

EDUC-F401

Fall 2025

Leveraging AI for Learning & Life

F401: Leveraging AI for Learning and Life Course Syllabus – Fall 2025

Course Information

Course Dates: Monday, 10/20/2024 – 12/19/2024 (second 8-weeks)

Delivery Method: Online Asynchronous

Credits: 3

Instructor

Dr. Susan Drumm

Visiting Clinical Assistant Professor

Department of Learning, Design, and Adult Education

Office: Wright School of Education Building, Rm. 3012

Email: sdrumm@iu.edu

Office Hours by appointment: In-person or virtual – your choice. Email me to set something up!

Getting in Contact: Email is by far the quickest way to reach me: sdrumm@iu.edu. I check email multiple times each day, and my goal is to respond within 24 hours. If you do not receive a response from me within that time, feel free to reach out again. (If I am not able to respond within 48 hours, I should have an active autoreply.)

Co-Instructor

Kyle Beyersdorf

Ph.D. Student - Learning Science; Department of Learning, Design, and Adult Education

Email: kbeyersd@iu.edu (Best contact as well)

Official Course Description

This course will provide you with an introduction to AI and its relevance in your life, both inside and outside of your college world. We will cover both theoretical applications and practical guidelines of this emerging and rapidly developing technology, and you will gain experience in using AI tools to accomplish learning goals and undertake personal projects. You will leave this course with a set of helpful and personally applicable uses for AI in your life inside and outside of IU.

Expanded Course Description

My overarching goals for you in this 8-week online exploratory course are for you to develop an entry-level understanding of AI – where it has been, how it works, where it is (might be) going - AND for you to build a foundation of helpful AI uses in your educational and personal life. Each week, we will explore both the promises and concerns of a different facet of AI, to give you a broad perspective of possibilities. You will leave this course with a personal AI toolbelt – a set of use cases for AI in your life and work that you'd like to hang on to moving forward.

The best way to understand how AI can work for *you* personally is by actively exploring tools and use cases to gain practice and formulate your own opinions. Therefore, in each week of this course you will complete a module of explorations related to that week's topic (shown in the outline below).

Explorations may require you to try out or compare various AI tools, share your results and experiences with peers, and/or reflect on your learning. Of course, we will consider and reflect on each aspect of AI through the lenses of ethics and other pertinent questions that surface with the development and use of LLMs and other AI tools – and you will be encouraged to think critically as we ponder together.

Key Course Objectives

After taking this course, you will be able to:

- Explain basic AI concepts in layperson's terms, including conceptions of artificial intelligence, the development of AI tools and their current applications in education and society-at-large, and bias and other ethical concerns surrounding AI;
- Navigate and successfully use both stand-alone AI tools, as well as other app-embedded AI supports;
- Develop a personally relevant and practical set of AI use-cases to help you succeed in your educational endeavors and personal projects; and,
- Contribute knowledgeably to discussions about AI's present and future in the areas of uses, ethics, and literacy.

Course Outline

Week 1: Introduction to Artificial Intelligence

- Course objectives and structure
- AI's historical context and developments in AI for learning
- Overview of popular stand-alone AI tools
- Clarification of IU-licensed and secure AI tools
- Ethical considerations in using AI for education

Week 2: Foundations of Artificial Intelligence & AI Training

- Basics of artificial intelligence and machine learning
- AI Training and the development of Large Language Models
- Key AI concepts and technologies; current real world AI integrations
- Issues of bias, privacy, and copyright related to the training and use of AI

Week 3: Prompting for Success

- Basics of Prompt Engineering
- Acronyms for Stellar Prompts (C.O.R.E., R.O.C.K.I.T.)
- Prompt Iteration and Revision

Week 4: Studying and Learning with AI

- Test preparation and practice questions
- Summary and alternative explanations
- Simulations and role-playing
- GenAI and tutor and guide

Week 5: Multimedia AI

- Image generation tools: features and comparisons
- AI-generated audio and video
- Tools and strategies for deep-fake recognition
- Societal concerns surrounding AI-generated/edited images, audio, and video

Week 6: Embedded AI, Notable Stand-alone Tools, and Agents

- AI in the apps we already use – what's it worth?
- New and notable AI tools for learning and life
- Defining 'agent'; the purpose of agents; creating agents

Week 7: AI for Lifestyle Management & Personal Projects

- AI as co-planner
- AI as co-designer

- AI as personal assistant at work and home
- Privacy safeguards and bias concerns

Week 8: Current Impacts and Future Trends

- Economic & environmental impacts of AI
- Stakeholder Perspectives on AI
- The Future of AI

Course Materials

- There are no textbooks for this course. All required content materials will be shared through Canvas.
- Students will be required to sign into and use IU-licensed AI tools. There will also be ample opportunity to use other tools with personal free accounts.

