

Sul Ross State University

Department of Education

Summer 1 2026 Syllabus

EDUA/EDSR 6378: Integration of Technology into the Curriculum

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Course Description

(3-0) This course examines the advantages and challenges of effectively integrating technology into the curriculum in an effort to promote student motivation, engagement, and learning. Technologies assisting school personnel in assessment, evaluation, record-keeping, and data collection will be examined as well.

Marketable Skills

The marketable skills focus on the 4C's of 21st Century Skills to include the following 21st century literacies.

Critical Thinking: Students will analyze data, locate solutions to problems, and communicate solutions using a variety of mediums.

Creativity: Students will leverage innovative approaches to think outside the box during problem solving.

Collaboration: Students will apply collaborative workflows when working with others because it is inherent in the nature of how work is accomplished in our civic and workforce lives.

Communication: Students will leverage digital technologies to express thoughts clearly, crisply articulate opinions, communicate coherent instructions, motivate others through powerful speech, visual literacy, and academic writing.

Citation: National Education Association. (2012). Preparing 21st century students for a global society: An educator's guide to "the four Cs." Washington, DC.

Program Goals

- Design authentic, learner-driven activities and environments that recognize and accommodate learner variability and accessibility. Students will be able to identify common barriers and issues surrounding improper implementation of technological tools in the educational setting, workplace, and/or professional environments.
- Effectively model the International Society of Technology Education standards and good digital citizenship to inspire learners to use and integrate technology to create equitable and ongoing access to high-quality learning in an educational setting.
- Plan, provide, and evaluate the impact of professional learning for professionals and leaders to use technology to advance teaching and learning in an educational setting. Students will use both qualitative and quantitative data to inform their own instruction and professional learning.
- Understand and apply learning theoretical frameworks and instructional methods to instructional design to facilitate engagement, systemic development, and authentic learning experiences.

Student Learning Outcomes (SLOs)

This course is designed as an introduction to the field of instructional design and technology with an integrated focus on AI fluency and literacy for professional development.

By the end of the course, students will be able to:

- Identify applications and issues associated with the effective implementation and support of technology-rich and AI-integrated learning environments.
- Acquire knowledge of current technological and AI tools that assist in instructional design and learning.
- Critically evaluate AI tools and resources using established frameworks for accuracy, equity, accessibility, and pedagogical appropriateness.
- Understand common drawbacks and pitfalls of improper implementation of technological and AI tools in the educational setting, workplace, and/or professional environments.
- Apply technology resources and tools appropriately when implementing administrative practices, instruction, and evaluation.
- Apply andragogical principles — including Knowles' assumptions of adult learners — to the design and facilitation of AI literacy professional development for diverse adult audiences.
- Evaluate the ethical, equity, and accessibility dimensions of AI tools using established frameworks, with particular attention to marginalized and multilingual communities.
- Create a professional development plan for AI literacy and technology integration.
- Design and produce a professional AI literacy training resource for a specific audience.

ISTE Standards

The ISTE Standards are a framework for innovation in education. These standards help educators and education leaders worldwide prepare learners to thrive in work and life. (www.iste.org/standards)

ISTE Standards for Administrators

- Visionary Leadership: 1a, 1b
- Digital Age Learning Culture: 2d
- Excellence in Professional Practice: 3a, 3b, 3c, 3d
- Systemic Improvement: 4a, 4b, 4e
- Digital Citizenship: 5a, 5b, 5c

ISTE Standards for Educators

- Learner: 1a, 1b, 1c
- Leader: 2a, 2b, 2c
- Citizen: 3a, 3b, 3c, 3d
- Collaborator: 4a, 4b, 4c, 4d
- Designer: 5a, 5b, 5c
- Facilitator: 6c, 6d
- Analyst: 7a, 7b

ISTE Standards for Educational Leaders

- Equity and Citizenship Advocate: 1a, 1b, 1d
- Visionary Planner: 2e
- Empowering Leader: 3a, 3b, 3c
- Connected Learner: 5a, 5b, 5c, 5d

ISTE Standards for Coaches

- Change Agent: 1a, 1b, 1d
- Connected Learner: 2a, 2b, 2c
- Collaborator: 3a, 3b, 3c, 3d
- Learning Designer: 4a, 4b, 4c, 4d
- Professional Learning Facilitator: 5a, 5c
- Data-Driven Decision-Maker: 6c
- Digital Citizen Advocate: 7a, 7b, 7c, 7d

Required Textbook

No required textbook. Open Education Resources. See Course Readings section.

