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| Course Name and Number:  SPED4013 Universal Design for Learning and Assistive Technology in Special Education | | | | | |
| Description:  This course covers foundational material in technology, assistive technology (AT), and Universal Design for Learning (UDL) as it relates to the practice of special education and students with disabilities. Framed around an individualized ecological approach, themes for this course are hinged around the advocacy of social and educational betterment for learners, families, and teachers. Specific topics in this course include: Human, Legal, and Ethical Issues of Technology in Special Education, Technology Integration, AT Abandonment, AT Assessment, AT Funding, Technology for Cognition & Academic Learning, Technology for Communication, Technology for Independence & Life Skills, Technology for Working, Playing, and Leisure. | | | | | |
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| Credit Hours: 3 semester hours | | | | | |
| Required or elective: | | | | | |
| Faculty members who teach the course: Maya Israel, Ph.D. | | | | | |
| Prerequisites: Admission to course requires admission to a special education licensure cohort or permission of the instructor. | | | | | |
| Textbooks: There is no textbook to purchase for this class. | | | | | |
| Other resource materials: Required readings will be online in the form of articles, books, etc. Readings may be added at the discretion of the instructor and/or at the suggestion of course participants. | | | | | |
| **Learning Outcome:**  **How is this outcome assessed?** | | | | | |
| 1. Define technology, assistive technology, and Universal Design for Learning (UDL) as it relates to the practice of special education  Final exam, Group Presentations | | | | | |
| 2. Describe the major legal provisions related to technology, assistive technology, and Universal Design for Learning (UDL).  Final exam | | | | | |
| 3. Identify and explain the major principles of UDL. | | | | | |
| 4. Identify and explain issues related to technology integration, assistive technology abandonment, and AT assessment.  UDL IRIS Module, Final exam | | | | | |
| 5. Identify the major sources of AT funding.  UDL IRIS Module, Group Presentations | | | | | |
| 6. Discuss major theoretical principles and practices of technology in the field of practice.  Video case study | | | | | |
| 7. Identify, explain, and implement instructional design related to major technologies and assistive technology for communication, cognition and academic learning, independence and life skills, working, playing, and leisure.  Video case study, Group Presentations | | | | | |
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| **Alignment with Transformation Initiative:**  In view of this conceptual framework and our urban mission, the goal for our Transformation Initiative is ***to improve the performance of students in high needs schools by preparing educators who recognize the moral imperative to meet the needs of each student. We will prepare educators who are committed to each student, caring about each individual, and competent in evidence-based and data driven instruction.***  ***Theme:******Helping candidates come to terms with unintentional barriers and bias.***  ***Theme: Implementation of research-based strategies.***  ***Theme: Reflection.*** | | | | | |
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| **Alignment with Conceptual Framework:** | | | | | |
| This course addresses these institutional standards: *Candidates of the University of Cincinnati are* *committed, caring, competent educators*   * with foundation knowledge, including knowledge of how each individual learns and develops within a unique developmental context. * with content knowledge, able to articulate the central concepts, tools of inquiry, and the structures of their discipline. * who successfully collaborate, demonstrate leadership, and engage in positive systems change. * who demonstrate the moral imperative to teach all students and address the responsibility to teach all students with tenacity. * able to address issues of diversity with equity and posses skills unique to urban education including culturally responsive practice. * able to use technology to support their practice. * who use assessment and research to inform their efforts and improve student outcomes. * who demonstrate pedagogical content knowledge, grounded in evidence- based practices, and maximizing the opportunity for learning, and professionalism. | | | | | |
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| **Alignment with Specialized Program Association:** | | | | | |
