

LTEC 2600 - Digital Tools in Education

Instructor Information

Instructor: Dr. Joshua Tabor, he/him, joshua.tabor@unt.edu

Course Description, Structure, and Objectives

This 16-week 3 credit course aims to prepare pre-service teachers to select and use digital tools to infuse technology into teaching and curricular decisions. The major topics of this course include selecting digital tools, technology limitations, access, and technology integration in face-to-face, blended, and online learning environments.

Course Goals

The goal of this course is to prepare pre-service teachers to evaluate when and how to infuse technologies to support students in educational environments. At the end of this course, students will be able to:

- 1. Establish Foundational Knowledge of Educational Technology**
Introduce students to key concepts, historical developments, and emerging trends in educational technology to build a shared understanding of its role in K–12 teaching and learning.
- 2. Foster Professional Collaboration and Inquiry**
Cultivate Professional Learning Communities (PLCs) where students collaboratively investigate real-world Problems of Practice (PoPs) and explore technology tools that support instructional innovation.
- 3. Promote Responsible and Ethical Technology Use**
Empower students to model responsible digital citizenship, navigate ethical considerations, and align their practices with institutional policies and emerging AI guidelines.
- 4. Develop Proficiency with Digital Tools for Teaching and Assessment**
Engage students in hands-on exploration of digital tools that enhance content delivery, creative expression, formative assessment, and community building in K–12 classrooms.
- 5. Apply Technology Integration Models to Lesson Design**
Guide students in designing cross-curricular, multimodal lessons using technology integration frameworks (e.g., PICRAT) to support personalized and inclusive instruction.
- 6. Advance Equity and Accessibility in Digital Learning Environments**
Equip students with strategies to identify and address accessibility barriers, apply Universal Design for Learning (UDL) principles, and manage classroom technology to improve access for all learners.

Required/Recommended Materials

There is no required text students must purchase for this course. Students will be provided with articles, podcasts, and videos by the instructor.

This course has digital components. To fully participate in this class, students will need internet access to reference content on the Canvas Learning Management System and headphones. If circumstances change, you will be informed of other technical needs to access course content. Information on how to be successful in a digital learning environment can be found at [Learn Anywhere](https://online.unt.edu/learn) (<https://online.unt.edu/learn>).

How to Succeed in this Course

Connect with me through Canvas Message. Attendance and participation in this class is required and a large portion of the course grade. Our time in class will consist of small group and whole class participation. You are a vital part of this learning community, and your contributions are part of the knowledge that we create in our classroom. Even if you are absent, you are still responsible for completing the assignments, as each in-class activity is a graded component of your portfolio project.

I understand that life gets busy, or that illness and tragedy strike. When these things happen, please communicate with me so I can help support you. You may need to communicate with the dean of students to provide documentation to grant you an excused absence.

A course “incomplete” grade cannot be granted if you are already failing, so let’s work to avoid this. Per the UNT registrar, “An Incomplete Grade (“I”) is a non-punitive grade given only during the last one-fourth of a term/semester and only if a student (1) is passing the course and (2) has a justifiable and documented reason, beyond the control of the student (such as serious illness or military service), for not completing the work on schedule.”

ADA accommodation statement:

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking reasonable accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with a reasonable accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of reasonable accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of reasonable accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information, refer to the [Office of Disability Access](http://www.unt.edu/oda) website (<http://www.unt.edu/oda>). You may also contact ODA by phone at (940) 565-4323.

If needed, connect with the [Office of Disability Access](https://studentaffairs.unt.edu/office-disability-access) to begin the registration process (<https://studentaffairs.unt.edu/office-disability-access>).

Supporting Your Success and Creating an Inclusive Learning Environment

I value the many perspectives students bring to our campus. Please work with me to create a classroom culture of open communication, mutual respect, and inclusion. All discussions should be respectful and civil. Although disagreements and debates are encouraged, personal attacks are unacceptable. Together, we can ensure a safe and welcoming classroom for all. If you ever feel like this is not the case, please stop by my office and let me know. We are all learning together.

If you need ADA accommodations, please reach out to the [UNT Office of Disability Access](#).

Assessing Your Work

The grading scale is:

A = 90-100%

B = 80-89.9%

C = 70-79.9%

D = 60-69.9%

F = 59% and below

*Refer to Canvas to view your grade. Every point is equal to 1%, for a total of 100 points.

The attendance and portfolio assignments include a unique grading rubric that details the expectations. It is the responsibility of the student to view and follow the rubric closely to achieve the best score possible.

You have a three-day late work submission window on your assignments, losing the ability to achieve a grade-level each day (Day 1: 90%, Day 2: 80%, Day 3: 70%); on the fourth day, late work receives a 0.

