**Bookshare in Depth Online Course**

**Spring 2016**

**Workshop Content and Learning Outcomes**

**Complete Syllabus**

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**Workshop Content:** This workshop offers staff development that will have a long-lasting impact on teachers, as well as improved outcomes for students with print disabilities. The workshop is designed to educate participants on using Bookshare resources and tools to provide timely access to textbooks and print materials in accessible formats for students with print disabilities.

**Participants** will work within their own Bookshare organizational accounts, and use tools and resources to supplement their Bookshare programs**.**

**Learning Outcomes:**

**Participants will:**

* Become familiar with the Bookshare.org website
* Learn how Bookshare works, who is eligible and membership options for Bookshare
* Learn how to equalize education for students with print disabilities and improve student outcomes through technology
* Learn how to access and integrate accessible educational materials into the classroom for qualified students
* Learn how to use the Bookshare online tools to manage users, organize reading lists, and download texts
* Learn how to download digitally accessible materials and transfer the files to e-reader technology tools
* Learn how to use compatible assistive technology software: text-to-speech software (e.g., Read:OutLoud Bookshare Edition, Victor Reader Soft Bookshare Edition, Kurzweil 3000, Read&Write Gold, WYNN, Dolphin EasyReader), Read2Go app for iOS devices, Voice Dream app for iPad and iPhone, and Go Read app for Android devices
* Learn how to read books in an Internet browser
* Create an Action Plan to implement Bookshare with qualifying students

**COURSE REQUIREMENTS**:

Participants must earn a passing grade to earn their continuing education credits. This workshop offers 25 continuing education credits to those that complete the requirements and earn a passing grade.

Participants earn points via the following learning activities:

**Pre/Post Tests:** There will be a pre-test and post-test in each of the five sessions. Participants are required to complete the pre and post-test in each session. Completion of the tests satisfies the requirement – these are not graded assignments. However, failure to complete the tests will result in a loss of points toward the final grade.

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| **Rubric for Pre-Post Tests** | **5 points** | **2 points** | **0 points** |
| **Completion of Pre-Post Test**  **Max pts: 5** | Both pre and post tests are completed within the specified timeframe | Only one (pre or post) test is completed in the specified timeframe. | Pre and Post tests are not completed in the specified timeframe |

The rubric point scale will be used to assess your work based on a 5 point scale. Five pre-post-tests are assigned with a potential of 5 points for each and a total of 25 possible points.

**Discussion Forums:** There will be a discussion forum assignment in each of the five sessions. Participants are required to contribute to each forum using information and knowledge gathered from the class lecture, assigned reading, website visits, etc. Participation in the discussion forums is critical for maximizing your learning experiences in this course. You are required to be part of an online community who interact through discussion to enhance and support the professional development of the group. Part of the assessment criteria for the course includes assessing the quality and quantity of your participation in the discussion forum.

Some characteristics that are considered to be part of excellent discussion contributions are outlined below.

* A minimum of two posts are required. You should submit your initial post early in the session, and your subsequent responses to the posts of other participants at timely intervals within the duration of the session. Keep in mind that the goal is to have a dynamic discussion that lasts throughout the entire session.
* Your posts and responses should be thorough and thoughtful. Just posting an “I agree” or “Good ideas” will not be considered adequate. Support your statements with examples, experiences, or references. You are, however, encouraged to be brief – keep each post and response to one or two short paragraphs. Keep in mind that your fellow participants will be reading and responding to you, too.
* Make certain to address the discussion prompt(s). This does not mean you should not extend the topic, but do not stray from the topic.
* Discussions occur when there is dialogue. Build upon the posts and responses of other learners to create discussion threads. Make sure you revisit the discussion forum and respond (if necessary) to what other participants have posted to your initial responses.
* When relevant, add to the discussion by including prior knowledge, work experiences, references, web sites, resources, etc. (giving credit when appropriate).
* Your contributions to the discussions should be complete and free of grammatical or structural errors.

The rubric point scale will be used to assess your work based on a 5 point scale.