Course Requirements

Attendance and Participation

Students should refer to the Online Absence Policy posted in Blackboard under the tab Course Information regarding participation in an online course.

Daily Readings

We will be covering a good amount of information in a very short amount of time. A large part of the graduate student responsibility in this course will be to devote time to the required readings and assignments. Please stay prepared to keep up with the rigorous pace of the course.

Assignments and Points

Assignment	Points Each	Total Points
5 Discussion Board Responses	20 pts (x5)	100
2 Quizzes	20 pts (x2)	40
3 Blog or LinkedIn Posts with Peer Commenting	20 pts (x3)	60
AI Literacy Social Media Training Resource Part 1: Audience Profile, Planning & Canva Prototype Part 2: Final Social Media Artifact Part 3: Peer Review & Reflection	50 pts 70 pts 30 pts	150
Professional Development Plan (Capstone) Part 1: Audience & Needs Assessment Part 2: Learning Objectives & Framework Selection Final: Full PD Plan	30 pts 30 pts 90 pts	150
TOTAL		500

All assignments are due on the scheduled date. Late assignments will not be accepted.

Grading Scale

Points	Grade
450 – 500	A
400 – 449	B
350 – 399	C

Points	Grade
300 – 349	D
Below 300	F

Course Schedule

Note: Schedule is subject to change. Items marked ★ are graded assignments.

Module	Assignments (Subject to Change)	Due Date
Module 1: The Future Ready Learner	Participate in Welcome Module & AI Literacy in 30 Seconds Introduction Discussion View: A Vision of Students Today Review: https://tech.ed.gov/futureready/ Explore: AI Guidance for Educators Read: Long & Magerko (2020) — What is AI Literacy? ★ DISCUSSION 1: What Does It Mean to Be AI and Future Ready?	June 1
Module 2: The Future Ready Teacher with AI	View: Future Ready — Growing Teachers as Leaders View: We Must Take a Strategic Approach to Technology Integration Explore: ISTE Standards for Students, Teachers, Digital Coaches, Leaders Read: Post-COVID Teaching and Learning Resources Activity: Introduction to Prompt Engineering — Hands-On AI Tool Exploration ★ DISCUSSION 2: Prompt Engineering Reflection (What did your AI exploration reveal? What does this mean for teaching prompt engineering to your professional audience?) ★ QUIZ 1: Future Ready & AI Literacy Foundations	June 5
Module 3: Technology Integration & AI Frameworks	View: An Introduction to Technology Integration View: TPACK Model for Technology Integration in 2 Minutes Review: SAMR Model Resources Explore: UNESCO AI Literacy Framework Explore: PAIR Framework for AI Integration Review: Technology Integration Matrix Read: Ng, Leung, Chu & Qiao (2021) — Conceptualizing AI Literacy Read: Celik (2023) — Towards Intelligent-TPACK ★ BLOG POST 1: Using a Framework to Integrate Technology ★ QUIZ 2: Technology Integration and AI Frameworks	June 10
Module 4: Universal Design for Learning + AI for Accessibility	View: Leveraging Technology to Increase Classroom Engagement View: UDL at a Glance Read: Gronseth & Hutchins (2020) — Flexibility in Formal Workplace Learning through the Lens of UDL Explore: https://udlguidelines.cast.org/ Read: Crompton & Burke (2023) — AI in Higher Education: State of the Field Read/Discuss: How AI Tools Can Support or Undermine UDL Principles Explore: AI Equity Considerations for Multilingual and First-Generation Learners ★ DISCUSSION 3: UDL and AI to Improve Learning Engagement	June 17

