SCHOOL OF EDUCATION EDUC 5163

ASSISTIVE TECHNOLOGY: ACCESS TO LITERACY

MASTERS OF EDUCATION

2024

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Room location and number:	MSVU and/or virtual via Zoom
Consultation hours:	by appointment (virtual)

We acknowledge that we are in Mi'kma'ki, the ancestral and unceded territory of the Mi'kmaq People. This territory is covered by the "Treaties of Peace and Friendship" which Mi'kmaq and Wolastoqiyik (Maliseet) People first signed with the British Crown in 1725. The treaties did not deal with surrender of lands and resources but in fact recognized Mi'kmaq and Wolastoqiyik (Maliseet) title and established the rules for what was to be an ongoing relationship between nations.

School of Education faculty aim to model inclusive practices that welcome and anticipate diversity. We encourage all students to engage us in conversation about their learning so that strong and effective pedagogical relationships can be established. Formal procedures exist on campus to support students with documented disabilities to obtain assistive technology, note taking and tutorial services, and other accommodations related to additional time for exam writing and assignment extensions. If you wish to access these specific disability-related supports and services, we encourage you to contact accessible learning staff members by email at disability.access@acadiau.ca or to visit their office in Rhodes Hall. Further information can be found on the accessible learning website. If you have difficulty accessing this course outline template, please contact your faculty and/or disability services for support.

WHAT IS THE COURSE ABOUT?

Course description

This course will introduce you to current Accessible and Assistive Technology (AT), Universal Design for Learning framework and Multi-Tiered System of Support (MTSS). We will focus on AT that enhances performance and access to literacy for all students in diverse classrooms including LD (dyslexia, dysgraphia, executive functions, ADHD etc), ASD, visual impairments, hearing impairments, physical disabilities, autism, gifted, cognitive delay etc) across many grade levels and subjects. The course will focus on various AT tools utilized currently in school systems to enhance literacy. The course is designed with UDL principles in mind. We will cover the Reading and Writing Process and various Assistive and Accessible Technologies that enhance skills of students performing these tasks.   You will learn about Accessible Educational Materials (AEM) and how to develop them. We will work with Chromebooks, (R&W4G, OrbitNote, Equatio and CoWriter Universal extensions) and built in accessibility options across devices including iPads, PC and Mac laptops. You will be offered hands on UDL activities, discuss and apply technology integration tools and strategies to include all learners and cover AT Assessment Frameworks (SETT).   We will also discuss the complex process of implementing effective AT Services in our school systems. *Please bring or log in with a laptop (PC or Mac), Chromebook &/or iPad device that you have administrative rights to (ability to download demos etc.). Please note that R&W4G and Orbitnote do not run on iPads.   It is preferred, to complete various activities and assignments, that you work on a Chromebook or laptop using the Chrome browser.*

Learning Intentions Or Course Framing Questions (delete what you aren't using)

The **learning intentions** of this course are:

1. Assistive Technology and Universal Design for Learning that enhances performance and access and engagement to literacy for diverse students including LD (dyslexia, dysgraphia, executive functions, EAL, ADHD, ASD, visual impairments, hearing impairments, physical disabilities, autism, cognitive delay etc) at all grade levels.

2. theoretical background of 21st century Literacy, Universal Design and the field of AT

3. current AT and Accessible Technology tools to enhance literacy for All through hands-on learning

4. what AEM is and how to develop Accessible Educational Materials to enhance access and engagement to literacy that is considerate of all learners

5. the Reading and Writing Process (How we learn to read and write) and apply various AT to enhance performance of students facing barriers with these tasks

6. current Accessible Tier 1 Technologies available to education systems including Chromebooks, (R&W4G extension and accessibility options), iPads, PC and Mac laptops, UDL activities and technology integration to include all learners

7. current research related to virtual learning, UDL, Assistive and Accessible Technology ensuring inclusion of all learners

The **overarching questions** that underpin this course are:

1. How do we ensure learning opportunities are equal and equitable to all learners?

2. Where do we begin to make systemic and sustainable change in inclusive education?

3. How can we build true engagement in our learners through design?

4. How does designing, developing and utilizing accessible educational materials affect student learning and achievement?

5. What barriers to learning are evident in a typical learning environment, how do recognize those barriers and remove them so learning is equal and equitable to all learners?

Prior knowledge &/or skills

Prior to beginning this course, it is expected that learners will have:

- The inherent belief that ALL students have the potential to learn.

