

## Technology and Augmentative Communication - EAP 102

### Child, Youth and Family Studies Program

### Course Outline

<b>COURSE IMPLEMENTATION DATE:</b>	<b>January 2011</b>
<b>OUTLINE EFFECTIVE DATE:</b>	<b>September 2024</b>
<b>COURSE OUTLINE REVIEW DATE:</b>	<b>April 2029</b>

#### GENERAL COURSE DESCRIPTION:

This course provides students with an introduction to how technology can be used to support K-12 learners in a school setting. Students explore low, mid, and high-tech options for supporting the BC Ministry of Education's "Core Competencies" (Communication, Thinking, and Personal & Social). Students also look at a variety of ethical and technological issues that emerge when using technology to support children in K-12 classrooms.

**Program Information:** This course is required for the Education Assistant Certificate.

**Delivery:** This course is delivered online.

**COTR Credits:** 3

**Hours for this course:** 45 hours

#### Typical Structure of Instructional Hours:

Instructional Activity	Duration
Lecture Hours	45
Seminars / Tutorials	
Laboratory / Studio Hours	
Practicum / Field Experience Hours	
Other Contact Hours	
<b>Total</b>	<b>45</b>

#### Practicum Hours (if applicable):

Type of Practicum	Duration
On-the-job Experience	N/A
Formal Work Experience	N/A
Other	N/A
<b>Total</b>	<b>N/A</b>

**Course Outline Author or Contact:**

Heather Wik, MET

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Signature

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**APPROVAL SIGNATURES:**

Department Head

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Department Head Signature

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Valid from: September 2024 – April 2029

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Education Council Approval Date

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**COURSE PREREQUISITES AND TRANSFER CREDIT:**

**Prerequisites:** Minimum 65% in either English Studies 12, English First Peoples 12, ENGL 090, or equivalent (refer to Course Equivalency Information on the College Website)

**Corequisites:** N/A

**Flexible Assessment (FA):**

Credit can be awarded for this course through FA

☒ Yes ☐ No

Learners may request formal recognition for flexible assessment at the College of the Rockies through one or more of the following processes: External Evaluation, Worksite Assessment, Demonstration, Standardized Test, Self-assessment, Interview, Products/Portfolio or Challenge Exam. Contact an Education Advisor for more information.

**Transfer Credit:** For transfer information within British Columbia, Alberta and other institutions, please visit <http://www.cotr.bc.ca/Transfer>.

Students should also contact an academic advisor at the institution where they want transfer credit.

**Prior Course Number:** EAP 202 ⇔⇔ EAP 102

**Date changed:** May 15, 2013

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## Textbooks and Required Resources:

Textbook selection varies by instructor and may change from year to year. At the Course Outline Effective Date the following textbooks were in use:

Haig, J., Raikes, G., & MacMillian, V. (2014). *Cites & sources: An APA documentation guide*. (4th ed.) Toronto, Ontario: Nelson Publishing.

Harber, M. and Rao, A. (2019). *The role of an education assistant: Supporting inclusion*. Toronto: Canadian Scholars.

Wik, H. & Eckersley, B. (2022). *Observing and documenting for education assistants and aboriginal education support workers*. College of the Rockies.

Please see the instructor's syllabus or check COTR's online text calculator <https://textbook.cotr.bc.ca/> for a complete list of the currently required textbooks.

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## LEARNING OUTCOMES:

Upon the successful completion of this course, students will be able to

- identify prevalent low, mid, and high-tech tools that can be used to support the BC Ministry of Education's core competencies in Communication, Thinking, and Personal & Social areas;
  - explain how principles of Universal Design for Learning can be incorporated into technology integration in the K-12 classroom;
  - examine issues which emerge as learners use technology and augmentative communication in the K-12 classroom, including diversity in values and perspectives, dignity of choice, constructs of technology, and bias;
  - justify selections of low, mid, and high-tech tools with consideration to K-12 student needs, school resources, and professional roles; and
  - use a range of educational technologies to develop familiarity with them for future practice decisions.
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## COURSE TOPICS:

### Module 1: Introduction to Technology & Augmentative Communication

- Low, mid, and high tech
- Roles and responsibilities
- Access to technology
- Introduction to ACC

### Module 2: Technology to support the core competency "Communication"

- Connecting and engaging with others
- Reading
- Writing
- Speaking
- Listening
- Presenting
- Collaborating

### Module 3: Technology to support the core competency “Thinking”

- Creative thinking
- Access to information
- Creative software and apps
- Artificial intelligence, virtual reality, and gamification
- Honoring personal voice when using AI generators
- Honoring personal voice when using technology
- Math
- Evaluating information sources

### Module 4: Technology to support the core competency “Personal and Social”

- Visual supports & social stories
- Supporting positive behaviour
- Self-regulation
- Mental wellness
- Customization and personalization
- Ethics and values
- Culture
- Universal designs for learning
- Language learning
- Self-esteem
- Social media
- Mobility
- Inclusive environments
- Promoting independence

*See instructor’s syllabus for the detailed outline of weekly readings, activities and assignments.*

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### EVALUATION AND ASSESSMENT: Online Delivery

Assignments	% Of Total Grade
Assignment #1 – Technology to Support Communication	25%
Assignment #2 – Technology to Support Thinking	10%
Assignment #3 – Technology to Support Personal and Social	25%
Weekly Discussions & Activities	<u>40%</u>
Total	100%

*Please see the instructor’s syllabus for specific classroom policies related to this course, such as details of evaluation, penalties for late assignments and use of electronic aids.*

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## EXAM POLICY:

Students must attend all required scheduled exams that make up a final grade at the appointed time and place.

Individual instructors may accommodate for illness or personal crisis. Additional accommodation will not be made unless a written request is sent to and approved by the appropriate Department Head prior to the scheduled exam.

Any student who misses a scheduled exam without approval will be given a grade of "0" for the exam.

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## COURSE GRADE:

Course grades are assigned as follows:

Grade	A+	A	A-	B+	B	B-	C+	C	F
Mark (Percent)	≥ 90	89-85	84-80	79-76	75-72	71-68	67-64	63-60	< 60

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## ACADEMIC POLICIES:

Late Policy: Assignments received up to one week past their due date will receive a penalty of 10%. Assignments received after the first week late will not be marked and the student will receive a zero for that assignment. Weekly discussion forums must be completed in the designated week and late postings will not be marked. Note that no assignments will be accepted after the last day of the semester.

See [www.cotr.bc.ca/policies](http://www.cotr.bc.ca/policies) for general college policies related to course activities, including grade appeals, cheating and plagiarism.

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## COURSE CHANGES:

Information contained in course outlines is correct at the time of publication. Content of the courses is revised on an ongoing basis to ensure relevance to changing educational, employment and marketing needs. The instructor endeavours to provide notice of changes to students as soon as possible. The instructor reserves the right to add or delete material from courses.