| **Standard #1: Foundations**  CC1K1: Models, theories, and philosophies that form the basis for special education practice.  CC1K2: Laws, policies, and ethical principles regarding behavior management planning and implementation.  CC1K4: Rights and responsibilities of students, parents, teachers, and other professionals, and schools related to exceptional learning needs.  **Standard #2: Development and Characteristics of Learners**  CC2K1: Typical and atypical human growth and development.  CC2K2: Educational implications of characteristics of various exceptionalities.  CC2K3: Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family.  CC2K5: Similarities and differences of individuals with and without exceptional learning needs.  CC2K6: Similarities and differences among individuals with exceptional learning needs.  **Standard #3: Individual Learning Differences**  CC3K1: Effects an exceptional condition(s) can have on an individual’s life.  CC3K5: Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences.  **Standard #4: Instructional Strategies**  CC4S1 Use strategies to facilitate integration into various settings.  CC4S3 Select, adapt, and use instructional strategies and materials according to characteristics of the  individual with exceptional learning needs.  C4S4 Use strategies to facilitate maintenance and generalization of skills across learning environments.  CC4S5 Use procedures to increase the individual’s self-awareness, self-management, self-control, self reliance,  and self-esteem.  EC4S1 Use instructional practices based on knowledge of the child, family, community, and the curriculum.  **Standard #5: Learning Environments and Social Interactions**  CC5K1 Demands of learning environments.  CC5K3 Effective management of teaching and learning.  CC5K4 Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning  needs.  CC5K8 Ways to create learning environments that allow individuals to retain and appreciate their own and  each others’ respective language and cultural heritage.  CC5S1 Create a safe, equitable, positive, and supportive learning environment in which diversities are  valued.  CC5S3 Identify supports needed for integration into various program placements.  CC5S4 Design learning environments that encourage active participation in individual and group activities.  CC5S9 Create an environment that encourages self-advocacy and increased independence.  CC5S10 Use effective and varied behavior management strategies.  EC5S3 Design, implement, and evaluate environments to assure developmental and functional  appropriateness.  EC5S4 Provide a stimuli-rich indoor and outdoor environment that employs materials, media, and  technology, including adaptive and assistive technology.  **Standard #6: Language**  CC6K4 Augmentative and assistive communication strategies.  CC6S1 Use strategies to support and enhance communication skills of individuals with exceptional learning  needs.  CC6S2 Use communication strategies and resources to facilitate understanding of subject matter for students  whose primary language is not the dominant language.  **Standard #7: Instructional Planning**  CC7K1 Theories and research that form the basis of curriculum development and instructional practice.  CC7K2 Scope and sequences of general and special curricula.  CC7K4 Technology for planning and managing the teaching and learning environment.  CC7S6 Sequence, implement, and evaluate individualized learning objectives.  CC7S8 Develop and select instructional content, resources, and strategies that respond to cultural, linguistic,  and gender differences.  CCC7S10 Prepare lesson plans.  CC7S11 Prepare and organize materials to implement daily lesson plans.  CC7S12 Use instructional time effectively.  EC7S2 Plan and implement developmentally and individually appropriate curriculum.  EC7S3 Design intervention strategies incorporating information from multiple disciplines.  C7S9 Incorporate and implement instructional and assistive technology into the educational program.  **Standard #8: Assessment**  CC8S3 Use technology to conduct assessments.  CC8S4 Develop or modify individualized assessment strategies.  CC8S8 Evaluate instruction and monitor progress of individuals with exceptional learning needs.  **Standard #9: Professional and Ethical Practice**  CC9K1 Personal cultural biases and differences that affect one’s teaching.  CC9K2 Importance of the teacher serving as a model for individuals with exceptional learning needs.  CC9K3 Continuum of lifelong professional development.  CC9K4 Methods to remain current regarding research-validated practice.  EC9K1 Organizations and publications relevant to the field of early childhood special education.  CC9S1 Practice within the CEC Code of Ethics and other standards of the profession.  CC9S2 Uphold high standards of competence and integrity and exercise sound judgment in the practice of  the professional.  CC9S3 Act ethically in advocating for appropriate services.  CC9S4 Conduct professional activities in compliance with applicable laws and policies.  CC9S5 Demonstrate commitment to developing the highest education and quality-of-life potential of  individuals with exceptional learning needs.  CC9S6 Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status,  and sexual orientation of individuals.  CC9S7 Practice within one’s skill limit and obtain assistance as needed.  CC9S8 Use verbal, nonverbal, and written language effectively.  CC9S9 Conduct self-evaluation of instruction.  CC9S10 Access information on exceptionalities.  CC9S11 Reflect on one’s practice to improve instruction and guide professional growth.  