LINC 95C: ASSESSMENT STRATEGIES FOR TECHNOLOGY INTEGRATION

Foothill College Course Outline of Record

Heading	Value
Effective Term:	Summer 2023
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 260.
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 formative and summative assessment methods.
- Develop unique assessment strategies for technology-rich learning environments.

Description

This course covers the effectiveness of technology integration for teaching and learning. Students explore various assessment strategies for technology integration when applied to curriculum development, teaching, and student learning. Participants create formative and summative assessments and examine how technology-infused instruction affects teaching practice and facilitates students' use of technology to learn and communicate. Other content topics include 21st century skills, Common Core State Standards, and ISTE NETS Standards.

Course Objectives

The student will be able to:

a. Compare and contrast various research findings related to technology's impact on education
b. Identify the teaching, learning, and assessment elements that are required for effective technology-enhanced instruction and lessons
c. Analyze formative and summative assessment methods
d. Develop assessment methods and techniques
e. Apply assessment methods within the framework of different standards

Course Content

a. Technology's impact on education
    i. Identify appropriate research studies
    ii. Apply critical analysis techniques to reading the research
    iii. Summarize findings
b. Elements of effective technology-enhanced assessment
    i. Analyze whether or not technology supports curricular goals
    ii. Analyze student engagement, participation in groups, interaction in technology-rich projects
    iii. Analyze how technology supports feedback
c. Formative and summative methods
    i. Pre- and post-tests
    ii. Peer review
    iii. Rubrics
    iv. Observations
    v. Facilitated discussion
    vi. Teacher and student reflection
d. Formative and summative assessments
    i. Create a formative assessment plan
    ii. Create a summative assessment plan
    iii. Evaluate the potential outcomes of the formative and summative assessment plan
    iv. Redesign the assessment plans based on review
e. Apply methods with standards
    i. 21st century teaching and learning skills
    ii. Common Core Standards
    iii. ISTE National Educational Technology Standards for Teachers and Students
    iv. Adapt standards for use in assessment plan project

Lab Content

Not applicable.

Special Facilities and/or Equipment

1. When offered on/off campus: Lecture room equipped with projector, whiteboard, and a demonstration computer connected online. Computer laboratories equipped with computers or laptops with internet access.
2. When taught via the internet: Students must have current email accounts and ongoing access to computers with web browsing capability and internet access.

Method(s) of Evaluation

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

Developing a formative and summative assessment plan for technology integration
Presenting the assessment project to peers for feedback
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, during which students take notes, follow demonstrations, or complete an activity

Facilitated discussions of live presentations, readings, or video presentations
Student presentations in small group and whole class situations

Representative Text(s) and Other Materials

Erkens, Cassandra. The Handbook for Collaborative Common Assessments: Tools for Design, Delivery, and Data Analysis. 2019.

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

a. Reading assignments include analysis of texts, selected examples, and student projects
b. Writing assignments include a course project and multiple developmental projects, reflections, discussion responses, and peer feedback on projects
c. Outside assignments include project planning and development, participation in online peer collaboration activities, and project development through an iterative process

When taught online, these methods may take the form of multimedia and web-based presentations. Assignments will be submitted online as well.

Discipline(s)

Instructional Design/Technology