

In-Service Education

COURSE SYLLABUS

<u>EDTC 5210.02/SPED 5210.02</u> COURSE NUMBER AND SECTION	<u>Merrilee Tanner, Ph.D.</u> INSTRUCTOR
<u>Computer Software Adaptation - Part 2</u> COURSE TITLE	<u>Fall, 2003</u> TERM
<u>WEBG</u> SITE	<u>1</u> CREDIT HOURS

1. Course Description: (Provide details of student focus, rationale, scope, and prerequisites)

This course is designed for special and regular educators, with or without computer experience. It will provide the participant with information on selection and adaptation of technology for students who are handicapped. Section one is focused on identifying needs of students with disabilities and using technology to enhance student learning. In section 2 students will examine technology adaptations and will adapt lesson plans that utilize technology based on the needs of a student who is handicapped.

2. Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams:

MEETING 1:

Students will discuss the challenges they encountered creating their units.
Students will examine various methods of adaptive technology
Students will begin work on their final project

Activity Breakdown

- Turn in unite plans for project 1 and discuss outcomes/difficulties
- Group project 1: using the internet, find 3-5 more websites for your lesson plan
- Break
- Explore adaptive technology available

MEETING 2:

Students will review the technology applications and continue explorations
Students will receive final project requirements and begin work

Activity Breakdown

- Discuss the adaptations available for students with disabilities
- Students receive final project: using the lesson plan created in project 1, students will create a student file/profile. Project must discuss how given student would: access technology, participate in outlined activities, fulfill student requirements, and how teacher would address adaptations/modifications. Students also will add website use and assistive technology applications if needed. Groups will present information at the end of the day.

Students will use the day to complete projects. Discussions and reflection times will occur at beginning of the day, before lunch, and at 2 before the end of the class.

3. Resources: (list and indicate how they are to be used)

Texts, articles:

Internet Articles
Selected hardware and software manuals/guide
IEP samples
Handouts/information
Selected related journal articles

Audio Visual/Other: MAC computers , software, adaptive hardware, laptop

4. EVALUATION:

a) Class preparation/attendance - 10 points

According to enclosed memo

b) Group activity – 15 points

Adding websites/exploration

c) Student Profile – 25 points

Creating a student profile for lesson designed

d) Final adaptation project - 50 points

Using created unit that utilizes technology and given a student's IEP information (present level of performance, adaptations/modifications), describe how that student will complete your created unit. Discuss how the student will:

- Access technology
- Participate in activities
- Fulfill requirements
- Be evaluated

- How will you as a teacher address the adaptations and modifications in the IEP
- Add technology and website use to your original plan
- Use at least one graphic organizer
- Present your information at the end of class on Saturday

Final projects will be evaluated on the following:

- Clarity
- Comprehensiveness
- Written format
- Applicability to the classroom environment

NOTE: This syllabus is subject to change at the discretion of the instructor. Therefore, regular attendance is required.

