

**Teach with AI**

2023

ORLANDO, FL



# Teaching & Learning with AI Conference

## Orlando, FL

### September 24-25, 2023

## Agenda at a Glance

### Sunday, September 24, 2023

- 8:00 – 4:00 Registration (Pegasus Ballroom)
- 8:00 – 9:00 Buffet Breakfast
- 9:00 – 10:00 Keynote Address: Dr. Ray Schroeder
- 10:15 – 11:15 Concurrent session #1
- 11:30 – 12:30 Concurrent session #2
- 12:30 – 1:30 Buffet Lunch
- 1:30 – 2:30 Concurrent session #3
- 2:45 – 3:45 Concurrent session #4
- 4:00 – 5:00 Reception, Poster Session, and Vendor Expo

**\*Dinner on your own**

### Monday, September 25, 2023

- 8:00 – 4:00 Registration (Pegasus Ballroom)
- 8:00 – 9:00 Buffet Breakfast
- 9:00 – 10:00 Concurrent session #5
- 10:15 – 11:15 Concurrent session #6
- 11:30 – 12:30 Concurrent session #7
- 12:30 – 1:30 Buffet Lunch. Lunch speaker: UCF Provost, Dr. Michael Johnson
- 1:30 – 2:30 Concurrent session #8
- 2:45 – 3:45 Concurrent session #9
- 4:00 – 5:00 Closing Plenary: Dr. Sid Dobrin
- 5:00 – 5:15 Closing Thoughts, Raffle, and Conference Gift

**\*Dinner on your own**



UNIVERSITY OF  
CENTRAL FLORIDA

## Welcome

Welcome to the 2023 Teaching with AI conference. This event is designed for instructors, higher education professionals, researchers, and policymakers who are interested in exploring the potential of AI in higher ed classrooms.

With AI's rapid ascent and accelerating development, the time to investigate the impact of AI on higher education is right now. If you work with students, it's important to understand and discuss how to use these tools to shape the future of teaching and learning across college campuses.

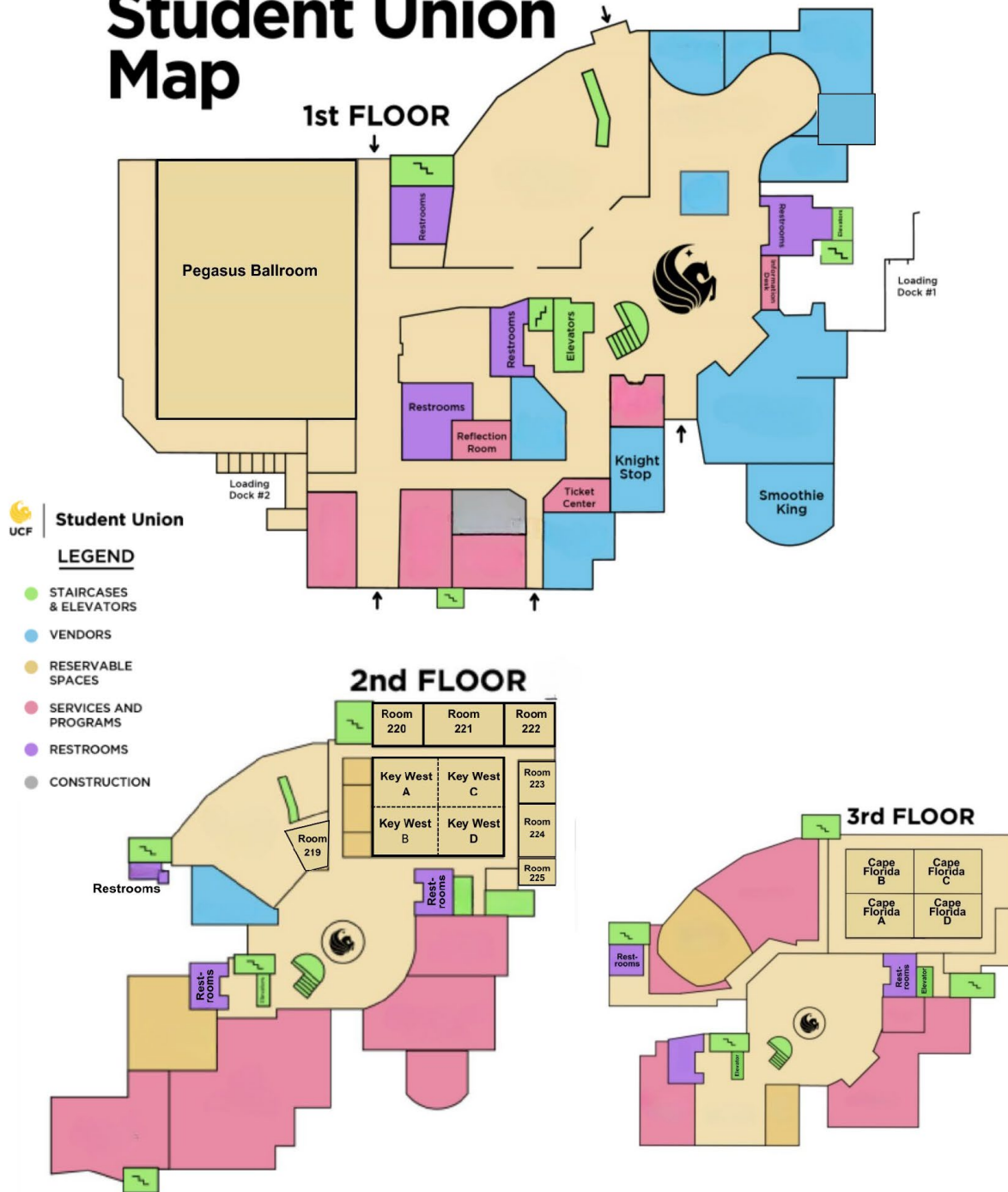
We have brought together a diverse group of experts and thought leaders who will share their insights, ideas, and experiences with using AI in their courses and beyond. While you may encounter research in some of the presentations, our focus is primarily on the sharing of practices. You may see a lot of tips, and many examples of AI-related assignments people have tried in their own classes. We've kept the sessions short in order to pack even more presenters, and even more ideas, into our two-day event.

We hope you leave this conference with transferable skills and practical tips that you can implement immediately into your courses or at your institution.

Thank you and have a great conference!

