

# **MOLLOY UNIVERSITY**

## **School of Education and Human Services**

### **Department of Teacher Education**

**EDU 5900 xxx (leave the section number blank)**

**Course Title (3 credits): Next-Gen Differentiation: Using AI to Scaffold for Diverse Learners**

**Semester Year 2026 Summer**

**Instructor: Dr. Katie DiGregorio**

**Email: digregoriok92@gmail.com**

**Office hours: Available upon request**

### **Course Description:**

This professional development course offers an in-depth exploration of the essential knowledge and practical skills necessary to effectively select, implement, and evaluate Artificial Intelligence (AI) tools to dramatically scaffold learning and support the diverse linguistic and academic needs of English Language Learners (ELLs) across all core content areas—including English Language Arts (ELA), Mathematics, Science, and Social Studies.

The primary goal is to empower educators to use AI strategically to ensure equitable access to complex, grade-level curriculum, transitioning all ELLs from language learners to expert, inquiry-driven apprentices.

**\*This course may be used as the first of three courses towards a certificate in XXX**

### **Shared Vision**

The Molloy University Teacher Education faculty has derived its vision for the exemplary teacher from the University's mission statement, the four pillars of the Dominican tradition, comments and input from the Professional Education Unit's Advisory Board and degree candidates as well as numerous faculty discussions rooted in the department's knowledge base which undergirds the initial and advanced programs' curriculum, pedagogy, and values.

The teaching professionals who complete Molloy's teacher preparation programs are distinguished by their ability to exemplify and promote core values in their own teaching. These values include:

- Belief that all children can learn
- Learner-centered and value-centered curriculum and pedagogy
- Ethics and spirituality
- Intellectual curiosity
- Independence and risk-taking, while promoting collective identity and responsibility
- Diversity, multiculturalism, and pluralism, including divergent thinking
- Passion for teaching
- Commitment to students and their communities
- Civic responsibility through the promotion of social justice and interdependence
- Commitment to democracy

## **Course Objectives:**

- Critically evaluate and select appropriate AI tools for scaffolding content and academic language for ELLs across all core subject areas.
- Design and implement AI-enhanced instructional routines that create multiple entry points and foster high-level academic discourse and inquiry.
- Apply asset-based pedagogical practices to leverage the linguistic and cultural strengths of ELLs through strategic use of AI.
- Develop a comprehensive AI Integration Action Plan for a content unit that effectively addresses specific linguistic and academic barriers.
- Analyze the ethical implications of using AI in the K-12 classroom, with a focus on data privacy, equity, and responsible student use.
- Utilize AI tools to optimize teacher workflow and promote teacher self-care through increased efficiency and reduced planning time.

## **Course Format:**

This course is offered in an Online Mixed format, utilizing Canvas, Molloy's learning management system, for all asynchronous content, and will include mandatory virtual meetings (schedule provided on Canvas) to facilitate live discussion and collaboration. The course will open two days before the start date and close one week after the last day of class. This section is offered TBD (list dates). There will be daily activities and discussions that must be completed at the end of each day. Responses to the discussions will be due the following day by noon. An extra week will be allotted for the completion of the final project (due by XXXX).

## **Required Readings, Videos, and Other Materials:**

All materials will be provided throughout the course.

Tentative Outline of Course

**Monday, July 28th \*\*Online Meeting Day\*\***

Topic: AI and Asset-Based Instruction: Cultivating the Expert ELL Learner

**Tuesday, July 29th**

Topic: The AI-Powered Language Toolkit: Scaffolding SWRL Across Content Areas

**Wednesday, July 30th**

Topic: Curriculum Prompt Engineer: Designing AI-Enhanced Inquiry and Authentic Learning

**Thursday, July 31st \*\*Online Meeting Day\*\***

Topic: Ethical AI, Assessment, and Teacher Workflow Optimization

All materials will be provided throughout the course.

Additional Readings:

Clark, H. (2023). *The AI Infused Classroom: Inspiring Ideas to Shift Teaching and Maximize Meaningful Learning in the World of AI*. Elevate Books Edu.

November, A. C. (2012). *Who Owns the Learning? Preparing Students for Success in the Digital Age*. Solution Tree Press.

Spencer, J. (2023). *The A.I. Roadmap: Human Learning in the Age of Smart Machines*. Blend Education.

## **Course Requirements and Evaluation:**

Asynchronous/Virtual Meeting Discussions/Participation 20% (5% x 4)

Mini-Day to Day Assignment 50% (12.5% x4)

Final Unit Project 30%

# **Molloy University and School of Education and Human Services Policies and Supports:**

## **Expectations of Academic Integrity for All Students**

Honor Pledge and Academic Honesty Policy

## **Course Withdrawals**

View Withdrawal Policy for potential financial implications

View the Academic Calendar and/or the course syllabus for the last day to withdraw dates

## **Incompletes**

Incompletes Policy

## **Health and Wellness**

Student Health Services

Student Counseling Center (SCC)

## **Center for Access and Disability (Access)**

Center for Access and Disability

## **Technical Support**

Student Account, Technology and Canvas

## **Ally for Canvas**

Supportive Tools and Resources/ Ally

## **Use of Proctorio for Exams/Quizzes (if applicable)**

Proctorio Resources for Students

## **Email Accounts**

Students are to communicate via their Molloy e-mail account or via Canvas throughout the semester. Those who use a non-Molloy account may miss important messages. Students are

responsible for responding to all methods of communication relating to this course in a timely fashion. Instructors will respond to emails from students within 24 hours. When/ if you email the instructor(s), please indicate what course you are in with the course number and section.

## **APA Manuscript Style**

All manuscripts in the field of education are written in the style format of the American Psychological Association. Candidates in the Graduate Education Programs are required to purchase the Publication Manual of the American Psychological Association (7<sup>th</sup> ed.). (2010): American Psychological Association.

All papers written in every course must adhere to the manuscript prescriptions defined in this manual.