



ETEC 543: Leveraging AI to Support Learning

COURSE SYLLABUS – Summer 2, 2026

INSTRUCTOR INFORMATION

Instructor: Mary Jo Dondlinger, PhD

Office Location: Main Campus—Education North, 126

Office Hours: Virtual daily and by appointment

Text/Voicemail: 972-383-9115

Department Office Phone: 903-886-5618

University Email Address: MaryJo.Dondlinger@etamu.edu

Preferred Form of Communication: email

Communication Response Time: within 24 hrs weekdays; 36 hrs weekends

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.

The syllabus/schedule are subject to change.

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

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, hands-on experiences, and an applied design project.

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. Students **choose 4 of the 5** Hands-on Experiences to complete for their course grade.

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 assigned readings and 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.**

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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 peer evaluation of the Design Project, offering feedback to peers and incorporating feedback from peers to their own project.

Student Responsibilities or Tips for Success in the Course

Participate in discussions while they're in session: While this course is asynchronous, it's not self-paced. Discussions have start and end dates that you'll need to mind. After all, it's not a discussion if you're only person "in the room."

Be sure to submit assignments on or before they're due: To earn full credit for your hard work, be sure to submit them on time. 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.) 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

Final grades in this course will be based on the following weights and scale:

Category	Percent	Scale
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

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

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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 master's degree. For example, if a student takes courses in ELED, EDAD, or EDCI 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 Experiences

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

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

The syllabus/schedule are subject to change.

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 TAMUC campus open computer lab, etc.

COMMUNICATION AND 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. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

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 email daily during the week and at least once over the weekend unless otherwise announced in class.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

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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.

<https://inside.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>.

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 [Procedures 13.99.99.R0.01](#)

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

Academic Integrity

Students at Texas A&M University-Commerce 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 Students Academic Integrity Policy and Form

[Graduate Student Academic Dishonesty Form](#)

<https://inside.tamuc.edu/aboutus/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10.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

Texas A&M University-Commerce
Velma K. Waters Library Rm 162

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Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: [Student Disability Services](#)

<https://www.tamuc.edu/student-disability-services/>

Nondiscrimination Notice

Texas A&M University-Commerce 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.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, 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

Mental Health and Well-Being

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The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



<http://telusproduction.com/app/5108.html>

AI use policy

Generative AI tools will 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

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.

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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, 4 1/2-week schedule, we'll be completing the full-semester equivalent of almost 4-weeks of work each week. Please note that weeks will be divided into Part 1 and 2. Part 1 runs from Monday through Thursday, and Part 2 runs Friday-Sunday. Class ends on **Thursday, August 6**.

Week: Part	Activity	Due Dates
1:1 7/6-9	Introductions	Post by Tues; welcome 3-5 classmates by Thursday
	Discussion 1: TPACK Case Studies	Initial post by Tues; replies to 3-5 classmates' posts by Thurs.
	Hands-on Experience 1: Complete Modules 1-2 of Google Prompting Essentials	Complete modules 1-2 and submit learning reflection by Sun.
1:2 7/10-12	Discussion 2: Personalized Learning	Initial post by Fri; replies to 3-5 classmates' posts by Sun.
	Hands-on Experience 2: AI for Personalized Learning Pathways	Complete and submit to assignment folder by Sun.
2:1 7/13-16	Discussion 3: Distinguishing Strategies	Initial post by Tues; replies to 3-5 classmates' posts by Thurs.
	Hands-on Experience 3: AI to Enhance Engagement and Motivation	Complete and submit to assignment folder by Sun.
2:2 7/17-19	Reading Discussion 4: Classroom Strategies	Initial post by Fri; replies to 3-5 classmates' posts by Sun.
	Hands-on Experience 4: Mini-Implementation and Evaluation Plan	Complete and submit to assignment folder by Sun.
	Begin Design Project	Due in Week 4:1
3:1 7/20-23	Discussion 5: AI-Driven Assessment	Initial post by Tues; replies to 3-5 classmates' posts by Thurs.
	Hands-on Experience 5: AI-Driven Assessment for Learning	Complete and submit to assignment folder by Sun.
	Continue work on Design Project	Due in Week 4:1
3:2 7/24-26	Discussion 6: Ethical Considerations	Initial post by Fri; replies to 3-5 classmates' posts by Sun.
	Continue work on Design Project	Due in Week 4:1
4:1 7/27-30	Complete Design Project and post in Design Project forum	by Thursday
	Discussion 7: AI to Support Teacher Practice and Collaboration	Initial post by Tues; replies to 3-5 classmates' posts by Thurs.
4:2 7/31-8/2	Complete Design Project Peer Evaluations	Post evaluations by Saturday.
5:1 8/3-6	Submit final Design Project (modified from feedback received from peers)	Submit final Design Project to assignment folder by Tuesday.
	Discussion 8: I Used to Think . . . Now I Think . . .	Initial post by Tues; replies to 3-5 classmates' posts by Thurs.

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