Six discussion forums are required (including the Introductions Discussion Forum) at 5 points possible for each = 30 possible points. Rubric =

* 1 pt. possible for appropriate incorporation of and reference to the readings
* 2 pts. possible for the appropriate number of responses (two responses per discussion – one to the question and one to another participant’s post)
* 2 pts. possible for quality response (well-written, appropriate response to the question/topic).

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| **Discussion Forum Rubric** | **2 points** | **1 point** | **0 points** |
| **Incorporation of and reference to the readings in discussion responses**  **Max pts: 1** | Max pts: 1 | Responses include reference to the readings assigned for the week. | Responses do not include any reference to the readings for the week. |
| **Quality, well-written response**  **Max pts: 2** | Responses clearly address the discussion topic including student’s own thoughts as well as the responses posted by others. | Responses address the discussion topic but do not respond to responses posted by others. | Responses do not address the discussion topic. |
| **Appropriate number of responses**  **Max pts: 2** | A minimum of two responses are posted. | Only one response is posted | No responses are posted. |

**Activities:** There will be one or two activities assigned for each of the five weeks. Each assignment will require the participant to gather information from a variety of sources (current research literature, websites that are strong resources on the topic) and post their findings. Participants should reference the readings and lecture notes in their posts. Each participant will be expected to complete the activity as described in the weekly session.

The rubric point scale will be used to assess you work based on a 14-point scale. Eight activities are assigned with 14 pts. possible for each = 112 points.

* 4 points possible for turning posting your activity on time
* 10 points possible for a quality, well-written response

**The Activity must be posted by midnight on Sunday of the week in which the Session occurs**.

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| **Activity Rubric** | **10** | **6** | **4** | **2** |
| **Punctuality**  **Max: 4pts.** | Post is completed and submitted on time | Post is completed and submitted on time | Post is completed and submitted on time | Post is not submitted on time |
| **Quality, well-written response**  **Max: 10 pts.** | Post contains all the components of the activity, references several of the readings and cites 2 or more current resources and is a well-developed, appropriate response to the activity | Post contains some of the components of the activity, references at least one of the readings, cites one current resource and is an appropriate response to the activity | Post contains some of the components of the activity and is a partial response to the activity | Post is incomplete and does not address the requirements of the activity |

All assignments must be posted by the posted due date. Assignments will be accepted late but 4 points will be deducted for each week the assignment is submitted after the due date.

**Methods of Evaluation**

Participants are evaluated by the following methods:

* Pre/Post Tests = 20%
* Discussion Forums = 25%
* Activities = 55%

**Summary of Weekly Topics and Assignments**

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| --- | --- | --- | --- | --- |
| **Session** | **Topic(s)** | **Assignments Due** | **Possible points** | **Due Date** |
| 1  Apr. 4-10, 2016 | Bookshare Basics Part 1 | * Pre-Test/Post-Test * Introductions * Discussion Forum #1 * Activity #1 | * 5 pts. * 5 pts. * 5 pts. * 14 pts. | April 10 |
| 2  Apr. 11-17, 2016 | Bookshare Basics Part 2 | * Pre-Post Test * Discussion Forum #2 * Activity #2 * Activity #3 | * 5 pts. * 5 pts. * 14 pts. * 14 pts. | April 17 |
| 3  Apr. 18 – 24, 2016 | Downloading Software and Searching the Library | * Pre-Post Test * Discussion Forum #3 * Activity #4 * Activity #5 | * 5 pts. * 5 pts. * 14 pts. * 14 pts. | April 24 |
| 4  Apr. 25 – May 1, 2016 | Downloading and Reading Books | * Pre-Post Test * Activity #6 * Discussion Forum #4 | * 5 pts. * 14 pts. * 5 pts. | May 1 |
| 5  May 2 – May 8, 2016 | Reading Lists, Web Reader, and Apps | * Pre-Post Test * Discussion Forum #5 * Activity #7 * Activity #8 | * 5 pts. * 5 pts. * 14 pts * 14 pts. | May 8 |

