



Syllabus

Course Title:	Technology Applications for Teaching and Supporting the Struggling Reader
Instructor:	Dr. Diane Moroff
Presenter:	Margaret Bausch and Ted Hasselbring
Allotted Timeframe:	8 weeks (suggested schedule 3-4 hours per week)
Length:	15 hours
Dates:	Rolling admissions
Prerequisites:	Bachelor's Degree
Credits:	1 Graduate Professional Development Credit

Course Description:

Too many students are entering middle and high schools with deficits in literacy skills that prevent them from participating in grade-level learning. Students with low-literacy skills quickly fall into a cycle of failure, often resulting in dropping out of school. This need not be the case. Over the past forty years, research in the cognitive and neurological sciences has helped us to better understand how the human brain is restructured during the process of learning to read. In this course, Drs. Hasselbring and Bausch discuss how to leverage this knowledge to facilitate the use of technology to enhance literacy instruction for all readers, and especially struggling readers. They provide specific examples of technology that teaches and supports literacy skills. The course is enhanced by screen shots, product walkthroughs, interviews, and footage of students at computers and in classrooms. The course also includes a panel discussion among experts in the field.

Course Objectives:

After completing this course, educators will know:

- After completing this course, educators will know:
- How the brain learns to read
- How the brain's memory systems work
- What basic skills all readers need to learn and in what sequence
- Technological tools to assist struggling readers
- Methods to assist reading comprehension

Learning Outcomes:

At the end of this course, educators will apply the following skills:

- Facilitate the brain's process of learning to read
- Facilitate the transfer of information from working memory to long-term memory
- Assist students to word level automaticity
- Assist students to fluency
- Employ the FASST model to build automaticity and fluency
- Employ guided practice when appropriate
- Facilitate independent practice when appropriate
- Assist in the development of comprehension skills



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- Employ video anchors to help students developmental models
- Utilize Read 180 and System 44 to assist struggling readers
- Employ text-to-speech programs, visual learning tools, abridged text, alternate text, picture text, and supported text to assist struggling readers
- Describe the ideal 21st century classroom for all students
- Employ technology to build students' expertise
- Facilitate cooperative learning
- Reflect on their roles as educators in the digital age

Units (7):

1. The Brain and the Process of Reading
2. The Process of Learning to Read
3. Technology for Learning to Read
4. Building Reading Comprehension
5. Read 180 and System 44
6. Technology to Support the Struggling Reader, Part 1
7. Technology to Support the Struggling Reader, Part 2

Presenter Overview:



Margaret E. Bausch, assistant professor in the Department of Special Education and Rehabilitation Counseling at the University of Kentucky, earned a Master of Science Degree in Special Education Learning Disabilities and a Ph.D. in Special Education Technology from the University of Kentucky. Dr. Bausch spent nine years as a teacher of students with learning and behavior disorders before devoting her efforts to research and development projects in assistive and instructional technology.

She has served as a co-principal investigator of the National Assistive Technology Research Institute, a federally funded project designed to examine factors related to the planning, development, implementation, and evaluation of assistive technology services in schools. Currently, Dr. Bausch is serving as the principal investigator of the Kentucky Assistive and Rehabilitative Technology Training grant that is providing scholarships to prepare personal from varying fields to integrate instructional and assistive technology into the school curriculum, post-secondary education, employment situations, and the daily lives of persons with disabilities.



Dr. Hasselbring is a graduate of Indiana University, earning a Bachelor of Science degree, the Master of Arts in Teaching degree, with a major in biology, and an Ed.D. in special education. He has authored more than one hundred books, book chapters, and articles on learning and technology and serves on the editorial boards of several professional journals. Dr. Hasselbring is the former president of the Technology and Media Division of the Council for Exceptional Children, and has served as a

member of the National Academy of Sciences' Committee on Goals 2000 and the committee on Inclusion of Students with Disabilities. He was a member of the National Governor's Association Committee on Improving High Schools as well as a member of Japan's National Institute of Special Education. Currently he serves on the board of the George Lucas Education Foundation.



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Methods of Instruction:

Methods of instruction will include:

- Video lectures (7)
- Interactive study guide sessions (7)
- PowerPoint presentations (7)
- Transcripts and handouts
- Graded post assessments (7)
- Final Exam (1)

Texts and/or Other Materials:

- Transcripts, handouts, and PowerPoint presentations (100 or more pages)

Assignments:

- Interactive study guides (7)
- Graded post assessment Q&A sessions (7)
- Final Exam (1)

Percentage of Course Credit:

- Graded post assessments 70%
- Final Exam 30%

Due dates of major assignments, projects, and examinations:

Online, self-running programs can be started and completed at participants' own leisure within 2 months of the registration date.

All steps listed under each topic must be completed to receive credit for the course. No partial credit will be given.