San José State University
Lurie College of Education/Department of Special Education
EDSE 241, Emerging Technology for All Learners, Section 80, Fall 2018

Course and Contact Information
Instructor: Wendy Burkhardt M.S  ATACP
Office Location: Virtual Office through Email and Zoom
Telephone: (area code) (telephone number)
Email: Wendy.burkhardt@sjsu.edu
Office Hours: Via email and appointments via Zoom
Class Days/Time: Online course  Wednesdays from 7-8:30pm
Classroom: (Building and room number, or your online course web address)

Course Format
Technology Intensive, Hybrid, and Online Courses (Required if applicable)
This course is an online course. Students are required to have access to the internet, an ability to save work/resources either locally (on a device or flash drive) or in the cloud based storage. Students will need to have word processing software (Microsoft Word is preferable but Google docs and Pages will work). All work will be completed and turned in online. All classes are done virtually via Zoom and students need to have internet access to attend class.

Faculty Web Page and MYSJSU Messaging (Optional)
Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at http://www.sjsu.edu/people/firstname.lastname and/or on Canvas Learning Management System course login website at http://sjsu.instructure.com. You are responsible for regularly checking with the messaging system through MySJSU at http://my.sjsu.edu (or other communication system as indicated by the instructor) to learn of any updates.

Course Description (Required)
Effective use of the computer to meet exceptional learning needs, including special education software evaluation, word processing for written language development, logo, individualized lessons with graphics and speech and database management for cognitive and language development. Prerequisite: Department consent.
EDSE241 is a systematic review of results of research studies in techniques of designing; selecting, producing, using, and evaluating the use of curriculum materials and instructional media in teaching; research studies in mass communication media; procedures applicable to setting up small-scale evaluative studies of curriculum materials and media programs within schools. Since the impact of technology on students with special needs continues to develop, teachers must base instructional decisions on observations and qualitative data. This course reflects a balance of behavioral/precision teaching, low to high tech support intervention exploration, with models of integration/inclusion into the mainstream education and society through a variety of technological interventions. Activities in this course will include application, research, development, and management of information and data.
EDSE 241 is a course for educational leaders, teachers, and planners to prepare them for future changes in educational technology. This course is based in research, theory, educational philosophy, history, and current trends in technology, education, and training. It relates cycles of change to paradigm shifts in order to interpret current trends and project future developments. Additionally, Universal Design for Learning (UDL) and Assistive Technologies (AT) are infused throughout the course. Students are expected to apply knowledge in these areas to projects, papers, and activities.

**Course Goals (Optional)**

The program provides opportunities for candidates to acquire the ability to use computer-based technology to facilitate the teaching and learning process. Each Candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting. Candidates demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities.

**Course Learning Outcomes (CLO) (Required)**

**California Commission on Teacher Credentialing (CCTC)**

**Education Specialist Teaching Credential Program Standards**

**March 2012**

**Program Standard 6: Using Educational and Assistive Technology**

The program provides opportunities for candidates to acquire the ability to use computer-based technology to facilitate the teaching and learning process. Each candidate demonstrates knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis and management in the instructional setting. Candidates demonstrate knowledge of assistive technology including low and high equipment and materials to facilitate communication, curriculum access, and skill development of students with disabilities.

**California Commission on Teacher Credentialing (CCTC)**

**SB 2042 Multiple Subject and Single Subject**

**Preliminary Credential Program Standards**

**Standard 11: Using Technology in the Classroom**

Through planned prerequisites and/or professional preparation, the teacher preparation program ensures the following:

Candidates are familiar with basic principles of operation of computer hardware and software, and implements basic troubleshooting techniques for computer systems and related peripheral devices before accessing the appropriate avenue of technical support.

Candidates use appropriate technology to facilitate the teaching and learning process. Candidates are able to evaluate and select a wide array of technologies for relevance, effectiveness, and alignment with state-adopted academic content standards, and the value they add to student learning.

Candidates demonstrate knowledge and understanding of the legal and ethical issues related to the use of technology, including copyright issues and issues of privacy, security, safety, and acceptable use. Candidates
demonstrate knowledge and understanding of the appropriate use of computer-based technology for information collection, analysis, and management in the instructional setting.

Candidates demonstrate competence in the use of electronic research tools and the ability to assess the authenticity, reliability, and bias of the data gathered. Candidates analyze best practices and research on the use of technology to deliver lessons that enhance student learning.

Candidates integrate technology-related tools into the educational experience and provide equitable access to available resources to all students. Candidates encourage the use of technology with students in their research, learning activities, and presentations.

Candidates use computer applications to manipulate and analyze data as a tool for assessing student learning, informing instruction, managing records, and providing feedback to students and their parents.

