



Qatar University

College of Education: Psychological Sciences Department

Course Syllabus

➤ Course Information:

Course Title: Assistive Technology

Course Number and CRN: SPED 307

Prerequisite: SPED 301 & SPED 302

Department: Psychological Sciences

Class meeting time: S/T 15:30 – 16:50

Credit Hours (CR HRS): 3 Hours

Program: Special Education

Location: B04 - 212

Instructor Information:

Instructor's Name: Dr. Nabil Litayem

Office Hours: S: 1 – 2 & T:8-9

Email: nlitayem@qu.edu.qa

Office Number: Higher Administration
Building, Office 218

➤ College of Education Conceptual Framework:

“Together We Shape the Future through Excellence in Teaching, Scholarship, and Leadership”.

College of Education Unit Learning Outcomes (Checked if addressed in this course):

Teaching:

- 1. **Content:** Demonstrate understanding of the key theories and concepts of the subject matter.
- 2. **Pedagogy:** Plan effective instruction to maximize student learning.
- 3. **Technology:** Use current and emerging technologies in instructionally powerful ways.
- 4. **Diversity:** Foster successful learning experiences for all students by addressing individual differences.

Scholarship:

- 5. **Scholarly Inquiry:** Actively engage in scholarship by learning from and contributing to the knowledge base in education.
- 6. **Problem Solving:** Arrive at data-informed decisions by systematically examining a variety of factors and resources.

Leadership:

- 7. **Ethical Values:** Apply professional ethics in all educational contexts.
- 8. **Initiative:** Lead positive change in education.

➤ Course Description:

This course is an introductory course which is designed for special education students. The Primary goal of the course is to help prospective teachers learn about the basics of assistive Technology and technology in general applied to exceptional learners.

➤ **Course Objectives:**

1. Understand how assistive technology can be applied in teaching and learning
2. Understand how assistive technology can be applied to students with various disabilities (i.e. high incidence and low incidence disabilities)
3. Understand and be able to make decisions regarding how to employ assistive technology with particular students and within particular classroom situations
4. Know where be able to locate resources regarding assistive technology for students with exceptionalities
5. Understand and be able to implement assistive technology to help teachers better meet the needs of students

➤ **Course Learning Outcomes:**

1. Demonstrate understanding how assistive technology can be applied in teaching and learning
2. Demonstrate understanding of how assistive technology can be applied to students with various disabilities (i.e. high incidence and low incidence disabilities)
3. Make decisions regarding how to employ assistive technology with particular students and within particular classroom situations
4. Locate resources regarding assistive technology for students with exceptionalities
5. Implement assistive technology to help teachers better meet the needs of students

➤ **Textbooks & Readings:**

• **Required textbook:**

- Carpenter, L.A.B., Johnston, L.B. and Beard, L.A., 2014. Assistive technology: Access for all Students. Pearson Higher Ed.

• **References & Readings**

- Green, R.A. and Blair, V., 2011. Keep it simple: A guide to assistive technologies. ABC-CLIO.
- Barlow, D., 2011. The Ultimate Guide to Assistive Technology in Special Education. The Education Digest, 77(2), p.71.

➤ **Supportive Websites:**

- <http://madaportal.org/> <https://www.atia.org/>
- <https://www.washington.edu/doi/resources>

➤ **Course Requirements:**

1. Commitment for QU dress code on campus.
2. Each candidate is expected to attend class on time, not to be late, and to remain in class the entire session.
3. Each candidate is expected not to exchange the electronic attendance secret code.
4. The student is considered “F Barred” if his absence exceeds 25%. This percentage includes sick leaves.
5. Each candidate is expected not to use his mobile phone during lectures, and not to record lectures without the instructor’s permission.
6. Each candidate is expected not to be absent for the tests and quizzes except with acceptable official papers.
7. The student is considered “F Absent” if he is absent for the final exam and does not provide an acceptable official excuse for his absence.

