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4-4-2011

SPED 320

Cynthia Shamberger
Fayetteville State University, cshamber@uncfsu.edu

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Recommended Citation
Shamberger, Cynthia, "SPED 320" (2011). *Integrated Course Design Impact Reports.* Paper 8.
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Fayetteville State University
Impact of Integrated course Design
Report Completed After Course Completion

Name: _____ **Semester (revised course was taught):**

Course Title and Description: SPED 320-D1 Education of Exceptional Students

Abstract

This introductory course provides a survey of abilities, disabilities, and basic characteristics of students who categorically, have been determined to be "exceptional". That is, students have disabilities or other unique learning needs that require special instruction for them to make progress in the general curriculum. The course provides a foundational framework of historical, legal, social, psychological, medical and pedagological concepts that have shaped what is collectively known today as "special education". The course focus is on defining areas of exceptionality and exploring the impact of instructional programs and services designed to meet the educational needs of the exceptional child.

1. **Explain the impact your "In-Depth Analysis of Situational Factors" had on your approach to the course.**
   The in-depth analysis of situational factors related to teaching this course gave me a clearer lens through which to view my goals for conducting the course. Instead of simply aiming to use the syllabus that was handed down to me as a new faculty member to "get through" the first semester, I ambitiously set a goal of changing several aspects of the syllabus to enrich the student learning experience. I had very high expectations and was excited about the potential outcomes.

2. **Explain the impact of the Taxonomy of Significant Learning (foundational knowledge, application, integration, human dimension, caring or valuing, and learning to learn) on your development of learning goals.**

   Prior to my participation in the ICD seminar, I knew little about the Taxonomy of Significant Learning and thus it had not been considered in my first college teaching experiences while still a graduate student. However, the knowledge I gained from studying how to promote significant learning gave me a solid foundation for developing/strengthening the learning goals for my course. From the taxonomy I have gained knowledge that will help me to be a facilitator of significant learning

for years to come. The student learning goals that I developed as a result of my study of the taxonomy are listed below.

From the syllabus:

Student learning Outcomes

1. Gain background knowledge of historical, legal, social, psychological, medical and pedagological concepts that shaped what is known today as "special education" (Foundational knowledge).
2. Identify abilities, disabilities, and basic characteristics related to students who have been determined to have exceptionalities (Foundational knowledge).
3. Explore current trends and topics in the field of special education, i.e., inclusive practices, access to the general curriculum, responsive instruction, school collaboration, etc (Foundational knowledge).
4. Study historical accounts of the development of the field of special education using the text, professional journals, websites and other media (Application).
5. Review court cases, legislation, and other factors that contributed to the foundation of special education, i.e., the Civil rights movement, PARC, IDEA, Rowley v. Hendrick Hudson, etc (Application).
6. Examine the prevalence and characteristics of the different categories of disabilities (Application).
7. Identify effective strategies for delivering instruction and related special education services (Application).
8. Connect disability categories to questions of acceptance, value, beliefs, and emotions related to society, community, school, and family (Integration).
9. Explain the role of special education and how it has been influenced throughout history (Integration).
10. Discuss the implications (cultural, social, educational, etc.) of having a disability in the past and the present (Integration).
11. Develop increased awareness of the disability categories (Human dimension).
12. Develop knowledge and skills needed to deliver effective instruction in student centered school settings in collaboration with other school professionals and families (Human dimension).
13. Students will increase awareness of persons with disabilities and the field of special education (Caring).
14. Students will gain confidence in their own ability to understand and discuss key special education topics related to its history, development and current trends (Caring).
15. They will develop knowledge and skill in determining the appropriateness and effectiveness of referral and placement of students into special education settings (Caring).
16. Develop strategies for course participation and engagement that will help them succeed in all of their classes; students will practice skills needed for their academic both inside and outside of class (Learning to learn).
17. Improve writing and reading skills through a variety of assignments, tasks with evaluative feedback from instructor and peers (Learning to learn). Develop skills that will enable them to interact with students with disabilities and other diverse learning needs, their families and those who work with them (Learning to learn).

I realize, now that the semester is drawing to a close, that m goals were extremely ambitious. I would definitely narrow these to only 5 or 6 goals.

3. Explain the impact of ICD on your assessment/feedback activities in the course, including the FIDeLity criteria.

a) The built-in on-line quizzes that accompanied each chapter were a good way for students to assess their learning in the class on a weekly basis. The quizzes were a resource provided by the publishers and required that students go to a designated link and take the weekly quiz. After each quiz was completed, the test results were automatically available to the students and to me. With this arrangement, I did not usually give any additional feedback.
b) Discussion board posts were used so that students could reflect on the various learning activities and what they gleaned from them.

c) I required the students to learn vocabulary that I picked from the chapters of the text that I felt were critical to understanding the course content and assessed them on a midterm exam.
d) As for the FIDeLity criteria, I did not provide as much feedback to students as I would have liked and it was usually not very prompt. However, I did make it a point to communicate with individuals and the class as a whole in a manner that was not demeaning or sarcastic.

4. Explain how ICD influenced your teaching and learning activities.

The course I chose for redesign was on online course. I realize now that it would have been better for me to choose face-to-face course for this redesign project. ICD influenced how I thought and planned my lessons in my face-to-face courses. I spent considerable time in these courses trying to make sure that I provided significant learning experiences for my students that were in line with the student learning outcomes required by my department.

5. Explain how you sought to integrate teaching and learning activities with learning goals.

I planned a semester-long wiki project that had to be revised greatly due to a problem beyond my control. It was to integrate several of the learning activities by providing a platform for students to work collaboratively and share their work with the class in one place. When I had to revise the project, I had them focus on only two aspects of the wiki and submit reflections on their learning.

6. Explain whether ICD had an impact on your own satisfaction in teaching the course.

I was frustrated in that I felt I could not get into the flow of what I had planned using ICD. My goals were too ambitious and I really need to use ICD on a lecture style course first before trying it on an online course.