**Assistive Technology Project**

**I. Unit objectives**

Students will:
1. Learn about Assistive Technology.
2. Present and demonstrate technologies to a class.
3. Use simple editing techniques with Windows Moviemaker.
4. Reflect on their teaching.
5. Upload appropriate artifacts to their ePortfolio.

**II. Requirement**

1. **Presentation video clip**
   - A video clip that is no more than 8 minutes in length.
   - A title that includes the name of the project
   - **Transitions** and a **closing** credits page (and your group members’ name)
   - Clear and audible speech.

2. **Short reflective essay** (two paragraphs maximum)
3. Make links to your video clip from your ePortfolio pages (Standard page and Course page)
4. Publish them to your ePortfolio site.

**III. Applications**

Windows Movie Maker, MS SharePoint Designer, FTP

**IV. Instruction:**

See digital video camera and Windows Movie Maker instructions at:
http://www.education.uiowa.edu/resources/tech_guides/camcorder.pdf
http://www.education.uiowa.edu/resources/tech_guides/winMovie_V.pdf

**V. Procedures**

1. Students will be assigned to five groups with two to three students in each group. Each group will be assigned one of the following assistive technologies.

   a) Dragon NaturallySpeaking (speech recognition software).
   b) Kurzweil 3000 (scans and reads documents out loud).
   c) IntelliTools/Clicker (multimedia activities and quizzes).
   d) Visual aides (ZoomText, JAWS, WindowsEyes).
   e) Adaptive controllers, input devices, switches.

2. Groups will check out Assistive Technology laptops from the ETC counter or use computers in the AT lab in N170LC to investigate and learn basic operations of the assigned technology through:

   a) Scheduled consultations (required) with ICATER staff prior to laptop checkout. Email Jim Stachowiak (james-stachowiak@uiowa.edu), Coordinator of ICATER,
to set up a time for your group. Please provide a suggested meeting day and time.
b) Documentation, written instructions and help screens.
c) On-line sources of information, web searches.
d) Self exploration. Each group can elect to check out a laptop with specifically installed Assistive Technologies.

3. Groups will present their assigned assistive technology to the class (5-8 min. NO longer than 8 minutes). The targeted audience is K-12 pre-service or in-service teachers. The presentation will be recorded by a digital video camera and microphone setup by the Teaching Assistant. Remember that this PRESENTATION will be published to your ePortfolio™ site; you need to dress professionally for this presentation (e.g. no hats).

4. The recorded session will be edited
   Titles
   Credits
   Cutting, pasting footage
   Transition(s)

   Video production skills will be taught in class, some out-of-class time may be needed to edit videos.

5. Presentation requirements
   Presentations will demonstrate basic features of the assistive technology and address the following questions and issues.
   
a) The content is interesting and clear.
b) Hands-on demonstration of the technology covering:
   - What is it, what does it do?
   - How much does it cost?
   - What other equipment is needed (minimum/suggested computer specifications, extra devices, head phones, microphones, special keyboards etc.)?
c) What types of disabilities or personal preferences can it address?
d) Brief evaluation of the technology
   - Was it easy to learn?
   - Did it operate as expected, were there crashes and delays?
   - Does it seem useful and valuable?

6. Videos will meet the following requirements
   a) Videos will be uploaded to each group member’s ePortfolio with links to the course page under the name Assistive Technology Demonstration for this course and to standards B. Diverse Learners and J. Technology standards with the name Assistive Technology Video.
b) Each student will have an active role in the demonstration and names will be presented in ending credits.

7. The reflective paragraph will meet the following requirements
   a) Each student will write a short reflective essay (two paragraphs maximum) on their perceptions of their teaching, what went well, and suggested improvements.
b) The paragraph will be sent to the Teaching Assistant for review and approval and later posted on the student’s ePortfolio site named Video Reflection (07E/S:102
Technology in the Classroom) under Standard H *Reflection and Professional Development*.

c) Questions to help guide student self-reflections include:

- What did you notice about your demeanor - facial expression, eye contact, voice, body language, in communicating with students?
- Where there any technical difficulties? If so how did you overcome them? How could they have been prevented? Did you make any special or extra preparations to accommodate for technical difficulties?
- Describe your observations about the introduction of the lesson - were you able to attract student attention and interest?
- What were your goals for this lesson? Did you achieve them? Why or why not?
- What do you think about your students’ involvement in this lesson? Did they seem interested and attentive?
- Are you satisfied with the overall pace and closure of your presentation?
- What did you particularly like about the lesson? What would you change?