Educational Psychology (EDPY) 476

Technology for Students with Diverse Learning Needs (Revision 5)

Status:	Replaced with new revision, see the **course listing** ⬈ for the current revision ✕
Delivery mode:	**Individualized study online** ⬈ with **eText** ⬈
Credits:	3
Area of study:	Applied Study
Prerequisites:	**EDPY 351**
Precluded:	EDPY 476 is a cross-listed course—a course available in two different disciplines—with **PSYC 476**. EDPY 476 cannot be taken for credit if credit has already been obtained for PSYC 476 or PSYC 576.
Challenge:	EDPY 476 is not available for challenge.
Faculty:	**Faculty of Humanities and Social Sciences** ⬈

Overview

This course introduces teachers and other educational professionals to assistive technology tools, strategies, and support services. Assistive technology (AT) refers to equipment that improves the functional capabilities of individuals with disabilities. It includes hardware such as augmentative communication devices, adaptive tools, and software designed to support the participation of individuals with disabilities in a school or larger community setting. With the support of assistive technology, individuals with disabilities discover that they can have control over their environment, enabling them to develop a sense of competence and independence. In this course, you will also develop the necessary skills and knowledge to implement assistive technology, and gain an understanding of how this technology can act as a potential equalizer for all participants in a learning environment.

Outline

Part 1: Benefits of Technology Use

- Unit 1 – Introduction to Assistive Technology

- Unit 2 – Technology to Support Writing

- Unit 3 – Technology to Support Reading

- Unit 4 – Technology to Support Universal Design for Learning

- Unit 5 – Technology for Math

- Unit 6 – Communication

- Unit 7 – Supporting Positive Behaviour

Part 2: Access to Computer and Mobile Devices

- Unit 8: Accessing Computers and Mobile Devices

Part 3: Augmentative Communication

- Unit 9 – Selecting and Designing a System

- Unit 10 – Early Communication

- Unit 11 – Integrating Augmentative Communication in the Environment

Part 4: Putting It All Together

- Unit 12 – Decision Making

- Unit 13 – Implementation in Schools

- Unit 14 – Transition Planning

Learning outcomes

When you have completed EDPY 476, you will be able to do the following:

1. Participate in identifying assistive technology needs of students with special needs.

2. Access appropriate assistive technology resources.

3. Participate in a multi-disciplinary team assessment.

4. Implement assistive technology in the classroom or other educational settings.

5. Participate in an evaluation of the effectiveness of assistive technology.

Evaluation

To receive credit for EDPY 476, you must complete a Planning Activity, contribute to eight Discussion Forum topics, keep a journal, and write a Case Study. To **receive credit** ⤢ for this course, you must achieve a grade of at least 50 percent on each assignment and an overall course grade of at least **D (50 percent)** 🗎 .

Activity	Weight
Planning Activity	15%
Case Study	30%
Discussion Forum	10%
Journals (3)	45%
Total	**100%**

To learn more about assignments and examinations, please refer to Athabasca University's **online Calendar** ⧉ .

Materials

Dell, A., Newton, D., & Petroff, J. (2017). *Assistive technology in the classroom: Enhancing the school experiences of students with disabilities* (3rd ed). Pearson Education. 📑 (eText)

eText

Registration in this course includes an electronic textbook. For more information on **electronic textbooks** ⧉ , please refer to our **eText Initiative site** ⧉ .

Other Resources

All other learning resources will be available online

Important links

> **Academic advising** ⧉

> **Program planning** ⧉

> **Request assistance** ⧉

> **Support services** ⧉

Athabasca University reserves the right to amend course outlines occasionally and without notice. Courses offered by other delivery methods may vary from their individualized study counterparts.

Opened in Revision 5, October 27, 2020

Updated November 6, 2023

View **previous revision** ⧉