8. Each candidate is expected to participate in class discussions and group activities, and collect his textbook on specified date.
9. Each candidate is expected to hand in the required assignments on time. Assignments turned in later are subject to points' deduction.
10. Each candidate is expected to check his assignments for any spelling or linguistic mistakes, and to consider the standards of academic integrity.
11. Each candidate is expected to consider academic honesty when copying and documenting the sources.
12. All submitted assignments must have a cover page, which includes the name of the assignment, the course name and number, the student's name, his ID, the instructor's name, the semester, and the submission date. Assignments should be typed in font Simplified Arabic size 12 and the headings should be typed in font size 14.
13. All required assignments must be uploaded on Safe Assign system. The Safe Assign percentage for each assignment must not exceed 25%.
14. The professor will upload the scores for all required assignments on Blackboard before the final exam.

➤ **Use of Blackboard:**

1. All students must access the Blackboard system at least three times a week, to check for updates, including the full course description and scoring rubrics for all assignments.
2. All assignments should be uploaded on Blackboard. CED students only will upload some of these assignments on Task Stream too.

➤ **Course Matrix:**

CED Unit Learning Outcomes	QNPS	Course Objectives	Course Learning Outcomes	Course Assessments (Assignments)
Content Technology	2, 5	1, 3	2, 3	Midterm
Scholarly Inquiry Diversity	3, 4	3	1, 3, 5	Comparative Report
Scholarly Inquiry Problem Solving Initiative	1, 3	2, 3	1, 4, 7, 5	AT Match Case Analysis
Content Technology	2, 5	1, 2, 3	1, 2, 3, 6	Final Exam

➤ **Course Outline:**

Week	Topic	Assignment
1	Course overview and syllabus - Introduction to Assistive Technology	Comparative Report AT Match Case Analysis Exams
2-3	Assistive Technology & Academic Instruction – Literacy- Mathematics	
4	Assistive Technology & Academic Instruction – Science	
5	Assistive Technology & Disabilities – high Incidence Disabilities	
6	Assistive Technology & Disabilities – Low Incidence Disabilities	
7		
8-9	Assistive Technology & Disabilities – Early Childhood Intervention	
10	Inspiration Concept Mapping Software- Electronic Grade books On line Rubric Development -Software Evaluation	
11	Web page Creation and Accessibility	
13-14	Integration of Technology -National Educational Technology Standards	
14	WebQuery Design-Telecommunication (as a tool for research, Teaching, and learning.) Professional Development	
15	Computer Operations: operating systems -Assistive Technology	
16	Final Exam	

➤ **Course assessments (Assignments):**

- **Comparative Report (20%)** Through this assignment each group of students (two students per group) should prepare a report on an assistive technology considered to serve a person with a disability (sensory, motor or mental). Through the report, the student covers and compares a range of technological alternatives that can be used to serve a person with disabilities. The report should include:
 - A comprehensive description of the device and the disability it serves.
 - Number of alternatives in the market.
 - Comparing the specific device with the alternatives offered in terms of possibilities, ease of use, cost, efficiency,.
 - Recommend the use of a one of the compared devices.
- **AT Match Case Analysis (20%)** In this assignment, each student must design an educational video addressing an assistive technology that can be used for a certain type of disability. Through the designed video, students should highlight the different features of the selected AT and its suitability for the disability. The video should be designed in order to take into consideration the fact that such video can be used by disabled people.
- **Exams (60%)** Midterm Exam (20%) Final Exam (40%) & Final Exam. The exams will be given to assess candidates' comprehension of the information presented in weeks during the first half of the course. The exam will have multiple-choice questions and short answer questions.

