EDUC 4321.060: Integrating Technology in the Classroom

A.   Course Logistics
Term: Spring, 2026 7 Weeks session 1, Jan 12, 2026 – Feb 28, 2026
Instructor: Dr. Woonhee Sung
Office Phone: (903) 565-7175
Office Address: BEP 243, School of Education, 3900 University Blvd. Tyler, TX 75799
Office Hours: Tuesdays and Thursdays 9:30 a.m.-11:00 a.m. and by appointment (virtual and in person). I'm here to assist you, so please reach out so we can find a time to ensure your success in this course. You can join through this Zoom link, phone, or in person.
Class time: Online
Email: wsung@uttyler.edu (Best way to contact)
Communication Policy: Students may email any time when a question arises. Please note for email messages, I typically respond within 24-48 hrs. Weekends may vary. Please indicate course title [EDUC4321] in the title line.
Last day to Withdraw: Feb 12, 2026

B.   Course Overview
In this course you will examine ways in which newer technologies can be integrated effectively in educational settings for the enhancement of teaching and learning. As a result of this course, you should acquire skills to help integrate technology effectivity and efficiently in your educational setting with the improved understanding of frameworks, models, and theoretical foundation. Your skills of integrating technology will be enhanced with your new awareness of instructional tools, theories, frameworks, models, and application practices for new learning community.

C.   Student Learning Outcomes
The course will provide you with the knowledge, skills, and attitudes necessary for using technology to enhance your teaching and your students' learning. More specifically, and in keeping with the 2024 ISTE Standards for Educators, the Texas Technology Applications EC-12 Standards, and the 2022 Texas Technology Applications TEKS (K-8), by the end of the course you will better be able to:
- Model Continuous Professional Learning and Technology Leadership (ISTE 2.1 Learner; ISTE 2.2 Leader; Texas Standard I)
- Design Authentic Learning Experiences Using Computational Thinking and Innovation (ISTE 2.5 Designer; ISTE 2.6 Facilitator; Texas Standards I and VII; TEKS Strands: Computational Thinking, Creativity and Innovation)
- Design Accessible and Equitable Technology-Enhanced Learning Environments (ISTE 2.5 Designer; ISTE 2.2 Leader)
- Promote Digital Citizenship and Data Literacy (ISTE 2.3 Citizen; Texas Standards III, V; TEKS Strands: Digital Citizenship, Data Literacy, Management, and Representation)
- Collaborate and Use Technology to Expand Learning Communities (ISTE 2.4 Collaborator; Texas Standards II, VI)

- Develop Data-Driven Assessment and Integrate Technology Applications Effectively (ISTE 2.7 Analyst; Texas Standards IV, VII; TEKS Strand: Practical Technology Concepts)

D.   Required Textbooks and Readings:
There is no required textbook for this course. We will use current articles and digital materials shared in this Canvas course as our primary texts.

APA Style Citation MLA Style Citation Chicago Style Citation

E.   Course Structure and Grade Categories
In this course, you'll engage in the following categories of learning experiences.

- Content Learning via Modules: Lecture videos, content, supplemental reading contents will all be uploaded under each module. You are expected to go through each week's module by Thursday afternoon, so that you can secure your time for working on projects/assignments/reflection/ and all other assignments. All the assignments are due on Mondays at 8 am. So please go through new contents until Thursday, and start working on your assignment for the rest of the week. This also allows you to contact me for any questions on the weekdays. I respond within 24-48 on Mon-Fri, and weekend may vary.
- Projects: These are low-stakes and no-stakes (meaning you get credit for completing the quiz) projects built through the course. Multiple number of projects count as 35% of your course grade.
- Discussion Boards: Your work in your small group discussion boards is 25% of your grade.
- Reflection Papers and Participation: Reflection and participation is critical to learning. When we reflect, we combine the what, why, and how and connect to prior knowledge. Your reflective papers will count as 20% of your course grade.
- Final Technology Integrated Lesson Plan: This assignment is 20% of your course grade. The final lesson plan will be built through the course.

- Grading Scale

Assigned Grade	Criterion
A	90 - 100
B	80 - 89.9
C	70 - 79.9
D	60 - 69.9
F	below 60

F.   Late Work and Make-Up Exams:
Late work can be submitted **up to 10 days after the due date**, except for the last 10 days of the semester (February 18th-28th). When you missed the due date, you will see zero in your grade book. When you submit late works within 10 days from the due date, no need to contact the instructor, but can go ahead and submit late works using the same assignment submission page. Then, the grade for late work will be updated within 3-5 days. The late assignments will have a 10-20% deduction for up to 10 days. If there is an extraordinary circumstance that you have

discussed with me, or need to discuss, please email me. This policy applies to all assignments in this course.