Attendance and Participation

In this course, attendance and participation is an important component of understanding the course material and mastering the course objectives. Active participation in discussions, asking questions, and critical thinking are expected of students. Refer to the course assignment, Attendance, for further details.

Per [06.039 Student Attendance and Authorized Absences](#), The University of North Texas recognizes that student success is promoted by regular attendance and participation in class. It is the responsibility of the faculty member to notify students in writing of any special attendance requirements for the class. This policy applies to all modes of course delivery."

IV. Policy Responsibilities Section D. Excused Absences

An absence may be excused for the following reasons:

1. religious holy day, including travel for that purpose;
2. active military service, including travel for that purpose;
3. participation in an official university function;
4. illness or other extenuating circumstances;
5. pregnancy and parenting under Title IX; and
6. when the University is officially closed.

A student is responsible for requesting an excused absence in writing, **providing satisfactory evidence** to the faculty member to substantiate excused absence and delivering the request personally to the faculty member assigned to the course for which the student will be absent.

When an absence is excused, the faculty member will provide a reasonable time after the absence for the student to complete a missed assignment or examination.

Course Requirements/Schedule

This course includes one large project consisting of a digital portfolio resulting from the culmination of your in-class activities added to your website. The portfolio includes module reflections, weekly in-class activities, and your ability to integrate digital tools into instruction through a Problem of Practice (PoP).

List of Modules

Introduction to Educational Technology
 Digital Tools in K-12 Schools
 Digital Productivity and Cybersecurity
 Technology Integration Models and Lesson Design
 Educational Technology for All

Module	In-Class Assignments	Percentage
Module 1	Syllabus Quiz	10
	PD Portfolio Google Site Setup	
	Historical presentation	
	Productive Teacher Tools Exploration	
	Reflective Journal 1	
Module 2	Personal Code of Ethics Infographic	10
	AI Do's and Don'ts Anchor Chart	
	Personal AI Policy	
	Parent Communication Project	
	Reflective Journal 2	
Module 3	Digital Tools Matrix	10
	SWOT Analysis of a Digital Tool	
	PoP Table with Explanation	
	Formative Assessment Dashboard Analytics	
	Reflective Journal 3	
Module 4	simSchool Simulation	10
	Classroom Management Jigsaw Slides	
	Classroom Routines Design with Technology	
	Lesson plan analysis and redesign	
	Adaptive Platform Review	
	Tech-integrated Choice Board	
	Reflective Journal 4	

Module 5	Card Sorting Activity Photo	10
	Magic School AI Mini Lesson	
	Final Culminating PD Portfolio	
	Reflective Journal 5	
	Attendance	50
Total		100

NOTE: This syllabus is provided for informational purposes regarding the anticipated course content and schedule of this course. It is based upon the most recent information available on the date of its issuance; it is as accurate and complete as possible. I reserve the right to make any changes I deem necessary and/or appropriate.

Instructor's Artificial Intelligence (AI) Policy

Purpose: This policy outlines how preservice teachers may integrate and use artificial intelligence (AI) tools within the Digital Tools in Education course. Because participants in this course are preparing for teacher certification, the policy also addresses the ethical and professional responsibilities involved in modeling AI use for future K–12 classrooms.

1. Definition of AI Tools

For the purposes of this course, **AI tools** include (but are not limited to):

- **Generative AI tools** for text, images, or other media (e.g., ChatGPT, DALL-E).
- **AI-based analytics** or recommendation engines (e.g., platforms that assess student work or suggest interventions).
- **Adaptive learning platforms** that use AI algorithms to personalize instruction.
- **Assistive technologies** that provide automated feedback, suggestion prompts, or scaffolding for teaching and lesson planning.

2. Acceptable Use

1. Professional Skill Development:

- Students may use AI tools to support lesson planning, resource curation, and instructional design, provided they also demonstrate an understanding of pedagogical principles and alignment with learning standards.
- Students may use AI or automated features for brainstorming and inspiration but must verify accuracy and relevance to course objectives and/or K–12 learning goals.

2. Support for Assignments:

- Students may leverage AI tools for initial research, generating ideas, or refining presentation materials. However, the final products must reflect original thinking and demonstrate a grasp of foundational course concepts.
- In any group project or collaborative assignment, students should communicate transparently about which tools were used and how they contributed to the final outcome.

3. Modeling Effective Classroom Integration:

- Because this course prepares students for real-world teaching scenarios, any AI integration should be scrutinized for data privacy, accessibility, equity, and instructional value.
- Students should be prepared to discuss potential benefits and drawbacks of AI tools, modeling critical evaluation skills for their future classrooms.