- A basic understanding of Universal Design for Learning.

- A comfort level with technology use and application.

- An eagerness to learn and apply new skills.

- An open mind fostering fun, curiosity and engagement while learning.

HOW WILL TEACHING AND LEARNING HAPPEN?

On-campus / Remote / Hybrid

- This course will be provided through in-person and/or virtual synchronous sessions and asynchronous sessions from April 20 – June 22. Dates and formats are noted below:

   5163 Spring 2024 SATURDAYS

   April 20 Face to Face and/or Synchronous
   May 4 Face to Face and/or Synchronous / Asynchronous working on assignment 1
   May 11 Face to Face and/or Synchronous
   June 1 Face to Face and/or Synchronous / Aysynchronous working on assignment 2
   June 15 Face to Face and/or Synchronous
   June 22 Face to Face and/or Synchronous – Case study presentation day

   FTF = Face to Face S=Synchronous AS=Asynchronous (work in groups on an assignments)

   In-person sessions will be held at **Evaristus 401 at MSVU**

   to be determined. Synchronous online sessions will be offered via Zoom. Asynchronous sessions, where you will complete group assignments, can be completed in a virtual classroom of your choice (i.e. Google Meet) or alternate location agreed upon by your assignment group.

- **PLEASE NOTE:** In-person sessions are also offered synchronously in a hybrid format to any participant who cannot make it to class due to

illness, geographical location etc. Hybrid sessions are offered through Zoom*. **If there are no participants choosing to meet face to face all classes will be held virtually via Zoom.**

COMPLETE BEFORE THE COURSE STARTS:

1. Go to this site Book Creator Online and set up an online BookCreator Teacher Account (free). Use Chrome or Safari. NOTE: Book Creator online can only work with a fully updated iPad with the most current iOS and running the Chrome app.

   In this course you will be eJournalling in Book Creator Online. The Join Code to the class eJournal Library is (BWFQNHH)

2. allows you to access the library and start your eJournal. The code will be provided in class 1 as well and is also posted to Acorn / Moodle. For the eJournal assignment we are encouraging the use of the new feature of Templates that have some very exciting design options and ideas for developing a fully accessible eJournal of what you have learned in this course. This will be demonstrated in class.

3. IF outside Nova Scotia go to the TextHelp R&W4G Site site and download a free version of Read & Write 4 Google (R&W4G) to use with a chromebook or any laptop/desktop running chrome webbrowser (NOTE: this is NOT the 30 demo. It is free for teachers forever:). Also download OritNote.

4. Flipgrid Self Introduction: Log in to (CLICKABLE LINK). Sign in with your gnspes.ca accounts if you have one and introduce yourself to the class with a creative video. Don't forget to add closed captioning to make it accessible. Check out Immersive Reader feature to offer access for all!. Tell us who you are, where you are from and what you would like to learn from this course. Think also about how you could use Flipgrid with ALL of your students! We will chat about this in class #1.

Learning Management System: ACORN

ACORN is the online learning environment at Acadia University School of Education. This is the system that will host the online learning materials and activities for this course.

Getting help with ACORN account.

It is important that you can access and use ACORN as part of your study in this course. To find out more about the features and functions of ACORN, and to practice using them.

If something is not working as it should, contact oasupport@acadiau.ca.

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Resources

</div>

Required readings

- No **required readings** for this course. Relevant resources are provided via Moodle

Recommended readings These recommended readings can be found in Kindle or paperback format from Amazon, for your interest and reference only.

QUALITY INDICATORS FOR ASSISTIVE TECHNOLOGY: A COMPREHENSIVE GUIDE TO ASSISTIVE TECHNOLOGY SERVICES

by Gayl Bowser (Author), Diana Foster Carl (Author), Kelly Fonner (Author) Format: Hard Copy or Kindle Edition