Your conference chairs,  
Kevin Yee (UCF Faculty Center for Teaching & Learning)  
Wendy Howard (UCF Division of Digital Learning)

# Student Union Map



**SUNDAY, September 24, 2023****8:00-4:00**Pegasus      **Registration****8:00-9:00**Pegasus      **Buffet Breakfast**

- o Assorted Muffins served with Butter (*VG*)
- o Bacon
- o Sausage Patties
- o Breakfast Potatoes (*V*)
- o Cage-Free Scrambled Eggs
- o Iced Water, Gourmet Coffee, Decaf and Hot Water with Tea Bags

**9:00 – 10:00****Meet the Keynote:**

Ray Schroeder is a senior fellow of the University Professional and Continuing Education Association (UPCEA) and a professor emeritus at the University of Illinois Springfield (UIS). During his tenure at UIS, he launched the online learning program (1997); became the associate vice chancellor for online learning and the founder of the Center for Online Learning, Research and Service (2013-2021); and received an honorary doctorate for national leadership in online learning (2023). Throughout his career, Ray has received numerous national awards, including the inaugural Leadership in Advancing Digital Education Award (2023), which is now named after him. He has authored book chapters, articles, blogs, and social media feeds on research and trends in his field, in which he is a widely respected and sought-after expert. Ray continues to lead the industry in technology-enhanced learning and research, publishes, presents, and consults on how higher education can embrace and integrate generative AI tools in the classroom and across the university.

Pegasus

**Keynote Address: Dr. Ray Schroeder****Preparing for Gen AI in the Higher Education Mainstream**

As we approach the one-year anniversary of the announcement of ChatGPT on November 30, 2022, we are now on the verge of major new developments to integrate generative AI into the development and delivery of higher education. OpenAI has announced plans to establish OpenAI Academy by the end of the year running GPT-5 and including enhancements developed jointly with Khan Academy. We have already seen the first gen AI instructors, tutors, coders, Web developers, and more. What does this mean for those of us already in this field? Where and how soon will we see turnkey AI taught courses and programs? How about AI administered universities? How do we prepare for, and implement, these changes?

### 10:15-11:15: Concurrent Sessions

Pegasus  
(60-minute  
session)

#### **Open Forum: Informal Conversations**

Dr. Ray Schroeder, *UPCEA, University of Illinois Springfield*

In this informal conversation, Dr. Ray Schroeder will offer a follow-up to his keynote address. Participants will have an opportunity to ask questions in a more intimate setting.

Key West A  
(30-minute  
sessions)

#### **Supporting Exploration of AI: Leveraging Nimble Strategies to Convene University Wide Discussion**

Lawrence Hurtubise, *The Ohio State University*

Anika Anthony, *The Ohio State University*

The prevalence of artificial intelligence (AI) is raising questions about implications for teaching and learning (Huang, 2023). During this interactive session, facilitators will demonstrate and share insights from nimble strategies, such as Question Storming and Strategic Doing used to convene interested groups for productive dialogue. We conducted a widespread question storming activity at our University which yielded topics for exploration, including: leveraging AI as a tool for inclusive teaching, evolving approaches to curricular development, assessment design, academic integrity, and the role of higher education in a changing society. Subsequently, these questions informed a Strategic Doing workshop for program planning related to AI.

#### **Level Up Using AI in Instructional Design: Delegate, Innovate, Create, Evaluate, and Educate**

Laura McNeill, *University of Alabama*

Used wisely, technology tools can enhance the learning process, increase student engagement, and improve learner satisfaction. But can the same hold true for AI tools like ChatGPT? We will look at why and how educators and instructional designers can use AI to level up the quality of their course design and delivery. This session is organized around the following prompts:

- Delegate: Learn how ChatGPT can significantly boost efficiency.
- Innovate: Get the most out of ChatGPT's capabilities. What are the steps to follow?
- Create: Move beyond mediocre. Create a personalized, relevant experience for learners.
- Evaluate: Learn how to check AI-generated output.
- Educate: Talk with colleagues and students about ChatGPT.

Key West B  
(15-minute  
sessions)

#### **AIvolutionizing Education: A Sample Lesson Using AI to Promote Critical Thinking**

Roberta Ergle, *University of Central Florida*

This lesson compares four AI-generated essays focused as part of EDF 2720 Children in Schools: Legal, Ethical, and Safety Issues. This lesson is easily adapted to any discipline and is designed to engage students in the highest levels of cognition: analysis, synthesis, and critical and creative thinking.

### **Enhancing Learning Flexibility and Excellence through Guided Interaction with ChatGPT-Based Bots in Higher Education**

Piyush Shah, *Florida Gulf Coast University*

This session will present a novel approach in higher education to promote learning flexibility and excellence while overcoming resource constraints. By utilizing ChatGPT-based bots trained for specific chapter content, guided interaction enables students to engage with personalized topics, meeting minimum standards and exploring higher levels of understanding. Our method addresses Bloom's-2 sigma problem by providing individualized instruction within limited resources, empowering students, and enhancing learning outcomes. The design, implementation, and evaluation of this ChatGPT-based learning approach demonstrate promising results in bridging the gap between personalized instruction and conventional classroom settings.

### **A New Era for Peer Review? Using ChatGPT as Drafting Support in University Writing Classes**

Lainie Pomerleau, *Georgia Institute of Technology*

Franziska Tsufim, *Georgia Institute of Technology*

This lightning session will discuss how integrating the review capabilities of ChatGPT into undergraduate writing classes supports students' efforts to build compelling arguments. We position ChatGPT as an early process, exploratory interlocutor whose recommendations allow students to more efficiently recognize the strengths, limitations, and potential of their rhetorical positions.

Our presentation will walk participants through an exercise we call "Yes, But." "Yes, But" asks students to use ChatGPT to generate counterarguments (and fill in any gaps) in their thesis statements. This AI review is paired with complementary reflective writing exercises designed to encourage students to focus on constructive argument building.

Key West C  
(30-minute  
sessions)

### **Supporting Students' Digital Well-being When Learning with Generative AI**

Gwen Nguyen, *BCcampus*

We are all immersed in technology for our social, personal, learning, and working needs. Even though general well-being has received attention across higher education due to its inseparable connection to learning, many educators still struggle to have a comprehensive wellness curriculum to help students navigate digital spaces safely and ethically, especially with AI tools. In this presentation, I will discuss the dimensions of digital well-being and propose how educators can apply PERMA, which is a framework for practicing positive psychology to support learners' well-being when learning with AI tools.