➤ **Grades distribution:**

N	Assignment	Points	Due Date
1	Comparative Report	20	
2	AT Match Case Analysis	20	
3	Midterm Exam	20	
4	Final Exam	40	
Total		100	

➤ **Grading System:**

Grade Symbol	Description	Percentage
A	Excellent	90 to 100
B+	Very Good	85 to < 90
B	Very Good	80 to < 85
C+	Good	75 to < 80
C	Good	70 to < 75
D+	Pass	65 to < 70
D	Pass	60 to < 65
F	Fail	Less than 60

➤ **Academic Integrity:**

The University Code of Conduct aims at providing all students at QU with clear standards of behavior. By registering as a student, all students acknowledge their awareness and knowledge of the University Code of Conduct and its procedures. Moreover, they understand the consequences of the violation of these standards; violations may be of an academic or non-academic nature. Any attempt by students to present the work of others as their own or to pass an examination by improper means is regarded as a most serious offense and renders those students who do so liable to disciplinary action. Assisting another student in any such dishonesty, or knowing of this dishonesty and not reporting it, is also considered a grave breach of honesty. For more information about academic dishonesty and plagiarism, you may refer to: The Qatar University Student Catalog:

http://www.qu.edu.qa/static_file/qu/students/documents/students-undergraduate-catalog-2017-2018-en.pdf The Qatar University Code of conduct: <http://www.qu.edu.qa/students/code-of-conduct>

➤ **Intellectual Property (IP) violations / Plagiarism:**

Respect for original intellectual creativity is vital to academic discourse. This principle applies to works of all authors and publishers in all forms. This encompasses respect for the right to acknowledgement, the right to privacy and the right to determine the form, manner and terms of publication and distribution. As a general rule, copying, distributing, making derivative work, displaying, or performing copyright-protected work requires the permission of the copyright owner. Plagiarism applies to all student assignments or submitted work and it includes the use of the work, ideas, images or words of someone else without his/her permission; use of someone else's wording, name, phrase, sentence, paragraph or essay without referring to the source, and misrepresentation of the sources that were used. For more information, you may refer to the Qatar University Student Catalog, ps. 55 - 56.

➤ **Dishonesty:**

“Cheating is an academic offense in accordance with the laws and regulations of Qatar University. In some cases, this violation may result in student's dismissal from the university. Students must refrain from taking part in or participating in any work that contravenes the University's code of conduct and academic integrity and testing procedures”. Cheating may include any attempt of cheating or disruption during testing sessions, submitting any material prepared by or purchased from another person or company including reports and research papers, or work completed for one course and submitted to another. For more information, you may refer to the Qatar University Student Catalog, p. 55.

➤ **Student Learning Support:**

The Student Learning Support Center (SLSC) provides comprehensive academic support services to all students at Qatar University. The SLSC has a nurturing environment where students can seek assistance with academic coursework, writing assignments, transitioning to college life, and many other academic aspects. SLSC programs and services include tutoring sessions, supplemental instruction, writing support along with academic coaching and workshops. Information about the Learning Center may be found at: <http://www.qu.edu.qa/students/support-and-development/student-learning-support>

➤ **Success Oasis at the College of Education:**

The Success Oasis at the College of Education aims at strengthening and supporting the students to continue the success and excellence in their courses and overcome the obstacles that face them. In addition, it creates a supportive climate and encourages growth and development. This is achieved in several ways, such as peer tutoring programs which emphasize the key role of the students to support their peers continuously during their undergraduate studies, as well as providing other forms of support which may include basic personal academic skills workshops, and other services. For more information, please contact us by the official e-mail: cedso@qu.edu.qa

➤ **Special Needs Support:**

In accordance with Law No 2 of the year 2004, and Article 49 in the Constitution of Qatar: "Education is the right of all.", and "the State shall extend efforts to achieve fair and appropriate access in education for all". Qatar University welcomes students with special needs in all educational programs. We urge students with special needs, including visible and invisible special needs, such as physical disability, temporary injuries, chronic diseases, learning disabilities, brain and nerves injuries, attention deficit / hyperactivity disorder, or psychiatric disorders, to contact the Inclusion and Special Needs Support Center and provide their documented disabilities. Information about the Inclusion and Special Needs Support Center may be found at: <http://www.qu.edu.qa/students/support-and-development/special-needs>

