

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

EDSE 241 – Emerging Technology for All Learners, Section 80, Fall 2016

Course and Contact Information

Instructor:	Wendy Burkhardt M.S ATACP
Office Location:	Via email
Email:	wendy.burkhardt@sjsu.edu
Office Hours:	Available via email [<i>See University Policy S12-1 at http://www.sjsu.edu/senate/docs/S12-1.pdf for guidelines</i>]
Class Days/Time:	Online course
Classroom:	online

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 the Classroom: Enhancing the School Experiences of Students with Disabilities (What's New in Special Education) Third Edition by Amy G. Dell, Deborah A. Newton, Jerry G. Petroff (2016)

Both 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

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](http://www.sjsu.edu/senate/docs/S12-3.pdf) 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 the day of the final 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.

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/) <https://sites.google.com/site/assistivetechforall/>. You will also find additional resources at these Pinterest sites [Wendy Burkhardt](http://www.pinterest.com/wendylady01/) (<http://www.pinterest.com/wendylady01/>, <http://www.pinterest.com/srvat>, <http://www.pinterest.com/hdesdatcenter> 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.

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 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)

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 (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

Attainment Inc	Don Johnston	Intellitools
Laureate Learning	R.J.Cooper	Chrome/Google
Apple /Pages	Microsoft Office	BoardMaker
Kurzweil	Apps for Android or Ipad	Any Chrome Extensions or Apps

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 list), evaluate the software 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

4. 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?

5. 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
- QR code
- One Hidden slides

6. 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.

7. 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 3-4 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.

GRADING INFORMATION

All assignments will be graded using a rubric.

Grading (100 points possible):

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 there is no direct face to face connection. I check my sjsu account and the canvas account frequently and will respond as soon as I am able. Since this is an online venue, please use proper digital citizenship. 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/. 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](#) at

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <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.”
 - It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
 - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “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.”

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.

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 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.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd 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/).

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 7th 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

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/26/16	Topics: Course overview; empowerment; using technology within the classroom and evaluating software Attend class via conferences in canvas
1	8/26/16	Readings: Ch. 1 & 2 UDL book, Ch 1 in AT in the Classroom
2	9/2/16	Topics: The Universally Designed Classroom Attend class via conferences in canvas
2	9/2/16	Readings: Ch. 4 in AT in the Classroom Assignment: website started
3	9/9/16	Topics: Research and Application: Productivity Tools, Tools that assist with assessment, instruction, managing records and progress Attend class via conferences in canvas
3	9/9/16	Readings: Ch. 3 & 4 UDL book, Ch.8 and 9 in AT in the classroom Assignment Due: Word processing software assignment
4	9/16/16	Topics: Productivity Tools (cont'd), Tools that assist with assessment, instruction, managing records and progress.
4	9/16/16	Readings: Assignment Due:
5	9/23/16	Topics: Research and Application: Technology across the Curriculum: Graphic Organizers and Accessible Educational Materials (AEM) Attend class via conferences in canvas
5	9/23/16	Readings: Ch. 5-8 UDL book, Ch 3 in AT in the classroom Assignment Due: Powerpoint/ Presentation
6	9/30/16	Topics: Assistive Technology- How it “assists” us all Adaptive Technology Centers; understanding the legal and ethical issues related to the using technology. Assistive Technology law Assistive Technology Co Attend class via conferences in canvas
6	9/30/16	Readings: Ch 14 in AT in the Classroom Assignment Due:
7	10/7/16	Topics: Assistive Tehcnology Continued Research and Application: Digital Citizenship and using Social Media
7	10/7/16	Readings: Ch. 9 UDL book Assignment Due: AT Review
8	10/14/16	Topics: 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,

Week	Date	Topics, Readings, Assignments, Deadlines
		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). Attend class via conferences in canvas
8	10/14/16	Readings: Ch 13 in the AT for the Classroom
9	10/21/16	Topics: Research and Application: Digital Citizenship and using Social Media
9	10/21/16	Readings: Ch.9 UDL Assignment Due: Cooperative Lesson Plan
10	10/28/16	Topics: Website Creations and all things Google Attend class via conferences in canvas
10	10/28/16	Readings: Ch 5 AT in the Classroom
11	11/4/16	Topics: Technology across the Curriculum; critiquing technology that aligns with c Common Core
11	11/4/16	Readings: Ch 7 AT in the Classroom Assignment Due: Google Form
12	11/11/16	Topics: Podcasting and Screencasting
12	11/11/16	Readings:
13	11/18/16	Topics: Virtual reality/Augmented Reality
13	11/18/16	Readings:
14	12/2/16	Topics: QR Codes, Tablets, and Mobile Learning Attend class via conferences
14	12/2/16	Readings: Ch. 10 UDL book Assignment Due: Website
15	12/9/16	Topics: Classroom and Schoolwide planning/Curriculum Integration, Vision and Reflection
15	12/9/16	Readings: Ch 15 AT in the classroom Assignment Due: Podcast, Reflection
Final Exam	12/15/16	Online final is the UDL paper. All assignments including UDL paper are due by Dec 15th, by midnight. ALL ASSIGNMENTS ARE DUE INCLUDING DISCUSSION POSTS.