

**San José State University  
Department of Special Education**

**EDSE 241 – Emerging Technology for All Learners, Section 80, Fall 2015**

**Course and Contact Information**

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<b>Office Hours:</b>	Available via email [ <i>See University <a href="#">Policy S12-1</a> at <a href="http://www.sjsu.edu/senate/docs/S12-1.pdf">http://www.sjsu.edu/senate/docs/S12-1.pdf</a> for guidelines</i> ]
<b>Class Days/Time:</b>	Online course
<b>Classroom:</b>	<a href="https://sjsu.instructure.com/courses/1112378">https://sjsu.instructure.com/courses/1112378</a>

**Course Format**

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.

**Faculty Web Page and MYSJSU Messaging (Optional)**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the Canvas learning management system course website. You are responsible for regularly checking with the messaging system through MySJSU to learn of any updates.

**Course Description**

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.

The Program Standard: 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.

### **Learning Outcomes (CLO)**

#### **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

### Textbook

1. Universal Design for Learning in the Classroom Practical Applications (2012)  
Edited by Tracey E. Hall, Anne Meyer, and David H. Rose
2. Assistive Technology in Special Education, 2E: Resources for Education, Intervention, and Rehabilitation Paperback November 15, 2013  
by [Joan Green](#) (Author)

### 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

SJSU classes are designed such that in order to be successful, it is expected that students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](#) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

### Assignments and Grading Policy

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

1. An account from Google <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> 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( Notebook in Google at <http://www.google.com/intl/en/options/> , Delicious account <http://del.icio.us/> , Diigo account <https://www.diigo.com>, pinterest <http://www.pinterest.com>, or Evernote account <http://www.evernote.com>.

### ASSIGNMENTS

#### NOTE: (IMPORTANT)

**All assignments are submitted electronically.**

**Materials to download for the class are available at [AT Resources for Teachers](#) <https://sites.google.com/site/assistivetechforall/>. You will also find additional resources at my Pinterest site [Wendy Burkhardt](http://www.pinterest.com/wendylady01/) ( <http://www.pinterest.com/wendylady01/>,**

<http://www.pinterest.com/srvat>, and at my [Diigo](https://www.diigo.com/user/wendynmark01) site <https://www.diigo.com/user/wendynmark01>.

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.

**5 Mini Activities - 5 points each (25 points) (Assignments/samples of work must be provided) CCTC Standards: SPED Program Standard 6; SB2042 MS/SS Preliminary Standard**

1. A word document formatted as directed
2. A power point presentation formatted as directed
3. A group project related to curriculum-based technology interventions
4. A group project related to disability-based technology interventions
5. A graphic organizer

**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. **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 an issue or trend in instructional technology using universal design that will impact teaching or training and learning (Examples: WebQuests in K-8 Science Classrooms, Project-based learning, Virtual schools, Professional re-certification in a virtual world, Educational needs special learners) 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) (double click on icon for template)



APA\_template\_Word.doc

2. **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, design a cooperative lesson using technology.

**3. Assistive Technology Software CCTC Standards: SPED Program Standard 6; SB2042 MS/SS Preliminary Standard 10 points**

Using one of the templates from a software application you have used, will use, or received as a demo (see approved list), design an activity and try it out with a student. Write a reflection on the objectives of your activity, and how the student responded. Include how you would revise the activity based on the student response, or adapt the activity for other students. Template will be provided.

**Suggested Software Vendor List**

Attainment Inc	Don Johnston	Intellitools
Laureate Learning	R.J.Cooper	RiverDeep
Apple /Pages	Microsoft Office	BoardMaker
Kurzweil	Apps for Android or Ipad	Earobics

(double click on



icon) template.doc

**4. Web page design CCTC Standards: SPED Program Standard 6; SB2042 MS/SS Preliminary Standard 10 points**

- A) Website/wiki – create a website/wiki for classroom use (you will be creating this using Google Sites)

**Blog/Discussion Posts**

**Postings required for reflection/notes (2 points per post for a 14 points total).**

**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.

**GRADING INFORMATION**

**All assignments will be graded using a rubric.**

(double click on icon)

**Grading (100 points possible):**



rubrics.doc

91 – 100 = A	80 = B-
90 = A-	79 = C+
89 = B+	71 – 78 = C
81 – 88 = B	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](http://www.sjsu.edu/senate/docs/F13-1.pdf) at <http://www.sjsu.edu/senate/docs/F13-1.pdf> for more details.

