

LINC 50: TECHNOLOGY IN THE K-12 CLASSROOM I

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2022
Units:	1
Hours:	1 lecture per week (12 total per quarter)
Advisory:	Basic computer skills and knowledge of Macintosh or Windows operating systems; familiarity using web browsers, email, bookmarking, searching and downloading; not open to students with credit in LINC 255; students may enroll in LINC 50 or 50B, but not both, for credit.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Non-GE
Transferable:	CSU
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- Analyze a variety of online and classroom-based technologies for teaching and learning that match standards based objectives.
- Debate the pros and cons of technology use in schools
- Explain the technology learning cycle

Description

Intended for educators, this hands-on overview course addresses the effective integration of technologies for teaching and learning within any standards based curriculum. Students explore the cycle of technology learning; review the issues of technology in schools; discuss the role of technology savvy teachers; analyze online resources, tools, and applications; use online collaboration tools for class communication; evaluate audio-visual and multimedia hardware for classrooms; investigate mobile devices and software; and explore new technologies. Emphasis is given to creating student-centered projects or activities using appropriate educational technologies.

Course Objectives

The student will be able to:

- Explain the technology learning cycle.
- Debate the pros and cons of technology use in schools.
- Analyze a variety of online and classroom-based technologies for teaching and learning that match standards based objectives.
- Create student-centered projects or activities using integrated educational technologies.
- Evaluate student learning outcomes of classroom projects or activities.

Course Content

- Technology learning cycle
 - Explore the technology learning cycle
 - Self-assess placement in the technology learning cycle for a given technology
- Technology in schools
 - The good, the bad, the ugly of technology use in schools
- Analyze a variety of technologies for teaching and learning
 - Identify the standard to be taught
 - Design the learning outcome of a project or activity
 - Research technologies that facilitate the learning outcome
 - Online tools, resources, applications
 - Classroom-based tools
 - Select the technology that best fits the intended outcome
- Create student-centered classroom projects or activities that integrate technology
 - Select student-centered learning activities that match the intended learning outcome
 - Design a project lesson plan or activity plan based on a chosen technology and learning outcome
 - Develop the instructional resources and materials required to implement the lesson plan or activity
- Evaluate student learning outcomes of classroom projects or activities
 - Select an evaluation method that captures the mastery of student learning
 - Develop the evaluation plan, method, and tools
 - Write the anticipated outcomes of the evaluation

Lab Content

Not applicable.

Special Facilities and/or Equipment

- When offered on/off campus: Lecture room equipped with LCD projector, whiteboard, and a demonstration computer connected online. Computer laboratories equipped with online PCs and/or Macintosh computers, network server access, and printers.
- When taught via the internet: Students must have current email accounts and/or ongoing access to computers with email software, web browsing capability, FTP program, and access to the internet.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

- Developing an integrated student-centered, technology enhanced lesson plan or activity
- Presentation of the project to peers
- Making constructive contributions to class discussions

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

- Lecture presentations delivered in student-centered learning style
- Facilitated discussions of live presentations, readings or video presentations

Student presentations in small group and whole class situations

Representative Text(s) and Other Materials

Staker, Heather, and Michael B. Horn. [The Blended Workbook: Learning to Design the Schools of our Future](#). 2017.

Instructor-assigned notes and materials.

When course is taught online: Additional information, notes, handouts, syllabus, assignments, tests, and other relevant course material will be delivered via the course learning management system, and discussion may be handled with internet communication tools.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

- a. Writing assignments include an instructional design plan, peer evaluations, and critical analysis of educational projects, technology tools, systems, or processes
- b. Outside assignments include conducting project development, writing the instructional plan, reading, and participating in online peer collaboration activities
- c. When taught online these methods may take the form of video, audio, animation and webpage presentations. Assignments will be submitted online as well

Discipline(s)

Instructional Design/Technology