

# LINC 98: TEACHING & LEARNING IN THE DIGITAL AGE

## Foothill College Course Outline of Record

| Heading                            | Value  |
|------------------------------------|--|
| <b>Units:</b>                      | 1  |
| <b>Hours:</b>                      | 1 lecture per week (12 total per quarter)  |
| <b>Advisory:</b>                   | 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 228; students may enroll in LINC 98 or 98B, but not both, for credit. |
| <b>Degree &amp; Credit Status:</b> | Degree-Applicable Credit Course  |
| <b>Foothill GE:</b>                | Non-GE   |
| <b>Transferable:</b>               | CSU  |
| <b>Grade Type:</b>                 | Letter Grade (Request for Pass/No Pass)  |
| <b>Repeatability:</b>              | Not Repeatable   |

## Student Learning Outcomes

- Analyze student needs for learning or training
- Utilize collaborative technologies for group project work and sharing
- Design and create student or adult learning activities that apply 21st century teaching and learning methodologies

## Description

Overview course for those interested in developing and integrating educational technology into the classroom or training environment. Students will analyze learner characteristics; analyze the role of technology in student-centered learning environments; create a design plan for a technology-enhanced learning lesson, project or activity; use collaborative online technologies to support group work and peer feedback; and develop evaluation methods for the course project.

## Course Objectives

The student will be able to:

- Analyze student needs for learning or training
- Design and create student or adult learning activities that apply 21st century teaching and learning methodologies
- Develop a technology enhanced student centered project that incorporate effective educational practices across grades and subjects
- Develop peer coaching and mentoring skills around the topic of educational technology
- Utilize collaborative technologies for group project work and sharing
- Utilize best practices and strategies for technology integration
- Evaluate learning outcomes of technology enhanced projects

## Course Content

- Analyze student needs for learning or training
  - Conduct program need and justification analysis
  - Conduct learner analysis
- Design and create student or adult learning activities that apply student-centered teaching and learning methodologies
  - Evaluate appropriate teaching and learning practices for higher order thinking skills
  - NETS-S standards and NETS-T standards
  - Professional organization standards
- Develop a technology enhanced student centered training project or lesson that incorporates effective educational practices across grades and subjects
  - Apply the Technological Pedagogical Content Knowledge (TPCK) framework for education projects
  - Explore sound, graphics, and video technologies for producing a multimedia project
- Develop peer coaching and mentoring skills around the topic of educational technology
  - Evaluate models of peer coaching and mentoring based on Web 2.0 collaborative technologies
  - Use different internet-based collaborative communication tools
- Utilize collaborative technologies for group project work and sharing
  - Collaborate within the course peer teaching session
- Utilize best practices and strategies for technology integration
  - Business training environments
  - Educational environments
- Evaluate learning outcomes of technology enhanced projects

## 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, and access to the World Wide Web.

## Method(s) of Evaluation

The student will demonstrate proficiency by:

- Developing an integrated student-centered, technology enhanced training outline or lesson plan
- 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**

A. Instructor-assigned notes and materials.

1. Textbook example: Tucker, Caitlin R. [Blended Learning in Grades 4–12](#). Corwin, 2012.

B. 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. 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