➤ **Student Complaints Policy:**

Qatar University is committed to a policy of fair treatment for its students/faculty/staff in their relationships with student, administration, faculty, staff and other members of the University community. The purpose of this policy is to establish and implement a complaint procedure. For more information about the policy and processes related to this policy, you may refer to the following link: <http://www.qu.edu.qa/students/services/complaints>

A student teacher who has difficulty in learning, or needs some assistance, such as clarifying some information, implementing some tasks, or any other assistance, may contact his professor to get the appropriate support.

Appendices

➤ **Qatar National Professional Standards for Teachers:**

1. Planning for student progress and achievement.
2. Engaging students and developing them as learners.
3. Creating safe, supportive and challenging learning environments.
4. Assessing students' learning and uses assessment data to improve achievement.
5. Demonstrating high professional practices and engaging in continuous professional Development.
6. Maintaining effective partnerships with parents and community.

Assignment Rubric

➤ AT Match Case Analysis

	Unsatisfactory value: 1.00	Needs Improvement value: 2.00	Satisfactory value: 3.00	Target value: 4.00
Sound	In the designed educational video sequence, the audio component is unavailable/cutoff and inconsistent or overpowering.	In the designed educational video sequence, the audio component is inconsistent in clarity (too loud/too soft/garbled) at times and/or the background audio overpowers the primary audio.	In the designed educational video sequence, the audio component is clear and assists in communicating the main idea.	In the designed educational video sequence, the audio component is clear and effectively assists in communicating the main idea. Background audio is kept in balance.
Standards: International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO 3. Use current and emerging technologies in instructionally powerful ways.				
Content's accuracy	The information delivered in the educational video sequence is inaccurate and undocumented.	The information delivered in the educational video sequence is partially accurate but not documented.	The information delivered in the educational video sequence is accurate, but not documented.	The information delivered in the educational video sequence is accurate and documented.
Language	The used language throughout the educational video sequence is unclear?	The used language throughout the educational video sequence is partly clear with some language errors?	The language used throughout the educational video sequence is clear with few linguistic errors?	The language used throughout the educational video sequence is eloquent and expressive, and free from linguistic errors?
The inclusion of different aspects of the topic	There are no specific goals for the subject in the designed educational video and the beginning and the end are not clear?	There are overlapping goals in the designed educational video, but the content does not fit?	There are specific objectives in the designed educational video, but some goals are not adequately covered?	The goals in the designed educational video are clear and specific, and the video content fully covers all the goals.
Standards :International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources.				
Coverage of different types of disabilities	The designed educational video can be used with less than two types of disabilities.	The designed educational video can be used with two or three types of disabilities.	The designed educational video can be used with four or five types of disabilities.	The designed educational video can be used by more than five types of disabilities.

