

GENERAL SCHEDULE

Thursday, April 9, 2026

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| 8:30 - 9:00 a.m. | Registration & Continental Breakfast |
| 9:00 - 9:05 a.m. | Conference Welcome |
| 9:05 - 9:55 a.m. | Keynote Address |
| 10:10 - 11:00 a.m. | Concurrent Session 1 |
| 11:10 - 12:00 p.m. | Concurrent Session 2 |
| 12:00 - 1:00 p.m. | Catered Lunch |
| 1:10 - 2:00 p.m. | Concurrent Session 3 |
| 2:10 - 3:00 p.m. | Concurrent Session 4 |
| 3:10 - 3:20 p.m. | Closing Remarks |
| 3:20 - 4:30 p.m. | Cosmic Connections: Digital Posters & Networking Event |

DETAILED SCHEDULE

Thursday, April 9, 2026

Registration & Continental Breakfast - 8:30 - 9:00 a.m.

Hallway

Menu:

- Fresh Baked Pastries and Bagels
- Fresh Cut Seasonal Fruit
- Hot Breakfast Wraps with Scrambled Eggs, Uncured Ham, Peppers, Onions and White Cheddar
- Breakfast Potatoes with Peppers and Onions

Welcome - 9:00 - 9:05 a.m.

Ballroom C

Host: Dr. Wendy Howard, Director, Pegasus Innovation Lab (iLab), University of Central Florida

Keynote Address - 9:05 - 9:55 a.m.

Ballroom C

Keynote: The Future of Online Learning Is a Story We Haven't Told Yet

Samantha Adams Becker, CEO and Founder of SAB Creative & Consulting, Co-Lead of 100 Year Ed Tech Project

Short Abstract

Every major shift in higher education has required more than policy and technology – it has required a story people were willing to believe.

As online learning moves from expansion to evolution, leaders face new tensions: AI-native design, unbundled credentials, radical accessibility, trust, and human connection at scale. The question is no longer whether online learning works. It’s what story we are telling about where it’s going.

In this keynote, Samantha Adams Becker blends futures thinking with storytelling strategy to challenge online learning leaders to rethink how they frame innovation, communicate risk, and build institutional alignment. Because the future of online learning won’t be decided by tools alone – it will be shaped by the narratives leaders choose to advance.



Concurrent Session 1 - 10:10 - 11:00 a.m.

Separate Ballrooms

Ctrl+F for College: AI That Finds, Explains, and Teaches

Martha Hubertz, Taher Alfayad, Francisca Yonekura, & Patsy Moskal | University of Central Florida

Ballroom B

Short Abstract

This session showcases Intelligent Course Search (ICS): a student-built, AI-powered tool transforming how learners navigate Canvas. Developed from a UCF Hackathon project, ICS reduces search time by up to 90%, provides real-time analytics for faculty, and models how ethical, course-aware AI can enhance learning and teaching in higher education.



Transforming Education: Leveraging AI for Strategic Advancement at FAMU

April Ivery, Beverly Gavin, Kelley Bolden-Bailey, Phyllis Watson, & Floya Fisher | Florida A&M University

Ballroom C

Short Abstract

This presentation explores how AI-enabled content creation and distribution enhances student success, amplifies research productivity, and prepares graduates for the workforce. By aligning with strategic priorities and performance-based funding metrics, this innovative approach aims to strengthen universities.



Blending Innovation: UVG's Journey Toward a Blended Learning Culture
Angelica Rocha & Cynthia Castillo | Universidad del Valle de Guatemala
Ballroom D

Short Abstract

This conceptual presentation presents UVG's two-year blended learning initiative focused on redesigning four foundational courses - Statistics I, Effective Communication, Introduction to Programming, and Environmental Challenges - taken by most undergraduate students. We share strategies, challenges, and lessons learned in integrating pedagogy, technology, and teamwork to build a sustainable blended learning culture in Guatemala.



Concurrent Session 2 - 11:10 - 12:00 a.m.
Separate Ballrooms

Making Humanities Classes More Human: Small Group Station Solutions
Kristine Walsworth | Lake-Sumter State College
Ballroom B

Short Abstract

Join this interactive session to explore innovative, movement-based strategies that energize small-group learning in communication and humanities courses. Experience firsthand how getting students up and moving can spark creativity, deepen engagement, and enhance understanding. Walk away with practical techniques to make your classroom more active, connected, and inspiring.