UDL NOW!: A TEACHER'S GUIDE TO APPLYING UNIVERSAL DESIGN FOR LEARNING PAPERBACK – MAY 17 2022 3RD EDITION

by Katie Novak (Author), George Couros (Foreword) Amazon.ca

THE END OF AVERAGE: HOW WE SUCCEED IN A WORLD THAT VALUES SAMENESS HARDCOPY OR KINDLE EDITION

by Todd Rose (Author) Format: Kindle Edition

UNLEARNING: CHANGING YOUR BELIEFS AND YOUR CLASSROOM WITH UDL HARDCOPY OR KINDLE EDITION

by Allison Posey (Author), Katie Novak (Author) Format: Kindle Edition

ONE WITHOUT THE OTHER: STORIES OF UNITY THROUGH DIVERSITY AND INCLUSION (REIMAGINING INCLUSION: THE ONE SERIES BOOK HARDCOPY OR KINDLE EDITION

by Shelley Moore (Author), Leyton Schnellert (Foreword) Format: Kindle Edition

Equipment, materials, software, accounts

**All course participants will bring a personal computer (mac, pc etc) or Chromebook for this course.

Tentative Course Schedule (subject to change)*

CLASS	DATE	TENTATIVE COURSE TOPICS	KEY RESOURCES/ READINGS/ FURTHER INFORMATION (ADDITIONAL RESOURCES ARE FOUND ON ACORN)	REMINDERS/ASSIGNMENTS DUE
1	April 20 Face to face and/or Synchronous	**Meet and Greet** **Class Expectations, Desires and perhaps…Anxieties** FlipGrid Introductions Review of the Virtual Learning Classroom, course syllabus and expectations Q&A **Let's Set the Stage**: An inspiring video will be shared. Be ready to discuss, in your typical classroom, what types of "adjustable seats" you utilize to include and engage ALL learners. **Literacy and Learning:** A review of information on How We Learn to Read and the impact of literacy skill development on diverse learners, barriers diverse learners face with reading and writing and how we, as educators, can remove these barriers to literacy and learning through proactive design of curriculum and learning activities that include all learners. **Hands on activity** Become a Certified Book Creator Author Go to Book Creator Online or go to your Book creator online account and from the Teacher Dashboard choose Learn. Scroll down to the Become a Book Creator Certified Author Button. You will do this during class time. Complete the training program on the Basics of Book Creator, complete the quiz at the end and upload a copy of your certificate to Acorn. All course participants will	**See ACORN for details on daily agendas, activities, links, exemplars and resources**	**COMPLETE BEFORE THE COURSE STARTS:** 1) Go to this site (Book Creator Online) and set up an online BookCreator Teacher Account (free). Use Chrome or Safari. NOTE: Book Creator online can only work with a fully updated iPad with the most current iOS and running the Chrome app. 2) In this course you will be eJournalling in Book Creator Online. The Join Code to the class eJournal Library is (**BWFQNHH**) allows you to access the library and start your eJournal. The code will be provided in class 1 as well and is also posted to Acorn / Moodle. For the eJournal assignment we are encouraging the use of the new feature of Templates that have some very exciting design options and ideas for developing a fully accessible eJournal of what you have learned in this course. This will be demonstrated in class 1.

Class	Date	Tentative Course Topics	Key Resources/ Readings/ Further Information (additional resources are found on ACORN)	Reminders/assignments due
		complete this certification. CONGRATULATIONS on becoming a Book Creator Certified Author! ** You will need these skills to complete your eJournal for Assignment 1. **Presentation:** Assistive Technology, Accessible Tier1 Technology, UDL and MTSS: a Rapid Review Group Discussion: note your 3 main takeaways from this presentation **Activity:** Presentation and personal review of the Accessibility Options on your device Demo of iPhone user who is blind using an iPhone with Voice Over Choose one Accessibility Option on your device we will discuss your choices (face to face, in chat and/or with mic - your choice!). **Review of Assignment 1 and Group selection** **GENTLE REMINDER:** 1) Post 1 take away from this class to your BookCreator online eJournal. Note what was the impact of your learning on your practice, how it will affect change in your students and how you'll share with colleagues to make school wide change 2) Relevant Research: Choose a research document/media from the list provided (uploaded to Acorn) and post a <u>short</u> reflection in your eJournal discussing key factors and highlights in this document that are relevant to your practice. **NOTE**: only 3 documents/media choices are expected to review and reflected on throughout the course.		3) IF outside Nova Scotia go to the <u>TextHelp R&W4G Site</u> site and download a free version of Read & Write 4 Google (R&W4G) to use with a chromebook or any laptop/desktop running chrome webbrowser (NOTE: this is NOT the 30 demo. It is free for teachers forever:). Also download OritNote. If you are a teacher in Nova Scotia R&W4G and OrbitNote are extensions that are free to you and your students. Please make sure they are downloaded to your gnspes acct before the course starts. 4) **Flipgrid Self Introduction:** Log in to **Flipgrid at this site** . Sign in with your gnspes.ca accounts if you have one and introduce yourself to the class with a creative video. Don't forget to add closed captioning to make it accessible. Tell us who you are, where you are from and what you would like to learn from this course. Think also about how you could use Flipgrid with ALL of your students! We will chat about this in class #1.