Module	Assignments (Subject to Change)	Due Date
	<p>★ BLOG POST 2: AI Tools and Strategies to Improve Student Motivation and Engagement</p> <p>★ PD PLAN PART 1: Audience & Needs Assessment</p>	
<p>Module 5: Evaluating Technology Integration & AI-Ready Practice</p>	<p>Listen: MIT TeachLab — The Homework Machine, Episode 1: "Buckle Up, Here it Comes" (July 2025)</p> <p>Listen: Get LIT: AI Integration with Dr. Jennifer Miller-Ray</p> <p>Read: Shepherd & Taylor (2019) — Factors Influencing Administrators' Readiness for Digital Instructional Leadership</p> <p>Explore: CoSN — Artificial Intelligence in K-12 (cosn.org)</p> <p>Explore: CoSN — K-12 Gen AI Readiness Checklist (cosn.org)</p> <p>Review: Technology Integration Matrix (fcit.usf.edu/matrix)</p> <p>Read: UNESCO (2023) — Guidance for Generative AI in Education and Research (Executive Summary)</p> <p>Explore: District AI Policies and Acceptable Use Frameworks</p> <p>Activity: Scenario Evaluation: Using the TIM, one additional course framework, and your UDL lens from Module 4, evaluate a provided AI integration scenario.</p> <p>★ DISCUSSION 4: You are an instructional coach observing a colleague using an AI tool. Evaluate the integration using at least two course frameworks. Draw on at least one example or tension from the TeachLab episode or Get Lit episode in your analysis.</p> <p>★ SOCIAL MEDIA PART 1: Audience Profile, Content Planning & Canva Prototype</p> <p>★ PD PLAN PART 2: Learning Objectives & Framework Selection</p>	June 24
<p>Module 6: Designing AI Literacy PD for Adult Learners</p>	<p>Read: Bliss (2019) — Adult Science-Based Learning</p> <p>View: Adult Learning Theory Knowles' 6 Assumptions of Adult Learners</p> <p>Read: Kaplan-Rakowski et al. (2023) — Generative AI and Teachers' Perspectives</p> <p>Read: Faisal et al. (2025) — Teacher Reactions and PD Needs Related to Generative AI</p> <p>★ DISCUSSION 5: Describe your experience with AI literacy PD. What andragogical approaches were used? Was there an evaluation component? Were learning objectives shared? (Alternate prompt for those without AI PD experience: What would you want AI literacy PD to include for your audience? Cite a reading.)</p> <p>★ BLOG POST 3: Write directly to your Social Media Resource audience (Content prototype — same audience, voice, and framing as your artifact)</p> <p>★ PD PLAN FULL DRAFT: Facilitation Plan + Evaluation (Parts 1–2 + new sections)</p>	June 27
<p>Module 7: Evaluating AI Tools and Learning Resources</p>	<p>View: How to Find and Evaluate OER</p> <p>Read: EDUCAUSE Rubric for Evaluating E-Learning Tools in Higher Education</p> <p>Read: Achieve OER Rubrics</p> <p>Explore: AI Tool Evaluation Rubrics and Criteria</p> <p>Activity: Evaluate the AI tool you used to create your Social Media artifact using the course evaluation criteria</p> <p>★ SOCIAL MEDIA PART 2: Final Social Media Artifact</p>	July 1
<p>Module 8: Capstone Submissions</p>	<p>★ SOCIAL MEDIA PART 3: Peer Review & Reflection</p> <p>★ PD PLAN FINAL: Full Professional Development Plan</p>	July 2

Assignment Descriptions

Discussion Board Responses (5 × 20 pts = 100 pts)

Each graded discussion requires a **substantive initial post** (200–300 words) that integrates at least one direct citation from the week's assigned readings, followed by **two peer response posts** (100–150 words each).

