

Report on why this tool

[Technology](#), [Development](#)



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As part of the project intended to develop a learning tool to assist children with cognitive challenges, I have developed a collaborative participatory designed activities to design a computer based learning tool modified for helping children with learning challenges. The Computer Based Learning Tool for Cognitive Disabled Children provides assessment of the most salient aspects of readings for determining a student's strengths and weaknesses. It also aids with an easy and interactive solution that assists the children learn how to read by the aid of the application. It is tailored for students that face hardships with their reading skills. The most crucial goal of Computer Based Learning Tool for Cognitive Disabled Children is to develop a set of materials that would aid slow learning children enjoy the process of reading and learning.

The Expected Outcome

The goal of the tool is facilitating learning for children who have a hard time adjusting with regular children while learning how to read. It realizes its goal by using a computer based assessment tool that is interactive, engaging and fun. The tool assists in identifying challenges that kids face and assist the children develop reading and comprehension skills. The objective of this tool is to make the reading process friendly and easy. It employs a virtual book and a state of the art speech and language technologies such as speech synthesizers, speech recognition, animations, and pronunciation helper. These tools are designed to help determine strengths and weaknesses of a group thus making it possible for an instructor to find the best method of helping students.

Procedures for Determining the Outcome

The Computer Based Learning Tool for Cognitive Disabled Children is an efficient tool that aids learning by evaluating strengths and weaknesses of students thus making instructional planning easy. The uniqueness of the tool springs from its interactive approach. The use of the intelligent animated character appeals to young children and make learning look like watching TV. With time, the children will not get tired with the tool because they develop a relationship that bonds them continuously with the animated character. The overall goal is creating a learning environment that is both effective and fun filled. The tool also has the capability of individualizing study plans for each student depending on the child's IQ. This way, the students become able to shape their own speed just like levels in a video game (Hill, 2010).

Materials Used For Creating the Tool

The information for this tool was gathered through observation of children with a cognitive disability. I figured I could create a tool that was much more interactive and fun for the children. The material required for this tool include a computer with the animated tutor software loaded as well as a standby teacher ready to help the children use the software. The presence of the teacher is instrumental by making sure that the children go systematically and do not jump into programs that they cannot handle.

Improving the Tool

The problem with the tool is that it is slow and may pose a challenge especially for children with challenges such as ADHD. There is a need to improve the tool so that it is faster and easier to use. Developing the software or building it in a computer requires a bit of resources that some teacher may not afford. Similarly, teachers have varied skills levels in using computers. The skills of the teachers and the efficiencies of the computers would determine the success of the tool.

Age group that can use

The Computer Based Learning Tool for Cognitive Disabled Children fits the needs of different cultures and needs. It serves young pupils as well as middle age children. The tool has limited cultural bias and provides a comprehensive analysis that includes the needs of the minorities. Children as young as k-5 and as old as k-12 can employ the use of the tool.

The Outcome of the Project Tested

There is persuasive proof that the Computer Based Learning Tool for Cognitive Disabled Children is effective in aiding children with learning. When the tool was tested, 8 out of 10 children recorded remarkable progress in the reading skills after two months of the using Computer Based Learning Tool for Cognitive Disabled Children. This is a tool that improves the learning environment for children that had been previously ignored.

How does the Test Change Teaching?

The tool changed my perception of education and teaching in general by allowing me to focus on development and progress of the children's reading and comprehension development. The tool reflects a professional development in assessing different children's needs in areas that had previously lacked coherent and effective measurements. The developers engaged in a process of development that included piloting and revising items that were included in the assessment, as well as suggestions provided by a panel of experts.

References

Hill, M. (2010). Psychological testing and assessment: An introduction to tests and measurement (7th ed.). New York: R. J. & Swerdlik, M. E.