

Curriculum Map: Student Tech Team

MASH

Communications Department

Course Description: This semester-long course will empower students to provide technical support services to students and faculty. The course will be delivered in an asynchronous environment in which students complete self-directed activities meant to increase skills and abilities in areas of personal interest. Additionally, students will provide technical support services to school students and staff professionally and courteously. Students taking the course will complete traditional learning outcomes using the Canvas course management program. Students will report to the designated genius bar location for one class period and complete all course components, including the online components of the course, there. Members of the class will essentially serve as technology support staff to their peers and teachers while enhancing their own knowledge of technology and interpersonal communication through experience and self-directed training.

Standards:

13.1 Career Awareness and Preparation

- 13.1.12A Abilities and Aptitudes**
- 13.1.12B Personal Interests**
- 13.1.12F Preparation for Careers**
- 13.1.12G Career Plan Components**
- 13.1.12H Relationship Between Education and Career**

15.4 Computer and Information Technologies

- 15.4.12A Influence of Emerging Technologies**
- 15.4.12B Digital Citizenship**
- 15.4.12C Hardware**
- 15.4.12D Input Technologies**

15.4.12E	Operating Systems
15.4.12G	Software/Applications
15.4.12K	Digital Media
15.4.12L	Technology Research
15.4.12M	Emerging Technologies in Careers

Course Components:

A student's experience in the course will consist of three vital components. First, all students will serve as a computer genius bar employee during one period of the school day. During this time, the student will be available to assess problems that students are having with their device. When students are not assisting with technical support issues, they will be furthering their own knowledge and skills by completing the remaining two essential components of the course. The second component of the course is the development and completion of the student's individual learning endeavor. This component will consist of the student identifying (in conjunction with the course facilitator) an area of interest within the realm of computer technology and fully exploring that interest through research. Following the period of exploration and research, the student will create a series of tutorial videos that allows peers and faculty to become proficient

at performing the given technological tasks. The third and final component of the course is the creation and presentation of the student's course portfolio. This portfolio will be developed and maintained online in a professional personal blog site. The final online digital portfolio will consist of the accomplishments of the student during the duration of the course. The portfolio will contain reflections on the nature of support given to students and faculty, tutorial videos that were created, and any certifications or licenses that were obtained.

Assessment:

Students will be assessed based on their level of achievement in each of the three designated course components.

1. Support Staff (40% of overall grade)

During the student's designated genius bar period, they will report to the genius bar area. Students will be available to take calls, respond to tweets, or provided face-to-face support during this time. Students will be trained in how to troubleshoot minor problems that may arise with student devices. Additionally, they will be trained on how to complete forms to refer significant technology concerns to the technical support team. Students will also maintain a database of problems that have been referred to the desk that allows them to observe trends in the data and create future training sessions based on those trends.

Support staff may also develop individual training sessions that take place in the genius bar area that students may attend to learn more about a particular hardware or software feature. These sessions will be advertised on the help desk's twitter page and will be available to any student or faculty member who is free during that period.

Student scores for this component will be assessed based on facilitator observations, student logs, and customer satisfaction assessments.

2. Individual Learning Endeavor (40% of overall grade)

During the student's designated genius bar period, it is expected that they will not be providing direct support at all times. When students are not providing direct support, they will be expected to develop an individual learning endeavor. This endeavor will emerge naturally through an exploration of individual student interests and emergent trends in data received from the help desk. As students explore and develop their individual endeavor, they will work with the faculty facilitator to tailor their study to something that relates both to their own interests and the needs of the genius bar. This individual exploration will be documented periodically and submitted to the facilitator using the Canvas learning management system. Ultimately, the final product of the endeavor will be the production of a video or

videos that share obtained knowledge with students and faculty. These videos will be housed on the genius bar website and will serve as tutorials for students and faculty who may need help in the given area.

Student scores for this component will be assessed based on student progress submissions on Canvas and the final tutorial videos that are produced.

3. Digital Portfolio (20% of final grade)

Each student will create a record of their experiences and growth in the course using an online digital portfolio. This portfolio will be created and maintained in the format of a professional website blog for each student. Within the portfolio will be sections devoted to services provided as a genius bar technician, knowledge shared with others through either individual or group training sessions, and the individual learning endeavor. The video tutorials produced by each student will be displayed within this professional portfolio as well as the genius bar website.

Course Facilitation:

This course will deviate from a traditional single period student-teacher experience. The rationale for this deviation is that for the course to be delivered using a traditional format, each student would need to devote two class periods of each school day to the course. As this is not possible with the current schedule, the course facilitator will be available in the genius-bar room for one class period during the day. During this time, the facilitator will be available to meet with any student enrolled in the program. Additionally, the instructor will evaluate student support services and monitor student progress on individual endeavors during this time. Students who are assigned to the genius-bar area during the remaining periods of the day when the facilitator is not present will complete course activities and communicate with classmates and the facilitator through the Canvas course management system. If there are times that the entire group of students and facilitator must meet in a face-to-face environment, these meetings will take place during the school day at the discretion of the school administration.