



ETEC 543: Leveraging AI to Support Learning COURSE SYLLABUS – Spring 2025

Instructor: Mary Jo Dondlinger, PhD
Office Location: Main Campus—Education North, 111
Office Hours: Virtual daily and by appointment
Office Phone: 903-886-5621 (office/voicemail)
Office Fax: 903-886-5507
University Email Address: MaryJo.Dondlinger@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

Due to the continuous change in technological innovations, a textbook is not required for this for course. Alternatively, you will explore relevant research readings provided the instructor throughout the semester. In addition, you will conduct research related to areas of focus in this course.

Course Description: This course will introduce the student to generative AI, exploring critical issues, limitations, and learning affordances of readily available AI tools. Students will apply technology integration principles to design learning experiences, assessments, and policies that leverage AI or limit AI use.

Student Learning Outcomes:

1. Learners will design and implement personalized learning experiences using AI-powered platforms and tools, demonstrating an understanding of how to adapt content, pacing, and feedback to meet the diverse learning needs.
2. Learners will critically evaluate and select appropriate AI tools for specific educational purposes (e.g., assessment, engagement, accessibility), justifying their choices based on pedagogical principles, research-based practices, and ethical considerations.
3. Learners will analyze and interpret data generated by AI-driven assessment tools to identify student learning gaps, inform instructional decisions, and provide targeted feedback to students.
4. Learners will develop and articulate an ethical framework for the use of AI in education, addressing issues such as data privacy, algorithmic bias, accessibility, and the evolving role of the teacher.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

All students must be active participants in all aspects of class activities and within the

virtual course environment. All interaction must be conducted in a professional and respectful manner and model best practices of netiquette. Course grade is based on participation in a variety of activities, including reviewing literature, threaded discussions, and applied projects.

In order to interact and participate in ongoing and evolving dialogue, post and respond to questions, contribute to the knowledge base, and remain aware of class dynamics, students must login regularly and be active participants in the class. Regardless of current assignments or activities, every student should login to the course a minimum of four (4) separate days each academic week.

Hands-on Experiences – 30%: This course is designed to develop participants' practical skills in leveraging AI to support learning. Through hands-on activities, participants will gain experience in evaluating and selecting appropriate AI tools, designing personalized learning experiences, interpreting AI-generated data, and addressing the ethical considerations of AI in education. These activities will provide participants with the confidence and competence to effectively utilize AI in their teaching practice.

Discussions – 30%: Engaging in dialogue with other students to discover critical issues and questions related to the course topic is a central component of this course. Discussions typically cover content included in the textbook or assigned readings provided through supplemental course resources. A typical Reading Discussion requires 4-6 posts: one initial response to the discussion prompt, followed by 3-5 responses to other students' posts and replies. Prompts will be available well in advance of the deadline. Please post early so that others may reply. I offer a blanket, 24-hour grace period on all discussion deadlines in case of technical difficulties or unforeseen circumstances. This grace period means that posts made 24 hours after a deadline won't be counted late. However, if you habitually wait until the grace period to make your posts, you will risk missing a post due to technical difficulties. **Be advised:** *There's no grace on the grace period.*

Design Project: AI-Supported Learning Design Project—30%: Students will create a comprehensive lesson design that incorporates the following key components: a detailed student profile, personalized learning pathways utilizing AI tools, engaging activities powered by AI, and a plan for AI-driven assessment and feedback. The project will culminate in a reflective analysis of the design process and potential implementation challenges.

Peer Review of Design Project -- 10%: Students will participate in a group practice evaluation, using an Inquiry-based Learning Design Rubric to evaluate example design projects. Students will also complete an evaluation for each of the Design Project presentations.

Timely submission of assignments: Assignments MUST be completed and submitted by the designated due dates, in the designated location. Full credit cannot be earned by late or incomplete assignments. Assignments may lose up to 10% of their possible value each day late if submitted after the posted due date/time. (e.g. Assignments can lose all of their value at 10 days past due.) Further, late assignment submissions may be rejected at the instructor's discretion. Assignments involving peer participation or review, such as threaded discussions, cannot be made up after the participation period has ended and the rest of the class has moved on.

Grading

| | | |
|----------------------|-----|---------------|
| Hands-on Experiences | 30% | A 90-100% |
| Discussions | 30% | B 80-89% |
| Peer Review | 10% | C 70-79% |
| Design Project | 30% | D 60-69% |
| | | F 59% or less |

Grade of "X" (Incomplete) - In accordance with the Academic Procedures stated in the TAMU-C Catalog, "students, who because of circumstances beyond their control, are unable to attend classes during finals week or the preceding three weeks will, upon approval of their instructor, receive a mark of 'X' (incomplete) in all courses in which they were maintaining passing grades." The mark of "X" will only be considered in strict compliance with University Policy upon submission of complete medical or other relevant documentation.

