



EDUC 4321.060: Integrating Technology in the Classroom

A. Course Logistics

Term: Fall, 2026 7 Weeks session 1, August 24, 2026 – October 10, 2026

Instructor: Dr. Woonhee Sung

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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: September 25, 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 effectively 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 Teacher Standard 5 — Professional Practices and Responsibilities)
- Design Authentic Learning Experiences Using Computational Thinking and Innovation (ISTE 2.5 Designer; ISTE 2.6 Facilitator; Texas Standards I; TEKS Strands: Computational Thinking, Creativity and Innovation)
- Design Accessible and Equitable Technology-Enhanced Learning Environments (ISTE 2.5 Designer; ISTE 2.2 Leader; Texas Teacher Standard 4 — Learning Environment)
- Promote Digital Citizenship and Data Literacy (ISTE 2.3 Citizen; Texas Teacher Standards 2 and 5 — Instructional Delivery and Assessment; Professional Practices and Responsibilities; TEKS Strands: Digital Citizenship, Data Literacy, Management, and Representation)

- Collaborate and Use Technology to Expand Learning Communities (ISTE 2.4 Collaborator; Texas Teacher Standard 5 — Professional Practices and Responsibilities)
- Develop Data-Driven Assessment and Integrate Technology Applications Effectively (ISTE 2.7 Analyst; Texas Teacher Standard 2 — Instructional Delivery and Assessment)

D. Required Textbooks and Readings:

West, R. E. (2018). Foundations of Learning and Instructional Design Technology (1st Edition): Historical Roots and Current Trends. <https://doi.org/10.59668/3> [Available Online Free]

We will also use current articles and digital materials shared in this Canvas course for our reading. [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 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	Class Topic	Assignments & Critical Dates and Times
1	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	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	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	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	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	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	Final Project	Final Tech-Integrated Lesson Plan Due posted on Module page

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,

*Unless explicitly stated in the assignment guideline, you are not allowed to use Open AI to generate assignments including reflections, discussion postings, essays, or other type or product. You can use Open AI to proofread your work or make revision. But you cannot ask Open AI to update your product following the rubric, because this will use rubric criteria as a keyword and basically rewrite/produce your responses/work. When you use Open AI, you need to cite AI tool properly (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.**

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The School of Education prepares educators and leaders who transform lives through learning. Through excellence in teaching, scholarship, innovation, and partnership, we strengthen the educator workforce, advance educational opportunity, and improve outcomes for learners, schools, and communities across East Texas and beyond.

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](#)