Peer Response Standard: Your response must (1) name one specific idea or strategy from the post you could apply in your professional context, and (2) ask one generative question that extends the conversation. Generic affirmations ("Great post! I agree.") will not receive full credit. Peer responses that simply summarize the original post also do not meet the standard.

Discussion Topics by Module:

- **Module 1:** What Does It Mean to Be AI and Future Ready?
- **Module 2:** Prompt Engineering Reflection — What did your hands-on AI exploration reveal about how the tool interprets your prompts? What does this mean for how you would teach prompt literacy to your professional audience?
- **Module 4:** UDL and AI to Improve Learning Engagement
- **Module 5:** Coaching the Integration of AI Tools
- **Module 6:** Designing AI Literacy PD for Adult Learners — Describe an experience with AI literacy professional development. What andragogical approaches were used? Was there an evaluation component? Were learning objectives shared? *Alternate prompt for those without AI PD experience:* What would you want AI literacy PD to include for your specific audience? Cite at least one reading from this module.

Quizzes (2 × 20 pts = 40 pts)

Quiz 1 (Due Module 2): Covers Modules 1–2. Format: 10 scenario-based multiple-choice questions. You will be presented with a brief educational scenario and asked to identify which Future Ready principle or AI literacy concept applies, or how an educator should respond. 20 minutes, open-note.

Quiz 2 (Due Module 3): Covers Module 3 frameworks (TPACK/Intelligent-TPACK, SAMR, PAIR, UNESCO AI Literacy Framework, Ng et al. AI Literacy Dimensions). Format: 10 scenario-based multiple-choice questions in which you analyze technology integration scenarios and classify them using course frameworks. 20 minutes, open-note.

Blog or LinkedIn Posts with Peer Commenting (3 × 20 pts = 60 pts)

You will publish three professional posts across the course — on Blackboard's blog feature, a personal blog, or LinkedIn. Each post should be **300–500 words**, written for a professional audience, and demonstrate engagement with course readings. You will also comment on **two classmates' posts** for each assignment.

Peer Comment Standard: Your comment must (1) identify one specific idea or strategy from the post that you could apply in your professional context, and (2) ask one generative question that would push the author's thinking further. Generic affirmations will not receive credit.

- **Blog Post 1** (Due Module 3): Reflect on using a specific framework — TPACK, SAMR, PAIR, or UNESCO AI Literacy — to integrate a technology tool into your instructional or leadership context. Be specific about what the framework revealed and what you would do differently.
- **Blog Post 2** (Due Module 4): Describe two AI tools or strategies you explored and how they could improve learner motivation and engagement in your specific professional context. Discuss at least one equity or accessibility consideration and how you would address it.
- **Blog Post 3** (Due Module 6): Write this post *addressed directly to your Social Media Resource audience* — the same audience you are designing for in the Social Media assignment. This is your content prototype: test your explanatory voice, your level of technical detail, and your framing before finalizing your artifact. Use the same platform register your audience would encounter (e.g., write as a LinkedIn article if your audience is educational leaders).

AI Literacy Social Media Training Resource (150 pts total)

Overview

You will design and publish (or prepare for publication) a professional social media training resource focused on AI literacy for a **specific adult audience** of your choosing. This assignment bridges your learning about AI fluency and professional development design with real-world communication — producing a shareable, portfolio-ready artifact that demonstrates your ability to translate complex AI topics for a defined professional audience. UDL principles must be visibly evident in your design decisions.

Target Audiences (choose one, or propose your own):

- Campus administrators: Key questions to ask before adopting AI tools in your school or organization
- Classroom teachers: 5 things every educator should know about AI
- Parents: How AI is showing up in your child's classroom and what to look for
- Higher ed faculty: Academic integrity in the age of generative AI
- Instructional coaches: How to facilitate your first AI literacy conversation with teachers
- Corporate trainers: Building AI fluency into workplace onboarding
- Rural and borderland communities: What AI in education means for us

Platform Choice: Instagram carousel, LinkedIn post or article, or Canva video presentation — choose based on where your target audience is most present professionally. (Instagram and LinkedIn are well-suited for education professionals. Canva video is recommended for parents, corporate trainers, or rural community audiences.)