### **AI in Teaching and Learning**

Joanne Goodell, *Cleveland State University*

Judith Ausherman, *Cleveland State University*

Melanie Gagich, *Cleveland State University*

Claire Hughes-Lynch, *Cleveland State University*

Selma Koç, *Cleveland State University*

Xiongyi Liu, *Cleveland State University*

In this session, our team of six members and facilitators of a Faculty Learning Community who focused on using AI in teaching and learning in courses offered at CSU in Spring 2023 will share our perspectives, experiences, and plans for changes to our curriculum, teaching, and assessment methods. Breakout groups will discuss one topic in-depth and sign up to continue the conversation in the coming academic year. After a short description of the learning community, breakout groups will discuss what faculty members expect from AI professional development, specific examples of how AI is currently used, and changes faculty are considering to teaching, curriculum, and assessment methods.

Key West D  
(60-minute  
session)

### **Open Forum: The Ethics of Using AI as Faculty Members**

Laurie Uttich, *University of Central Florida*

Is it “okay” to use AI to grade students? Are there FERPA violations? Should student work be uploaded into LLMs without their permission? There will be no formal presentation in this “unconference”—instead, we will invite open conversation as we discuss ethical issues faculty members face when using AI tools as a teaching tool. In this forum, there will be a facilitator but no speaker. Participants are welcome to come and go from this session as their schedule allows.

Cape Florida  
A  
(15-minute  
sessions)

### **Leveraging AI for Content Generation and Personalized Assessment in Higher Education**

Wade Dauberman, *Eastern Florida State College*

This session will explore the innovative utilization of AI in creating course content, specifically in generating relevant discussion board topics that align with desired learning outcomes. I will further discuss AI’s potential to assess these assignments, offering personalized feedback and transforming grading. Join us to discover how faculty can leverage AI to enhance student engagement and learning efficiency, while streamlining faculty workload.

### **The Reluctant Technologist: Creating AI Guidelines for Faculty and Students**

Julie Cicilline, *Providence College*

Christine Earley, *Providence College*

At Providence College, several departments representing support areas for faculty and students have come together to create meaningful tools and suggestions around AI. By the end of the spring 2023 semester, many faculty who tried to avoid AI began to learn more as student use became apparent. Our team is focusing on how to develop, support, and teach faculty about AI, especially those who don’t consider themselves ‘technologists’ and how to teach, support, and show students the ethical use of AI, while keeping course outcomes and providing meaningful assessments. This lightning round will showcase some of the ways we are approaching these challenges at PC.

### **I Made This? Using AI for Content Generation and Reflection to Develop Critical Thinking**

Chad Rohrbacher, *Embry-Riddle Aeronautical University*

Dr. Lynn Koller, *Embry-Riddle Aeronautical University*

Kristen Strickhouser, *Embry-Riddle Aeronautical University*



We will model learning activities and assignments that utilize AI in both communication and humanities courses. Participants will be provided with a handout of questions that help frame discussion of AI in the classroom as well as approaches for incorporating AI across disciplines using writing.

Cape Florida  
B  
(30-minute  
sessions)

### **The Faculty Role in the Future AI classroom**

Giovanni Duarte, *Adtalem Global Education*

Navigating the classroom of the future can be both exhilarating and challenging. What happens when AI becomes your co-teacher? In this session, we'll dig into the nitty-gritty of AI in education, exploring its effects on faculty roles and how it transforms student-teacher interactions. Picture chatbots that handle simple questions, freeing up educators for in-depth discussions; imagine AI assisting personalized learning, turning 'one-size-fits-all' into a relic of the past. This is an invitation to join a lively debate on how faculty can adapt, thrive, and shape learning in our imminent AI-powered classrooms.

### **Towards an AI-Enabled Education Framework: Unveiling 40 Foundational Principles**

Rohan Jowallah, *The University of Central Florida*

The rapidly advancing field of artificial intelligence (AI) presents immense opportunities for revolutionizing education systems worldwide. According to Holmes et al. (2023), the gains of including AI in teaching and learning are immense. However, to harness this potential, it is essential to establish a comprehensive framework that integrates AI seamlessly into educational practices within a transparent and impartial structure. This session outlines 40 fundamental principles, categorized into themes, that are vital for constructing an effective AI framework for education. This presentation will not only shed light on the origins of these principles but also emphasize their significance. Attendees will be provided copies of the principles and granted access to relevant resources, enabling them to understand the collaborative effort required for implementing AI in our education systems.

Cape Florida  
D  
(60-minute  
session)

### **Interactive Scenarios: AI and Students**

Erin Doggette, *University of Central Florida*

At this unique session, participants will scan QR codes and then respond to a scenario about AI and students via Jamboard. After a few minutes, we'll switch to discussing the Jamboard results. We'll repeat this pattern throughout the session, combining digital interaction with spoken dialogue.

## **11:30-12:30: Concurrent Sessions**

Key West A  
(30-minute  
sessions)

### **Develop Lecture Notes for Multiple Regression for Undergraduate Students in Data Science Using ChatGPT**

Morgan Wang, *University of Central Florida*  
Ni Liqiang, *University of Central Florida*

Although ChatGPT is fundamentally a language model, its application goes beyond and serves as a valuable tool for assisting educators in streamlining the creation of lecture materials. Consequently, educators can free up more of their time for scholarly

endeavors and administrative obligations. In the upcoming presentation, we will delve into a structured approach for effectively leveraging ChatGPT to curate an exhaustive guide pertaining to the intricacies of multiple regression. In order to facilitate a thorough grasp of the concepts, participants of the symposium will be furnished with accompanying worksheets, designed to aid them in formulating their personalized lecture notes through the utilization of ChatGPT.

### **Enhancing STEM Education: Leveraging AI Avatars for Engaging Teaching and Learning Experiences**

Archana Dubey, *University of Central Florida*

Rohan Jowallah, *University of Central Florida*

In this presentation we will talk about several possibilities of effectively using AI avatars to support the student learning experience. AI avatars can be used to promote student accessibility, enhance diversity, promote independent learning, and facilitate auditory learners. Strategic implementation of AI-supported lessons enhances student engagement, which can promote student success and retention. We will discuss how to design interactive lessons where students can work under the supervision of an AI instructor and review several features for using AI avatars for teaching purposes. An example of an AI avatar to promote teaching and learning will also be presented.

