

**MOLLOY UNIVERSITY
GRADUATE EDUCATION**

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EDU5900-25
Leveraging AI Tools for Fostering Collaborative Learning in Your Elementary Classroom through
Technology Integration
3 credits

COURSE DESCRIPTION

M-Th; Asynchronous Online

This course will review different teaching strategies and AI web tools that promote a collaborative environment for students. Teachers will discover NEW AI web tools and create lessons that support a blended learning environment that promotes engagement, instruction, skill building, and assessment.

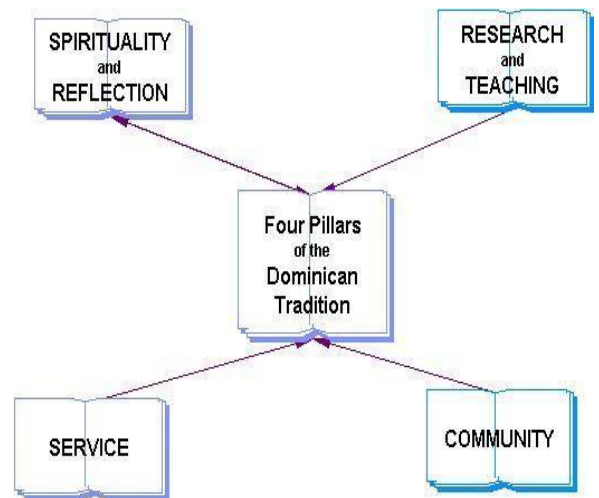
Instructor: Dr. Maria Esposito

[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

STUDENT LEARNING OUTCOMES

Teacher candidates will be able to do the following:

- Discover AI applications/digital tools that promote collaboration, differentiation, and interaction in teaching and lessons.
- Design interactive lessons using AI assisted teaching tools.
- Create materials that can be used in developing students collaboration skills, differentiation, and interactivity.
- Develop a culmination of learning resources using the global Internet applications, tailored locally to the specific needs of learners.

LEARNING COMMUNITY STRATEGIES

Throughout the course, opportunities for discussion, reflection, writing, and analysis will be required to help tie theory and research to situations in schools today.

Topical Reference Material

Periodicals:

Classroom Connect
Educational Leadership

Teaching Exceptional Children
Technology and Learning
Learning and Leading with Technology
T.H.E. (Technological Horizons in Education) Journa

Grading Criteria:

- 1) Make an Interactive Lesson Planning 15%
- 2) Create a “choice board” for differentiation 15%
- 3) Collaboratively make a Canva document to share %15
- 4) Using Google Slides for collaborative for collaborative projects 15%
- 5) Using Flippity as a collaborative tool where students can work together and create a Virtual Breakout for review 20%
- 6) Utilize Canva tools for interactivity in your classroom to be used alone or part of station activity 20%

Academic Integrity Statement:

The university maintains and affirms a strong policy of academic honesty. Every member of the academic community has a duty neither to cheat nor to condone cheating, fabrication, plagiarism, or facilitation of academic dishonesty. Academic infractions are subject to disciplinary action as described in the Graduate Education Student Handbook and the Molloy University Graduate Handbook and Calendar.

Plagiarism is claiming the words, ideas, concepts, outlines, handouts, and drafts of works-in-progress of another as your own without giving credit where it is due. As a component of academic integrity, plagiarism is prohibited at Molloy University. To prevent even the suggestion of plagiarism, quotation marks must be used to indicate the exact words of another author. Additionally, each time you paraphrase another author [*i.e.*, summarize a passage or rearrange the order of a sentence and change some of the words], you will need to credit the source in your text.

Adapted from Principle 6.22 of the *Publication Manual of the American Psychological Association* (6th ed.).

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 (6th ed.). (2010). Washington, DC: American Psychological Association.

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

Communicating Across the Curriculum Program: Percentage of Grade Involving Evaluation of Writing, Speaking, Critical Thinking Skills: 25%

Attendance Policy:

Since the classroom experience consists of an exchange of ideas and discussion which cannot be repeated, students are expected to attend all classes punctually and regularly. Attendance and class participation represent 10% of a student's final grade in all graduate education courses. Students who are absent more than THREE times during the course of a semester will be assigned an Incomplete grade until the missed time and work is completed. It is the student's responsibility to contact the professor if there are any problems.

As stated in the Molloy University Catalogue:

The grade of "I" is earned in a course when the student has not completed all course requirements. It is a substitute grade given only with the approval of the instructor and Graduate Program Director at the specific request of the student prior to the end of the course. Approval is granted only when the student demonstrates circumstances beyond his/her control, which temporarily prevents completion of the course work. All incompletes must be resolved by the dates indicated in the Academic Calendar for each semester. Any extension beyond the published dates of the Academic Calendar requires written approval of both the instructor and the Director of the Graduate Program.

Any grade of "I" which is not converted to a letter grade within the time allotted, automatically becomes an "F."

Disabilities Statement

Candidates with documented disabilities who believe they may need accommodations in this class are encouraged to contact the Director of the Disabilities Support Service Office. The contact and telephone number is 323-3315.

E-MAIL Policy:

It is mandatory that every candidate have a Molloy University e-mail account and check it daily. Information re: the programs as well as communication from course professors utilize this media. This Molloy e-mail account must be activated immediately. If not utilized within 30 days, the account becomes defunct and needs to be reinstated.

Information Literacy Statement

Information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."

Information literacy also is increasingly important in the contemporary environment of rapid technological change and proliferating information resources. Because of the escalating complexity of this environment, individuals are faced with diverse, abundant information choices--in their academic studies, in the workplace, and in their personal lives. Information is available through libraries, community resources, special interest organizations, media, and the Internet--and increasingly, information comes to individuals in unfiltered formats, raising questions about its authenticity, validity, and reliability. In addition, information is available through multiple media, including graphical, aural, and textual, and these pose new challenges for individuals in evaluating and understanding it. The uncertain quality and expanding quantity of information pose large challenges for society. The sheer abundance of information will not in itself create a more informed citizenry without a complementary cluster of abilities necessary to use information effectively.

Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education. It enables learners to master content and extend their investigations, become more self-directed, and assume greater control over their own learning.