Part 1: Audience Profile, Content Planning & Canva Prototype (50 pts) — Due Module 5

Before creating your final resource, submit two components:

1A — Planning Document (1–2 pages) addressing:

- Who is your specific target audience? (Be specific — not "teachers" but "K–8 science teachers in a rural Title I district.")
- What AI literacy gap, misconception, or barrier are you addressing? (Be precise: not "they don't know about AI" but "they believe AI-generated text is always accurate and don't know how to verify it.")
- What platform are you using and why is it appropriate for this audience?
- What is your core message or "one takeaway"?
- What 1–2 sources will you draw from to ensure accuracy?

1B — Canva Prototype:

- Minimum 3 slides/screens showing your visual direction, color choices, and content structure
- Does not need to be complete — this is a design draft for peer and instructor feedback
- Include a brief note (2–3 sentences) explaining one key design decision you made with your audience in mind

Part 2: Final Social Media Artifact (70 pts) — Due Module 7

Create your complete, polished training resource. Requirements by platform:

Instagram Carousel (6–10 slides):

- Slide 1: Hook/title — clearly identifies audience and topic
- Slides 2–7: Core content in accessible, non-jargon language with supporting visuals
- Slides 8–9: Practical "try this" takeaway
- Final slide: Source credit and your professional handle/affiliation

LinkedIn Post or Article (400–700 words):

- Clear audience framing in the opening
- At least one embedded visual (infographic, carousel image, or chart)
- Practical, actionable guidance
- 1–2 cited/verified sources woven naturally into the content
- Professional closing with a call to action

Canva Video Presentation (3–5 minutes):

- Clear narration or on-screen text appropriate for independent viewing
- Practical takeaways for the identified audience
- At least one cited source displayed on screen
- Accessible design (readable font sizes, sufficient contrast, captions if narrated)

All formats must demonstrate: content accuracy, audience-appropriate tone, visual design intentionality, UDL-informed accessibility, and at least one cited source.

Scoring Criteria:

Criterion	Points
Audience Clarity & Message Focus	15
Content Accuracy & Source Use	15
UDL Design & Accessibility	15
Visual Design & Professional Quality	15
Platform Appropriateness & Audience Fit	10
Total	70

Part 3: Peer Review & Reflection (30 pts) — Due Module 8

Peer Review (15 pts): Using the provided checklist, provide structured feedback on one classmate's artifact. Your review must address each of the five scoring criteria above (content accuracy, audience fit, UDL accessibility, design quality, message clarity), with a 1–2 sentence explanation for each criterion — not just a checklist check.

Reflection (15 pts): Write a structured reflection (approximately 300 words) addressing all three prompts:

- **1.** What did designing for a specific audience teach you about AI literacy communication that you didn't expect?
- **2.** Name one specific UDL design decision you made and explain your reasoning.
- **3.** If you were publishing this for your real professional network today, what would you do differently — and why?

Professional Development Plan — Capstone (150 pts total)

Overview

You will design a complete, professional-quality AI literacy professional development plan tailored to a specific adult audience in your current or target professional context. This is your **signature capstone artifact** — it should represent your best thinking about how adults learn, how AI literacy is developed, and how you would lead or facilitate that learning in your specific community.

The plan is submitted in three parts, each building on the last. Your audience for this plan *may be the same as your Social Media Resource audience or different*. Choose based on where you have the deepest contextual knowledge and professional investment.

