

Technology Support Services Curriculum Writing Proposal

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Abstract:

Technology Support Services would be academic course sequence bridging business and technology via the design, installation and repair of multi-media equipment. Combining school-to-work, community service and technology skills, students would work in teams to provide tech support to the school community, and later work in internship placements outside the school. The sequence would include an introductory course, with elective application, internship and after-school components.

A: Need: Our world is currently immersed in a technology saturated culture that is creating a "Global Village" that cannot be ignored. It is our mission to respond to the needs and demands of this rapid evolution with pragmatic strategies that will prepare our "academic audience" with tangible and practical "real world skills".

B: Objectives: Immersion in a technology rich environment with an authentic service delivery context supports development of work-related competencies in accordance with the Secretaries' Commission on Achieving Necessary Skills.

1. In the introductory course students learn the basics of using, maintaining and troubleshooting multimedia equipment, through a audio visual & computing lab set up for that purpose. Technical experts will serve as guest presenters to support skills the teacher is not qualified to present.
2. In the second course, students develop mastery in various skill areas, working through steps of individual recognition for their accomplishments. By the end of this course, students will organize in self-directed work groups to provide support services to the school community. An afterschool component will be available for students who wish to pursue this more deeply.
3. In the internship phase, students who are judged to be sufficiently competent to pursue placements outside the school are supported in guided internships along the school-to-work model.

C: The Final Product:

The items enumerated below directly tie into the NYS Standards in Math, Science and Technology, Career Development, and Occupational Studies (CDOS) & Career Majors such as Engineering Technology. This course will enable students:

1. To identify and understand the function, assembly, and design of Multi-Media Systems and components
2. To demonstrate knowledge of planning, product development utilization, and evaluation that meets the need of industry.
3. To develop resources in the allocation of time, money, and material.

4. To develop interpersonal skills that will enable team work, communication and negotiation skills.
5. To acquire and evaluate data.
6. To organize and maintain files.
7. To use multimedia technology to process information.
8. To understand and use social, organizational, and technological systems.□
9. To monitor and correct performance of systems.
10. To design and improve systems.
11. To select equipment and tools
12. To apply technology to specific tasks.
13. To maintain the machines used to process information.

Through this sequence, students will have an opportunity to serve the school community in among the following ways, and through the following mechanisms:

- wear distinctive ID badges, providing themselves with a passport and uniform that makes it easier to perform house calls without having to endure quite so many challenging questions along the lines of, "Where are you supposed to be right now?!!";
- create and maintain a database of the calls they receive and the disposition of each case, using an online bulletin board (the Dutchess BOCES Caucus);
- play a role in designing the rubrics used to define each merit badge and status level, and those used to evaluate their accomplishments as tech students;
- discuss and role play the various problematic situations they may run into while out on service calls, and practice dealing with them in front of a jury of peers.
- link up with students at lower grade level schools, offering mentoring to younger students;
- organize and present a school-based "Cyberfair" (computer/Internet showcase)
- run a table or booth at the Mid-Hudson Conference Center Computer Expo, using the opportunity to publicize their work, gain recognition for the district, and gather donations to support their activities;
- take an active part in designing and acting as junior counselors summer school activities;
- link up with area businesses like BOCES, Marist and IBM that either provide computer-related services to other businesses, or are otherwise computer based, gathering support and mentoring. Such agencies would provide opportunities internships, scholarships, and jobs;
- start student-run businesses, such as website design for individuals and community businesses, or assembling computers from parts.

D: Application: This curriculum is designed to be used by everyone who is currently implementing a curriculum supported by any form of technology.

E: Connection to Curriculum: School to Work Co-op Applications Internship Course

F: Curriculum Focus: New course includes curriculum which extends existing curricula in the Technology and Business Preparation course sequences.

G: Staff and time needed to complete project: Because student service-learning is the focus of both the class, it is essential that the teacher chosen have a student-oriented, facilitative orientation. The class must also have ready access to people who are themselves proficient problem solvers of the kind of hardware and software problems that occur in a school or work environment, such as district computer technicians. and that person must play a significant role in overseeing the development and application of assessment rubrics, but the teacher/leader need not be that person.

The district technology service department, particularly the director, should play a significant role in planning, or at least trouble-shooting, the proposed class/club, particularly its service protocols, and is kept aware of activities and developments. The director should also play a significant role in overseeing the development and application of assessment rubrics.

H: Date for completion: