**EDMD 7210**

**Integration of Technology into the Curriculum Auburn University- College of Education**

**Educational Foundations, Leadership and Technology Department Syllabus 2025**

1. **Course Number**: EDMD 7210
2. **Course Title**: Integration of Technology into the Curriculum
3. **Credit Hours**: 3 semester hours (LEC3)
4. **Prerequisite**: None
5. **Term**: Fall 2025
   * Day/Time: 5:00 pm -7:45 pm on Tuesdays
   * Instructor: Dr. Jung Won Hur
   * Office Address: Room 3308/College of Education/ 345 W Samford Ave.
   * Contact Information: Work: 334-844-3019/ Email: [jwhur@auburn.edu/](mailto:jwhur@auburn.edu/) Phone: 334-740-2631
   * Office hours: Tuesdays & Thursdays 2:00 to 4:00 pm/ Please email me whenever you need help.
6. **Text or Major Resources (Suggested):**
   * [Mollick, E. (2024). *Co-intelligence: Living and working with AI*. Penguin Random House.](https://www.amazon.com/Co-Intelligence-Living-Working-Ethan-Mollick/dp/059371671X)
   * American Psychological Association (2020). Publication Manual of the American Psychological Association (7th ed.). Washington, D.C.: American Psychological Association – Optional <https://amz.run/4oZ4>
7. **Course Description**:

* Learner competence in integration of technology into curriculum, including designing and integrating technology into instruction

1. **Student Learning Outcomes**:

Upon the completion of this course, students will be able to

* facilitate and promote student learning and creativity using a variety of technology (290-3-3-.42(4)(b)1.)
* select appropriate tools relevant to individual learners and integrate it into a classroom instruction (290-3-3-.42(4)(b)1., 290-3-3-.42(4)(b)2.)
* demonstrate confidence in using various AI and cloud based technologies (290-3-3-.42(4)(b)3.)
* model and promote safe, legal and ethical use of digital media (290-3-3-

.42(4)(b)4.)

* engage in professional growth by participating in online communities and developing self-directed learning skills (290-3-3-.42(4)(b)5.)

1. **Course Schedule**

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| **Date** | **Topic/Reading** | **Technology** | **Assignments Due** |
| Week 1  (August 19) | * Self-Introduction/ Course Overview/ AI in education | * Seesaw |  |
| Week 2  (August 26) | * Computational Thinking | * Scratch | * Scratch and Online Discussion (15 pts) |
| Week 3  (September 2) | * Overview of AI/ * Machine Learning | * Teachable Machine | * Teaching with AI |
| Week 4  (September 9) | * Teacher Role in the Age of AI | * Gemini in Google Classroom | * Google Classroom Report (10 pts) |
| Week 5  (September 16) | * AI in Education | * AI Unplugged | * Introduction/ Chapter 1 |
| Week 6  (September 23) | * Teaching with AI | * Google Storybook/ Suno AI | * Storybook and AI Music creation (10 pts) |
| Week 7  (September 30) | * Deep Learning | * deeperplayground.org | * Chapter 2 & 3 |
| Week 8  (October 7) | * Growth Mindset | * Google Vids | * Google Vids Creation  (15 pts) |
| Week 9  (October 14) | * Large Language Model/Generative AI | * ChatGPT/ Gemini | * Chapter 4 & 5 |
| Week 10  (October 21) | * Fairness/ Transparency | * Google Notebook LM | * Google Notebook LM Activities (10 pts) |
| Week 11  (October 28) | * AI ethics education | * Algorithmic Bias | * Chapter 6 & 7 |
| Week 12  (November 4) |  | * AI Chatbot | * Chatbot Reflection  (10 pts) |
| Week 13  (November 11) | * AI literacy education | * AI and future jobs | * Chapter 8 & 9 |
| Week 14  (November 18) | * Data Science | * Google Guided learning |  |
| Week 15  (November 25) | * Thanksgiving Break | | |
| Week 16  (December 2) | * AI Reflection | * Final Project | * AI Ethics Paper with reflection (30 pts) |

1. **Additional Reading**

* Grover, S., & Pea, R. (2013). Computational Thinking in K–12. *Educational Researcher*. <https://doi.org/10.3102/0013189X12463051>
* Gentile, M., Città, G., Perna, S., & Allegra, M. (2023). Do we still need teachers? Navigating the paradigm shift of the teacher's role in the AI era. *Frontiers in Education*, *8*, 1161777. <https://doi.org/10.3389/feduc.2023.1161777>
* Ng, D. T. K., Leung, J. K. L., Chu, S. K. W., & Qiao, M. S. (2021). Conceptualizing AI literacy: An exploratory review. *Computers and Education: Artificial Intelligence, 2*, 100041. <https://doi.org/10.1016/j.caeai.2021.100041>
* Lo, L. S. (2023). The CLEAR path: A framework for enhancing information literacy through prompt engineering. *The Journal of Academic Librarianship, 49*(4), 102720. <https://doi.org/10.1016/j.acalib.2023.102720>
* Dweck, C.S. (2006). *Mindset: The new psychology for success*. New York: Random House.
* Bowen, J. A., & Watson, C. E. (2024). Teaching with AI: A practical guide to a new era of human learning. Johns Hopkins University Press.
* Christian, B. (2020). *The alignment problem: Machine learning and human values*. W. W. Norton & Company.