**Weekly Sessions**

**Session One: Bookshare Basics Part 1**

**Session Goals:** Upon completion of this session the participant will be able to:

* Provide a description of the services that Bookshare provides
* Describe Bookshare’s mission
* Define *Accessible Educational Materials* (AEM) and describe how Bookshare can meet students’ needs for AEM
* Identify four ways to read using Bookshare
* Explain why Bookshare matters

**Through the activities and resources provided in this session:**

* You will talk about your experience with Bookshare.
* You will share questions you have about Bookshare.
* You will learn about Bookshare’s impact on students and teachers.
* If your school or district does not have a Bookshare Organizational Membership, you will sign up your school/district for a membership.

**Pre-Test, Session One**

**Introductions:** Introduce yourself in this thread by telling us your name and your role within your organization. Describe your familiarity with Bookshare. Do you have "little," "some," or "strong" familiarity?

What is one question you have about Bookshare that you hope to answer through this course?

Post your response and reply to at least one other participant’s posting, especially if you can answer their One Question!

**PowerPoint Lecture**

**View Video: Meet Bookshare Member Steffon Middleton** <http://www.youtube.com/watch?v=ho-y-5qzWa0&feature=relmfu>

**Discussion Forum #1**: Watch the video interview with Steffon Middleton and Jill Dunaway (see the PowerPoint presentation or click the link above). Consider how their experiences are like (or unlike) that of your own and the students you work with. (Please note: this testimonial was produced in 2009 before Bookshare launched its updated website, so you may notice some outdated screenshots.)

Discuss with your classmates one or more points in the video that interest you. Post your response and reply to at least one other participant’s posting.

**Activity #1**: Your assignment is to sign up your school/school district for an Organizational Membership **OR** become a Sponsor on an existing organizational account. Refer to *Sign Up for a Bookshare Organizational Membership and Add Sponsors to the Account* in the Resources Folder at the bottom of the course website. Submit your name and the name of your organizational account (e.g., Perkins Student, Hometown School District) as verification of completion of this activity.

**Post-Test, Session One**

**Resources for Session One** are found in the Resources Folder.

* AEM Resources
* Organizational Memberships (Sign up for a Bookshare Organizational Membership and Add Sponsors to the Account)

**Session Two: Bookshare Basics Part 2**

**Session Goals:** Upon completion of this session the participant will be able to:

* Describe how Bookshare gets books
* Articulate what NIMAC is
* Articulate the eligibility criteria for Bookshare
* Describe the two types of Bookshare memberships
* Describe Bookshare's digital rights management policy

**Through the activities and resources provided in this session:**

* You will talk about student qualifications for Bookshare.
* You will identify the types of books in Bookshare’s library.
* You will learn about Bookshare memberships and copyright policies.
* You will practice using Bookshare’s Demo Account for Schools and Organizations.
* You will create a Quick Guide for Bookshare Sponsors.

**Pre-Test, Session Two**

**PowerPoint Lecture**

**View Video: Bookshare and DCPS**

[**https://www.youtube.com/watch?v=fCJ3-gZbo6M**](https://www.youtube.com/watch?v=fCJ3-gZbo6M)

**Discussion Forum #2:** Think about a student you know who could benefit from Bookshare. Why do you think he/she could benefit? What are the advantages for the student? What are the barriers? How can the barriers be overcome?

Share your thoughts in this discussion forum with the other participants. Post your response and then reply to at least one other participant’s posting.

**Activity #2: Explore the Demo Account and Add a User**

For this activity, log in to the Bookshare Demo account at [www.bookshare.org](http://www.bookshare.org). The username is [orgdemo@bookshare.org](mailto:orgdemo@bookshare.org) and the password is demo480.

Once you have logged into the Demo Account, add a new member to the account by clicking on Add or Update Members, then click *Add a Member* (you will have to scroll down to the bottom for this button). Create a fictitious account (e.g., Peter Rabbit), select *ABC District* as the district and then select *Perkins* as the School. (If ABC District is not listed, click *Add New* to add ABC District to the list of districts. If Perkins is not listed, click *Add New* to add Perkins to the list of schools.) After entering the student’s information, click “Save.”