CC9S12 Engage in professional activities that benefit individuals with exceptional learning needs, their  families, and one’s colleagues.  EC9S1 Recognize signs of child abuse and neglect in young children and follow reporting procedures.  EC9S2 Use family theories and principles to guide professional practice.  EC9S3 Respect family choices and goals.  EC9S4 Apply models of team process in early childhood.  EC9S5 Advocate for enhanced professional status and working conditions for early childhood service  providers.  EC9S6 Participate in activities of professional organizations relevant to the field of early childhood special  education.  EC9S7 Apply research and effective practices critically in early childhood settings.  EC9S8 Develop, implement, and evaluate a professional development plan relevant to one’s work with  young children. | | | | | |
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| **Alignment with Ohio Standards for the Teaching Profession:** | | | | | |
| **Standard #1: Students**  Teachers understand student learning and development, and respect the diversity of the students they teach.  1.1 Teachers display knowledge of how students learn and of the developmental characteristics of age groups.  1.2 Teachers understand what students know and are able to do, and use this knowledge to meet the needs of all students.  1.3 Teachers expect that all students will achieve to their full potential.  1.4 Teachers model respect for students’ diverse cultures, language skills and experiences.  1.5 Teachers recognize characteristics of gifted students, students with disabilities and at-risk students in order to assist in appropriate identification, instruction and intervention.  **Standard #2: Content**  Teachers know and understand the content area for which they have instructional responsibility.   * 1. Teachers know the content they teach and use their knowledge of content-specific concepts, assumptions and skills to plan instruction.   2.2 Teachers understand and use content-specific instructional strategies to effectively teach the central concepts and skills of the discipline.  2.3 Teachers understand school and district curriculum priorities and the Ohio academic content standards.  2.4 Teachers understand the relationship of knowledge within the discipline to other content areas.  2.5 Teachers connect content to relevant life experiences and career opportunities.  **Standard #4: Instruction**  Teachers plan and deliver effective instruction that advances the learning of each individual student.  4.1 Teachers align their instructional goals and activities with school and district priorities and Ohio’s academic content standards.  4.2 Teachers use information about students’ learning and performance to plan and deliver instruction that will close the achievement gap.  4.3 Teachers communicate clear learning goals and explicitly link learning activities to those defined goals.  4.4 Teachers apply knowledge of how students think and learn to instructional design and delivery.  4.5 Teachers differentiate instruction to support the learning needs of all students, including students identified as gifted, students with disabilities and at-risk students.  4.6 Teachers create and select activities that are designed to help students develop as independent learners and complex problem-solvers.  4.7 Teachers use resources effectively, including technology, to enhance student learning.  **Standard #5: Learning Environment**  Teachers create learning environments that promote high levels of learning and achievement for all students.  5.1 Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.  5.2 Teachers create an environment that is physically and emotionally safe.  5.3 Teachers motivate students to work productively and assume responsibility for their own learning.  5.4 Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.  5.5 Teachers maintain an environment that is conducive to learning for all students.  **Standard #6: Collaboration and Communication**  Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning.  6.1 Teachers communicate clearly and effectively.  6.2 Teachers share responsibility with parents and caregivers to support student learning, emotional and physical development and mental health.  6.3 Teachers collaborate effectively with other teachers, administrators and school and district staff.  6.4 Teachers collaborate effectively with the local community and community agencies, when and where appropriate, to promote a positive environment for student learning.  **Standard #7: Professional Responsibility and Growth**  Teachers assume responsibility for professional growth, performance, and involvement as an individual and as a member of a learning community.  7.1 Teachers understand, uphold and follow professional ethics, policies and legal codes of professional conduct.  7.2 Teachers take responsibility for engaging in continuous, purposeful professional development.  7.3 Teachers are agents of change who seek opportunities to positively impact teaching quality, school improvements and student achievement. | | | | | |
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| **Alignment with State Requirements: NOT SURE WHAT TO DO HERE** | | | | | |