ETEC ePORTFOLIO for MS/MEd in Educational Technology

Students pursuing the MS/MEd degree in Educational Technology (EDTE) and the MS/MEd degree in Educational Technology Library Science (ETLS) program are required to submit an electronic portfolio prior to graduation. This requirement does not pertain to students taking ETEC courses as an elective for other programs, including those pursuing only the School Library Certification who have already earned a masters degree.

Many courses in the ETEC program have identified artifact(s) that should be included in the eportfolio to provide evidence of acquired and developing knowledge, skills, and philosophical approaches. In courses where recommended artifacts are not identified, it is the student's responsibility to collect artifacts throughout the course and appropriately select which artifacts to include in the eportfolio. This includes courses from other departments and/or institutions for which the student is receiving credit towards the ETEC masters degree. For example, if a student takes courses in ELED, EDAD, MGMT, or TDEV and applies credits earned toward their ETEC masters degree, the student should include artifacts from those courses in their ETEC eportfolio.

For **this class**, the recommended artifacts are

- Design Project
- Selected hands-on activities

Newly admitted majors in the program should contact Dr. Mary Jo Dondlinger, coordinator of ETEC programs, for more information on how to get started with the ETEC ePortfolio. If you plan to major in the program, but have not yet applied, you are strongly encouraged to do so as soon as possible. Please contact MaryJo.Dondlinger@tamuc.edu for more information about the program's portfolio requirement.

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot

guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products. Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

| Browser | Supported Browser Version(s) | Maintenance Browser Version(s) |
|-------------------------------|------------------------------|--------------------------------|
| Microsoft® Edge | Latest | N/A |
| Microsoft® Internet Explorer® | N/A | 11 |
| Mozilla® Firefox® | Latest, ESR | N/A |
| Google® Chrome™ | Latest | N/A |
| Apple® Safari® | Latest | N/A |

Tablet and Mobile Support

| Device | Operating System | Browser | Supported Browser Version(s) |
|----------|------------------|-----------------------|---|
| Android™ | Android 4.4+ | Chrome | Latest |
| Apple | iOS® | Safari, Chrome | The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser. |
| Windows | Windows 10 | Edge, Chrome, Firefox | Latest of all browsers, and Firefox ESR. |

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive

- Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with the Instructor

The instructor is available via a variety of avenues. If you have a general question about the syllabus, class content, or anything that you would typically ask aloud in a traditional classroom environment, please do so in the Q&A Forum so that others might benefit from and participate in the exchange. If it's not something of general interest to others in the course, or involves personal concerns (i.e. grades, progress, etc.), send me via private e-mail. I check my LeoMail email daily during the week; emails sent via D2L go to this address. If you have a pressing concern on the weekend, please send it to my gmail address. You may also call or text me. If you'd like to meet for a face-to-face visit, just let me know and we'll set-up a time to meet at my office in Commerce or somewhere in the DFW area.

Other Questions/Concerns

Contact the appropriate ETAMU department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

East Texas A&M University

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

East Texas A&M will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex,

national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

ETAMU Supports Students' Mental Health

The Counseling Center at East Texas A&M, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

AI use policy

Generative AI tools may be used in this course for specific tasks, such as exploring different approaches to lesson design or generating examples of personalized learning activities. If you use GenAI for any part of a graded assignment, you must clearly disclose its use in a brief statement accompanying your submission, explaining how the tool was used and what specific content was generated. You are still responsible for the accuracy and originality of all submitted work.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

Course Specific Procedures

Academic Honesty Policy

Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), auto-plagiarism (duplicate submission of single work for credit in multiple classes), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. All works submitted for credit must be original works created **by the scholar** uniquely for the class. Works submitted are subject to submission to TurnItIn, or other similar services, to verify the absence of plagiarism. Consequences of academic dishonesty may range from reduced credit on the plagiarized assignment to petition for removal from the academic program or institution, depending on the circumstances and extent of the violation; however, in typical instances, an automatic F in the course is considered appropriate.

Web resources for reference regarding what constitutes plagiarism and how to avoid it include: <http://www.plagiarism.org/>
<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Any works referenced should be properly cited in accordance with APA 6th edition style.

