

In-Service Education

COURSE SYLLABUS

<u>EDTC 5210.01/SPED 5210.01</u> COURSE NUMBER AND SECTION	<u>Merrilee Tanner, Ph.D. & Gina Guffy</u> INSTRUCTOR
<u>Computer Software Adaptation Part 1</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 review major disability diagnoses including description and criteria
- Students will identify possible adaptations needed and challenges presented by commonly diagnosed disabilities
- Student will be able to read and understand IEP adaptations and modification pages as well as a present level of performance

Activity Breakdown

- Introduction of instructors and students and information gathering.
- Discussion of the purpose of in-service and student expectations
- Discussion of LRE concepts and Continuum of services
- Break into teams and complete a matching activity matching disability to characteristics
- Break
- Students will use a printout of the adaptations/modifications pages from the state IEP to become familiar with the possible adaptations needed
- Students will read and become familiar with a present level of performance in an IEP to find student information
- Team Project I: Students in teams are given a student file with PLOP and Adapt/Mod information and a brief lesson plan already formed. Teams will describe how the given student will access the lesson and how adapt/mod in IEP will be addressed. To be presented Saturday morning.

MEETING 2:

- Students will present projects matching student needs to adaptations
- Students will discuss and examine the need for technology in the classroom and methods utilized while including technology in daily lesson plans
- Students will create a final project.

Activity Breakdown

- Presentation of Friday projects and discussion of problems or epiphanies from the process
- Technology discussion. What technology is used in the classroom? How can you infuse technology into the daily routine? How will students access technology? Why should we use technology in the classroom? (perhaps these could be written questions of reflection)
- Discussion of applications and possibilities
- Technology worksheet
- Students will explore programs and internet
- Lunch
- Students will create a lesson unit of their choosing (age and subject) and will decide how technology can be infused into the unit. What will students do? How will they specifically access technology? How will you assess student progress? Will technological progress be separate from the evaluation of the student's understanding of the concept? List the goals/outcomes of the unit and student requirements. Must include 2 types of technology.

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

Texts, articles:

Internet Articles

Selected hardware and software manuals/guides

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) Class worksheets/participation - 10 points

Needs assessment worksheet (5 points)

Technology worksheet (5 points)

c) Friday night project 1 - 25 points

Given a student present level and a lesson plan, describe what adaptations and modifications are needed for that student to access the lesson plan outlined.

d) Class presentations - 10 points

Project one presentation and discussion

Curriculum project proposal

e) Curriculum project - 40 points

Choose a subject/grade level and create a short unit/project that requires student to utilize or interact with technology. Turn in an outline that describes:

- What is the objective of the unit or lesson?
- What technology will you utilize?
- Why will this technology enhance this unit?
- How will students access the technology?
- What are the student requirements for completion?
- How will you assess student progress?

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