Reimagining Case-Based Learning: From Analysis to Action
Zhaihuan Dai & Janine Diaz-Cotto | University of South Florida
Ballroom C

Short Abstract

Case studies can effectively connect theory with real-world practice in online education, yet many existing designs rely on static, text-based formats that limit active learning and reflection. At USF InEd Digital Learning, we reimagined this format to create more immersive, engaging, and relevant case-based learning experiences for today's digital learners.



Bridging Worlds: Intercultural Connection and Human Creativity in the Digital Age
Kacie Tartt | University of Central Florida
Karin Rossbach Lemus & Andrea Castillo Mazariegos | Universidad del Valle de Guatemala
Ballroom D

Short Abstract

Bridging Worlds: Intercultural Connection and Human Creativity in the Digital Age is a creative, bilingual presentation co-led by UCF and UVG. Combining storytelling, student works, and live interaction, it explores how intercultural collaboration nurtures empathy, imagination, and global awareness in technology-driven learning environments.

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Lunch - 12:00 - 1:00 p.m.

Ballroom C & Hallway

Menu:

- Salads
 - o Watermelon Salad with Arugula, Feta, & Lime
 - o Southern Style Potato Salad
 - Entrees served with Cornbread, Baked Mac & Cheese with Parmesan Panko Crumbs, and Green Beans
 - o Buttermilk Fried Chicken
 - o Shrimp & Grits with Pan Butter Sauce
 - o Cajun Red Beans & Rice (Vegan)
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Concurrent Session 3 - 1:10 - 2:00 p.m.

Separate Ballrooms

Revolutionizing Online Language Learning: A 5-Year Virtual Exchange Retrospective

Crystal Marull | University of Florida

Ballroom B

Short Abstract

This review synthesizes five years of virtual exchanges transforming online language education via the Three Pillar Model. Surveys from 5,000+ students show enhanced proficiency, intercultural competence, and confidence. It highlights technology's role in global connections, advocating expanded online pedagogies.

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Teaching with an AI Teaching Assistant: Designing a Custom GPT Assistant for Just-in-Time Support and Student Engagement

Jason Cherubini | Loyola University Maryland

Ballroom C

Short Abstract

This session shares the design and implementation of a custom GPT-powered teaching assistant in a finance course. Aligned to course language and pedagogy, it provided contextualized, 24/7

support and boosted student engagement. Insights from student usage data and a study habits survey reveal promising impacts on accessibility, comprehension, and confidence.

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Stacking Success: How Micro-Credentials Transform Student Outcomes and Institutional Performance

Kelley Bolden-Bailey, Phyllis Watson, & Franzetta Fitz | Florida A&M University
Ballroom D

Short Abstract

Explore how micro-credentials and digital badges strategically advance FAMU's institutional priorities. This session examines their impact on student success, retention, graduation rates, research excellence, employer-valued competencies, and revenue generation. Learn how stackable credentials align with Florida BOG metrics, enhance national rankings, and create sustainable pathways for degree completion and workforce readiness.

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Concurrent Session 4 - 2:10 - 3:00 p.m.

Separate Ballrooms

The Critical Lens: Assessing Foundational Knowledge Nodes to Combat the "Masterpiece Deception"

Sarah Lewis & Jeff Larson | Barry University
Ballroom B

Short Abstract

Generative AI enables students to generate high-quality output - the "Masterpiece Deception" - without genuine understanding. This session defines Foundational Knowledge Nodes (FNs) as the critical lens students must master to validate and apply AI content. We share models (e.g., iterative critique) for assessing these FNs, moving instruction past intellectual passivity and into verifiable competence.

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Enabling Technology Exploration and Research with AI Vibe Coding

Jeremy Straub | University of West Florida
Ballroom C

Short Abstract

Developing small custom applications for instructional purposes - either by students or teachers - used to be prohibitively time expensive. This presentation shows how human-on-the-loop AI code generation, called vibe coding, can enable this. Key cybersecurity and student data protection considerations, relevant to bespoke custom educational applications, are also discussed.