Grading

Consult **CANVAS** for weekly ‘to-do’ lists and assignment details

The most up-to-date weekly schedule for our course will always be in our Canvas portal.

Tasks	Percentage of Grade
Weekly Modules: Exploration Activities & Discussions	40%
Weekly Reflections – Choice Review Board	20%
Pre-course Survey	10%
Field Interview Project	20%
Post-course Survey with Analysis	10%

Weekly Modules: Each week, you will work through a module in which you will explore, discover, practice, analyze, synthesize, and evaluate. Module activities will have differing point values, but together they will count for 40% of your course grade.

Weekly Reflections: At the close of each week, you will reflect on what you have learned through an activity from our Choice Board. Together, these 8 reflection activities are worth 20% of your course grade.

Pre-course Survey At the start of the course you will complete an extensive self-assessment of your ‘status’ with artificial intelligence – your beliefs, knowledge, experiences. Thinking seriously about your own background with AI will set you up for meaningful learning through the course. The Pre-course Survey is worth 10% of your final grade.

Field Interview Project: In this multi-week project, you will explore how artificial intelligence is shaping

your field of interest through interviews with two professionals working within it. This project is worth 20% of your course grade.

Post-course Survey with Analysis: In week eight of this course, you will again consider your ‘status’ with artificial intelligence. You’ll pinpoint competencies and skills you have gained, consolidate the personal AI toolkit that you have developed, and revisit your perspectives and values regarding AI ethics. This Post-course Survey with Analysis is worth 10% of your final grade.

Scale & Policies

Grading Scale	
A: 94-100	C+: 77-79
A-: 90-93	C: 74-76
B+: 87-89	C-: 70-73
B: 84-86	D+: 67-69
B-: 80-83	D: 64-66
	F: 63 & below

Assignment Due Dates: Assignments are to be submitted through CANVAS on the date assigned by 11:59 p.m. (unless otherwise indicated). Points may be deducted for late assignments.

Incomplete Grades: Incompletes are not typically given. An incomplete grade will be considered only under the conditions spelled out in IU policy: “An “I” should be assigned to a student who, in the judgment of the instructor, has performed at a satisfactory level during a majority of the course but has not completed all the required work by the end of the term due to hardship or other good cause that the instructor deems would make it unjust to penalize that student for not completing the required work on time.” See this policy for details: <https://policies.iu.edu/policies/aca-66-grades-and-grading/index.html#policyStatement>

Withdrawal: The option to "W", withdraw from the course in the beginning or middle of the semester should be considered if you cannot manage the number of courses taken in each semester.

Withdrawing from a course could ensure avoiding an F on your official transcript. "W" grades may not be granted after the official school deadline has passed. See the official Session Calendar here: <https://calendars.registrar.indiana.edu/official-calendar/>

Academic Dishonesty: Plagiarism is using another person's work without acknowledgment, making it appear to be one's own. Any ideas, words, pictures, or other intellectual content, taken from another source must be acknowledged in a citation that gives credit to the source. This is true no matter where the material comes from, including the Internet, other students' work, unpublished materials, or oral sources. Intentional and unintentional instances of plagiarism are considered instances of academic misconduct. It is the responsibility of the student submitting the work in question to know,

understand, and comply with this policy. If a student in this course is found to have committed an act of plagiarism, one or more of the following consequences can occur:

1. Failure of the course assignment;
2. Failure of the course;
3. Academic suspension for one or two semesters;
4. Dismissal or expulsion from the program.

A written statement outlining the offense and consequences will be placed in the student's permanent file by the Department Head/Hearing Officer. There is no statute of limitations for an act of plagiarism. Once committed, a student can be held accountable at any time even after the semester has ended.

Use of Generative AI in This Course

In this course, the thoughtful and ethical use of generative AI is not just permitted—it is a **foundational learning objective**. You will be required to use generative AI to complete assignments, but the nature of that use will vary.

In this course, we will approach AI tools as powerful assistants and collaborators that can augment our creativity, streamline our work, and deepen our understanding. Our goal is to become **critical, reflective, and responsible users who understand both its capabilities and its limitations**. Success in this course requires you to engage with these tools directly, critically analyze their contributions, and document your process with full transparency.

Summary: You will be required to use generative AI to complete assignments, but the nature of that use will vary. Always refer to the specific instructions for each assignment and follow them. When in doubt about acceptable use of AI for assignments, ask. For any assignment in which your chat transcript is NOT required already, provide a citation documenting your collaboration with AI. Transparency is key.

Student Support

The Adaptive Technology and Accessibility Centers at IUB provide a wide range of services for students with disabilities, including adaptive hardware and adaptive software, creation of electronic text from print media, conversion of print to MP3 format, and more. Start with this link to access resources: <https://studentaffairs.indiana.edu/student-support/iub-aes/index.html>