

LINC 75A: INTRODUCTION TO TECHNOLOGY-ENHANCED INSTRUCTION

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2025
Units:	3
Hours:	3 lecture per week (36 total per quarter)
Advisory:	Basic skills using standard computer systems and internet-based technologies.
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

- Describe the principles and process of systematic instructional design in business and education settings (foundations)
- Write an instructional design plan for a unit of instruction
- Describe similarities and differences of three major theories of learning.

Description

Designed for educators and trainers, this course provides students with a foundational understanding of technology-enhanced learning models. It focuses on the design and implementation of inclusive digital learning experiences that engage and support diverse learners. Students will explore and integrate digital tools to enhance learner interaction and engagement, practice ethical technological use in educational environments, and examine best practices for using instructional technologies. The course also emphasizes standards-based reflective practices, enabling educators to continuously improve their instructional strategies.

Course Objectives

The student will be able to:

1. Develop a foundational understanding of technology-enhanced learning models
2. Design inclusive digital learning experiences
3. Implement digital tools to enhance learner engagement and interaction
4. Engage in standards-based reflective practices around instructional design
5. Practice and promote ethical technological use in educational environments
6. Evaluate the impact of technology on learning outcomes

Course Content

1. Technology-enhanced learning models
 - a. Online learning models
 - b. Blended learning models
 - c. Hybrid learning models
2. Inclusive digital learning experiences
 - a. Accessibility and inclusivity practices
 - b. Universal Design for Learning (UDL)
 - c. Culturally responsive teaching in digital environments
3. Digital tools for learner engagement and interaction
 - a. Collaborative technologies
 - b. Engagement techniques
 - c. Open educational resources
 - d. Emerging technologies
4. Ethical technological use in educational environments
 - a. Digital citizenship
 - b. Citations and attributions
 - c. Emerging technologies and ethical considerations
5. Best practices for instructional technologies
 - a. Alignment with learning outcomes
 - b. Discussion facilitation and feedback loops
 - c. Questioning and reflection
 - d. Cooperative learning and collaboration
6. Standards-based reflective practices
 - a. NSQ Standards Framework
 - b. Reflective practice techniques
 - c. Portfolio-based assessments

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When offered on/off campus: Lecture room equipped with computer projector system, whiteboard, and internet connectivity. Computer laboratories with internet connectivity and computers or internet enabled devices running standard operating systems (e.g., iOS, MacOS, Windows, Android, Linux)
2. When taught online, students must have current email accounts and/or ongoing access to computers with email and web browsing capability

Method(s) of Evaluation

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

Designing and developing a reflective practice portfolio
 Presenting portfolio artifacts to peers, gathering feedback, and making revisions
 Making constructive contributions to class discussions and peer review feedback

Method(s) of Instruction

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

Lecture presentations delivered in a student-centered learning style, during which students take notes, follow demonstrations, or complete an activity

Facilitated discussions of live presentations, readings, or video presentations

Presenting and communicating ideas in small group and whole-class discussions

Representative Text(s) and Other Materials

Instructor-assigned notes, materials, and resources, including instructional materials, open education resources, multimedia, and websites.

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

1. Reading assignments include analysis of texts, selected examples, and student projects.
2. Writing assignments include a major course project and multiple developmental projects, online discussion response, and critical analysis of peer's educational projects.
3. Outside assignments include conducting project development, writing the instructional plan, reading, and developing the project through an iterative process.

When taught online these methods may take the form of video, audio, animation, and webpage presentations. Writing assignments are completed online.

Discipline(s)

Instructional Design/Technology