➤ **Comparative Report**

	Unsatisfactory value: 1.00	Needs Improvement value: 2.00	Satisfactory value: 3.00	Target value: 4.00
Elements of Research Reports/Papers	The writer provides a mixture of opinions, facts, and statements. Facts and ideas are often not expressed in the writer's words or else they lack documentation. The body of the report lacks unity and coherence and may be difficult to understand. The report may not include a bibliography or source list, or this may be incomplete or incorrect	The writer provides facts and quotations from more than one source. Facts and ideas are not always documented or expressed in the writer's words. The body of the report lacks real unity and coherence, although most details are somewhat related to the topic. The report includes an incomplete or incorrect bibliography or source list.	The writer provides facts and quotations from several sources. Facts and ideas are either expressed in the writer's words, or else documented. The body of the report supports and develops the writer's thesis, and it usually exhibits unity and coherence. The report includes a complete bibliography or source list.	The writer provides facts and quotations from a variety of sources. Facts and ideas are either expressed in the writer's words or else completely and correctly documented. The body of the report supports and develops the writer's thesis, and it contains no extraneous ideas. The report includes a complete and correct bibliography or source list.
Grammar, Usage, Mechanics, and Spelling	Numerous errors in mechanics, usage, grammar, or spelling may hinder comprehension. Word choice shows little understanding of the audience.	There are numerous errors in mechanics, usage, grammar, or spelling. Word choice is not always appropriate for the audience.	There are minor errors in mechanics, usage, grammar, or spelling. Word choice is usually appropriate for the audience.	There are few or no errors in mechanics, usage, grammar, or spelling. Word choice is precise and appropriate for the audience.
Organization	The report is generally confusing and hard to follow. The writing lacks any real organization and it may lack a thesis statement. The body presents support that may be related to the topic but only in a general way. The organization is poor or nonexistent. Transitions may be used inconsistently or may be lacking.	The report is factual and shows evidence of some work. The writing begins with an introduction that contains a thesis statement, but this might need clarification. The body explores the topic and presents a variety of information. The organization of this information may not always be clear or logical. Some transitions are used, but more are needed.	The report is accurate and clear. The writing begins with an introduction that contains a clear thesis statement. The body explores the topic and presents information in a sensible order. The conclusion restates the thesis or offers a comment or question on it. Transitions link most ideas	The report is both accurate and compelling. The writing begins with an interesting or provocative introduction that contains a clear and concise thesis statement. The body fully explores the topic and presents information in a sensible order. The conclusion restates the thesis or offers a comment or question on it. Effective and varied transitions link all ideas.
Content	Topic unclear and includes no aspects of the project, of inappropriate breadth for length of paper. Missing abstract, subtitles, and resources page Support for thesis insufficient. No organization, transitions,	Topic includes some aspects of the project, of semi appropriate breadth for length of paper & a topic is partially clear. Only 2-3 in text citations used to support thesis Missing abstract, but includes subtitles, and resources page	Topic includes most aspects of the project, of appropriate breadth for length of paper & an appropriate topic for research. Contains somewhat clear and concise abstract, subtitles, and resources page Support for thesis sufficient, but lacking	Topic includes all aspects of the project, of appropriate breadth for length of paper & an appropriate topic for research. Contains clear and concise abstract, subtitles, and resources page Support for thesis complex, complete, &

	Unsatisfactory value: 1.00	Needs Improvement value: 2.00	Satisfactory value: 3.00	Target value: 4.00
	introduction, and no conclusion	Organization, transitions, introduction, and conclusion lacking clarity and/or appropriateness.	in depth or complexity. Less than 5 in text citations are used to support the thesis. Organization, transitions, introduction, and conclusion slightly lacking clarity and/or appropriateness.	in-depth. 5 or more in text citations are used to support the thesis. Writer involved with subject, not merely doing an assignment. Clear and appropriate organization, with effective transitions, introduction, and conclusion.
Arrive at data-informed decisions to select appropriate assistive technology	Identifies some assistive technology features without identifying student needs for the identified technology.	Identifies some assistive technology features and identifies some students' needs for the identified technology.	Identifies assistive technology features. Compare the selected technology with other solutions and match students' needs and the assistive technology features	Identifies creative uses of assistive technology features. Compare the selected technology with other solutions and match students' needs and the assistive technology features. Match the compared technologies to the learning challenge and learning objective.
	Standards International- Qatar University CED Standards- Bachelor or Diploma in Education (2013) PLO: PLO 5. Arrive at data-informed decisions by systematically examining a variety of factors and resources.			



Pledge

I am the student: -----

Course Title: -----

I have reviewed the content of the course syllabus, I pledge to commit myself to all policies and procedures, and I pledge to take complete responsibility in case of violating any one of them.

- Student's name: -----

- ID: -----

- Signature: -----

- Date: -----

(Please sign this part and hand it in to your instructor).