Candidates learn to use a variety of technologies to collaborate and communicate with students, colleagues, school support personnel, and families to provide the full range of learners with equitable access to all school and community resources.

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

**CLO#A Graduates as responsive instructional leaders demonstrate:**
- A.2 Collaboration knowledge and skills
- A.6 Qualities of problem-solvers

**CLO#B Graduates as effective and reflective educators demonstrate:**
- B.4 Knowledge and resourcefulness in the development of projects, and in the implementation of their professional role(s)
- B.5 Application(s) of technology to teaching and learning
- B.6 Honoring diversity and individual differences in their professional role(s)
- B.8 Resourcefulness in projects and/or their professional role(s)

**CLO#C The graduate as a lifelong learner demonstrates:**
- C.2 Critical skills as consumers and investigators of research

**Required Texts/Readings (Required)**

**Textbook**

1. Universal Design for Learning in the Classroom Practical Applications (2012)
   Edited by Tracey E. Hall, Anne Meyer, and David H. Rose


**OPTIONAL** textbook: Universal Design for Learning: Theory and Practice
by David Gordon, Anne Meyer, David H Rose

Items can be bought through Amazon or through Barnes and Noble.
Other Readings

There will be a variety of additional readings throughout the course. These can be accessed each week on the EDSE 241 course on the Canvas Learning Management System.

Course Requirements and Assignments (Required)

Each student's grade is based on a point system. **All work needs to be completed by the day of the final for a grade.** Extenuating circumstances will be considered.

1. An account from Google [http://www.google.com](http://www.google.com): Once having an account you will be able to start accessing Blogger, Google Docs, and Google Sites.
2. A blog account from [http://www.blogger.com](http://www.blogger.com). Create an account using a generic name. DO NOT use the course as an account name.
3. A way to save urls that are discussed/presented in class.

ASSIGNMENTS

NOTE: (IMPORTANT)

All assignments are submitted electronically.


Various materials are available for your use during the course and as resources for future use. You may download all that are necessary for course, appropriate for your teaching level, useful for your implementation of assistive technology, interesting as future materials.

Written Assignments Any plagiarism on any assignment will result in course failure. NO EXCEPTIONS

Papers must be typed and free of grammatical and typographical errors. The UDL paper is 13-15 pages in length, APA format. All assignments should be theme-based for use in your classroom/program.

1. **Cooperative lesson plan with technology (1-2 pages in length) CCTC Standards: SPED Program Standard 6; SB2042 MS/SS Preliminary Standard** (10 points)

   Using a software program (see below for a list of suggested vendors or software), design a group lesson using technology. This would be a lesson that you would conduct in a classroom. If you do not have a classroom yet, create one that you would like to use. You can use the template provided on Canvas or use your own.

   **Suggested Software Vendor List**

<table>
<thead>
<tr>
<th>Vendor</th>
<th>Vendor</th>
<th>Vendor</th>
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</thead>
<tbody>
<tr>
<td>Attainment Inc</td>
<td>Don Johnston</td>
<td>Intellitools</td>
</tr>
<tr>
<td>Laureate Learning</td>
<td>R.J.Cooper</td>
<td>Chrome/Google</td>
</tr>
<tr>
<td>Apple/Pages</td>
<td>Microsoft Office</td>
<td>BoardMaker</td>
</tr>
<tr>
<td>Kurzweil</td>
<td>Apps for Android or Ipad</td>
<td>Any Chrome Extensions or Apps</td>
</tr>
</tbody>
</table>

Emerging Technology for All Learners, EDSE241, Fall, 2018

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2. Assistive Technology Software CCTC Standards: SPED Program Standard 6; SB2042 MS/SS Preliminary Standard (10 points)
Using the template provided, evaluate a piece of software or app you have used, will use, or received as a demo (see list), and describe its features. Think of the audience for this evaluation being an administrator and your justification for the use of this particular software in your class. A template will be provided on Canvas.

Other activities- CCTC Standards: SPED Program Standard 6; SB2042 MS/SS Preliminary Standard

3. Comparative Analysis of Word processing software Microsoft Word, Google Docs, and Apple’s Pages (10 points)
Take a look at 2 of the 3 word processing programs (Microsoft Word, Google Docs, and Apple's Pages). Play with the features on each program, then answer the following questions in a 2 page comparative analysis.
In each of the two word processing software programs try to create the following in each
• picture
• watermark
• forms: checkboxes, pull down menu
• text box
• math symbols to create equations
• ability to share with others
• a table
• a chart
After trying to insert items into the word processing software programs, look at any additional features that are embedded within the program. (example: ability to use speech to text, ability to be read aloud (text to speech), any additional add ons that can enhance the program)

Within a 2 page paper, answer the following questions and compare the two word processing programs.
1) Which two word processing programs did you choose and why?
2) Can items be easily inserted? Of the two was there one that was more intuitive to insert items?
3) Collaboration between people. How does this occur in the software programs reviewed? Ease of use for sharing information?
4) What additional features can be used within the word processing program?
5) Is text to speech (having the paper be read aloud to you) possible? If so, how?
6) What features within the programs you compared would help a student with a disability access writing more effectively and efficiently?

