WILMINGTON UNIVERSITY
COURSE SYLLABUS

FACULTY MEMBER: 
TERM: 

COURSE TITLE: Assistive Technology

COURSE NUMBER: EDU 311

COURSE DESCRIPTION: This course is designed to help professionals in schools understand assistive technology for students with disabilities. The main focus of the course is on students with mild mental handicaps, learning disabilities, or emotional disturbances. The meaning of assistive technology and methods of assessing students to match them with appropriate assistive technology are emphasized.

Prerequisite(s): EDU 102 and EDU 203

COURSE OBJECTIVES:

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<th>College Education Program Attributes</th>
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<td>The manner in which we prepare educational personnel is informed by eight essential attributes:</td>
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<td>1. ensuring that programs are knowledge-based;</td>
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<td>2. viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;</td>
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<td>3. contextual and cultural sensitivity;</td>
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<td>4. facilitating inquiry and reflection, i.e., providing structured opportunities for critical reflection on and taking action in one’s daily work;</td>
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<td>5. enabling authentic participation, collegiality and collaboration;</td>
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<td>6. building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth;</td>
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<td>7. ensuring that programs are standards-driven; and</td>
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<td>8. ensuring that programs promote the effective use of technology</td>
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I. PROGRAM COMPETENCIES: Bachelor of Science in Education
Course Objectives
InTASC Standard 2 – Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

InTASC Standard 3 – Learning Environment
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**InTASC Standard 7 – Planning for Instruction**
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**METHODOLOGY:**

A. **Teaching Methods:**
   - Textbook chapter readings
   - Scholarly article readings
   - Powerpoints
   - Action research
   - Vodcast presentations
   - Practical application of skills through completion of SETT framework and WATI observation scale
   - Hands-on creation of an assistive technology tool

   - Evaluation Procedures: Describe specifically how course objectives/outcomes will be evaluated (e.g. essays, projects, discussions, quizzes/exams, etc.)
     - Discussions
     - Quizzes
     - Journal entries
     - Case study project
     - Website review
     - Software review
     - Brochure creation
     - Creation of assistive technology device
     - IEP creation
     - Essay

**COURSE SCHEDULE AND CHECKLIST**

**SUPPLEMENTAL MATERIALS:**
- Materials to create assistive technology device
- Creating a vod/podcast tutorial
- IEP blank documents

**Structured External Assignment**
Instructions: During week seven, students will be asked to upload a VODCAST that will demonstrate the use of an assistive technology device that they have created for their case.
study student. The Vodcast will be expected to be 10 minutes in length. It must be uploaded by Sunday night of the last week of class (12 AM).

The available materials for the assistive technology device include: pipe cleaners, magnifying glass, plastic or paper cups, pencil, bungee cords, rubber bands, tongue depressors/popsicle sticks, wiki sticks. Any other material must be approved the instructor. The device must assist the case study student access the curriculum in an easier or more meaningful way.

The assistive technology device must allow more access to classroom materials and/or curriculum for your case study student in their area of need.

For the VODCAST, you will give a brief synopsis of your case study student, their assistive technology needs. It is also expected that you include the data you obtained in the SETT framework so that we understand your rationale for choosing the device that you did. You will be expected to demonstrate the use of your assistive technology tool via vodcast. Explain the use in a way that other educators would be able to create and utilize the same device for a similar student. Lastly, reflect upon the challenges you faced in the creation of your device.

Objectives:
- Understand the theory behind the creation of assistive technology devices
- Demonstrate an understanding of the student’s unique needs
- Match a need to an assistive technology device
- Apply the SETT framework to a case study student
- Utilize available, cheap/free materials to create an environment that is more accessible for your student
- Communicate to others how to create an assistive technology device
- Demonstrate how to use the device in action
### Structured External Assignment Rubric

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<th>Equitable Use /15 points</th>
<th>Flexibility /15 points</th>
<th>Simple /15 points</th>
<th>Perceptible Information /15 points</th>
<th>Tolerance for Error /15 points</th>
<th>Low Physical Effort /15 points</th>
<th>Size and Space approach and use /10 points</th>
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<tr>
<td>Superior</td>
<td>Device can be used by people with diverse needs.</td>
<td>The design accommodates a wide range of abilities</td>
<td>Use of design is easy to understand, regardless of experience, knowledge or language skills.</td>
<td>The design communicates information regardless of the user’s abilities.</td>
<td>The design minimizes hazards and negative consequences of accidental actions.</td>
<td>The design can be used efficiently and comfortably with minimum fatigue.</td>
<td>Appropriate size and space is provided for use regardless of the user’s size or posture.</td>
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<tr>
<td>Excellent</td>
<td>Device can be used by people with specific needs.</td>
<td>The design accommodates some abilities, not as wide as a rating of Superior.</td>
<td>Use of design is easy to understand but does not fit a rating of Superior.</td>
<td>The design requires few prerequisite skills to communicate information.</td>
<td>The design has few hazards and negative consequences of accidental actions.</td>
<td>The design can be used efficiently and comfortably with minimal physical effort.</td>
<td>Size and space were taken into account when designing the device for the user’s size and posture.</td>
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<tr>
<td>Emerging</td>
<td>Device can be used only for people with specific prerequisite skills.</td>
<td>The design accommodates a limited range of abilities.</td>
<td>The design requires certain skills to understand.</td>
<td>The design requires many prerequisite skills to communicate information.</td>
<td>The design has some hazards and negative consequences of accidental actions.</td>
<td>The design can be used efficiently and comfortably with some physical effort.</td>
<td>Size and space was somewhat considered when designing the device for the user’s size and posture.</td>
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<tr>
<td>Insufficient</td>
<td>Device cannot be used for certain populations.</td>
<td>The design does not accommodate for any range of abilities.</td>
<td>The design is not easily understood.</td>
<td>The design only communicates information when the user has full use of abilities.</td>
<td>The design has many hazards and negative consequences of accidental actions.</td>
<td>The design requires physical effort to be used efficiently and comfortably.</td>
<td>Size and space are not appropriate to the user’s size and posture.</td>
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