### **Classroom Protocol**

Since this is an online course with only one face to face class. In order to get the most out of the class and to avoid any confusion with the course, the face to face class is required. If there is a conflict, prior approval to miss the class is needed. When posting items online, please be respectful of one another’s opinions and posts.

### **University Policies**

#### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/). The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/>.

#### **Academic integrity**

Students should know that the University’s [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial\\_affairs/Academic\\_Integrity\\_Policy\\_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

## **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

## **Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

## **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

## **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

## **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

## **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on



Facebook. (Note: You need to have a QR Reader to scan this code.)

## **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

## **EDSE 241 / Emerging Technology for All Learners Course Schedule**

The schedule is subject to change with fair notice and you will be notified via email. The final exam will be online and all assignments will need to be turned in by the end of the final exam

Course Schedule

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
1	8/20/15	<b>Topics:</b> Course overview; empowerment; using technology within the classroom and evaluating software
1	8/20/15	<b>Readings:</b> Ch. 1 & 2 UDL book
2	8/27/15	<b>Topics:</b> The Universally Designed Classroom
2	8/27/15	<b>Readings:</b> Ch. 1 & 2 AT in SPED <b>Assignment: website started</b>
3	9/3/15	<b>Topics:</b> Research and Application: Productivity Tools, Tools that assist with assessment, instruction, managing records and progress
3	9/3/15	<b>Readings:</b> Ch. 3 & 4 UDL book <b>Assignment Due: Microsoft Word assignment</b>
4	9/10/15	<b>Topics:</b> Productivity Tools (cont'd), Tools that assist with assessment, instruction, managing records and progress.
4	9/10/15	<b>Readings:</b> Ch. 7-9 AT in SPED <b>Assignment Due: Powerpoint</b>
5	9/17/15	<b>Topics:</b> Assistive Technology- How it “assists” us all Adaptive Technology Centers; understanding the legal and ethical issues related to the using technology. Assistive Technology law
5	9/17/15	<b>Readings:</b> Ch. 3 AT in SPED <b>Assignment Due: Graphic Organizer</b>
6	9/24/15	<b>Topics:</b> Assistive Technology Continued
6	9/24/15	<b>Readings:</b> Ch. 4 & 5 AT in SPED
7	10/1/15	<b>Topics:</b> Research and Application: Digital Citizenship and using Social Media
7	10/1/15	<b>Readings:</b> Ch. 9 UDL book <b>Assignment Due: AT Review</b>
8	10/8/15	<b>Topics:</b> 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 for active participation in the activities of the environment, and finally, the system of TOOLS needed for the student to address the tasks” from the National Center to Improve Practice in Special Education through Technology Media and Materials or NCIP web site).
8	10/8/15	<b>Readings:</b> <b>Assignment Due: Cooperative Lesson Plan</b>
9	10/15/15	<b>Topics:</b> Research and Application: Technology across the Curriculum: Graphic Organizers
9	10/15/15	<b>Readings:</b> Ch. 5-8 UDL book

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
10	10/22/15	<b>Topics:</b> Technology across the Curriculum; critiquing technology that aligns with content standards and Common Core
10	10/22/15	<b>Readings:</b> Ch. 6 & 10 AT in SPED <b>Assignment Due: Google Docs</b>
11	10/29/15	<b>Topics:</b> Research and Application: Podcasting and Screencasting
11	10/29/15	<b>Readings:</b> Ch. 11 AT in SPED
12	11/5/15	<b>Topics:</b> Website Creations and all things Google
12	11/5/15	<b>Readings:</b> Ch. 12 & 13 AT in SPED
13	11/12/15	<b>Topics:</b> Virtual reality/Augmented Reality
13	11/12/15	<b>Readings:</b> <b>Assignment Due: Website</b>
14	11/19/15	<b>Topics:</b> QR Codes, Tablets, and Mobile Learning
14	11/19/15	<b>Readings:</b> Ch. 10 UDL book
15	12/3/15	<b>Topics:</b> Classroom and Schoolwide planning/Curriculum Integration, Vision and Reflection
15	12/3/15	<b>Readings:</b> <b>Assignment Due: Podcast, Reflection, and all discussion posts</b>
Final Exam	12/17/15	Online final is the UDL paper. All assignments including UDL paper are due by Friday May 22 <sup>nd</sup> , 2015.