LOCALLY DEVELOPED COURSE OUTLINE

EA: Assistive & Adaptive Tech (2022

Submitted By:

The Edmonton School Division

Submitted On:

Feb. 4, 2022

Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
35-5	125.00	09/01/2022	08/31/2026	Developed	Authorization	G12

Course Description

Educational Assistant: Assistive and Adaptive Technology 35 provides an introduction to the variety of assistive and adaptive technologies that may be used to support learners to achieve success in their learning. The focus in this course is on critically examining technologies and determining which ones can most effectively support student learning. To contextualize the exploration, students will examine various barriers to learning and potential strategies to overcome them. This will include examining the challenges that multiple forms of text present to learners as well as the strategies that may be used to overcome those challenges.

-Students may participate in off-campus learning experiences, specifically, field trips under direct teacher supervision, and all applicable off-campus guidelines should be adhered to. A pre-inspection of the site that students will visit must be conducted to ensure that the site provides a safe and caring environment appropriate for educational activities.

-During this course, students will learn about the various learning and physical challenges that may hinder learning in the classroom. As students explore the role of an educational assistant, they will be exposed to the ethical and professional expectations that govern the role of a classroom support worker. In order to mitigate any conflict that may arise from discussion around sensitive and/or controversial issues, the instructor will establish respectful norms.

Course Prerequisites

Educational Assistant: Assistive and Adaptive Technology 35 prerequisite: English Language Arts 20-1 or English Language Arts 20-2

Sequence Introduction (formerly: Philosophy)

The broad knowledge, skills and competencies that practicing educational assistants bring to the classroom play a pivotal role in ensuring all learners are supported in their learning. Educational Assistant: Assistive and Adaptive Technology 35 provides an opportunity for students to explore the barriers and challenges that may be present for learners in an inclusive classroom. In this course, students will have opportunities to research, explore and gain familiarity with both current and emerging assistive and adaptive technologies related to educational assistant work. Educational Assistant: Assistive and Adaptive Technology 35 focuses on technologies that support learners by facilitating the creation and sharing of learning in an inclusive classroom.

Student Need (formerly: Rationale)

In Educational Assistant: Assistive and Adaptive Technology 35, students benefit from examining various barriers to learning and the technologies that can be used to support personalized, authentic learning and overcome those barriers. The acquisition of specialized knowledge and skills necessary for educational assistants to use assistive and adaptive technologies effectively, efficiently and innovatively in support of teaching and learning will occur through the experience of a wide range of learning opportunities. This course will allow students to explore their interests and become more aware of the practical and day-to-day realities and demands in an inclusive classroom.

Scope and Sequence (formerly: Learner Outcomes)

Organizing Idea: Barriers to learning may be reduced through the strategic use of a variety of assistive and adaptive technologies.

Guiding Questions (formerly: General Outcomes

1 How can assistive and adaptive technologies play a critical role in inclusive classrooms?

2 How can assistive and adaptive technologies be used to overcome various barriers to learning?

3 How can the strategic use of assistive and adaptive technologies help to overcome the challenges experienced when interacting with multiple forms of text?

Learning Outcomes (formerly: Specific Outcomes)

1 How can assistive and adaptive technologies play a critical role in inclusive classrooms?	**35-5**
1.1 Students examine a wide variety of assistive and adaptive technologies used in inclusive classrooms.	X
1.2 Students compare and contrast various assistive and adaptive technologies to potentially reduce barriers to learning.	X
1.3 Students critique the effectiveness of assistive and adaptive technology.	X
1.4 Students use appropriate approaches and frameworks to determine the most effective assistive and adaptive technologies to meet specific learner needs.	X

2 How can assistive and adaptive technologies be used to overcome various barriers to learning?	**35-5**
2.1 Students examine the characteristics of a range of special needs categories that may benefit from the use of assistive and adaptive technologies.	X
2.2 Students recognize a range of physical, mental, psychological and emotional barriers experienced by learners.	X
2.3 Students examine potential barriers to learning due to limited English language proficiency.	X
2.4 Students use problem-solving skills to apply strategies appropriate to the educational assistant role, using assistive and adaptive technologies, that reduce barriers to learning.	X
2.5 Students examine the Universal Design for Learning framework and how it supports the removal of barriers to learning.	X

3 How can the strategic use of assistive and adaptive technologies help to overcome the challenges experienced when interacting with multiple forms of text?	**35-5**

3.1 Students recognize multiple forms of text that learners encounter in various content areas (e.g., graphs, charts, visuals, formulas, word problems, data).	X
3.2 Students recognize challenges learners may encounter when interacting with multiple forms of text in the various content areas.	X
3.3 Students apply strategies appropriate to the educational assistant role, using assistive and adaptive technologies, to support learners interacting with multiple forms of text in various content areas.	X

Facilities or Equipment

Facility

No required facilities.

Facilities:

Equipment

No required equipment.

Learning and Teaching Resources

No required resources.

Sensitive or Controversial Content

During this course, students will learn about the various learning and physical challenges that may hinder learning in the classroom. As students explore the role of an educational assistant, they will be exposed to the ethical and professional expectations that govern the role of a classroom support worker. In order to mitigate possible concerns that may arise from discussion around sensitive and/or controversial issues, the instructor will establish respectful norms.

Issue Management Strategy

Health and Safety

Students may participate in off-campus learning experiences, specifically, field trips under direct teacher supervision, and all applicable off-campus guidelines should be adhered to. A pre-inspection of the site that students will visit must be conducted to ensure that the site provides a safe and caring environment appropriate for educational activities.

Risk Management Strategy

Statement of Overlap with Existing Programs

Locally Developed Course with Overlap and/or Similarity: Introduction to Educational Assistant 35
Identified Overlap/Similarity: There is overlap between Learning Outcome 2.1 of both courses.
Reasoning as to Why LDC is Necessary: This course examines the range of special needs in terms of the assistive and adaptive technologies that could be used to benefit learners, while Introduction to Educational Assistant 35 looks at the variety of supports, not just technological, that could meet the various special needs.

Student Assessment

No identified student assessments.

Course Approval Implementation and Evaluation

No specific processes.