Key West B  
(30-minute  
sessions)

#### **Title TBA**

Alisha Janowsky, *University of Central Florida*

[Abstract to be Added]

### **Exploring the Role of Generative AI in Active Learning**

Lucas Tambasco, *Minerva University*

Rena Levitt, *Minerva University*

Dollie Davis, *Minerva University*

The main goal of this interactive session is to present and discuss the use of generative AI tools in active learning to enhance student outcomes. We will briefly introduce how we use the science of learning at our institution to design active courses, and how we intend to update our classes given recent technological advancements. Participants will be broken into groups according to their areas of expertise to discuss incorporating AI tools into their curriculum. At the end of this session, participants will have actionable plans to include effective active learning techniques at their home institution by leveraging AI support.

Key West C  
(30-minute  
sessions)

### **Enhancing Inclusivity and Accessibility: Leveraging ChatGPT for Supporting Students with Disabilities in Higher Education**

Jackie Towson, *University of Central Florida*

In this session we will provide an overview of the importance of inclusivity in higher education and the challenges faced by students with various disabilities. We will introduce the concept of using AI, specifically ChatGPT, as a tool to enhance accessibility and support for these students. Participants will gain insights into the potential benefits and ethical considerations of integrating AI into their teaching practices to support students with disabilities. Explore approaches to creating adaptable assignments, generating

alternative formats for course materials, and implementing AI-powered communication channels to ensure personalized support for students with disabilities.

### **Empowering Education: Harnessing the Potential of ChatGPT in the Classroom**

Justin Greathouse, *Lake-Sumter State College*

James Martin, *Lake-Sumter State College*

This presentation aims to introduce educators to the diverse and effective applications of ChatGPT, a powerful language model, within the classroom environment. By leveraging the capabilities of ChatGPT, teachers can enhance the learning experience, foster critical thinking, and facilitate knowledge acquisition among students. The training approach for utilizing ChatGPT will focus on carefully designed, developed, and delivered content, aligning learning outcomes with measurable business results, and reporting relevant data to assess and optimize student progress.

Key West D  
(60-minute  
session)

### **Open Forum: AI and Foundational Knowledge**

Eric Main, *University of Central Florida*

What implications arise from an expansive presence of AI in our academic roles regarding our traditional emphasis on acquiring basic knowledge and skills before application or analysis? Is rote memorization a dying skill we no longer need? Come join the conversation and share your thoughts. This is an “unconference” with a facilitator but no speaker. You’re welcome to drop in throughout the hour!

Cape Florida  
A  
(15-minute  
sessions)

### **Reflective Podcast to Replace an Essay Assignment in an Intro Business Course**

Asim Ali, *Auburn University*

The instructor of an Introduction to Information Systems class taken by 120 business students converted an essay assignment into a reflection that incorporates ChatGPT. The students recorded a podcast in groups to articulate the impact of AI on their futures and provided constructive peer feedback on the podcasts. The instructor will share practical experience of implementing the assignment, student comments, and survey results.

### **Leveraging ChatGPT for Qualitative Text Analysis: Possibilities, Limitations, and Implications**

Nicole Narkiewicz, *University of Central Florida*

Audra Skukauskaitė, *University of Central Florida*

As large language models continue to advance, qualitative researchers face the challenge of effectively integrating these models with traditional methods and methodological approaches. In this presentation, we will highlight the possibilities and limitations of utilizing ChatGPT, a prominent language model, for qualitative analysis of textual data. Our focus will be on comparing a sample of results derived from a traditionally conducted qualitative analysis with those obtained using ChatGPT as an assistive tool. The findings from this research provide valuable insights into the practical applications of incorporating ChatGPT into qualitative research.

### **ChatGPT as a Bridge from Student to Career**

Danielle Maya Eadens, *University of Central Florida*  
 Amanda Pacheco, *University of Central Florida*  
 Karen Haslett, *University of Central Florida*

Join us for a lighthearted look at how Integrative General Studies (BIGS) faculty are leveraging ChatGPT to empower students in uncovering their strengths, and crafting impactful job search materials such as resumes, cover letters, and LinkedIn summaries, offering students a competitive edge in today's job market. You won't want to miss the unveiling of Professor Bugs Bunny's AI-generated vita!

Cape Florida  
 B  
 (30-minute  
 sessions)

**Cultivating Moments of Practice and Inquiry: Humanities-Specific Uses of AI in the Classroom**

Jill Abney, *University of Kentucky*

Studying humanities content can be difficult for students inexperienced with self-prompting and reflection. Social construction of knowledge is often limited to teacher-directed conversations/assignments or out-of-class activities that depend on social connection and timely participation by peers. Instructors can utilize ChatGPT and similar tools to help students study concepts in the humanities conversationally in ways that push them beyond memorization. Through live demonstration and shared reflection, this session will explore tips for using GPT-4-based tools as a study partner to support deeper learning in the humanities while also making space for critical inquiry into those tools and how they work.

**Thinking Slowly in the Age of AI: A Discussion About the Learning We Value**

Jessica Morris, *University of Pennsylvania*  
 Bruce Lenthall, *University of Pennsylvania*

A potential benefit of access to AI-enabled tools is the ability to speed up many time-consuming processes, including brainstorming, writing, and coding, among others. But are there times we want to slow down student thinking instead? In this facilitated conversation, participants will discuss the tasks students need to learn how to complete in our classes, disciplines, and institutions—even with access to tools that can complete those tasks for them—and explore the value of learning these things.

Cape Florida  
 D  
 (60-minute  
 session)

**Open Forum: AI and Privacy**

Kevin Yee, *University of Central Florida*

Artificial intelligence has been invading our lives for some time, via home assistants, smart thermostats, and almost every aspect of our smartphones. Arguably, we've been ceding privacy for a while. But the newer tools being used by students and instructors pose yet different questions. When is it OK to upload student work or a colleague's work? Or to use AI to write an analysis or summary? Can we do that with published materials to save ourselves time? Generative AI learns over time—could someone train it to have incorrect knowledge about me? What about malicious or revenge actions? This is an "unconference" with a facilitator but no speaker. You're welcome to drop in throughout the hour!

