Syllabus

MPDL 640 - Online, Blended, and Classroom Technologies for Diverse Learners

This course is the part of the online professional certificate program in Learning Differences (LD) and Neurodiversity with a specialization in Executive Function offered by Landmark College.

Course Information

Format: This is an 8-week online course including 6 synchronous online sessions (i.e., video conferences) as well as readings, online discussions, and a final project. The instructor brings a range of skills and expertise in cognition, learning, and education technology and will work directly with participants to ensure course is relevant and valuable to their current and future professional roles. The course uses Canvas as its Learning Management System (LMS). Registered participants will be provided with details to log on during the week before the start of classes.

We will make every attempt to accommodate individual schedules, but participants should plan on attending each of the synchronous sessions.

Graduate Credit: Three graduate credits will be awarded per course for students achieving a grade of 80% or greater.

Course Description

How can we offer students learning opportunities that aren't "one-size-fits-all"? This course explores how to leverage universal design to create flexible, engaging, and effective eLearning solutions—whether through online, face-to-face, or blended instruction. Designed for technologically savvy and not-so-savvy educators, the course "walks-the-talk" and immerses participants in novel learning approaches as both the medium and the message. As a final project, participants choose an eLearning technology to explore and evaluate from the perspectives of diverse learners—and diverse educators—and share their findings using that technology.

Course Objectives

The course objectives align with professional standards in the field of LD, specifically the standards for special educators established by the Council for Exceptional Children (CEC). We have chosen to align to the "Advanced" set of Preparation Standards, as this higher-level set of standards more closely matches the level of content and expertise required of a graduate level course in the field. The CEC Advanced Preparation Standards are linked here, or can be found on the CEC's website: www.cec.sped.org.

Course Learning Objectives	CEC Advanced Preparation Standard
1. Implement UD principles and UD guided practices using current and emerging technologies with a variety of course materials and teaching products, including handouts, readings, and assignments.	2.0 (2.1-2.3), 3.1, 3.2, 3.3
2. Discuss the range of access issues from challenges to opportunities, for eLearning.	2.3, 3.2, 3.5
3. Articulate a critical perspective on a wide range of information streams (e.g., texting, Twitter, Facebook, Pinterest) and their use with students who learn differently.	2.3, 4.1, 4.3
4. Investigate, assess, and catalog tools/services for teaching with technology, to support the development of a personal eLearning toolbox.	3.4, 4.0 (4.1-4.3)
5. Develop an understanding of topical issues in educational technologies and learning differences addressing self-directed constructivist pedagogies.	2.2, 2.3, 3.3, 4.3
6. Evaluate your own professional development within the context of this course with respect to practical applications and lessons learned.	3.5, 4.3, 5.0, 6.4, 6.5