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| **Attendance Policies:** Students are expected to attend all required class sessions, to actively participate in class and in the Blackboard learning environment, and to complete all assignments in a timely manner. Infrequent and inconsistent attendance, participation, and work completion will negatively influence the benefits that may be obtained from the course as well as lead to a lower grade. If it is necessary for you to miss class due to extenuating circumstances, it is your responsibility to obtain class notes, assignments, and/or handouts from Blackboard and/or from a classmate as well as to become aware of any announcements that were made in class. You do not need to report your absence to the instructor; it is your responsibility to determine what was addressed in the class. | | | | | |
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| **Academic Integrity Policy** The University Rules, including the Student Code of Conduct, and other policies of the department, college, and university related to academic integrity will be enforced. Any violation of these regulations, including acts of plagiarism, cheating, or falsifying field work will be dealt with according to the severity of the misconduct. Dishonesty in any form may result in a failing grade in a course and/or suspension or dismissal from a program (e.g., graduate or undergraduate). | | | | | |
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| **Electronic Communication Policy**  Participants are responsible for checking Blackboard and email on a regular basis. Students are encouraged to utilize email and other forms of digital communication when interacting with the instructor. When using email, students are to be professional and courteous. Students should also remember email is an asynchronous form of communication. Thus, while a prompt response may be desired, it may not always be possible (especially late at night and on weekends). Students should allow at least 24 hours (48 hours on weekends) for a response. That said, the instructor answers emails in the timeliest fashion possible. | | | | | |
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| **Grading:**   |  |  | | --- | --- | | **Grading Scale – Graduate Students**  95-97 A  92-94 A-  90-92 B+  87-90 B  84-86 B-  80-83 C+  70-79 C  < 69% F | **Grading Scale – Undergraduate Students**  95-97 A  92-94 A-  90-92 B+  87-90 B  84-86 B-  80-83 C+  70-79 C  67-69 D+  64-67 D  61-63 D-  < 61% F |   **Course Incomplete:** All course assignment must be completed to receive a passing grade.An “I” grade (incomplete) is an option only in the case that the individual has a signed or verified agreement in writing with the course instructor prior to the second to the last class of the quarter. Such an agreement will clearly designate a completion timeline of all incomplete course requirements; it is the individual’s responsibility to develop this agreement and not that of the instructor. Failure to reach such an agreement, prior to the conclusion of a course, and missing outstanding assignments will result in an “F” for the course. Per university policy, after one year an "I" grade turns into an "F" grade; there is no opportunity to change the grade. Furthermore, per program policy, until converted into a satisfactory letter grade or Pass, students with an “I” in any course will be unable to participate in a program sponsored internship experience.  **Course Requirements**  **Exam(s):** Candidates will take up to two exams (midterm and final). Exams will contain items from lectures, course readings, and other assigned materials. Tests will generally consist of true/ false, multiple-choice items, short answer, and essay.  **Online Discussions and/or Supplemental Activities:** Throughout the course the instructor may require the participation in online discussions or completion of supplemental activities that align with instruction. These activities will be added at the discretion of the instructor.  **Special Needs Policy**  If you have documented special needs related to your participation in this course you should meet with the instructor to arrange reasonable provisions to ensure an equitable opportunity to meet all the requirements of this course. Note: Accommodations require prior approval and paperwork completed by Disability Services Office (DSO).  **APA and Person-First Language:**  All professional writing is this course is to be in accordance with the APA Manual 5 th Ed. Students are to consult the APA Manual as a reference for writing throughout the course. The APA Manual (5 th edition) is available in the library, online, and in various bookstores.  In accordance with the APA Manual, students and professionals in the field are to use ìperson-first" verbal and written language. Within this style of language the person precedes the disability, both figuratively and literally. This standard will result in terms such as "people with disabilities" rather than "the disabled people". **Point deductions will be given for written student assignments that neglect to use person-first language.