

Assistive Technology in the Classroom (24 hours) This learning option is designed to provide EAs with an overview of the field of assistive technology. Participants will develop an understanding of how to implement various technology solutions, and examine specific technologies when creating technology-enhanced activities.

Desired Results for Participants	Acceptable Evidence	Learning Experiences and Instruction
<ul style="list-style-type: none"> • have a general understanding of the field of assistive technology and be able to describe technologies that support participation, communication and learning in the classroom. • be able to describe the process for successful assistive technology implementation and the conditions that foster or challenge effective implementation. • be able to describe the role of the Education Assistant in the implementation of assistive technology with students in the classroom. • have a general understanding of how assistive technology features can be matched to student need and how to use those features to support participation, communication and learning in the classroom. • understand how assistive technology can be used to support current classroom teaching and learning trends (e.g. Universal Design for Learning). • have a basic understanding of several specific technologies commonly implemented with students in the classroom. • understand how to use a variety of online resources and training opportunities to expand and support their assistive technology knowledge and skills. 	<ul style="list-style-type: none"> • actively participate in synchronous online discussions, responding to questions and discussion topics in a manner that demonstrates an understanding of the course material presented. • contribute to asynchronous discussion forum topics with specific information obtained from course readings / activities and comments that demonstrate thoughtful reflection on how the concepts presented inform their practice in the classroom. • complete session summary activities which are problem-based and demonstrate a synthesis of the assistive technology knowledge and skills presented during the course. • complete, individually or in small groups, an Assistive Technology (AT) Implementation Plan which clearly demonstrates an understanding of the steps involved in successfully implementing assistive technology with students in the classroom and the Education Assistant's role in that implementation. 	<ul style="list-style-type: none"> • Online meeting (one per session – 1.5 hours). • Instruction, individual responses, small group discussions, off-meeting activities (e.g. webquests, course reading). • Discussion Forums (one per session – 0.25 hours). • In depth discussion around specific session content with personal reflection. • Session Summary Activities (one per session – 0.75 hours). • Practical, problem-based activities to complete (e.g. complete the AT implementation chart and describe your role in the process, design a 15-message communication board for a student eating lunch in the cafeteria). • AT Implementation Plan (one per course – 0.5 hours per session). • Individually or in small groups, complete an AT implementation plan based on a student case study.

Summative Assessment: Development of Assistive Technology Implementation Plan.

Learning Option Description

This Learning Option is intended to be delivered in a blended (or hybrid) format in an online learning environment with one face-to-face meeting. The Learning Option is divided into seven sessions and one hands-on practice session presented over eight – 3 hour sessions:

Session 1 – Course Introduction (Online – 3 hours)

- Introduction to the course format, content, interactivity and assessment tools.

Session 2 – Overview of Assistive Technology (Online – 3 hours)

- General overview including definition of assistive technology, main genres with examples of students using various technologies.

Session 3 – Effective Assistive Technology Implementation (Online – 3 hours)

- Components of an effective AT implementation plan, barriers that prevent implementation, conditions that foster implementation, and the role of the EA in AT implementation.

Session 4 – Assistive Technology to Support Learning (Online – 3 hours)

- Current educational trends that utilize general and assistive technologies, examples of technology that support cognitive access to the curriculum (e.g. literacy and numeracy development).

Session 5 – Assistive Technology to Support Participation (Online – 3 hours)

- Issues supporting students with physical access or sensory (visual) impairments and examples of technologies that support physical and sensory access to the curriculum.

Session 6 – Assistive Technology to Support Communication (Online – 3 hours)

- Considerations when supporting students with communication disorders, examples of technologies that support students with communication disorders in the classroom.

Session 7 – Hands-On Practice (Face-to-Face – 3 hours)

- Hands-on practice session exploring examples of common technologies presented in Sessions 4, 5 and 6 that EAs would encounter in schools.

Session 8 – Assistive Technology in Action (Online – 3 hours)

- Discussion of student case studies, technology to feature matching, assistive technology implementation considerations, presentation of individual or group AT implementation Plans, and course wrap-up.