4. Creating a Presentation (5 points)
Using a presentation software (Google slides, Powerpoint, or Keynote) create a presentation that could be used in your classroom or for a training to staff.
This mini assignment will help you understand how to create powerful presentations, so that they are not just words on a page.
The criteria for this project is:
• Minimum of 5 slides
• Transitions between slides
• An animation
• A picture
• An audio component
• Internal and external links
5. **Web page design** CCTC Standards: SPED Program Standard 6; SB2042 MS/SS Preliminary Standard (10 points)
Create a website for classroom use (you will be creating this using Google Sites). It will need to have 2 pages, 2 documents, 2 pictures, and 2 hyperlinks.

6. **Create a Google Form** (5 points)
Google forms are a way to create surveys, quizzes, and electronic forms as well as get the data from those forms. This can be done in a group working simultaneously. For this assignment you are to create a Google form with 5 questions and share it with 2-3 people (including myself). The survey can be about anything at this point. It is more about how to use the form than the content in it.

8. **Blog/Discussion Posts** (5 points per question)
Throughout the semester there will be various discussion posts. This is a time for you to reflect on the material and express yourself. Points are awarded for the completion of the posts rather than length or content.

9. **Podcast and Written Reflection** CCTC Standards: SPED Program Standard 6; SB2042 MS/SS Preliminary Standard (10 points)
- Using Blogger write a reflection on your own growth over the course of the semester.
- Develop an audio or video podcast reflecting what you learned over the semester.

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

**Final Examination or Evaluation**

**Universal Design** (20 points) CCTC Standards: SPED Program Standard 6; SB2042 MS/SS Preliminary Standard
This paper meets the University requirements for the writing competency. Students are to select a curriculum area or trend in instructional technology using universal design that will impact teaching or training and learning (Examples: Using Universal Design to teaching Reading, Project-based learning, etc) and write a scholarly paper on the topic. Summarize the research on universal design that supports your topic choice. Papers should be 13 to 15 pages in length, including cover page, abstract, and bibliography. The body of the report should contain at least 10 pages. Additionally, they should be written in APA with references. (See rubric on canvas)

**Grading Information (Required)**

All assignments will be graded using a rubric. All rubrics are in Canvas for student to see. All students have the ability to receive feedback on their graded assignment and resubmit it for a higher grade with any revisions. All assignments are officially due on the last day of instruction prior to the final exam. There is not penalty for late work. Either you complete the assignment or you do not.
Grading (100 points possible):
91 – 100 = A
90 = A-
89 = B+
81 – 88 = B
80 = B-
79 = C+
71 – 78 = C
70 = C-

Reminder: The Department of Special Education and the Office of Graduate Studies require that students maintain a grade point average (GPA) of 3.0 or better. Grades of C or lower will jeopardize your continuation in the program. Students whose GPA drops below 3.0 will be disqualified by Graduate Studies and our department.

Note that “All students have the right, within a reasonable time, to know their academic scores, to review their grade-dependent work, and to be provided with explanations for the determination of their course grades.” See University Policy F13-1 at http://www.sjsu.edu/senate/docs/F13-1.pdf for more details

University Policies (Required)
Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ Syllabus Information web page at http://www.sjsu.edu/gup/syllabusinfo/’
List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.