Class	Date	Tentative Course Topics	Key Resources/ Readings/ Further Information (additional resources are found on ACORN)	Reminders/assignments due
2	May 4 Face to Face and/or Synchronous & Asynchronous (work on Assignment 1)	**Assignment #1** Definitions of KEY Assistive Technology and UDL Terms (Assignment 20%) You should now be near experts in using this exciting online tool! You will complete hands-on research and define key Assistive Technology and UDL terms in your eBook to share with colleagues. In groups of 2 or 3 you will be given a number of critical terms relevant to the field of UDL, AT, MTSS and including ALL learners in literacy skill development. You will research the terms and demonstrate your knowledge of the definitions by creating a collaborative eBook in Book Creator Online. NOTE: I will invite you to my class library and you will design and develop your book there. This ensures easy sharing and check-ins by the instructor. Next class you will present your finished ebook of AT definitions with the group. **NOTE**: your ebook must be accessible, you must include text, images (with alt text behind the image), video with CC and table of contents page with active links to the correct pages in your ebook. Evaluation criteria will be posted to Acorn in the Assignment 1 section. **Definitions:** 21st Century Literacy Assistive Technology	**See ACORN for details on daily agendas, activities, links, exemplars and resources**	**Due May 11**

CLASS	DATE	TENTATIVE COURSE TOPICS	KEY RESOURCES/ READINGS/ FURTHER INFORMATION (ADDITIONAL RESOURCES ARE FOUND ON ACORN)	REMINDERS/ASSIGNMENTS DUE
		Accessible Technology SETT Framework AEM (Accessible Education Materials) UDL (Universal Design for Learning) MTSS (Multi Tier System of Support) High Incidence Disabilities Low Incidence Disabilities Accessible PDF POUR acronym S.L.I.D.E (acronym related to AEM) Augmentative and Alternative Communication Ear Reading **Evaluation: 20%** **GENTLE REMINDER:** 1) Post 1 take away from this class to your BookCreator online eJournal. Note what was the impact of your learning on your practice, how it will affect change in your students and how you'll share with colleagues to make school wide change 2) Relevant Research: Choose a research document/media from the list provided (uploaded to Acorn) and post a <u>short</u> reflection in your eJournal discussing key factors and highlights in this document that are relevant to your practice. **NOTE**: only 3 documents/media choices are expected to review and reflected on throughout the course.		
3	**May 11**	1) **UNIVERSAL DESIGN FOR LEARNING** Going deep into UDL CAST Guidelines and completing a UDL Guidelines Scavenger Hunt !		

Class	Date	Tentative Course Topics	Key Resources/ Readings/ Further Information (additional resources are found on ACORN)	Reminders/assignments due

	Face to face and/or synchronous	3) Learn Read and Write for Google Extension and Review the CAST Website with UDL chart
		Review and hands on R&W4G (you will need a chromebook, pc or mac laptop running **Chrome** web browser)
		
		Learning in-depth R&W4G:
		Choose one of the following ways to learn R&W4G in-depth to prepare for Assignment 2.
		
		    1) Review the extensive information on:
		    2) R&W4G on this site
		    3) R&W4G Training Guide for Education Start HERE.
		    4) Also review OribitNote extension.
		
		2) Review all the TextHelp R&W4G for Chrome Youtube video tutorial channel and learn each feature offered in the 4 toolbars R&W4G Youtube Training Videos Link
		
		    3) reach out to me and I will offer a dedicated session to review the R&W4G range of toolbars and OrbitNote (to make accessible PDFs and annotation features while interfacing with Google Classroom).
		