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From Prohibition to Possibility: Rethinking AI in the Classroom

Sharon Scruggs | North Florida College
Ballroom D

Short Abstract

I propose a campus-wide initiative encouraging instructors to design assessments that integrate AI tools, promoting ethical and transparent AI use while fostering students' critical engagement with emerging technologies and preparing them for success in an increasingly AI-driven world.

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Closing Remarks - 3:10 - 3:20 p.m.

Host: Dr. Wendy Howard, Director, Pegasus Innovation Lab (iLab), University of Central Florida
Ballroom C

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Cosmic Connections: Digital Posters & Networking Event - 3:20 - 4:30 p.m.

Celeste Lawn

The poster sessions are intended to be an informational and educational opportunity. Attendees will be able to talk with presenters, ask questions, and exchange innovative ideas. They are also welcome to visit each of the posters on the Celeste lawn to continue networking throughout the conference area. Hors D'oeuvres and refreshments will be served during this time.

Menu:

- Fresh Cut Seasonal Fruit and Citrus Yogurt Dip
- Raw Vegetable Crudit  with Onion and Pink Peppercorn
- Dips
- House Made Hummus and Red Pepper Hummus
- House Chips, Pita, and Grilled Market Vegetables

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(Physical) Poster 1:

Designing Affordable, Accessible, and Data-Driven Large-Enrollment STEM Courses: A Scalable Model for Quality, Cost, and Access

Samar Younes | University of Central Florida

Short Abstract

This project combines Universal Design for Learning (UDL), Open Educational Resources (OER), and Canvas analytics to redesign large-enrollment STEM courses for affordability, inclusivity, and ongoing improvement. By integrating accessible course structures, LinkedIn

Learning micro-modules, and data-driven updates, the model enhances student outcomes while eliminating textbook costs and reducing DFW rates.

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Poster 2:

Gamification of Project-Based Courses: Easing Anxiety and Stress in Students
Stephanie Toth | University of Central Florida

Short Abstract

In production-based courses, students frequently report feeling elevated levels of stress and anxiety. Introducing play into the course structure can lessen the weight these students carry and transform feelings of anxiety into excitement. This shift often leads to higher productivity, greater creative satisfaction, and a more sustainable studio practice.

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Poster 3:

Leadership: Not a Luxury, but a Lifeline - How an Innovative Partnership is Shaping the Next Generation of Underrepresented College Student Leaders
Sydnie Steele & Matthew Ohlson | University of North Florida

Short Abstract

The Ritz-Carlton partnership is an immersive leadership experience where UNF students complete leadership training and then see those leadership principles in action. After completing the award-winning FranklinCovey leadership certification, students are mentored in these leadership best practices by The Ritz-Carlton Executives: learning about time management, goal setting, customer service, and group dynamics.

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Poster 4:

Designing with Insight: Balancing AI and Human Intuition in Course Development
Bailey Cleveland & Poppy Augado | University of South Florida

Short Abstract

Let's explore how to keep human intuition front and center while using AI as a creative partner instead of a replacement. We'll share practical tips for building human-in-the-loop safeguards and reflective habits that help create inclusive, resilient, and context-aware learning environments.

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Poster 5:

A YouTube of One's Own: A Federated Approach with PeerTube and Beyond
Andy Rush | University of North Florida

Short Abstract

Tired of algorithmic control? Reclaim your media! This session explores building a federated YouTube alternative using open-source tools. Learn to host, distribute, and connect your decentralized content, bypassing platform limitations and discover how to build a scalable media server of your own.

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Poster 6:

Reclaiming Pedagogical Authority in the Age of AI-Generated Content

Alessandra Picoral Sarandy M Camaratta | University of Central Florida

Short Abstract

The SCALE Framework provides ESL (English as a Second Language) educators with a systematic method to evaluate AI-generated content through sociolinguistic, communicative competence, and task-based lenses. This evidence-based tool addresses critical gaps in pedagogical quality control, ensuring AI serves, rather than undermines, effective language instruction while maintaining cultural authenticity and learner-centeredness.