**  **Instructional Policies**  Readings. Readings from the course text and other readings are assigned for each lecture/course meeting. It is essential that you keep up with the assigned readings as a percentage of the exam questions come directly from your readings.  Lectures/Course Meetings. Lectures and assigned readings will be related but not repetitious of assigned readings. Knowledge and understanding of information presented during class meetings will be assessed on exams. If you are confused, please ask questions.  Attendance: Students are expected to attend all class sessions, actively participate in class discussions, and complete all assignments in a timely manner. Inconsistent attendance, participation, and work completion will negatively influence your grade. If it is necessary for you to miss class due to extenuating circumstances, it is your responsibility to inform the instructor by email, obtain class notes, assignments, and/or handouts from a classmate as well as to become aware of any announcements in class.  **Late Assignment Policy**  All assignments are due at the beginning of the class period on the designated date. Assignments submitted online are required to be submitted as instructed (i.e., email, Blackboard, etc.) by the assigned time (i.e., 11:59 PM). Late class assignments will be assessed the following penalties:  1. 10% reduction of points for each day the assignment is late (including weekends).  2. Extensions may be given on a limited basis and are at the discretion of the instructor. To request an extension, communicate your request to the instructor prior to the assignment due date.  3. All assignments must be completed prior to finals week. Failure to complete an assignment will result in a lower course grade.  **Participation points**  Throughout the course various in-class and online activities will be conducted. Points may be assigned to individual activities. If an activity is missed due to an unexcused absence, these points cannot be made up. NOTE: These are part of your final grade not bonus or extra-credit points!  **Withdrawal:** Students are able to withdraw based on university policy. Before withdrawing please consider if withdrawal could affect your academic progress toward the completion of a degree. See your academic advisor for assistance. Withdrawal may also negatively impact your eligibility to receive federal financial aid in future terms. | | | | | |
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| **Course Schedule:** | | | | | |
| **Week** | **Topic** | **Readings** | | **Assignment** |
| 1 | **Course Overview**.  **Foundation Understanding: Working definition of technology, legal & historical foundations**(understand needed terminology: AT, UD, UDL, Instructional Technology) | Bausch and Hasselbring (2004).  Blackhurst and Edyburn (2000).  *Day and Huefner (2003)* | | **Select Teams**  **Take Pre-Assessment** |
| 2 | **What is or should UDL & AT be in practice?**(Use of Technology in Special Education: *Human Need, IEPs, Assessment, Adaptations and Accommodations.)*  **Intro the Video Case Study Assignment** | Edyburn (2004) Rethinking Assistive Technology (Online Reading)  CAST (2008)  Rose, Hasselbring, Stahl, and Zabala (2005). | | ***Start Online Show & Tell*** |
| 3 | **Issues of Funding, Acceptance, Abandonment, and Assessment?** | Kemp, Hourcade, & Parette (2000)  Riemer-Reiss & Wacker (2000)  Louise-Bender Pape, Kim, and Weiner, (2002)  Parette, Peterson-Karlan, Wojcik, and Barbi (2007). | |  |
| 4 | **Online work week: IRIS UDL Module** | http://iris.peabody.vanderbilt.edu/udl/chalcycle.htm | | **Assessment Question for UDL Module** |
| 5 | **Outcomes and New National Dialogue (snippets from CEC)**  (funding, | Edyburn (2010)  Edyburn (2000)  Hunt: What is Zabala’s SETT Framework? | |  |
| 6 | **Technology for Communication** | *Case Study: Glenn & Gentry (2008)*  *Desch, Gaebler-Spira, and the Council on Children with Disabilities (2008)* | |  |
| 7 | **Team Week-Work on Projects** |  | |  |
| 8 | **Technology for Independence and Life Skills** | Mann, Ottenbacher, Fraas, Tomita, & Granger (1999) (online reading)  Isakson, Burghstahler, and Arnold (2006) | | **Group 1 Present & Submit Resources** |
| 9 | **Technology for Transition, Working, Playing, and Leisure** | Davies, Stock, & Wehmeyer (2002) (Online Reading)  Fisher & Gardner (1999)  Investigate <http://www.game-accessibility.com/> | | **Group 2 Present & Submit Resources** |
| 10 | **UDL and RtI** | Basham, Israel, Graden, et al. (2010) | | **Group 3 Present & Submit Resources** |
| 11 | **Team Week- Work on Projects**  **Technology for Cognition and Academic Learning** | Boone and Higgins (2007)  Basham (2007)  LoPresti, Mihailidis, and Kirsch (2004)  Parette, Crowley, & Wojcik (2007). | | **Group 4 Present & Submit Resources** |
| 12 | **Working with families on AT determinations**  Guest speaker demo of augmentative communication and other AT devices: Jon Davis |  | |  |
| 13 | **UDL Implementation Issues** | UDL –IRN web resources | |  |
| 14 | **Video Case Study Extravaganza** |  | | **Submit Video Case Studies** |
| Exam Week | ***Take Home Exam DUE***  **XXXX by 5 pm** | | | |