		Review of Assignment 2 and Group selection
		
		GENTLE REMINDER:
		    1) Post 1 take away from this class to your BookCreator online eJournal. Note what was the impact of your learning on your practice, how it will affect change in your students and how you'll share with colleagues to make school wide change
			See ACORN for details on daily agendas, activities, links, exemplars and resources	

CLASS	DATE	TENTATIVE COURSE TOPICS	KEY RESOURCES/ READINGS/ FURTHER INFORMATION (ADDITIONAL RESOURCES ARE FOUND ON ACORN)	REMINDERS/ASSIGNMENTS DUE
		2) Relevant Research: Choose a research document/media from the list provided (uploaded to Acorn) and post a short reflection in your eJournal discussing key factors and highlights in this document that are relevant to your practice. **NOTE**: only 3 documents/media choices are expected to review and reflected on throughout the course.		
4	**June 1 Face to Face and/or Synchronous & Asynchronous** (work on Assignment 2)	**Work collaboratively on Assignment 2 in a virtual classroom of your choice with your team using all the knowledge you gained in Class 3.** **ALIGNING R&W4G TOOLS WITH UDL GUIDELINES** 1) Review the UDL Guidelines in depth (the interactive chart related to each principle), watch the videos provided on Moodle and other information on the CAST website you might find interesting and valuable 2) Complete a review of the R&W4G toolbars (there are 5 of them) and all the related tools. Your group will choose 1 toolbar to work on for this assignment (SEE EXEMPLAR for this assignment to get an idea of the expectations) 4) **Design, develop and fill in a chart that:** a) outlines each tool on your chosen R&W4G toolbar b) describes what each tool offers students c) align the tool's function with the checkpoints within the UDL Guidelines for each UDL principle (i.e. Engagement and Motivation; Representation and Expression d) provide 2 examples of how you would use the tool creatively to provide access, engagement and learning opportunities to students. The tool UDL application examples can be described in an added column on the document you're creating or you could link to another document that provides the explanation (i.e. Google Slides, Google docs, use	**See ACORN for details on daily agendas, activities, links, exemplars and resources**	**June**

CLASS	DATE	TENTATIVE COURSE TOPICS	KEY RESOURCES/ READINGS/ FURTHER INFORMATION (ADDITIONAL RESOURCES ARE FOUND ON ACORN)	REMINDERS/ASSIGNMENTS DUE
		audionotes and/or video if you choose to – perhaps in Book Creator.. Remember Voice and Choice is critical when designing for UDL. * Refer to the example provided **Deliverable for this assignment**: completed R&W4G toolbar chart that aligns the R&W4G tools on your toolbar with UDL Principles, Checkpoints and 2 examples of how you would use and apply the toolbar and/or tools in your practice to include all students. Details and Evaluation Criteria in Acorn. **GENTLE REMINDER:** 1) Post 1 take away from this class to your BookCreator online eJournal. Note what was the impact of your learning on your practice, how it will affect change in your students and how you'll share with colleagues to make school wide change 2) Relevant Research: Choose a research document/media from the list provided (uploaded to Acorn) and post a <u>short</u> reflection in your eJournal discussing key factors and highlights in this document that are relevant to your practice. **NOTE**: only 3 documents/media choices are expected to review and reflected on throughout the course.		
5	June 15	**Universal Design for Learning: Including ALL Learners using Assistive Technology &/or**	**See ACORN for details on daily agendas, activities, links, exemplars and resources**	

Class	Date	Tentative Course Topics	Key Resources/ Readings/ Further Information (additional resources are found on ACORN)	Reminders/assignments due
	Face to face and/or synchronous	**Accessible Technology to Access and Enhance Literacy** Literacy Skill Development, AT, UDL and Students with Complex Needs Other AT Tools to Access and Engage in Literacy **Afternoon:** Work on your Case Study for next class Catch up on your eJournal. **GENTLE REMINDER:** 1) Post 1 take away from this class to your BookCreator online eJournal. Note what was the impact of your learning on your practice, how it will affect change in your students and how you'll share with colleagues to make school wide change 2) Relevant Research: Choose a research document/media from the list provided (uploaded to Acorn) and post a <u>short</u> reflection in your eJournal discussing key factors and highlights in this document that are relevant to your practice. **NOTE**: only 3 documents/media choices are expected to review and reflected on throughout the course.		
6	**June 22** **Face to face and/or Synchronous**	**Case Study Presentations**	**See ACORN for details on daily agendas, activities, links, exemplars and resources**	**June 22 Delivery of Case Studies**

* In the School of Education, we strive to model best practices in teaching and learning; part of this means being flexible and responsive to students throughout the term. As such, this tentative course schedule may change throughout the term in response to several factors, such as student learning needs, pace of learning, new readings that are published, and current events that may deserve attention. Changes to the course schedule will be communicated to students.

How will I be ASSESSED?