**12:30 – 1:30**

Pegasus

**Lunch Buffet**

- o Beef and Chicken Fajitas with Tortillas, Shredded Cheddar and Sour Cream
- o Pico De Gallo (VG)
- o Salsa Verde (VG)
- o Tortilla Chips
- o Mexican Rice (VG)
- o Charro Beans (VG)
- o Cinnamon Crisps (V)
- o Iced Tea, Iced Water

**1:30- 2:30 Concurrent Sessions**Key West A  
(60-minute  
session)**Unleashing AI's Creative Potential: Maximizing Content Creation, Editing, and Prompt Engineering with Large Language Models and Generative Image Creation Tools**Matthew Hall, *University of Central Florida*

This interactive session will delve into large language models and generative AI tools, demonstrating their revolutionary impact on content creation in educational settings. Participants will engage with live demonstrations of tools like Google Bard, OpenAI's ChatGPT, and Midjourney, exploring practical content creation, editing, and prompt engineering strategies. The session aims to empower educators, instructional designers, and higher education professionals with the knowledge and skills to harness the full potential of AI in their teaching or institutional context.

Key West B  
(30-minute  
sessions)**AI in the Academic Middle Ground: Boosting Student Engagement with Balanced Integration**Sara Selby, *South Georgia State College*  
Lisa Howell, *South Georgia State College*  
Molly Smith, *South Georgia State College*

Since the use of AI entered the mainstream of higher education over the past year, many faculty members have found themselves being pulled in one of two directions—rejecting AI or embracing AI. But many of us don't fully commit to either direction. This presentation, the result of a six-month-long faculty learning community exploration of AI, is aimed at those who tread the middle ground and are willing to explore how AI can increase student engagement in a positive, productive way. We will demonstrate how to leverage AI tools to teach students content as well as mastering effective prompt-crafting.

**Evolution of Teaching, Learning and Writing Technologies Over the Past Four Decades and Why AI Represents a Different Dimension of Change and New Challenges**Luis Martínez-Fernández, *University of Central Florida*

There has been a steady stream of technological innovation in education, most of it beneficial to teaching and learning. The same holds true for my field of history. The

access to teaching materials and sources available on the internet to today's teachers and students was unimaginable just two decades ago. I will provide examples of some of these sources and experiences.

But the advent of AI and its uses in education and writing is, to use an overused phrase, a game changer that brings enormous challenges to teaching and learning. It is a change not only of a different magnitude but also a different dimension. Challenges include the continued erosion of skills in research, analysis, even reading capabilities; and newer challenges such as the generalized inability to discern between reality and fabrication. This, of course, poses potential threats to society and democratic governance.

Key West C  
(15-minute  
sessions)

### **GradeGPT: Can ChatGPT Pass English Composition II?**

Vee Kennedy, *University of Central Florida*

Expanded from prior work showcased at the 2023 Sunshine State Teaching and Learning Conference, in this presentation, a writing instructor showcases what happened when they input the prompts of a full semester's worth of assignments from a first-year composition course into ChatGPT in order to determine how the AI's work would score if evaluated as if it were a human student enrolled in their General Education Program First-Year Writing Course at the University of Central Florida. Can the technology pass the class when evaluated using currently existing rubrics and grading schemes? The speaker provides insight as to what aspects of their pedagogy assessments have changed and what have stayed the same in the wake of the proliferation of these AI tools, along with broad questions of whether AI has any home in First-Year Writing and what that home may be.

### **teAchIng and leArnIng Ped-AI-gogy: Using AI to Support Faculty and Enhance Learning**

Humberto Ariza, *D'Youville University*

Julianna Woite, *D'Youville University*

Marcia Bohn, *D'Youville University*

This session will explore how AI can enhance the design and delivery of a course. We will discuss how AI can be used to personalize learning by adapting content and assessments to each student's individual needs and progress, create engaging and interactive learning experiences using simulations and games, provide real-time feedback to help students learn more effectively, and automate tasks to free up faculty time for more creative and strategic work. This session is for anyone interested in learning how to use AI to enhance their teaching and learning. Participants will gain valuable insights into the future of AI in education.

### **Using ChatGPT to Teach Plain Language Writing for Audiology and Speech-Language Pathology Students**

Richard Zraick, *University of Central Florida*

Bonnie Slavych, *Missouri State University*

Samuel R. Atcherson, *University of Arkansas for Medical Sciences*

Health literacy is a significant factor in determining health outcomes. In the United States, approximately one-third of adults read at or below an eighth-grade level. To enhance comprehension, the Institute of Medicine suggests that health information should be written at a fifth grade reading level, employing Plain Language principles.

When patients grasp the content they read, they tend to communicate more openly with healthcare providers and are more inclined to take steps toward improving their health. Our presentation will illustrate how ChatGPT can effectively and ethically educate health professions students about Plain Language writing principles.

Key West D  
(60-minute  
session)

### **Open Forum: Defining a New NACE Competency**

Erin Doggette, *University of Central Florida*

There will be no formal presentation in this “unconference”—instead, we will invite open conversation on the topic of NACE competencies. These competencies were initially crafted to highlight the skills employers are seeking from employees. A new skill might need to be added to the list of competencies. Should AI be added as a new NACE competency? If so, what factors should be considered? AI impacts and bleeds into many areas of academia. Join this session to offer your input and insight on the proposed need for a new AI-related NACE competency. Participants are welcome to come and go from this session as their schedule allows.

Cape Florida  
A  
(30-minute  
sessions)

### **Learning, Teaching, Living and Working with AI**

Sophia Koustas, *Southern New Hampshire University*

Although AI has been around for a while, it seems that there is a sense of urgency since the introduction of ChatGPT to the academic world. The purpose of this interactive session is to share AI practices across learning environments and disciplines. As AI becomes more immersed in society, business, and life, educators will need to be informed about its use in the classroom and beyond. During this session participants will be encouraged to discuss, share, and ideate with AI tools and examples with real world application.

### **Mapping AI in the University: Identifying and Collecting AI Experiences from Courses to Institutional Policies**

Suzanne Ehrlich, *University of North Florida*

Rob Rose, *University of North Florida*

This interactive session provides a forum for discussing the multiple ways in which the AI/ChatGPT has been infused across a university, from developing a ChatGPT course to engaging in institutional policy discussions and more around AI/ChatGPT. This session will provide attendees with the opportunity to share and identify ways AI/ChatGPT is infused within their own institutions in conjunction with others’ shared use of these tools for teaching and learning at all levels. Resource sharing will be essential in identifying areas of growth and opportunity for participants to leave with ways to advance understanding, implementation, support, and innovation using these tools.