Part 1: Audience & Needs Assessment (30 pts) — Due Module 4

Submit a 1–2 page document addressing:

- **Audience:** Who are they? Be specific. Not "teachers" — "K–12 instructional coaches in a mid-size Texas district" or "first-generation college students' parents in a rural border community."
- **Current knowledge & gap:** What do they currently know about AI, and what do they need to know? Cite at least one course reading or external source.
- **Barriers:** What barriers might they face in engaging with AI literacy PD — time, skepticism, access, prior negative experiences with technology PD, or language?
- **Andragogical approach:** What adult learning approach(es) are most appropriate for this audience and why? Reference Knowles or another framework from the readings.

Part 2: Learning Objectives & Framework Selection (30 pts) — Due Module 5

Submit a 1–2 page document addressing:

- **Learning objectives:** Write 3–5 measurable learning objectives using action verbs aligned to Bloom's Taxonomy.
- **ISTE alignment:** Align each objective to at least one ISTE Standard (Administrators, Educators, Coaches, or Educational Leaders).
- **Framework selection:** Identify the AI integration framework(s) you will use to organize your content (TPACK/Intelligent-TPACK, SAMR, PAIR, UNESCO AI Literacy Framework, or a combination) and explain your rationale.
- **Format & scope:** Describe your proposed PD format: single session or series? Synchronous, self-paced, or hybrid? Estimated length?

Final: Full Professional Development Plan (90 pts) — Due Module 8

Submit a complete **4–6 page professional development plan** that integrates and expands Parts 1 and 2. Required components:

- **Context Statement:** Revised audience description and rationale (from Part 1)
- **Learning Objectives:** Finalized, aligned to ISTE (from Part 2)
- **Content Outline:** What AI literacy content will be covered, in what sequence, and why
- **Facilitation Plan:** How will you structure the session(s)? What andragogical strategies will you use? How will you incorporate active engagement, reflection, and voice for participants?
- **Resource List:** What AI tools, readings, or activities will participants use? Include at least 3 sources from the course reading list.
- **Evaluation Plan:** How will you assess whether participants met the learning objectives? Describe one formative and one summative assessment strategy.
- **Equity & Accessibility Notes:** How does your plan address diverse learners, multilingual participants, or those with limited prior AI experience?

Scoring Criteria:

Criterion	Points
Audience Clarity & Needs Grounding	15
Quality of Learning Objectives & ISTE Alignment	15
Content Depth & Framework Application	20
Facilitation Plan & Andragogical Strategy	15
Evaluation Plan	10
Equity & Accessibility Integration	10
Professional Quality & Formatting	5

Criterion	Points
Total	90

Note on Generative AI Use in This Class

This course is centered on building AI fluency and literacy for professional practice. That means you will be expected to engage with, evaluate, and critically reflect on generative AI tools as part of your learning — not avoid them. At the same time, AI tools are aids to your thinking, not replacements for it. The standard in this course is **transparent, intentional, and critically reflective AI use**.

Disclosure Requirement: Any assignment that involves the use of a generative AI tool (ChatGPT, Claude, Gemini, Copilot, Perplexity, etc.) must include a brief **AI Use Disclosure** at the end of the submission. Your disclosure should identify: (1) which tool(s) you used, (2) how you used it, and (3) how you evaluated or revised its output. This models the professional transparency standard you will be helping others develop.

Allowable Use	Why It's Allowed	Things to Keep in Mind
Using AI to brainstorm ideas for a PD plan, blog post, or training resource	Supports creative ideation and exposes you to diverse approaches you can critically evaluate	Start with your own thinking first. AI reflects patterns in training data, not your specific community's needs.
Using AI as a writing support tool (grammar, clarity, tone adjustment)	Supports communication skill development when your ideas are already drafted	Write your own first draft. AI polishing of your thinking is not the same as AI writing for you.
Prompting AI to generate sample rubrics, quiz questions, or study guides as a reference	Legitimate scaffolding when used to inform your own design work	Verify accuracy. AI-generated rubrics and assessments must be critically reviewed and adapted — not submitted as-is.
Using AI to help translate, simplify, or make content more accessible	Supports UDL and equity goals central to this course	Check for accuracy and cultural responsiveness. AI may introduce bias or miss nuance.
Using AI to explore how it responds to prompts as part of course assignments	Core to AI literacy development in this course	Document your prompts and critical analysis of outputs. This is the learning.
Using AI accessibility tools recommended for a documented disability	Supports equitable access to learning	Connect with SRSU Accessibility Services if applicable.