Assessment schedule at a glance

Assessment task	Date due	Percent weighting	Links to Course Learning Intentions OR Course Framing Questions
Assessment Task 1: Developing an Accessible eDictionary on Critical Terms of Assistive Technology, UDL and Literacy	May 11	20	Learn critical terms in the field of Assistive Technology, UDL and Literacy. Learn and apply an accessible web-first learning tool supporting diverse learners
Assessment Task 2: Aligning R&W4G Tools with UDL Guidelines	June 15	20	Learn and apply readily available Accessible and Assistive Technology in the K-12 Nova Scotia school system. Align those learning tools to UDL guidelines to enhance performance of diverse learners
Assessment Task 3: eJournal of Course Reflections	June 29	30	Deeply reflect on new learning provided throughout the course, align it to your practice, discuss impact on students and colleagues and how you will share your knowledge to foster class, school based and possibly systemic change.
Assessment Task 4: Case Study	June 22	30	Apply and share your learning experiences to enhance performance of a student or group of students in your practice.

Assessment task 1: Developing an Accessible eDictionary on Critical Terms of Assistive Technology, UDL and Literacy

Task Description

In groups of 2 or 3 you will be given a number of critical terms relevant to the field of UDL, AT, MTSS and including ALL learners in literacy skill development. You will research the terms and demonstrate your knowledge of the definitions by creating a collaborative eBook in Book Creator Online. You have many choices of how you will respond in your ebook as Book Creator Online offers many universally designed ways to express knowledge including text with keyboard input or speech to text; voice recording (with transcript development); video embedding and ability to record your own video with CC; drawing, picture input, adding hyperlinks etc.

NOTE: I will invite you to my class library and you will design and develop your book there. This ensures easy sharing and check-ins by the instructor. In the next class you will share highlights of your finished ebook of AT definitions with the group.

Definitions:
21st Century Literacy
Assistive Technology
Accessible Technology
SETT Framework
AEM (Accessible Education Materials)
UDL (Universal Design for Learning)
MTSS (Multi-Tier System of Support)
High Incidence Disabilities
Low Incidence Disabilities
Accessible PDF
POUR acronym
S.L.I.D.E (acronym related to AEM)
Augmentative and Alternative Communication
Ear Reading

NOTE: your ebook must be accessible, you must include text, images (with alt text behind the image), video with CC and table of contents page with active links to the correct pages in your ebook. Evaluation criteria will be posted to Acorn in the Assignment 1 section.

Assessment Information

The Accessible eDictionary on Critical Terms of Assistive Technology, UDL and Literacy will be evaluated with a single point rubric found in Acorn (see Assignment 1 Resources link in the Assignment 1 section)

Task length

Each term provided with be defined in your eBook. It is up to the designers of the ebook how long the ebook will be. Utilizing multiple means of sharing knowledge however is an important piece of this assignment. You will be demonstrating UDL by considering diverse readers in your design and applying those skills in the development of your eDictionary.

Due by date

May 11

Submission Details

Your ebook will remain in the Book Creator Library as it is developed. Your ebook will be evaluated in the library upon completion. No need to download and upload the ebook to Acorn.

Other information

This is a hands-on learnng task where you will be applying your knowledge of what you learned about Book Creator Online in the previous class while considering universal design features, designing for diversity, developing an accessible education material (AEM) and reflecting on accessibility and literacy in the process. We hope you have fun while learning!

Assessment task 2: Aligning R&W4G Tools with UDL Guidelines

Task Description

ALIGNING R&W4G TOOLS WITH UDL GUIDELINES

1) Review the UDL Guidelines in depth (the interactive chart related to each principle), watch the videos provided on Moodle and other information on the CAST website you might find interesting and valuable

2) Complete a review of the R&W4G toolbars (there are 5 of them) and all the related tools. Your group will choose 1 toolbar to work on for this assignment (SEE EXEMPLAR for this assignment to get an idea of the expectations)

3) Design, develop and fill in a chart that:

a) outlines each tool on your chosen R&W4G toolbar

b) describes what each tool offers students

c) align the tool's function with the checkpoints within the UDL Guidelines for each UDL principle (i.e. Engagement and Motivation; Representation and Expression

d) provide 2 examples of how you would use the tool creatively to provide access, engagement and learning opportunities to students.

The tool UDL application examples can be described in an added column on the document you're creating or you could link to another document that provides the explanation (i.e. Google Slides, Google docs, use audionotes and/or video if you choose to – perhaps in Book Creator..

