

LINC 50F: INTEGRATING TECHNOLOGY INTO A STANDARDS-BASED CURRICULUM I

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2022
Units:	2
Hours:	2 lecture per week (24 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 225.
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 technologies for teaching and learning that match standards based objectives and 21st century skills.
- Examine standards, 21st century skills.
- Compare and contrast student projects and learning outcomes that utilized technologies with those that did not.

Description

Intended for educators (K-14) and includes hands-on experiences that demonstrate the effective integration of technologies and 21st century skills for teaching and learning with any standards based curriculum. Emphasis is given to developing effective student-centered projects or activities using appropriate educational technologies.

Course Objectives

The student will be able to:

- Examine standards, 21st century skills.
- Analyze a variety of technologies for teaching and learning that match standards based objectives and 21st century skills.
- Compare and contrast student projects and learning outcomes that utilized technologies with those that did not.
- Design and develop a student-centered classroom project using integrated technology.
- Plan a comprehensive, standards-based, student-centered project utilizing technologies in the classroom environment.
- Evaluate student learning outcomes of the classroom project.

Course Content

- Examine standards, 21st century skills
 - Academic content standards (elementary, secondary, post-secondary levels)
 - ISTE standards for students
 - Teaching standards
 - 21st century skills
- Analyze a variety of technologies for teaching and learning
 - Student project types and models
 - Technologies (internet and computer-based)
- Compare and contrast learning outcomes of student projects
 - Types of student projects with integrated technologies
 - Types of student projects without integrated technologies
- Design and develop a student-centered classroom project
 - Project based learning
 - Inquiry-based learning
 - Elements of student-centered project
- Plan a comprehensive, standards-based, student-centered project
 - Project management
 - Development plan
 - Implementation plan
- Evaluate student learning outcomes of the classroom project
 - Pre- and post- data collection
 - Rubric for development and evaluation purposes
 - Self-reflection

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 internet capable computers or tablets.

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 project
 Presenting the project to peers
 Making constructive contributions to class discussions
 Evaluating the course project

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 readings or video presentations
 Student presentations in small group and whole class meetings

Representative Text(s) and Other Materials

Cennamo, Katherine, John Ross, and Peggy A. Ertmer. Technology Integration for Meaningful Classroom Use: A Standards-Based Approach. 2018.

Spencer, John, and A.J. Julian. Empower: What Happens When Students Own Their Learning. 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

1. Writing assignments include an instructional design plan, peer evaluations, and critical analysis of educational projects, technology tools, systems, or processes
2. Outside assignments include conducting project development, writing the instructional plan, reading, and participating in online peer collaboration activities

Discipline(s)

Instructional Design/Technology