Scholarly Expectations

Work submitted at the graduate level is expected to demonstrate critical and creative thinking skills and be of significantly higher quality than work produced at the undergraduate level. To achieve this expectation, all students are responsible for giving and getting peer feedback of their work prior to submitting it for a grade. Students are also expected to resolve technical issues, be active problem solvers, and embrace challenges as positive learning opportunities.

Educational technology professionals must be able to work cooperatively and collaboratively with others—skills which students are expected to practice in this course. Students are expected to ask for help when they need it and offer help when they notice someone in need.

Timeliness

Because a 7-week term goes by quickly, assignments must be submitted by the designated due dates. Full credit cannot be earned by late or incomplete assignments. Assignments may lose up to 10% of their possible value each day late if submitted after the posted due date/time. (e.g. Assignments can lose all of their value at 10 days past due.) Many assignments involve peer review, which involves posting the assignment prior to or by the submission date. You will have plenty of notification and time to complete course assignments. If you know you are going to be out of town and unable to access a computer, plan ahead. Also plan ahead if there is a chance you might lose power, Internet access, or your available technology.

Time Commitment

In a graduate level course, it is a reasonable and accepted expectation that a student will spend between three and four hours outside of class for each hour spent in class that lasts 15 weeks. This applies to online and web-enhanced courses just as it does to a traditional course. The activities in this course are based on a 7-week instruction

schedule, which cuts the number of weeks in half, thereby doubling the weekly time expectation. An understanding of this expectation can help serve as a gauge for you of how much time you will need to allow for and devote to each course. The average time commitment range calculation for a three Semester Credit Hour (3 SCH) course, such as this one, is show in the following table:

| Average expected time spent on class or class related work. | Minimum expected average time based on 3:1 time ratio. | Maximum expected average time based on 4:1 time ratio. |
|--|---|---|
| "In" class per class week | 5 hours | 5 hours |
| "Outside" class per class week | 15 hours | 20 hours |
| TOTAL Weekly Expectation | 20 hours | 25 hours |
| TOTAL Term Expectation | 140 hours | 175 hours |

Course Calendar

See next page.

COURSE OUTLINE / CALENDAR

Because this course runs on a compressed, 8-week schedule, we'll be completing the full-semester equivalent of 2-weeks of work each week. Please note that the week runs from Monday through Sunday, except for the last week of class, which ends on **Friday, May 9**.

| Week | Activity | Due Dates |
|-----------------------|---|---|
| 1 3/17-3/23 | Introductions | Post by Tues; welcome 3-5 classmates by Thursday |
| | Hands-on Experience 1: Understanding the Learner in the Age of AI | Complete experience and post reflection to Discussion 1 by Fri. |
| | Discussion 1 | Initial post by Fri; replies to 3-5 classmates' posts by Sun. |
| 2 3/24-3/30 | Hands-on Experience 2: AI for Personalized Learning Pathways | Complete experience and post reflection to Discussion 2 by Fri. |
| | Discussion 2 | Initial post by Fri; replies to 3-5 classmates' posts by Sun. |
| 3 3/31-4/6 | Hands-on Experience 3: AI to Enhance Engagement and Motivation | Complete experience and post reflection to Discussion 3 by Fri. |
| | Discussion 3 | Initial post by Fri; replies to 3-5 classmates' posts by Sun. |
| 4 4/7-4/13 | Hands-on Experience 4: AI-Driven Assessment for Learning | Complete experience and post reflection to Discussion 4 by Fri. |
| | Reading Discussion 4: | Initial post by Thurs; replies to 3-5 classmates' posts by Sun. |
| | Begin Design Project | Due in Week 7 |
| 5 4/14-4/20 | Hands-on Experience 5: AI for Inclusive Learning Environments | Complete experience and post reflection to Discussion 5 by Fri. |
| | Discussion 5 | Initial post by Thurs; replies to 3-5 classmates' posts by Sun. |
| | Continue work on Design Project | Due in Week 7 |
| 6 4/21-4/27 | Hands-on Experience 6: AI to Support Teacher Practice and Collaboration | Complete experience and post reflection to Discussion 6 by Fri. |
| | Discussion 6 | Initial post by Thurs; replies to 3-5 classmates' posts by Sun. |
| | Continue work on Design Project | Due in Week 7 |
| 7 4/28-5/4 | Complete Design Project and post in Design Project forum | by Tues |
| | Complete Design Project Peer Evaluations | Post evaluations by Friday. |
| 8 5/5-5/9 | Submit final Design Project (modified from feedback received from peers) | Submit final Design Project to assignment folder by Monday. |
| | Reading Discussion 7: I Used to Think . . . Now I Think . . . | Initial post by Wed; replies to 3-5 classmates' posts by Fri. |