Click on the checkbox in front of the Member’s name. Then click *Add Individual Membership* to view the options to *Request a New Individual Membership* or *Add Existing Individual Membership to Organization*.

After creating the fictitious account, provide the first and last name of the “Member” you added as verification that you completed this activity.

**Activity #3: Create a Quick Guide**

Create a Quick Guide (1-2 pages) as a Word document that details the requirements and responsibilities of a Sponsor. Refer to Bookshare’s Brochures and How To Guides for examples (<https://www.bookshare.org/cms/help-center/training-and-resources/brochures>). Upload your quick guide document as a File Submission.

**Post-Test, Session Two**

**Resources for Session Two** are found in the Resources Folder.

* Bookshare Demo Accounts

**Session Three: Downloading Free Software and   
Searching the Library**

**Session Goals:** Upon completion of this session the participant will be able to:

* Identify, download, and install a text-to-speech software program, such as the free Read:OutLoud Bookshare Edition or a trial demo of a commercial program (e.g., Kurzweil 3000, Read&Write, WYNN, ReadHear, Open Lore).
* Set up folders in which to store Bookshare books
* Identify Bookshare's download formats and set student download preferences
* Describe the three ways to search Bookshare's library

**Through the activities and resources provided in this session:**

* You will talk about text-to-speech software applications.
* You will research compatible software.
* You will select default download formats for students.
* You will practice searching Bookshare’s library.

**Pre-Test, Session Three**

**PowerPoint Lecture**

**Discussion Forum #3:** Consider a student currently on your Bookshare roster or eligible for Bookshare membership. (If you are not currently working with a student with a qualifying print disability, consider a former or fictitious student.) Briefly describe the student’s reading goals and challenges in your discussion post. What reading mode(s) does the student currently use (e.g., braille, enlarged text, digital text, audio)? Is this mode(s) working well for the student? Why or why not? What other modes(s) might also suit this student’s learning needs? Explain why.

Post your response and reply to at least one other participant’s posting.

**Activity #4**

Using MS Word, document the folder structure in which to store Bookshare books that you have created for a student(s). Refer to the *Create a Folder Structure for Storing Bookshare Books* in the Resources document for guidance. Post the document as a file submission.

**Activity #5**

Create a Word document with your name and the name of the activity (*Searching for Bookshare Books*).  Number from 1-5.  Answer the five questions from the course page on the Word document. Post the document with your answers as a file submission.

**Post-Test, Session Three**

**Resources for Session Three** are found in the Resources Folder.

* Create a Folder Structure for Storing Bookshare Books
* Software Demo Trials

**Session Four: Downloading and Reading Books**

**Session Goals:** Upon completion of this session the participant will:

* Identify the six steps required to download books
* Explain how to open and read a book within compatible software

**Through the activities and resources provided in this session:**

* You will search for and locate books, assign them to a student(s), and download, save, and extract their zipped files to appropriate folders.
* You will open and read a book with compatible software.

**Pre-Test, Session Four**

**PowerPoint Lecture**

**Discussion Forum #4:** How can you get staff, students, and parents “hooked” on Bookshare? Search for resources on Bookshare’s website (e.g., video testimonials, resources, links, news, Facebook and Twitter links, YouTube videos). Think about how you would use these resources and share your ideas with the group.

Post your response and reply to at least one other participant’s posting.

**Activity #6**

In a Word document, describe the:

* skills, needs, and preferences of your student
* environments in which the specialized formats (Bookshare books) will be used
* tasks for which the formats will be used
* features of a reading tool that address the student’s skills, needs, and   
  preferences.  
  Post the document as a file submission.