G.   Calendar of Topics, Readings, and Due Dates

Module	Dates	Class Topic	Assignments & Critical Dates and Times
1	Jan 12th – 18th	Introductions Overview of Syllabus and the course Contemporary Ed Tech Topics, Standards, and Trends	Mix and Mingle Discussion Reflection #1 : Previous experiences and future interest in technological tools for teaching and learning
2	Jan 19th – 25th	Theory into Practice: Foundations for Effective Technology Integration, Technology integration framework and models	Define subject area and objectives, grades for final project. Develop subject-matter objectives, select appropriate theory/foundation/framework, and create regular lesson plan
3	Jan 26th – Feb 1st	Computational Thinking Across Curriculum and Thinking skills related to Technology Integration Digital Literacy (Robotics, Coding, AI literacy)	Search and Analyze: Search articles evaluating the integration of/promotion of/impact on learners' thinking skills related to technology, and analyze intervention and findings discussed in the published article
4	Feb 2nd – Feb 8th	Content-Specific Tools and Student-Centered Creation Integration of Games (gamification), Simulations, AR/VR/XR, Robotics/Coding, Maker Space	Application activity: Create instructional materials using software (infographic, word cloud, comic strips, story, etc) Search and Analyze software/platform/program
5	Feb 9th – Feb 15th	Facilitation Strategies when integrating technologies (e.g., manage online gallery walk, share and reflect, collaboration)	Based on the regular lesson plan developed in module 2, add technological tools, related thinking skills, and facilitation strategies from instructors' point of view
6	Feb 16th – Feb 22nd	Distance Learning, Virtual Field Trips Digital Citizenship Ethical issue related to technology integration	Discussion Board Activity: Digital Citizenship and Ethical Awareness Reflection: Peer-review of lesson plan
7	Feb 23rd – Feb 28th	Final Project	**Final Tech-Integrated Lesson Plan** **Due Feb 26th** **11:59 p.m. Central time.**

Note: This tentative schedule is subject to change as necessary. However, I pledge to adhere to it as much as possible. In the unlikely event of a prolonged university closing or an extended absence from the University, adjustments to the course schedule, deadlines, and/or assignments will be made based on the duration of the closing and the specific dates missed.

H.   Course Structure
This is a 7-week online course that requires you to engage with me (the instructor), the course content, and your peers. I will open the course modules on Monday of each week. This course will push you to be active in the learning process.

I.   Tips for Success in this Course

- Participate. You should engage deeply, ask questions, and discuss the course content with your peers. You can learn a great deal from discussing ideas and perspectives with your peers and me. Participation can also help you articulate your thoughts and hone your critical thinking skills.
- Manage your time wisely. I understand that we are all extremely busy. Therefore, it is best to carve out time to work on this course. As this is a 7-week course, you need to allocate approximately 8-10 hours per week to enable you to dive into the course content, participate in discussions with your colleagues in this course and me, and work on assignments.
- Log in to our course regularly, at least 2 to 3 times a week. This will help you absorb information in smaller pieces, and you'll have more time for thinking, which is critical in this course, and working with different artificial intelligence tools.
- Stay caught up. This course is only seven weeks long. If you get behind, it can be challenging to catch up, and it won't be a pleasant learning experience. Learning shouldn't and doesn't have to be painful.
- Use Canvas notification settings. Let the features in Canvas help you with your time management. You can receive timely notifications in your email or via text. Be sure to enable notifications to be sent instantly or daily. (See the Canvas Notification Guide).
- Communicate with me. Let me know if you need help or if something is happening in your life. Please do not wait until it is too late to recover. I want you to be successful in this course and to get to cheer for you at graduation!

J.   Artificial Intelligence Statement

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

In this course,

*You may use AI programs e.g. ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.

**You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). ***Any plagiarism or other form of cheating will be dealt with severely under relevant UT Tyler policies.

<h2 style="text-align:center">College of Education and Psychology (CEP) Vision and Mission</h2>

Core Purpose of the College of Education and Psychology
To prepare competent, caring, and qualified professionals in the field of education, psychology, and counseling; to foster discovery; and to advance the knowledge base in our respective disciplines.

Vision: The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

Mission: The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

UT TYLER'S SCHOOL OF EDUCATION STANDARDS FOR EDUCATOR PREPARATION PROGRAMS

Texas Education Standards: The School of Education are committed to teaching and implementing the Texas Educator Standards at the highest level. The School of Education faculty use the Texas Education Standards, along with the Interstate New Teacher Assessment and Support Consortium (InTASC) standards used by educator preparation programs throughout the United States.

The list of Texas Education Standards can be accessed here.

Access the Code of Ethics and Standard Practices for Texas Educators can be accessed here.

UNIVERSITY POLICIES

UT Tyler Honor Code
Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

For a full list of university policies including information related to the topics listed below, click here.
- Students Rights and Responsibilities
- Campus Carry
- Tobacco-Free University
- Grade Replacement/Forgiveness and Census Date Policies
- State-Mandated Course Drop Policy
- Disability Services
- Student Absence due to Religious Observance
- Student Absence for University-Sponsored Events and Activities
- Social Security and FERPA Statement
- Emergency Exits and Evacuation

- Student Standards of Academic Conduct

UT Tyler Resources for Students:

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu, http://www.uttyler.edu/writingcenter/
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu, https://www.uttyler.edu/tutoring/
- The Mathematics Learning Center, RBN 4021, This is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254) https://www.uttyler.edu/counseling/

University Guidelines, Links and Policies