Course Title: **ABC’s of iOS: VoiceOver for Kids 3-8**

## Fall 2020

**Syllabus**

A 6 module instructor online course

**Instructor:** Diane Brauner, dianebrauner@me.com

**COURSE DESCRIPTION:**

**"The ABCs of iOS"** is made up of **6** modules, each containing video segments, readings, and assigned activities to enhance and apply your learning.  Plan to spend 5 hours each week working through each module.

**COMPLETION REQUIREMENTS:**

This course is designed to help TVIs provide effective support introducing the iPad to young students. The approach will involve each participant to work with a specific student between the ages of 3-8 who will benefit from using a screen reader.

15 credits are awarded for attendance and participation; 15 additional credits are offered for completing all assignments.

**TEXTS:**

Each participant should contact CNIB Store to get a FREE digital copy of the ABC’s of iOS: VoiceOver for Toddlers and Beyond Manual. Here is the Link to the [ABC’s of iOS Manual](https://cnib.ca/en/programs-and-services/learn/abcs-ios-manual?region=gta). **NOTE: YOU MUST CALL CNIB in order to receive the digital manual.   The number is 1-800-563-2642.**

**LEARNING OUTCOMES / OBJECTIVES:**

Participants will be able to:

1. Confidently use and teach VoiceOver (screen reader) gestures, basic refreshable braille display commands and basic Bluetooth keyboard commands, at a level appropriate for 3-8 year old students.
2. Use a variety of apps to sequentially teach toddlers and preschoolers age-appropriate tech skills.
3. Understand and teach foundational tech skills which are unique to students who rely on a screen reader.

**COURSE REQUIREMENTS**

**ABC’s of iOS Perkins Institute Expectations**

* Each participant must be working with a young student who will benefit from using a screen reader.
* Each student should have a signed media permission form.
* Each participant must have access to a Bluetooth keyboard and braille display (the braille display may be shared with the student).
* Each student must have daily access to an iPad; access to a Bluetooth keyboard and a refreshable braille display, if appropriate.
* Participant must download the free apps and paid apps that are appropriate for his/her student.
* The appropriate apps must be installed on the student’s iPad. (Note: Free apps that have ads or limited access should be purchased, if appropriate for the student. Not all apps discussed in the workshop will be appropriate for every student. We will discuss what is appropriate for each student in class.)
* Participants are expected to work with their student on iPad skills at least once a week, (ideally more) with follow-through by other educators or family members.
* Ability to record (2-3 minute video clips) of student. Note: These videos will be used for the instructor to provide feedback – so include recordings of things that the student does successfully and that are challenging! Record teaching methods!

The required assignments for each session are listed below. Please see each individual session description for more detail about each assignment. The learning platform also provides checkboxes that can help you monitor your completion.

**COURSE CONTENT / TOPICAL OUTLINE**

**Session 1:** **Getting Started and Explore and Touch**

**Session Goals:**

* Learn to use the iOS Skills Checklist to identify where and what to start teaching by identifying your student’s current iOS skills level and to identify iOS concept gaps.
* Learn which accessibility settings are appropriate for different students with VIB.
* Identify at least 3 self-voicing apps to introduce toddlers/preschoolers with VIB to gently and appropriately touch an iPad (multiple fingers).
* Identify at least 5 self-voicing apps that provide opportunities for students with VIB to intentionally tap (one-finger) to interact with a purpose.

*Readings:* Chapters 00 and 01: in *ABC’s of iOS: A VoiceOver Manual for Toddlers and Beyond!*

*Video Lecture and demonstrations*

*Assignment:*

1. Fill out the iOS Skills Checklist (Chapter 7 in ABC’s of iOS manual) for your student and determine your student’s baseline level.

2. In your journal write your student’s previous experience with an iOS device (if any) and additional beneficial information such as your student’s age/grade, vision, and baseline information.

3. Set the Common iPad Settings for Young Children: General appropriate (Chapter 00.2 in ABC’s of iOS manual)

4. Install all free apps and apps which are appropriate for your student and familiarize yourself with the apps used in this section

5. Introduce the appropriate apps and concepts to your student

6. Record 2–3 minute video of your student using an iPad (baseline skills and/or first lesson) and upload as your assignment submission

If your file is larger than 4MB, please share with Diane Brauner for her review.

**Session 2**: **Cause and Effect**

**Session Goals:**

1. Learn how to teach 1-finger VoiceOver gestures: tap, swipe, drag, split tap, and double tap to a young student with visual impairments.
2. Apply these gestures using the VoiceOver practice screen, navigating the home screen, and in a variety of education apps.
3. Learn how to create tech power users by encouraging students to develop critical listening skills, spatial skills and mental mapping.
4. Learn about and how to teach these tech skills: spatial concepts and terms, navigate to, open and close apps, earcons, explore the screen, and intentionally increase the student’s independence.