**Post-Test, Session Four**

**Resources for Session Four** are found in the Resources Folder.

* Download, Save, and Extract Files to Computer
* Listen to Books on MP3 Player
* Read Books with Text-to-Speech Software
* Read Books on AAC Devices
* Read Books with a Screen Reader
* Download and Read Books on Hardware Devices

**Session Five: Reading Lists, Bookshare Web Reader, and Apps**

**Session Goals:** Upon completion of this session the participant will be able to:

* Create a Reading List and add books
* Identify some AT hardware devices that can play Bookshare formats
* Identify apps that read Bookshare books
* Use Bookshare Web Reader to read a Bookshare book in a browser

**Through the activities and resources provided in this session:**

* You will talk about options for reading Bookshare books.
* You will create and share a reading list.
* You will practice using a browser-based reader.
* You will practice using iOS and Android apps that read Bookshare books.

**Pre-Test, Session Five**

**PowerPoint Lecture**

**Discussion Forum #5**: What challenges will you encounter as you implement Bookshare with students in your school or district? What strategies will you use to meet these challenges in order to achieve your goals? Share your thoughts with other participants. Post your response and reply to at least one other participant’s posting.

**Activity #7:** In a Word document, identify the features of the Bookshare Web Reader. You will need to use the Individual Member Demo Account to view the Web Reader. See the instructions posted in the Resources Folder titled *Bookshare Demo Accounts* for guidance. Post the Word document as a file submission.

NOTE: If you log in to Bookshare using Chrome or Safari, you will notice that the Chrome and Safari browsers have text-to-speech capability for reading Bookshare books with the Bookshare Web Reader. Internet Explorer, Microsoft Edge, and Mozilla Firefox lack this capability.

**Activity #8**: Think about how you will implement Bookshare with your students with qualifying print disabilities. Use the *Action Plan Template* to construct your plan. This Word document is found on the course website in the folder titled *Action Planning.* Refer to the other documents in this Action Planning folder when creating your plan. Post the document as a file submission.

**Post-Test, Session Five**

**Resources for Session five** are found in the Resources Folder and the Action Planning folder.

* Action Planning
* Read Books with iOS and Android Apps
* Read Books with Bookshare Web Reader
* Bookshare Demo Accounts
* Reading Lists

**Student Participation**

In online courses, interaction with other participants and the instructor becomes very important to effective learning.  As such, regular class participation is essential and will count for a significant part of your grade.  Plan to contribute to every discussion topic with a quality contribution that expresses clear thinking and is relevant to the discussion.

**Communicating with Me**

Instead of sending me e-mails with general questions regarding this course, please post them in the Q&A discussion page found on the Home page.  I will respond to any questions posted within 48 hours.  This is the best place to post all non-private questions that pertain to the course since other members of the class will benefit from the answers as well.

**Academic Integrity**

It goes, I hope, without saying that all the principles and standards that sustain academic integrity are just as applicable in the online environment as they are in the classroom.  Our interactions with one another must be based on mutual respect, and our inquiries guided by a firm commitment both to pursue the truth and to acknowledge the possibility that we might be wrong.  Given the ease with which information flows across the Internet, it is particularly important that every student understand and respect the rules governing academic honesty.

**Email**

I check my email frequently; however, please avoid any last minute “crises” regarding any of your assignments by reviewing the requirements with sufficient time to obtain clarification from me prior to the deadline.  I do my best to respond the same day; however, there are times when I may be out of town and unable to do so.

Students are free to use the “email the class” feature on the course web site.  Please keep the messages sent to the whole class related to course content.  Also, when emailing the class, generally it is best NOT to email phone numbers or addresses unless it is being emailed directly to a specific student or the professor.  This helps maintain privacy.

**Grammar and Spelling:**

We all tend to become somewhat lax when posting responses to discussions or when sending email messages.  Grammar and spelling is important.  Please compose your responses in a word processing program where you can check spelling, edit and revise your writing.

**Personal Involvement and Time:**

Participants often have the misperception that taking a course online is easier since they don’t have to physically go to a classroom.  While the convenience of “attending class” on your own schedule does make taking an online course easier, this type of educational environment requires discipline to ensure that you don’t get behind.  This medium does give participants flexibility in attending class, but it is only more convenient, not necessarily easier!