs. Participants will 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.

UNIT OBJECTIVES

By the end of the seminar all participants are expected to:

- 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.
- Identify best practice strategies for identifying and delivering Universal Design instruction
- Engage in collaborative activities with peers to design best practice strategies.
- Identify and access Massachusetts State resources and initiatives

COURSE REQUIREMENTS

Participation in all assignments and course discussions is required. If you anticipate being away during any part of this course, you are expected to make plans for accessing a computer connected to the internet. *Late work is not accepted.* Course material is arranged in units and should be viewed in the order listed. *There is no textbook to buy* and no face to face meetings scheduled, although engagement in optional virtual meetings is encouraged.

GRADING CRITERIA

Grades are recorded in the course grade center on a weighted points system. Students may view their progress using the Blackboard My Grades from the Student Tools menu link. The orientation activities and posts to Group Collaboration spaces are included in the overall Participation Grade. Students are also expected to actively participate in the weekly discussion boards and submit a final assignment. Rubrics are used to compute Discussion Board contributions and to assess the Final Assignment. Copies of these documents are posted on Blackboard in the Getting Started area of the course.

GRADED ASSIGNMENTS

GRADED ASSIGNMENTS	POINTS POSSIBLE	WEIGHTED GRADE
PARTICIPATION		20%
Class Introductions	5	
Getting Started Activities	5	
Sharing Best Practices	5	
What Questions Remain	5	
REFLECTION		45%
Case Study	15	
Discussion Posts	30	
FINAL ASSIGNMENT		35%
Assistive Technology Lesson	30	

FRAMINGHAM STATE UNIVERSITY GRADING SCALE

RECORDED GRADE	EQUIVALENT QUALITY POINTS	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

The topics covered each week are listed in the table below. Participants are expected to log into Blackboard often to review course material, participate on the Discussion Board or complete other assignments. The online learning experience is best when shared. For this reason, initial Discussion Board posts are due on Wednesdays by 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. Detailed instruction and assignments are posted on Blackboard in the Course Units area of the course. *Late Work is not accepted*.

Course content is delivered in four facilitated online course units as defined by the syllabus. You may expect to spend approximately three hours each week on each course module. The syllabus is saved in a PDF format. It is recommended that you print a copy or save a copy to your computer. If you experience a problem with the link, reference the Resources area of the course.

SCHEDULE	COURSE UNITS
GETTING STARTED ORIENTATION	**COURSE INTRODUCTION**
	Getting Started Module
	Orientation Activities (there are 3)
UNIT 1	**UNIT 1: ASSISTIVE TECHNOLOGY IN THE CLASSROOM**
	OBJECTIVE: Explain the appropriate use of assistive technology through experience, exploration, reflection, and application.
	Reading – Reflection – Discussion
UNIT 2	**UNIT 2: LOW, MID, HIGH AND NEWER ASSISTIVE TECHNOLOGIES**
	OBJECTIVE: Describe low, mid, high, and newer technologies applications through reflection, observation, and application.
	Reading – Reflection – Discussion – Case Study
UNIT 3	**UNIT 3: UNIVERSAL DESIGN**
	OBJECTIVE: Identify best practice strategies for identifying and delivering Universal Design instruction
	Reading – Reflection – Discussion
UNIT 4	**UNIT 4: DEMONSTRATION AND APPLICATION OF ASSISTIVE TECHNOLOGIES**
	OBJECTIVE: Engage in collaboration with peers to design best practice strategies
	Reading – Reflection – Discussion – Final Assignment
WRAP-UP	**LAST DAY**
	Final Discussions – Feedback Surveys

COURSE LOGISTICS

REQUIRED READING

ACCESS to LEARNING: ASSISTIVE TECHNOLOGY AND ACCESSIBLE INSTRUCTIONAL MATERIALS, developed by the Massachusetts Department of Elementary and Secondary Education, is the focus of this course. Pages 26-41 lists Frequently Asked Questions, although not assigned, I recommend reviewing these pages of the text as well as the assigned readings. No additional textbook is required. All material is posted on the University eLearning platform – Blackboard. Although the units are open when the course begins you are expected to follow the syllabus and complete the assignments according to the prescribed timeline. *This is not a self-paced course*. Students may expect to spend a minimum of three hours each week participating on the discussion board, contributing to the collaborative space and reviewing course materials. As a final assignment, students are asked to build an assignment that utilizes Assistive Technology into a lesson or assignment.

COURSE EXPECTATIONS

Participants are also expected to have basic computer skills, know how to search the web, understand how to send an email and attach a file and have basic file management skills. A fairly new computer connected to the internet works best with Blackboard and familiarity with the learning management tool is also advised. Firefox is the preferred browser.

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 into Blackboard 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 of the course. 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 or phone 508 626-4688. Questions will be answered within 24 to 48 hours. Office hours are by appointment.

BLACKBOARD LEARN SUPPORT

Are you new to **Blackboard** or online courses? Participants may enroll in a self-paced Blackboard 101 linked from your My Home landing page or visit the FSU Blackboard support site for students. In-person Blackboard support is also available by emailing IT@framingham.edu or calling 508 215-5906. The phone is answered most days until 1 a.m.

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

TECHNOLOGY RESOURCE	DESCRIPTION
ThinkingStorm Online Tutoring support	ThinkingStorm provides Online Tutorial Support anywhere at any time. The approach is to combine intuitive technology with on-demand access to give students instant individual attention from expert tutors. The link to connect to this resource may be found on the Blackboard landing page.
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.
BLACKBOARD MOBILE APP	The **BLACKBOARD App** for students may be used *to read* discussion board posts or class material. It does not work as well for participating in the discussion boards, Wiki or for submitting assignments. Download the app from the Blackboard login page or your preferred App store.

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ABOUT YOUR INSTRUCTOR: Robin Robinson

I am the Director of Education Technology and Instructional Design at Framingham State University (FSU) since 2002. (Please address me as Robin.) My team supports students, faculty, and staff in 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 addition to teaching this course on Assistive Technology, I teach two other courses for the Professional Development Program for Educators; The Flipped Classroom and Engaging the Digital Child. I look forward to our conversations over the next few weeks. You may reach me by email at rrobinson@framingham.edu.