Cape Florida  
B  
(15-minute  
sessions)

### **Using AI to Create Current and More Meaningful Classroom Activities.**

John Super, *University of Central Florida*

AI cannot be ignored by higher education (Chronicle.com, 2020), yet academics are grappling with how to implement it. Building on Bloom’s Taxonomy of Learning Objectives (1956) and Kolb’s Experiential Learning Cycle (1984), this presentation explores how to use AI to create experiential learning activities in a doctoral classroom. It demonstrates the process of using AI to create a classroom activity and the

corresponding syllabus explanation. The presentation provides an example that took a fraction of the time traditionally needed to create an activity.

### **Embracing AI as a Tool for Students**

Danny Seigler, *University of Central Florida*

AI is a tool that students are going to use whether we want them to or not. This presentation looks at ways to embrace AI use in the classroom while also teaching students how to use the tool responsibly. This presentation shares some practices that are currently being used in various undergraduate and graduate classes to help students understand how to responsibly use AI as a tool for completing work.

### **Using Generative AI to Efficiently Create and Modify Assessment Problems**

Zhongzhou Chen, *University of Central Florida*

Creating high quality assessment problems is a highly time-consuming task for instructors, especially in STEM disciplines such as math and physics. With proper prompt engineering, generative AI such as ChatGPT can be used to either generate new problems or create isomorphic variations of existing problems efficiently. I will talk about how large language models such as GPT-3.5 can be used to quickly generate large numbers of isomorphic problems with figures and solutions in physics, which are used to transform classroom exams. I will also share experiences in creating new types of STEM assessments that measure students' ability to identify and argue against common misinformation on the internet.

Cape Florida  
C  
(30-minute  
sessions)

### **Considerations for AI and Writing Program Administration**

Sherry Rankins-Robertson, *University of Central Florida*

Sheila Carter-Tod, *University of Denver*

Christine Cucciarre, *University of Delaware*

Shane Wood, *University of Central Florida*

Matthew Bryan, *University of Central Florida*

This panel of writing program administrators will offer benefits of working with AI as a research and teaching tool. One panelist will explore the concept of AI's potential to acknowledge and build upon the concept of culturally based storytelling and could be a way of capturing the polyphony. However, as it currently exists, AI, specifically ChatGPT, is quite epistemologically and culturally exclusive, and does not fully explore this idea. Another panelist will bring forward questions and considerations for AI and writing in different levels of coursework, undergraduate and graduate. The third panelist will talk about a plan to investigate students' uses of technologies that assist them in writing tasks in the first-year writing program alongside students' perceptions of affordances and limitations of AI tools. The final panelist will discuss how ChatGPT creates opportunities to reflect on the intersections of further software-based ways of writing and knowing in writing centers.

### **AI-Based Grading for Small Classes**

Piyush Shah, *Florida Gulf Coast University*

This proposed discussion explores the idea of AI-based grading for small classes and the challenges it poses. While AI-based grading through supervised learning has shown success in large classes, its feasibility in small classes is limited due to insufficient



training data. In such cases, utilizing a detailed rubric and leveraging a Large Language Model (LLM) becomes essential. This discussion aims to investigate the effectiveness and acceptability of this approach. By examining the advantages and limitations of rubric-based grading with LLM assistance, this discussion seeks to provide insights into alternative grading methods suitable for small classes.

Cape Florida  
D  
(60-minute  
session)

**Open Forum: Getting Students Ready for the AI-Infused Workplace of the Future**  
Laurie Uttich, *University of Central Florida*

At the 2023 World Economic Forum’s Growth Summit, economist and professor Richard Baldwin sought to reassure us with these words: “AI’s not going to take your job, but someone who knows how to use it will.” How do we prepare students to enter a workplace powered (at least in part) by AI? And how do we teach them how to ethically live in a world with all of the challenges AI brings? In this open forum, we’ll exchange ideas. Drop in any time and join the conversation!

### 2:45- 3:45 Concurrent Sessions

Key West A  
(30-minute  
sessions)

**“Here There Be Dragons”: ChatGPT and the Humanity of Teaching**  
Christy Goldsmith, *University of Missouri*  
Kevin Brown, *University of Missouri*

In this session, we will explore the ways ChatGPT invites higher education faculty to consider the future of our disciplines and the humanity there within. We’ll engage participants in brainstorming and discussion around their discipline’s demands for writing, communication, and critical thinking—both now and in the future. We’ll connect these disciplinary discussions to notions of transformative versus transactional teaching, leaving participants with new understandings about the limitations of ChatGPT and the possibilities this new era provides us as higher education instructors.

**AI is Already Impacting Your Institutional Program Portfolio**  
Michelle Head, *Kennesaw State University*

Any institution that prohibits the use of AI will put their students at a disadvantage; moreover, the entry level positions today’s graduates are entering may not exist in a few short years thanks to advancements in AI. AI experts assert that workers will not be replaced by AI, but by those workers who can use AI. Working with AI involves new skill sets few degree programs or programs of general education address today. In this conversation, facilitator and attendees will discuss the implications of AI advancement on workforce skills and higher education curriculum and how institutions need to shape their program portfolio to position their graduates as relevant in the AI-influenced job market.

Key West B  
(15-minute  
sessions)

**Using AI-Generated Audio Voiceover in Instructional Videos and Student Projects**  
Karla Roberts, *Eastern Florida State College*

AI-generated voiceover is easy to create, simplifies the interactive media development process, and has been used for commercial video and eLearning courseware for YEARS! This is not a new technology... but one that is used universally and is getting

better every day with emotional voice styles. This lightning session will share best practices on how to use the free and commercial version of NaturalReader to convert text to audio for distribution in your educational materials.

### **SchemaStudy: Harnessing AI to Enhance Study Skills and Learning in Biology**

Keefe Reuther, *University of California San Diego*

SchemaStudy is a user-friendly web application designed to enhance student study skills in undergraduate biology. Utilizing an OpenAI API, SchemaStudy provides personalized formative feedback as students actively engage with course topics, terms, themes, examples, or concepts at three progressively complex levels. From defining terms and making connections to constructing intricate concept networks, students receive immediate feedback from the API. This accessible tool, requiring no coding experience from faculty, exemplifies the transformative potential of AI in fostering conceptual understanding and improving study skills in STEM education.