**Course Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/22/18</td>
<td><strong>Topics</strong>: Course overview; empowerment; using technology within the classroom and evaluating software <strong>Try to attend class via Zoom</strong></td>
</tr>
<tr>
<td>1</td>
<td>8/22/18</td>
<td><strong>Readings</strong>: Ch. 1 &amp; 2 UDL book, Ch 1 in AT in the Classroom</td>
</tr>
<tr>
<td>2</td>
<td>8/29/18</td>
<td><strong>Topics</strong>: The Universally Designed Classroom <strong>Try to attend class via Zoom</strong></td>
</tr>
<tr>
<td>2</td>
<td>8/29/18</td>
<td><strong>Readings</strong>: Ch. 4 in AT in the Classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Assignment</strong>: website started</td>
</tr>
<tr>
<td>3</td>
<td>9/5/18</td>
<td><strong>Topics</strong>: Research and Application: Productivity Tools, Tools that assist with assessment, instruction, managing records and progress <strong>Attend class via Zoom</strong></td>
</tr>
<tr>
<td>3</td>
<td>9/5/18</td>
<td><strong>Readings</strong>: Ch. 3 &amp; 4 UDL book, Ch 8 and 9 in AT in the classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Assignment Due</strong>: Word processing software assignment 9/7/18</td>
</tr>
<tr>
<td>4</td>
<td>9/12/18</td>
<td><strong>Topics</strong>: Productivity Tools (cont’d), Tools that assist with assessment, instruction, managing records and progress</td>
</tr>
<tr>
<td>4</td>
<td>9/12/18</td>
<td><strong>Readings</strong>:</td>
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<tr>
<td></td>
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<td><strong>Assignment Due</strong>: Powerpoint/ Presentation 9/14/18</td>
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<tr>
<td>5</td>
<td>9/19/18</td>
<td><strong>Topics</strong>: Research and Application: Technology across the Curriculum: Graphic Organizers and Accessible Educational Materials (AEM) <strong>Try to attend class via Zoom</strong></td>
</tr>
<tr>
<td>5</td>
<td>9/19/18</td>
<td><strong>Readings</strong>: Ch. 5-8 UDL book, Ch 3 in AT in the classroom</td>
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<tr>
<td></td>
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<td><strong>Assignment Due</strong>:</td>
</tr>
<tr>
<td>6</td>
<td>9/26/18</td>
<td><strong>Topics</strong>: Assistive Technology- How it “assists” us all Adaptive Technology Centers; understanding the legal and ethical issues related to the using technology. Assistive Technology law and Assistive Technology Continued <strong>Try to attend class via Zoom</strong></td>
</tr>
<tr>
<td>6</td>
<td>9/26/18</td>
<td><strong>Readings</strong>: Ch 14 in AT in the Classroom</td>
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<tr>
<td></td>
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<td><strong>Assignment Due</strong>:</td>
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<tr>
<td>7</td>
<td>10/3/18</td>
<td><strong>Topics</strong>: Assistive Technology Continued Research and Application: Digital Citizenship and using Social Media</td>
</tr>
<tr>
<td>7</td>
<td>10/3/18</td>
<td><strong>Readings</strong>: Ch. 9 UDL book</td>
</tr>
<tr>
<td></td>
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<td><strong>Assignment Due</strong>: AT Review 10/5/18</td>
</tr>
<tr>
<td>8</td>
<td>10/10/18</td>
<td><strong>Topics</strong>: Access: SETT (“The SETT Framework is a guideline for gathering data in order to make effective assistive technology decisions. The SETT Framework considers first, the STUDENT, the ENVIRONMENT(S) and the TASKS required</td>
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Emerging Technology for All Learners, EDSE241, Fall, 2018

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</thead>
<tbody>
<tr>
<td>8</td>
<td>10/10/18</td>
<td><strong>Readings</strong>: Ch 13 in the AT for the Classroom</td>
</tr>
<tr>
<td>9</td>
<td>10/17/18</td>
<td><strong>Topics</strong>: Research and Application: Digital Citizenship and using Social Media</td>
</tr>
</tbody>
</table>
| 9    | 10/17/18| **Readings**: Ch 9 UDL  
**Assignment Due: Cooperative Lesson Plan 10/19/18**                                                      |
| 10   | 10/24/18| **Topics**: Website Creations and all things Google  
**Try to attend class via Zoom**                                                                           |
| 10   | 10/24/18| **Readings**: Ch 5 AT in the Classroom                                                                    |
| 11   | 11/01/18| **Topics**: Technology across the Curriculum; critiquing technology that aligns with content standards and Common Core |
| 11   | 11/01/18| **Readings**: Ch 7 AT in the Classroom  
**Assignment Due: Google Forms 11/3/17**                                                                     |
| 12   | 11/07/18| **Topics**: Podcasting and Screencasting                                                                  |
| 13   | 11/14/18| **Topics**: Virtual reality/Augmented Reality                                                            |
| 13   | 11/14/18| **Readings**:  
**Assignment Due: Website**                                                                                                                                     |
| 14   | 11/28/18| **Topics**: QR Codes, Tablets, and Mobile Learning  
**Try to attend class via Zoom**                                                                           |
| 14   | 11/28/18| **Readings**:  
**Assignment Due: Podcast, Reflection due by 11/30/18**                                               |
| 15   | 12/5/18  | **Topics**: Classroom and Schoolwide planning/Curriculum  
Integration, Vision and Reflection                                                                     |
| 15   | 12/5/18  | **Readings**: Ch 15 AT in the classroom  
**Assignment Due: All discussion posts (if not already completed)**                                       |
| 16   | 12/13/18 | Online final is the UDL paper. All assignments including UDL paper are due by Dec 13th, by midnight.  
**ALL ASSIGNMENTS ARE DUE INCLUDING DISCUSSION POSTS.**                                                      |
| Final Exam |         | Online Dec 13th by midnight. Final UDL paper is due and all assignments.                                    |