*Readings:* Chapter 02 Cause and Effect; *ABC’s of iOS: A VoiceOver Manual for Toddlers and Beyond!*

*Video Lecture and demonstrations*

*Assignment:*

1. Practice YOUR gestures in Session 2
2. Familiarize yourself with the apps used in this section
3. Review and introduce appropriate new apps and skills with your student (Customize the assignment/content to fit your student!)
4. In your journal, keep track of apps used, student’s successes and challenges and the amount of time working with the iPad.
5. Record 2-3 minute video of your student using an iPad.

If your file is larger than 4MB, please share with Diane Brauner for her review.

**Session 3:**  **Navigating, Listening, ‘Reading’ and Rotor**

**Session Goals:**

1. Learn how to teach and apply 2-finger reading gestures and rotor, 3-finger scrolling gestures, and 4-finger jump to first/last element gestures.
2. Learn how to apply these gestures using educational apps, including age-appropriate mainstream educational apps.
3. Learn about and apply these tech concepts: tool bar, speech rate, advanced earcons, navigating by characters and lines and simple problem-solving.

*Readings:* Chapter 03 Navigating, Listening, ‘Reading’ and Rotor, *ABC’s of iOS: A VoiceOver Manual for Toddlers and Beyond*

*Video Lecture and demonstrations*

*Assignment:*

1. Practice gestures and activities used in this session
2. Install, learn and teach appropriate apps
3. Review and introduce appropriate new apps and skills with your student (Customize activities/content for your student!)
4. In your journal, keep track of apps used, student’s successes and challenges and the amount of time working with the iPad.
5. Record 2-3 minute video of your student using an iPad.

**Session 4: Introduction to Refreshable Braille Displays and Bluetooth Keyboards**

**Session Goals:**

1. Learn at least 5 benefits of using the RBD paired with an iPad for emerging braille readers.
2. Learn and apply basic RBD commands with age-appropriate apps.
3. Learn and apply basic BTK commands with age-appropriate apps.

*Readings:* Chapter 04 Introduction to Refreshable Braille Displays and Bluetooth Keyboards, *ABC’s of iOS: VoiceOver Manual for Toddlers and Beyond!*

*Video Lecture and demonstrations*

*Assignment:*

1. Familiarize yourself with the RBD and BTK commands used in this section before teaching your student.
2. Review Pages/Google Docs and Books activities (chapter 03) using RBD and BTK commands as appropriate with your student.
3. In your journal, keep track of commands learned, student’s successes and challenges and the amount of time working with the iPad.
4. Record 2-3 minute video of your student using an iPad.

**Session 5:**  **Writing and Basic Editing Text**

**Session Goals:**

1. Learn about and use basic braille and accessible keyboarding apps.
2. Learn the RBD commands, the blinking cursor, router buttons and navigation commands associated with writing and editing text.
3. Learn the BTK commands and how to use the quick nav feature for writing, editing and navigating to the desired location in order to edit.
4. Use age-appropriate documents to practice navigating, reading and editing text using the RBD and BTK.

*Readings:* Chapter 05 Writing and Basic Editing, *ABC’s of iOS VoiceOver Manual for Toddlers and Beyond!*

*Video Lecture and demonstrations*

*Assignment:*

1. Review commands then Familiarize yourself with the RBD and BTK commands used in this section before working with your student.
2. Choose appropriate related activities (from this chapter or your student’s class) and content for your student.
3. In your journal, keep track of commands learned, student’s successes and challenges and the amount of time working with the iPad.
4. Record 2-3 minute video of your student using an iPad.

**Session 6:**  **Classroom Educational Apps**

**Session Goals:**

1. Learn about age-appropriate math games and tech skills/digital concepts related to math.
2. Learn how to create accessible ePub books and accessible digital quizzes.
3. Learn how to use accessible digital games to teach educational concepts.

*Readings:* Chapters 06 and 07 (Classroom Educational Apps and Next Steps/Appendix)

*Video Lecture and demonstrations*

*Assignment:*

1. Read [Fall Leaf Post](https://www.perkinselearning.org/technology/blog/digital-transitions-4-bar-charts-fall-leaf-activity) and [Creating Google Form Post](https://www.perkinselearning.org/technology/posts/creating-google-form-quiz-ipad)
2. Choose at least 2 of the following 3 activities:
	1. Create a 4 question Google Form quiz appropriate for your student
	2. Create an age-appropriate ePub book
	3. Create an accessible bar chart in Pages
3. In your journal, keep track of commands learned, student’s successes and challenges and the amount of time working with the iPad
4. Final video 2-3 minute video of your student using an iPad (can be summary of skills or last lesson)
5. Complete the iOS Skills Checklist (end of course student progress)