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Poster 7:

Designing Practice Exams That Teach: ThingLink, Retrieval Practice & the Power of Feedback

Shari Norte | University of Central Florida

Short Abstract

Discover how ThingLink transforms review videos into interactive practice exams that reinforce learning through retrieval practice. Learners receive instant feedback and targeted guidance on where to focus within the course, helping them close knowledge gaps and boost retention.

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Poster 8:

No Books? No Problem! Hacking the Curriculum with Generative AI

Kristin Heathcock & Mo Kotaiche | Hillsborough Community College

Short Abstract

This poster presentation details a novel, AI-driven approach to rapidly generate a comprehensive and up-to-date textbook for a brand-new FinTech program, addressing the critical challenge of a non-existent resource base.

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(Physical) Poster 9:

From Concept to Canvas: A Case Study in Collaborative Course Design Using Generative AI and Learner-Centered Strategies

Marta Slaughter | University of South Florida

Short Abstract

When intentional design meets emerging technology, innovation becomes human-centered. This session explores how a faculty-designer partnership reimaged and transformed an undergraduate counseling course for multiple instructors through learner-centered strategies, accessibility principles, and generative AI, creating engaging, consistent learning experiences grounded in purposeful collaboration.



Poster 10:

Research, Rubrics, and AI Video Evaluator: Bridging the Multimedia Research-Practice Divide
Koichi Sato | University of South Florida

Short Abstract

Educational videos often fail to apply learning science. I am developing a custom AI bot, trained on a 20-year pedagogical rubric, to automatically evaluate multimedia for cognitive alignment and efficacy. This tool bridges the research-practice gap, providing consistent, expert-level feedback to improve multimedia design at scale.



Poster 11:

Beyond Automation: How Custom Chatbots Are Redefining Student Support and Instructional Feedback
Paige Towle & Courtney Bahr | Ensworth High School

Short Abstract

This session explores how two educator-designed chatbots - EnScribe, a writing feedback assistant, and EnQuire, a research and inquiry support tool - transform online learning. Both models demonstrate how AI can enhance feedback, foster student agency, and streamline instructional design across disciplines while maintaining academic integrity and human-centered pedagogy.



Poster 12:

Translating AI Knowledge into Pedagogical Practice: A Large-Scale Institutional Study
Christine DeStefano, Joshua Hackney, Patsy Moskal, & Martha Hubertz | University of Central Florida

Short Abstract

This large-scale institutional study explores how faculty and students understand, use, and perceive generative AI in higher education. Findings reveal a critical knowledge-to-practice gap, inconsistent course policies, and disciplinary differences. Results provide actionable, data-driven insights to inform institutional policy, faculty development, and equitable GenAI integration across higher education.

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Poster 13:

Make the Right Choice the Easy Choice: Prototyping a Framework for Faculty Tool Selection and Institutional Curation

Salina Randall | University of West Florida

Short Abstract

Faculty often encounter a confusing array of digital tools, each with different accessibility, privacy, and pedagogical considerations. This session introduces a prototype decision-support framework that systematically analyzes and evaluates these tools using analytics and structured criteria. By curating a selection of institutional resources, it guides faculty toward choosing tools that are accessible, sustainable, and effective, helping reduce tool overload and simplify decision-making.

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Poster 14:

Content Repositories for Sharing Digital Resources

Beverly Gavin, Kelley Bolden-Bailey, & April Ivery | Florida Agricultural & Mechanical University

Short Abstract

This presentation explores how content repositories can enhance collaboration, accessibility, and resource sharing in higher education. Participants will examine strategies for developing, curating, and maintaining repositories that support teaching, learning, and institutional goals while promoting efficiency and digital equity across online education environments.

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Poster 15:

Virtual Epidemiologists: AI Simulations for Engaged, Applied Learning

Ashley Falcon & Khitam Azaiza | University of Miami

Short Abstract

Undergraduate students rarely practice contact tracing despite its critical role in public health. We implemented an AI-driven simulation in BPH208: Introductory Epidemiology, enabling students to conduct mock outbreak investigations. Students reported high engagement, realism, and skill development. Faculty adoption has expanded, demonstrating scalability and practical impact across public health curricula.