
LITE550-701 (Wi26): EMERGING TECHNOLOGY IN EDU (202605LITE55013433): Everything submitted as of 1/9 is graded!

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LITE550-701 (Wi26): EMERGING TECHNOLOGY IN EDU

New announcement from Jeremy Logsdon

Everything submitted as of 1/9 is graded!

Hello all,

I've finished grading the flipped classroom and AI reflection assignment, and I want to thank you all for the thoughtful effort that went into this work. Overall, this was a strong set of submissions. Many of you demonstrated a clear understanding of the flipped classroom model, especially in how it shifts class time toward active learning, discussion, and higher-order thinking. I also appreciated the number of concrete, classroom-based examples you used to ground your explanations in real teaching practice.

A common strength across the class was your reflection on AI as a support tool rather than a replacement for teachers. Many of you engaged seriously with the tensions the authors raise around efficiency, ethics, and the relational heart of teaching, and several responses showed strong professional judgment in how AI could be used thoughtfully without undermining teacher expertise or student relationships.

As a general area for growth, for some of you, a number of responses were quite brief, particularly in the later AI reflection questions. In future assignments, be sure you are fully unpacking the prompts, especially when you are asked to

synthesize across multiple sections of the text or reflect on responsibilities at the classroom and administrative level. Depth matters here more than simply being "right."

Please be sure to review your individual feedback and scores in Blackboard, as I've left specific comments there to highlight strengths and note areas for continued growth. I know a few of you have already emailed me, concerned about how you can potentially make up any missed points. While we often approach our LITE coursework with a revise-and-resubmit policy as needed (individual professor policies vary, of course), discussion prompts are generally not one where we permit that. HOWEVER, there are always exceptions. I will also point out that in LITE 550, we permit extra credit in the form of doing more Interactive Digital Tools submissions than needed to earn more than 200 points. If you are truly worried about your grade, that is one way you can boost it, if needed. (Frankly, I don't think any of you need to worry about that, but if you are a Type A worrier about grades - and no hate, game recognize game - this is an option for you.)

Overall, this assignment showed strong engagement with both flipped learning and the role of AI in education. I'm encouraged by how seriously many of you are already thinking about implementation, ethics, and instructional design, and I'm looking forward to building on this work in the next part of the course.

As a quick reminder, your first 100 points of Interactive Digital Tools (a.k.a. Web 2.0 submissions) are due Sunday night, 1/11, at midnight. Have a wonderful weekend!

Thanks,

Dr. Logsdon

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