

# LINC 98A: TEACHING & LEARNING IN THE DIGITAL AGE I

## Foothill College Course Outline of Record

Heading	Value
<b>Units:</b>	0.5
<b>Hours:</b>	6 lecture per quarter (6 total per quarter) This course meets 1 time 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 228S.
<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

- Explore best practices of using technology for curriculum delivery, for professional development, and for management systems.
- Evaluate advantages of technology for instruction, professional development, and management tasks.
- Evaluate instructional needs

## Description

Introduction to integrating educational technology in the classroom for those interested in using technology to effectively deliver curriculum content, engage in professional development, and efficiently manage the classroom or training environment (e.g., online grading, storage, communication with parents, etc.). Participants will examine and set up appropriate technology tools.

## Course Objectives

The student will be able to:

- Evaluate instructional needs.
- Explore best practices of using technology for curriculum delivery, for professional development, and for management systems.
- Set up appropriate technologies for different tasks.
- Evaluate advantages of technology for instruction, professional development, and management tasks.

## Course Content

- Instructional needs
  - Instructional needs analysis
    - What needs to be changed in order to deliver lessons that engage students?

- What needs to be done to get needed professional development when there is little time to go to classes?
- What needs to be changed in order to run the classroom tasks more efficiently?
  - Learner needs analysis
    - Who is the audience for the instruction?
  - Best practices of using technology
    - What have others done that works well?
    - Identify web resources for educational technology integration
  - Appropriate technologies
    - Download and set up tools for use
    - Share how the technology will be used
  - Advantages of technology for instruction, professional development, and management tasks
    - Identify the risks and benefits of educational technology integration

## 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:

- Writing notes, listening, and participating in lecture presentation and class discussion using the terminology of the software product and publishing industry.
- Observing an instructor-led demonstration and student practice of software and hardware techniques.
- Engaged in in-class presentations and peer review to critique class projects.

## Representative Text(s) and Other Materials

- Instructor-assigned notes and materials.

- Textbook example: Whitaker, Todd, Jeffrey Zoul, and Jimmy Casas. *What Connected Educators Do Differently*. Routledge, 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 websites 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