**The Ultimate Design Challenge**

Focused on better outcomes for all students, this project was designed to encourage exploration of how UDL can be used in your professional practice. The end products should support “real-world need” as well as demonstrate your knowledge of Universal Design for Learning (UDL).

Specifically, each team (1 to 3 people) will develop a UDL solution for a documented curriculum need. At minimum, successful products will contain video case study with two cuts (normal and director’s cut) as well as companion materials, generally gathered on a website. As always, teams are encouraged to develop materials that exceed the minimum criteria. You have approximately 9 weeks to complete the design challenge. *Top projects may be published on iTunes U and/or highlighted on a national UDL website.*

**Projects will be graded on**: *demonstrated need, representation UDL, sufficiency of design, use of technology, professionalism of design.*

Special Notes:

* As needed, collaboration with teachers can be facilitated.
* As needed, actual district curriculum can be provided.

**The Just in Time (JIT) Learning Project: Technology in Special Education**

As a professional in special education you will be continually faced with situations that require problem solving. Realistically, no amount of education or training can prepare you with the foundational knowledge and technical skills needed to deal with all situations. Often you will be acquiring new knowledge and skills through your own sources, without formalized education or immediate feedback, simply to meet the needs of your students. Generally, this type of learning is referred to as “Just-In-Time” (JIT) learning. This project was designed to encourage professional growth in technology acceptance and use through problem solving and JIT learning.

Throughout the quarter student teams will locate, demonstrate, and facilitate the understanding of technology, assistive technology, and Universal Design for Learning (UDL) for other course participants. In order to accomplish this task technology is being framed within the following domains:

* Technology for Communication (1)
* Technology for Cognition and Academic Learning (2)
* Technology for Independent Living and Life Skills (1)
* Technology for Work, Play, and Leisure (1)

*Five teams will be formed, two for cognition and academic learning and one for each of the other three domains.*

The project is broken into three major tasks. The first task in an online show-and-tell, this project will run throughout the quarter. The second task is an instructional session that individual teams facilitate for the rest of the course participants around the assigned domain. The third task is an originally authored insert for the course AT/UDL resource guide. Tasks will be graded on essential components defined within each task*.*

Similar to working on a professional school committee, each individual will work on a team. Each team will have two spaces on Blackboard. The first space is a team “group” space (in communication area). This group space is for team planning and internal communication. The second space will be on the course discussion board for hosting the Online Show-and-Tell.