3. Restrictions

Over-Reliance on AI-Generated Content:

- Assignments must not simply reproduce AI-generated lesson plans, assessments, or written content without thoughtful adaptation and personalization.
- Students are expected to showcase their competency in instructional design, technology integration, and pedagogical strategies independent of AI.

Ethical and Legal Considerations:

- Students must respect copyright laws when using AI-generated or AI-curated materials. This includes verifying usage rights for images, audio, or text produced by generative AI.

- Avoid using AI outputs that contain sensitive, biased, or inappropriate content; such materials are not acceptable for professional classroom use.

Academic Integrity:

- Plagiarism—whether from AI-generated text or any other source—is strictly prohibited. Any quoted or AI-generated content must be properly cited and clearly referenced.
- Students must comply with UNT’s honor code regarding honesty in their work, including disclosure of AI tools used.

4. Accountability and Documentation

Transparency in Use of AI:

- Each assignment that involves AI tools should include a brief statement describing the tool(s) used, how they were used, and to what extent they influenced the final product.
- Example: “I used ChatGPT to generate initial ideas for differentiated lesson approaches, then revised these ideas based on state standards and student needs.”

Refinement and Verification:

- Students are responsible for reviewing AI-generated suggestions, verifying their accuracy, and ensuring they meet professional and ethical standards.
- AI outputs often require human oversight to validate content correctness, cultural responsiveness, and alignment with educational standards.

5. Professional and Pedagogical Implications

Modeling for Future Classrooms:

- Preservice teachers should consider how their use of AI will shape their teaching philosophy, classroom management, and student engagement practices.
- Where appropriate, assignments may explore ways to introduce or scaffold AI use for K–12 students, including discussions of digital citizenship, copyright, and responsible technology use.

2. Reflection and Critique:

- Students are encouraged to critically evaluate the impact of AI on teaching and learning. Written reflections or discussions may include commentary on equity, bias, access, and the evolving role of teachers in AI-enhanced environments.

6. Grading Implications

- **Demonstration of Understanding:**

Assignments will be assessed on the student’s mastery of course objectives—lesson design, pedagogical integration of digital tools, and understanding of professional standards. Overreliance on AI that bypasses these learning outcomes may result in reduced grades or a request to revise and resubmit.

- **Disclosure:**

Failure to disclose AI tool usage when it was, in fact, used may be treated as an academic integrity violation, aligned with UNT’s code of conduct.

7. Violations and Consequences

- **Academic Integrity Violations:**

Plagiarized, misrepresented, or undisclosed AI-based content may be subject to disciplinary measures as outlined by UNT’s academic honesty policies (e.g., warnings, re-submission, or further disciplinary action).

- **Reassessment Requirement:**

If an assignment is found to breach the AI policy, the instructor may require students to demonstrate

mastery of the course objectives through an alternative or fully original submission without AI assistance.

8. Future Updates

AI is an evolving field. The course instructor reserves the right to update or clarify this policy as new technologies and ethical considerations emerge. Students will be notified promptly via course announcements and email if any significant changes occur.

Department Statements

The Department of Learning Technologies' focus is to enhance learning and performance through innovative research, teaching, and service focused on, but not limited to: learning technology, information, language, and computing technologies to advance learning, training, cognitive development, and human performance.

The Department of Teacher Education and Administration seeks to improve educational practice through the generation of knowledge and to prepare education professionals who serve all students in an effective, inclusive and equitable manner. Its focus is on the preparation of highly competent educators, researchers and administrators who employ current theory and research as they fill these important roles.

UNT's Standard Syllabus Statements

Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. Refer to the academic integrity policy, [Academic Integrity Policy \(PDF\)](https://policy.unt.edu/sites/default/files/06.049_Standard%20Syllabus%20Policy%20Statements_supplement.pdf) (https://policy.unt.edu/sites/default/files/06.049_Standard%20Syllabus%20Policy%20Statements_supplement.pdf).

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Emergency Notification & Procedures. UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). You will be notified by Eagle Alert if there is a campus closing that will impact a class and the calendar is subject to change, per the [Emergency Notifications and Procedures Policy \(PDF\)](https://policy.unt.edu/sites/default/files/06.049_Standard%20Syllabus%20Policy%20Statements_supplement.pdf) (https://policy.unt.edu/sites/default/files/06.049_Standard%20Syllabus%20Policy%20Statements_supplement.pdf).

Student Evaluation Administration Dates. Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with

the survey link. Simply click on the link and complete the survey. Once students complete the survey, they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website at www.spot.unt.edu or email spot@unt.edu.

Sexual Assault Prevention. UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648.

Acceptable Student Behavior. Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.