Overall Learning Goals

- Change expectations about success and achievement of students with disabilities AND the use of AT with all students with disabilities
- Understand how AT is related to functional ability gaps - not disability labels
- Understand how AT is a tool to provide *compensatory benefit* in educational and other life activities
- Apply a *problem-solving process* model for selecting technology to match a person’s individual abilities and needs
My Flip Solution

Flipped Learning

- Move information “transmission” – knowledge, ideas, concept explanation and illustration – out of the classroom lecture
  - *Expert as Information Broadcaster*
- Move information “application” – knowledge, idea, concept or procedural application and use – into the classroom/lab
  - *Expert as “Adventure Guide”*

Design Assumptions

- AT “Info Content” Delivery
  - Multi-media content
  - Interactive learning activities
- Application of Content
  - Goal-directed interaction with technology
  - “Process thinking” about how to use technology
- Assessment of Learning
  - “Just in time” *accountability*
  - Thinking process *visibility*
  - Low–risk, high reward formative assessment
  - Rigorous summative assessment
The Flipped Course Elements

- Online Learning Lessons
- Hybrid Case Studies
- In-Class Project-Based Learning
- Hybrid Course
- Online Assessments
- Online Application Activities
- In-Class Technology Explorations

The Weekly Learning Module Cycle

**Class Activities**
- Q & A
- Technology Apps
- Applied Thinking
- Case Study
- Timeline: Tuesday & Thursday

**Online Lessons**
- Online lessons & learning activities
- Suggested timeline: Tuesday-Saturday

**Online Quick Quiz**
- Suggested timeline: Thursday-Saturday
- Must be finished by Sunday @ 11 pm

**Online Application Activities**
- Suggested timeline: Saturday-Monday
- Must be finished by Monday @ 11 pm

GO TO ReggleNet Modules
Technology–Supported Learning: **In–Class Discussions**

- Brain Warm–Ups
- ReggieNet Poll
- Mind Mapping
- Padlet “Shares”

Technology–Supported Learning: **Online Application Activities**

- Individual Blogs
- “Big Idea” Reflections
- Webquests
- Video Illustrations (All)
- AT Problem–Solving (Small Group)
- Tech Trends
- AT Problem–Solving
- Link to Case Study
Technology-Supported Learning: AT Explorations

- AT & Disability Simulations
  - Learning Stations
  - Immediate Reaction Blogs
    - How did it work? (SmGrp Forum)
    - What will work? (Blog)

AT Demonstrations

- Performance Checklists – Product / Process
  - “How did it work? (Worksheet)
  - What will work? (Discussion Forum)
Technology–Supported Learning: Case Studies & Project–Based Learning (PBL)
Extended Case Study: **Project-Based Learning**

- **Identify the Problem**
  1. Student Abilities & Needs
  2. Task Demands / Expected Performance

- **Identify Solutions**
- **Select a Solution Set**
- **Implement & Evaluation Solution**

- **Instructor models process / product on worksheet**
- **Small group guided practice w/ worksheet**
  - Posted to **Small Group Discussion Forum**
  - Just in time feedback posted back to **SG Discussion Forum**

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Solution Sources:

- **AT & Disability Simulations**
  - In-class
  - Online applications

- **Online Webquest**
  - Completed prior to class sessions
  - Posted to **Small Group Discussion Forum**
Extended Case Study: *Project-Based Learning*

- **Identify the Problem**
  - Student Abilities & Needs
  - Task Demands / Expected Performance
- **Identify Solutions**
- **Select a Solution Set**
- **Implement & Evaluation Solution**

<table>
<thead>
<tr>
<th>Problem-Solving Model</th>
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</thead>
<tbody>
<tr>
<td>Instructor model process / product w/ PPT Template</td>
</tr>
<tr>
<td>Small group work w/Q &amp; A</td>
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<tr>
<td>Submit as <em>Assignment</em></td>
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<tr>
<td>Extra Credit components (generalization)</td>
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