

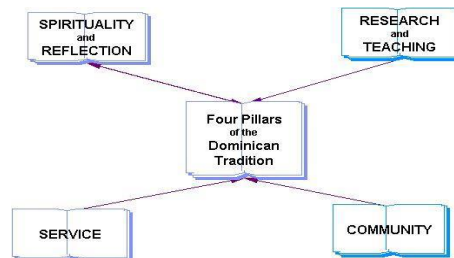


Exploring Emerging Technologies for Inclusive Education



Molloy University Graduate Education

(3 Credits)



Course Description

This course delves into emerging technologies beyond AI, such as extended reality (XR), gamification tools, and adaptive learning systems. Educators will learn how to apply these technologies to create engaging and inclusive learning environments that support diverse learners. Participants will also explore how to evaluate the effectiveness and accessibility of these tools for different classroom contexts.

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, both undergraduate and graduate teacher candidates, 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

Learning Objectives

Upon successful completion of this course, participants will be able to:

- • Identify and explain emerging technologies such as extended reality (XR), gamification tools, and adaptive learning platforms.
- • Design inclusive learning experiences that leverage emerging technologies to engage students from diverse backgrounds.
- • Analyze the accessibility and usability of emerging tools for students with different learning needs.
- • Apply universal design principles to incorporate emerging technologies into lesson planning.
- • Evaluate the effectiveness of emerging technologies in fostering creativity, critical thinking, and collaboration in students.
- • Create an implementation plan for integrating emerging technologies into a classroom or school setting.
- • Compare and contrast the potential impact of various technologies on student learning outcomes.
- • Reflect on case studies and best practices to guide the integration of technology in inclusive education.

Key Topics

- Overview of emerging technologies (XR, gamification, adaptive tools)
- Designing inclusive and engaging learning experiences
- Accessibility and usability of new technologies

Assignments and Grading

Participants will be assessed on their ability to engage with course materials, collaborate with peers, and demonstrate understanding of key concepts. Assignments include:

Assignment	Description	Percentage of Final Grade
Discussion Participation	Engage in weekly forums to discuss emerging technologies.	20%
Technology Evaluation	Analyze the accessibility and usability of an emerging technology.	30%
Case Study Analysis	Examine a real-world case of technology integration in education.	20%
Final Project	Develop a plan for integrating emerging technologies into diverse classrooms.	30%

Suggested Readings

- Johnson, L., Adams Becker, S., Estrada, V., & Freeman, A. (2015). NMC Horizon Report: 2015 K-12 Edition.
- Reinders, H. (Ed.). (2012). Digital Games in Language Learning and Teaching. Palgrave Macmillan.
- Selwyn, N. (2016). Education and Technology: Key Issues and Debates. Bloomsbury Academic.

Participation and Collaboration

This course is delivered online. However, regular participation and collaboration with both faculty and fellow students is a mandatory requirement. Active engagement in discussions, assignments, and peer activities is essential for success in this course.

Academic Integrity Statement

Molloy University maintains and affirms a strong policy of academic honesty. Participants are expected to adhere to this policy. Plagiarism, fabrication, and other forms of academic dishonesty will not be tolerated and may result in disciplinary action.

Attendance

At Molloy University, faculty take attendance and establish course policies for each course. This course requires regular participation in an online course.

Expectations of Academic Integrity for All Students

[Honor Pledge and Academic Honesty Policy](#)

Course Withdrawals

View [Withdrawal Policy](#) for potential financial implications

View [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 utilize their Molloy e-mail account or via Canvas when communicating throughout the semester. Those who use a non-Molloy account may miss important messages. Students are responsible for responding to all methods of communication in a timely fashion relating to this course.

Recording

To foster an environment that encourages and supports the full and free expression of information, ideas, and opinions between students, faculty, and administration of the University; students, faculty, employees, and administrators are prohibited from recording in any manner or by any means conversations, meetings, class lectures, or any communication. The exceptions when recordings are permitted are:

- Students are registered with an approved accommodation that requires “recording” class meetings, lectures, etc., and faculty are notified of the accommodation.
- Faculty, at their discretion, can permit individual students to record the lectures.
- Students are informed in advance by the faculty that “recording” of an assignment, presentation, or video is required for individual or group grading or assessment purposes.
- Faculty informs students that lectures or other course-related resources will be recorded for educational purposes, uploaded into the course management system, or distributed to students as a course resource.
- Recording of ZOOM meetings when all participants consent to the recording.

This is a critical commitment to the collegiate experience at Molloy, and any violation may become a subject of disciplinary action.