1. **Course Requirements**

* Be a self-directed learner
* Actively participate in class discussions
* Complete all readings
* Complete all assignments on time

1. **Assignments**
2. **Scratch Online Discussion (15 pts)**  
   Create a simple game using Scratch. Then, respond to discussion prompts reflecting on the emphasis on computational thinking skill development in K-12.
3. **Google Classroom Report (10 pts)**  
   Explore Gemini in Google Classroom and write a brief report on how you could use the tool to enhance your teaching.
4. **Storybook and AI Music Creation (10 pts)**  
   Use Gemini Storybook and Suno AI to create a personalized digital storybook and music. Include a short reflection on the teacher’s role in the age of AI.
5. **Google Vids Creation (10 pts)**  
   Produce a Google Vids video summarizing what you have learned about AI.
6. **Google Notebook LM Exploration (10 pts)**  
   Explore Google Notebook LM and share your ideas for how it can be used to improve teaching and learning.
7. **Chatbot Reflection (10 pts)**  
   Experiment with ChatGPT Custom GPTs and Gemini GEM. Reflect on how these tools can support teaching and learning.
8. **AI Ethics Paper (30 pts)**  
   Research a current issue in AI ethics. Write a paper presenting your findings and discussing their implications for education.
9. **Reading facilitator (10 pts)**With your team members, you will facilitate our bi-weekly book discussion

**I. Class Discussion Participation (50 pts)**  
 Actively participate in biweekly class meetings, contributing thoughtfully to discussions.

1. **Assessment**:

The final grade for the course will be based on a ratio of the points earned by the students to the points offered during the semester.

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| **Assignments** | **Points** | **Grade** |
| Scratch/Discussion | 15 points | * A: 90-99.9% (>139.5 pts) * B: 80-89.9% (>124 pts) * C: 70-79.9% (> 108.5 pts) * D: 60-69.9% (> 93 pts) * F: Below 60% (<93 pts) |
| Google Classroom Report | 10 points |
| Story Book & AI Music Creation | 10 points |
| Google Vids Creation | 10 points |
| Google Notebook LM Exploration | 10 points |
| Chatbot Reflection | 10 points |
| AI Ethics Paper | 30 points |
| Reading Facilitator | 10 points |
| Class Discussion Participation | 50 points |
| Total | 155 points |  |

* **24 hour lateness policy**: No assignment is late as long as you turn it in within 24 hours of the due date (maximum 2 assignments)
* After the 24 hour due, any assignment presented or turned in late will be penalized 10% for each class period that it is late. Late assignments presented or turned in late after three days will not be accepted and will receive a grade of 0.
* All the assignment must be turned in before midnight on the due day.

1. **Class Policy Statement:**

**Technology:** This course is heavily supported through the use of Canvas and Zoom for material delivery and communication. Each student automatically has access to the course site through the registration process. It is the student’s responsibility to access the site on a regular basis and to access handouts or other information for the class. More importantly, the instructor will send a weekly announcement, so students should check their email regularly and complete ALL activities on time. Students are expected to try to solve their own technological problems through trouble shooting and contacting Auburn University Help Desk personnel prior to contacting the instructor.

**OIT Help Desk Student Page**: <http://www.auburn.edu/oit/students/>

**Honesty Code**: The University Academic Honesty code and the Student Policy

eHandbook (www.auburn.edu/studentpolicies). Rules and Regulations pertaining to Cheating will apply to this class.

**Definition of plagiarism**: Any use of other people’s words, unless properly credited. All direct quotes must be in quotation marks and must include page number in the citation. Ideas must also be credited but do not need page numbers and direct quotes. However, avoid slight word changes, as these would be considered direct quotes. In this course the citation format is the American Psychological Association (APA) format.

**Self-plagiarism** where students submit her/his own work that was originally developed for other classes or another assignment is also NOT allowed.

In addition to the university recommended statements noted above, College of Education

syllabi are to include the following statement:

**Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

**Participation:** Students are expected to participate in all class discussions and participate in all exercises. Assignments are due on announced dates. Unexcused late assignments are unacceptable. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. Students must satisfy all course objectives to pass the course.

**Make-Up Policy:** Arrangement to make up missed major assignments due to properly authorized excused absences must be initiated by the student within one week from the end of the period of the excused absences. Except in unusual circumstances, such as continued absence of the student or the advent of University holidays, a make-up exam/assignment will take place within two weeks from the time that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams/assignments will be arranged during the last three days before the final exam period begins.

**Course contingency:** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials.

**Disability Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. To set up the meeting, please contact the instructor by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844- 2096 (V/TT).

**Other Class Policy Statements:**

The instructor reserves the right to alter the schedule and content of this syllabus in order to accommodate the needs of the students and/or in light of university and academic schedule changes.