### **Teaching Writing with AI: A Report from the Classroom**

Rick Dakan, *Ringling College of Art and Design*

Rick Dakan is currently teaching a new course at Ringling College of Art and Design called “Writing with AI.” Over the course of the Fall 2023 semester, 16 creative writing majors and minors are experimenting with multiple AI tools to help them write a variety of different texts, from articles to short stories to interactive experiences. This lightning session will cover the development of the syllabus using GPT-4 and Claude, and report findings from the first four weeks of class leading up to the conference.

Key West C  
(30-minute  
sessions)

### **Retention, Student Success, Gamification and AI, Oh My!**

Sue Wheeler, *Daytona State College*

Joshua Johnson, *Daytona State College*

Jessica Lipsey, *Daytona State College*

Michelle Swint, *Daytona State College*

Rafael Velez, *Daytona State College*

Join five professors from the School of Humanities and Communication at Daytona State College as they walk you through the process of developing an Escape Room utilizing AI as both a tool to develop the room and as a tool for students to solve puzzles within the room. Be prepared to use AI in this session to successfully escape with newfound knowledge and perhaps a desire to incorporate some of what we have learned into your future courses. Be brave and play along with us as we explore new worlds and boldly go where few academics have gone before.

### **Using AI for Learning Instead of for Cheating**

Mason Cash, *University of Central Florida*

In this presentation, I’ll discuss ethical considerations in using AI in university courses and ways to use AI as a tool for learning, rather than AI replacing the learning experience. In my Summer 2023 Introduction to Philosophy course, I substituted the traditional paper assignment (which can be generated by AI) and instead asked students to prepare for a 15-minute “philosophical conversation” with me and encouraged the use

of AI. I'll present the results and discuss how this assignment took less grading time and better met my altered learning objectives for this introductory course.

Key West D  
(60-minute  
sessions)

### **Open Forum: AI Tutoring**

Erin Doggette, *University of Central Florida*

As educators, we know students will not always “get” what we teach them the first time around. This is why tutors offer a valuable addition to students’ learning and knowledge. In this open forum discussion, we’ll brainstorm ways AI can fill the role of a supplement to their teaching, as a tutor of sorts. Not only is AI capable of tutoring, but it can also teach educators how to use it as an effective tutor. This is an “unconference” with a facilitator but no speaker.

Cape Florida  
A  
(15-minute  
sessions)

### **Building Process Bots: Automate Custom AI Processes Using Low-Code/No-Code Tools**

Justin Harding, *Arizona State University*

Michael Arseneault, *Arizona State University*

Use low code/no code applications to create your own custom applications for automating AI workflows. In using the two main tools of Zapier, a no-code application connection tool, and an OpenAI API key you can create your own custom automated workflows by pulling together various web applications and sending that to LLM processing. For example, how does one automatically create AI generated knowledge check quizzes for every lecture video posted in a course? This custom application approach takes the time saving usage of AI for language processing to another level of automated efficiency.

### **Keeping Us Honest: Empowering Students to Lead AI Ethics Conversations on Campus**

Kim Filer, *Virginia Tech*

Is it a productivity and innovation engine? Is it a societal risk for extinction? Is it changing the nature of learning? Generative AI is bringing change to campuses at an unprecedented rate leaving little time for discussion and debate of ethical considerations that are typical in the normally slow-moving higher education community. Virginia Tech is piloting a seminar class to have students lead the way in ethical considerations and challenges for generative AI in undergraduate education. This 15-minute session will present the course design and deliverables for lifting up students to lead AI ethics on campuses.

### **Streamlining Assessment Creation: Harnessing AI and Plugins for Quizzes in Canvas**

James May, *Valencia College*

Delve into the exciting world of AI-assisted assessment creation in Canvas. Discover how AI and AI plugins can revolutionize the process of developing quizzes, video quizzes, and diverse assessments. Learn how to leverage ChatGPT’s content generation capabilities to create quiz content quickly and accurately in the desired format and easily converted to the Canvas QTI format. Explore practical strategies for expanding your test banks across various topics using AI-generated content. Witness firsthand the efficiency and effectiveness of this innovative approach. Unlock new possibilities for assessment

creation and streamline your evaluation processes. This session will help you unleash the power of AI and transform the way you develop assessments in Canvas.

Cape Florida **Discovering Creative Solutions with AI**

B Troy Pounds, *University of Central Florida*

(30-minute Eric Litton, *University of Central Florida*

sessions)

Often one of the most challenging elements of educating future business professionals is encouraging independent creative thinking and disrupting previously learned behaviors to encourage “out-of-the-box” creation. In this presentation we aim to provide a method for using AI as an idea generation tool to help students create unique and innovative solutions to real-world problems. Specifically, ChatGPT can help students in this process through a series of inquiries and refining efforts. This session, led by two business professors who use presentations to teach modern business technologies, will share tips on story creation as a formula for students.

**Embracing Humanity in AI-Integrated Assessment**

Dana Riger, *University of North Carolina at Chapel Hill*

In a world where AI performs routine tasks, job markets are shifting to value unique human skills such as critical thinking, creativity, empathy, and communication. Meanwhile, as AI increasingly integrates into daily life, maintaining a strong human focus, particularly on ethical judgment, emotional connections, and innovative thinking, grows more vital. This presentation explores how student assessments can highlight these important human qualities. It will cover a variety of assignments that promote critical reflection, emotional intelligence, creativity, and experiential learning. By examining real-world examples and their impact on student engagement and learning, the talk offers insights into nurturing individual growth and human uniqueness within AI-focused education.

Cape Florida **Open Forum: Student/Faculty Resistance to AI?**

D Eric Main, *University of Central Florida*

(60-minute session)

Are fears of AI warranted? Across the history of technological disruptions, initial denial and rejection are frequent reactions. What are you experiencing regarding AI and the approaching disruptions to academia? Come join the conversation and share your thoughts. This is an “unconference” with a facilitator but no speaker. You’re welcome to drop in throughout the hour!

