

TEAC 7144 TECHNOLOGY ASSISTING LEARNING

Credit Points 10

Legacy Code 102154

Coordinator Glenn Halpin ([https://directory.westernsydney.edu.au/search/name/Glenn Halpin/](https://directory.westernsydney.edu.au/search/name/Glenn%20Halpin/))

Description Assistive technologies have the potential to meet a range of simple to complex needs for individuals with additional needs, and boost an individual's participation, communication, learning outcomes and quality of life. As such, professionals must develop both knowledge and skill in identifying and embedding appropriate technology into the assessment, goal-setting, teaching and evaluation cycle. Emphasis will be placed on demonstrating deep knowledge of the literature and demonstrating skills in assessment and instructional practices employing technology to support learning, communication, curricular, and instructional access either in a learning or natural setting. Students will be expected to critically examine the educational function and efficacy of communication technology, assistive technology, digital and multimedia text, or educational software.

School Education

Discipline Teacher Education: Special Education

Student Contribution Band HECS Band 1 10cp

Check your fees via the Fees (https://www.westernsydney.edu.au/currentstudents/current_students/fees/) page.

Level Postgraduate Coursework Level 7 subject

Equivalent Subjects TEAC 7077 - Multiliteracies and additional needs

Restrictions

Students must be enrolled in 1714 M Teaching (Secondary), 1720 Master of Inclusive Education; 1721 Graduate Certificate in Inclusive Education; 1726 Master of Education (Leadership) or 1723 Master of Education (Social Ecology).

Learning Outcomes

On successful completion of this subject, students should be able to:

1. Critique current research on assistive technology to support learning and promote inclusive practices in educational settings and beyond
2. Assess the learning environment, curriculum and a child's participation so as to contribute to the decision-making process about which assistive technologies, programs or devices will support learning and inclusion
3. Evaluate the suitability of a range of assistive technologies, programs and devices to enhance equitable participation
4. Collaborate with families, professionals, other educators and teaching assistants to implement strategies consistently that embed appropriate assistive technologies within learning environments to promote learning and inclusion
5. Demonstrate leadership in implementing technologies to enhance the learner's continuity of learning between home and inclusive settings (or across environments) and through transitions to the next learning environment

Subject Content

1. Benefits and challenges of using assistive technology.
2. Evaluation of a range of digital media, computers, software, applications, programs and assistive technology and devices.
3. Assessment and decision-making to enhance inclusive teaching and learning using assistive technologies.
4. Collaboration to support integrated use of technology and continuity across environments.

Assessment

The following table summarises the standard assessment tasks for this subject. Please note this is a guide only. Assessment tasks are regularly updated, where there is a difference your Learning Guide takes precedence.

Type	Length	Percent	Threshold	Individual/ Group Task	Mandatory
Essay	2,500 words	50	N	Individual	N
Report	2,500 words	50	N	Individual	N

Teaching Periods

Spring (2025)

Online

Online

Subject Contact Glenn Halpin ([https://directory.westernsydney.edu.au/search/name/Glenn Halpin/](https://directory.westernsydney.edu.au/search/name/Glenn%20Halpin/))

View timetable (https://classregistration.westernsydney.edu.au/odd/timetable/?subject_code=TEAC7144_25-SPR_ON_2#subjects)