Remember Voice and Choice is critical when designing for UDL.

* Refer to the example provided

Deliverable for this assignment: completed R&W4G toolbar chart that aligns the R&W4G tools on your toolbar with UDL Principles, Checkpoints and 2 examples of how you would use and apply the toolbar and/or tools in your practice to include all students.

Details and Evaluation Criteria in Acorn.

Assessment Information

A Single Point Rubric is available in Acorn under Assignment 2 Resources. This document outlines the expectations of this assignment. An exemplar is provided to guide the teams to produce their document.

Due by date

June 15

Submission Details

Upload to Acorn in Assignment 2 section.

Other information

This is a hands-on learning opportunity that offers you a deep dive in to R&W4G Toolbars and how they align with UDL Principles and Checkpoints. You will apply this learning by sharing how each tool and checkpoint can be implemented in your classroom to offer equitable learning opportunities for your diverse learners.

Assessment task 3: eJournal of Course Reflections

Task Description

Your eJournal will offer deep reflections on EACH class throughout the course.   You will identify what your 1 main take-away was from each day, why that learning experience was significant to you and how that information/strategy/message/tool etc. has impacted your practice.   We would also like to know how you will share the knowledge with colleagues to foster change in your region and school and how it has impacted / or will impact your students.

Assessment Information

A Single Point Rubric is posted to Acorn outlining the expectations and evaluation criteria of this assignment.

Task length

Student determined

Due by date

June 29

Submission Details

This eJournal is completed in a Book Creator Online library which the instructor will set up. There is no need to download from Book Creator online and then upload to Acorn. The instructor will access your eJournal on the library provided.

Other information

This is meant to be a deep reflection of what you learned in class…ONE main take-away from each class, how that learning impacts your practice and how that too will impact your students. This is also an opportunity to share how you can make lasting change by sharing your knowledge with colleagues at your school.

Assessment task 4: Case Study

Task Description

Case Study:

This is an opportunity to apply your knowledge of Assistive Technology and Universal Design to enhance literacy by working with a student or group of students. You will complete a case study where you will identify a student(s) who can benefit from Accessible and/or AT and/or UDL principles and checkpoints; document before and after AT/UDL use and present your findings to the class.   Exemplar case studies are provided.

Assessment Information

A Single Point Rubric with expectations and evaluation criteria is available on Acorn for this assignment.

Task length

Student determined.

Due by date

June 22

Submission Details

Presentation last day of class and upload to Acorn.

Other information

This is definitely the best part of the course where you apply your knowledge and share with the class on what worked with the AT/UDL approach, what didn't work and next steps.

How are my results determined?

How your final result is determined

To pass this course, you need to demonstrate your attainment of each of the Learning Intentions or Course Framing Questions. The range of grades available for assignments in this course and the final result in this course are:

Raw Score	Letter Grade	Grade Point Value	Grade Description
90 - 100	**A+**	4.33	**Outstanding** performance, demonstrating complete and comprehensive understanding of the subject matter, concepts, skills and application.
85-89	**A**	4.00	**Excellent** performance, indicating a superior grasp of subject matter and concepts; development of relevant skills and application to a high level.
80-84	**A-**	3.67	
77-79	**B+**	3.33	**Good** performance, indicating thorough understanding of subject matter and concepts; development of relevant skills and application to a fairly high level.
73-76	**B**	3.00	
70-72	**B-**	2.67	Minimum adequate performance in a graduate course

Failure: Unsatisfactory performance.

Academic options for students receiving less than a B- grade in a graduate course are outlined in the 2021-2022 Acadia University Calendar (page 39)

See: https://registrar.acadiau.ca/files/sites/registrar/pdfs/Academic_Calendars/calendar_final.pdf

WHAT OTHER POLICIES/PROCEDURES SHOULD I KNOW ABOUT?

There are a number of other policies and procedures that you should be aware of relating to requesting extensions, review of results, course completion and program continuation, attendance, children in class, cancelling class, concerns and complaints, as well as academic integrity.

These are found at the following link.

WHAT STUDENT SUPPORTS ARE THERE AT ACADIA?

There are a number of student supports at Acadia for you to access if necessary, including, but not limited to accessible learning services, the writing centre, the indigenous gathering space and resource centre, the women's centre, the equity office, the black student employment and cultural navigator, spiritual wellness, services regarding 2SLGBTQI+, and mental health support services.

The most up to date list is found on our website at the following link.