Non-Allowable Use	Why It's Not Allowed
Prompting AI to write your discussion board responses	Discussions build community and require your authentic professional voice. AI cannot replicate your borderland context, your campus, or your students.
Submitting AI-generated work as your own without disclosure	Violates academic integrity and undermines the transparency you are being asked to model as a leader.
Using AI to summarize course readings instead of reading them	Offloads the productive struggle of engaging with scholarly text. GenAI tools predict plausible summaries that may misrepresent the source.
Completing your PD Plan or Social Media capstone without substantive personal authorship	These are professional artifacts representing your leadership thinking. Minimal personal authorship produces minimal learning and a weak professional portfolio.
Uploading copyrighted course readings into AI tools	May constitute copyright infringement and undermines authors' intellectual property rights.

If you find yourself relying on AI to do the work rather than support it, that is a signal worth paying attention to — both for your own learning and as future professional developers. Please reach out so we can find an approach that genuinely serves your growth.

All students are responsible for verifying the accuracy, credibility, and relevance of any AI-generated content used to support their work. GenAI tools are known to produce misinformation and culturally narrow outputs with confidence.

Copyright Notice

My lecture videos and course materials, including PowerPoint presentations, tests, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright in those materials I create. You may take notes and make copies of course materials for your own use. You may not and may not allow others to reproduce or distribute lecture notes and course materials publicly whether or not a fee is charged without my express written consent. Similarly, you own copyright in your original papers and exam essays. ©2026

Student Responsibility Statement

All full-time and part-time students are responsible for familiarizing themselves with the Student Handbook and the Undergraduate & Graduate Catalog and for abiding by the University rules and regulations. Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state, and local laws and is expected to familiarize themselves with the requirements of such laws.

ADA Statement

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services must contact at 432-837-8203 or email counseling@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine, Texas, 79832.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website.

Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires a secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Libraries

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more at library.sulross.edu/find-and-borrow/texshare/ or ask a librarian.

Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL), ScanIt, and Direct Mail to get materials delivered to you at home or via email.

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid behaviors that violate academic integrity, such as turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; or collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Note on AI Use: This course has a dedicated AI Use Policy (see above) that constitutes express, specific permission for disclosed uses of generative AI. That policy governs all AI use in this course. Any use of AI beyond what is described there — or any use without the required disclosure — constitutes a violation of academic integrity. If you have questions about whether a specific use is permitted, ask before submitting. Violations can result in failing assignments, failing the class, and/or more serious university consequences.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose, and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still, we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that recent economic pressures, health concerns, or unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me.

This course syllabus is intended to be a guide and may be amended at any time.

Course Readings

Items marked **[NEW]** have been added to the 2026 revision. Items marked **[Repositioned to Optional]** remain accessible but are not required reading.

[NEW] Celik, I. (2023). Towards Intelligent-TPACK: An empirical study on teachers' professional knowledge to ethically integrate artificial intelligence (AI)-based tools into education. *Computers in Human Behavior*, 138, Article 107468. <https://doi.org/10.1016/j.chb.2022.107468>

[NEW] Crompton, H., & Burke, D. (2023). Artificial intelligence in higher education: The state of the field. *International Journal of Educational Technology in Higher Education*, 20(1), Article 22. <https://doi.org/10.1186/s41239-023-00392-8>

CAST (2018). *Universal Design for Learning Guidelines version 2.2*. Retrieved from <http://udlguidelines.cast.org>

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This course syllabus is intended to be a guide and may be amended at any time.