

LINC 50A: TECHNOLOGY IN THE K-12 CLASSROOM II

Foothill College Course Outline of Record

Heading	Value
Units:	0.5
Hours:	6 lecture per quarter (6 total per quarter) This course meets 1 time 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 255S.
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 hardware technologies for teaching and learning.
- Create student-centered classroom activities using integrated hardware technology.
- Manage hardware use in the classroom for maximum efficiency, effectiveness, and equal access.

Description

An introductory course about educational hardware technology in the classroom. Intended for educators, this hands-on course demonstrates integration of hardware technologies such as document cameras, interactive white boards, student response systems, iPads, mobile phones, etc., for teaching and learning with any standards based curriculum. Emphasis is given to creating student-centered activities using appropriate educational hardware technologies.

Course Objectives

The student will be able to:

- Analyze a variety of hardware technologies for teaching and learning.
- Create student-centered classroom activities using integrated hardware technology.
- Manage hardware use in the classroom for maximum efficiency, effectiveness, and equal access.
- Evaluate the use of hardware technology integration in the classroom.

Course Content

- Analyze a variety of hardware technologies for teaching and learning.
 - Explore appropriate audio-visual, multimedia, and computer-based hardware for curriculum goals and objects.
 - Identify which hardware tool best fits a variety of learning situations.

B. Create student-centered classroom activities using integrated hardware technology.

- Select a curriculum area and hardware tool for delivery.
 - Design a lesson or activity based on a chosen technology and learning outcome.
 - Develop the instructional resources and materials required to implement the lesson plan or activity.
- C. Manage hardware use in the classroom for maximum efficiency, effectiveness, and equal access.
- Develop strategies for equity and fairness in use of hardware.
 - The one, three, and five computer classroom.
 - Using the computer lab.
- D. Evaluate the use of hardware technology integration in the classroom.
- Assessing learning outcomes.
 - Using technology for assessing learning outcomes.

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 World Wide Web.

Method(s) of Evaluation

The student will demonstrate proficiency by:

- 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

During periods of instruction the student will be:

- Listening actively to lecture presentations delivered in student-centered learning style by taking notes, following demonstrations, or completing an activity
- Participating in facilitated discussions of live presentations, readings or video presentations
- Presenting in small group and whole class situations

Representative Text(s) and Other Materials

- Instructor-assigned notes and materials.

1. Example textbook: Couros, George. [The Innovator's Mindset: Empower Learning, Unleash Talent, and Lead a Culture of Creativity](#). Dave Burgess Consulting, Inc., 2015.

- When course is taught online: Additional information, notes, handouts, syllabus, assignments, tests, and other relevant course material will be delivered by email and on the World Wide Web, and discussion may be handled with internet communication tools.

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

A. Each class session requires the student to read and analyze selected Web sites or student projects related to that session's topics. Class discussion is encouraged.

B. Each session's topic requires a written response to a prompt that is turned in for instructor or peer review. Each prompt is designed to be a draft of a section of the student's completed project. Instructor feedback should be reflected in the final product.

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