*Each individual is responsible for collective actions of the team*. Similar to a school administrator, the instructor can help mediate team issues. Unlike some professional committees, *participants will be rated on individual project participation;* this rating (done by the professor and/or peers) will affect their overall project grade.

Note: participation ratings may have large affects on individual grades. Candidates should not be surprised if their lack of participation and professionalism affects their grade. If a candidate is dealing with an issue (e.g., you had a baby, a death in the family, you were in the hospital) that may affect their participation rating they are encouraged to speak with the instructor. The instructor will expect evidence of the issue you encountered.

***Task 1: Online Show-and-Tell***

To complete the online show-and-tell team members will locate, post, and moderate online discussions (and possibly chats) about assistive technology and artifacts of UDL in the assigned domain. Teams are to post at least one new technology or artifact with an informed description/abstract, evaluation, and discussion questions each week. At least every 24 hours, team members are to check their discussion board and moderate in a professional manner. ***All course participants are to respond to an online show-and-tell on at least a weekly basis.*** *All individual show-and-tell participation will be rated on both number of responses and quality of contribution.* **Finally, teams are to explore and use different forms of media to support their online show-and-tells.**

*It is suggested that when teams post a show-and-tell they also post opened-ended questions that would lead to interest and encourage discussion. Creativity and use of modern forms of technology in presentation is encouraged! It is also suggested that teams split the tasks for hosting the online show-and-tell. For instance, in the past, students chose days of the week to be in charge of moderating.*

***Task 2: Technology Instructional Session***

Each team will be given an instructional session to facilitate course participant understanding of technology and technology issues in the assigned domain. Instructional session should include/demonstrate the following elements (each related to the assigned domain): *foundational and theoretical understanding of AT in relation to real-world application (i.e., what purposes it serves), demonstration of technologies in relation to various disabilities and/or human need, and an activity (generally an instructional “how-to”) related to the topic*. Beyond the session teams will provide each course participant with an artifact (encouraged to be digital- section 707 artifact will be digital) that relates to the topic covered. This artifact could be something each participant makes in the session. *All session materials along with a team self-reflection are to be submitted to the course instructor for evaluation.*

*If you are in a campus-based section this session will be on campus; if in an online section this session will be online.*

The team self-reflection should answer the following questions:

* What information was covered?
* What went well in the instructional session?
* How could your instructional session been improved?
* What steps could you do to make this improvement?

Teams are to collaborate with the course instructor on this task. ***At minimum, each team should meet with the course instructor at least once.******One week prior to the actual session each team will provide the instructor a synopsis of the planned session****.* ***A 5% point reduction on the project will be taken for teams who fail to provide the synopsis within the required timeframe. For students in section 707, the team will identify a person who is responsible for contacting the course instructor and indicating the team members’ roles and the overall goal of the online session.*** Note: actual technology on site may be limited. Teams should provide the instructor with a “wants” list as soon as possible. Moreover, teams are encouraged to bring-in outside resources for this activity.

***Task 3: AT Resource Guide***

Each team will author an insert for the course AT resource guide. This resource guide will be compiled for course participants to take with them into professional practice. Your insert should contain: *overview of assigned domain, issues/needs encountered by individuals with disabilities, types and uses of technology associated student need within the domain, and a review (contents to be defined in class) of 10 current technologies, relevant images/graphics are required*. Because the insert will be collapsed into a larger file formatting and writing style are essential. To format use the following guidelines:

* Minimum 4 formatted pages (no more than 10 pages without permission)
* Follow APA publication guidelines (with below exceptions)
* Paper size 8.5 x 11
* 1” margins on all sides
* Font is required to be Arial font size 10 point (except title and headings\*)
* Justify text
* Follow Title and Heading format\*

Title & Headings\*

Title: centered, 14 point, bold

1st-level heading: left-justified, 12 point, bold

2nd-level heading: left-justified, 10 point, bold

3rd-level heading: left-justified, 10 point, bold, italic