**4:00- 5:00 Reception, Poster Session, and Vendor Expo**

Pegasus

**Reception**

- Hors d’ Oeuvres
  - Assorted Petit Fours (*Cold, VG*)
  - Crab Cakes (*Hot*)
  - Beef Empanadas (*Hot*)
  - Vegetable Spring Rolls with Sweet Soy Sauce (*Hot, V*)
  - Veggie Hummus Cup (*Cold, V*)
  - Traditional Tomato Bruschetta Crostini (*Cold, V*)
- Open Bar

- Beer: Assorted Domestic and Import
- Wine: Chardonnay, Pinot Grigio, White Zinfandel, Merlot, Cabernet, Assorted Brands
- Soda: Coke, Diet Coke, Coke Zero, Sprite
- Other: Dasani Water

Pegasus  
(1-hour poster  
session)

### **Leveraging ChatGPT in Instructional Design: Current Opportunities and Challenges**

Laura McNeill, *University of Alabama*

Given the foreseeable impact of ChatGPT on instructional design (ID), this research-in-progress will provide an overview of the current opportunities and advantages of using the tool, as well as the challenges experienced by instructional designers working in the higher education industry.

Research questions include:

- How are instructional designers using ChatGPT to automate aspects of the ID workflow?
- What opportunities or advantages have instructional designers discovered when using ChatGPT during the ID workflow?
- What challenges have instructional designers experienced when using ChatGPT during the ID workflow?
- What best practices have instructional designers adopted when using ChatGPT during the ID workflow?

### **Artificial Intelligence in Higher Education Equity and Accessibility**

Meagan Sanders, *Alamo Colleges District*

In our rapidly evolving educational landscape, we must examine how emerging technologies can promote educational equity and accessibility. Artificial Intelligence (AI) can potentially revolutionize education by offering personalized learning experiences, fostering inclusivity, and eliminating barriers for students with diverse backgrounds and abilities. In this poster session, we will explore innovative strategies, challenges, and best practices for harnessing the power of AI as it influences educational equity and accessibility in higher education.

### **Exploring Emerging AI Tools at a Small Liberal Arts Through Student-Led Inquiry**

Andrew Smith, *Colgate University*

Many educational institutions are integrating AI tools into their curricula as the field of Artificial Intelligence expands. In this presentation, I will showcase the results of a student-led inquiry into AI tools at Colgate. We, in collaboration with faculty, staff, and students, examined AI tool implementation in various disciplines, including computer science, writing and rhetoric, and biology, as well as the implications of AI in a small liberal arts college setting. Our findings highlight the benefits and challenges that students encounter when integrating AI into their education and provide insights into our planned future AI programming.

### **Faculty and Student Perceptions of Generative AI in Higher Education: A Quantitative Analysis**

Tiffany Petricini, *Penn State Shenango*  
Wu Chuhao, *Penn State Shenango*

ChatGPT has become the subject of numerous inquiries since November 2022. Many colleges and universities have taken a proactive approach and updated academic integrity policies or even outright banned the use of ChatGPT (Reuters, 2023; Mearian, 2023; Schwartz, 2023). As this new technology continues to evolve and expand, colleges and universities are trying to understand the opportunities and challenges presented with using such tools. Very little literature exists on student and faculty perceptions of AI use in higher education, particularly related to generative AI tools. The present study aims to fill this gap and offer perceptions from both students and faculty from a large research university in the mid-Atlantic. Survey participants consisted of 276 faculty and 380 students across a university system. Participants completed a questionnaire that included open-ended responses, scaled items, and finite questions. Overall, use of ChatGPT technology is infrequent, though most respondents feel it is inevitable that it will be used in higher education. Students and faculty perceptions about use and restriction differ slightly. Faculty were more suspicious about students' use of the technology and the impact to academic integrity than were students. Institutions interested in developing policies around ChatGPT use on campus may benefit from taking into consideration trust, avoidance, and uncertainty, and build training models that avoid fear-based decisions.

### **Incorporation of AI chatbots into STEM Laboratory Classes**

Stephen King, *University of Central Florida*  
Linda King, *Valencia College*

Multiple educators are examining and sharing ideas of how to incorporate recently developed AI chatbot tools into lecture and writing based classes in higher education. Our goal here is to assess how these AI chatbot tools can assist in teaching and learning outcomes in higher education laboratory classes in a STEM field. Over the summer, we are utilizing ChatGPT in multiple exercises in biology laboratory classes. We are testing and will share the impact of these approaches in an upper-level experimental laboratory class at the University of Central Florida and also in an introductory biology laboratory class at Valencia College.

### **ChatGPT as an Entrepreneurial Research Assistant, Business Librarians as Facilitators.**

William Parker, *University of South Florida*

This poster presentation will display the findings of a project that determines the effectiveness of ChatGPT as an AI entrepreneurial research assistant. More specifically, the displayed findings will show ChatGPT's effort on generating a comprehensive business plan and the quality of information that ChatGPT uses to create the business plan. The presentation will display comparisons of ChatGPT's generated business plan with a traditionally generated business plan that is comprised of information from academic library subscribed business databases. Furthermore, the presentation will highlight the benefits of ChatGPT and business librarian collaboration for entrepreneurial research.

### **Using Generative AI to Remove Barriers in Support of Open Content Creation**

Lily Dubach, *University of Central Florida*  
Rebecca McNulty, *University of Central Florida*

James R. Paradiso, *University of Central Florida*

Open content can benefit students as free, diverse, and customizable instructional materials. However, instructors face barriers to teaching with open content, including limited existing resources and time to create. This poster will use practical classroom examples to showcase ways that generative AI can remove these barriers, providing instructors with time and support to create and adapt open content for any discipline or teaching modality. Important considerations will also be given to questions of usage, sharing, and ethics surrounding generative AI.

### **Navigating the AI Landscape: The Community Approach to AI in Higher Education**

Alexandra Ward, *University of South Florida*

Desiree Cuesta Henderson, *University of South Florida*

This session will demonstrate how USF Digital Learning designers proactively formed and implemented an AI community of practice (CoP) to strategically and adaptively research, anticipate, and respond to faculty and student needs through the AI boom. In our vibrant CoP we explore how learning designers could incorporate tools beyond ChatGPT, consider ethics and potential barriers, and enhance pedagogy and internal course development processes. This session aims to share our team's successful experience in building a CoP that supports the holistic implementation of AI at USF and fosters collaboration, professional growth, and innovation for the benefit of all stakeholders.

### **Utilizing ChatGPT in Educator's Professional Activities: A Narrative Study**

Jurgita Bagdonaite, *Vilnius University, Lithuania*

My research explores the benefits and challenges of integrating the ChatGPT language model in professional activities, considering factors such as accuracy, adaptability, and ethics. Existing research studies show that ChatGPT by OpenAI is a valuable tool for extending the possibilities of teaching and learning. ChatGPT provides the ability to review student work, access more teaching materials, and gain insights. Teachers from different countries are increasingly interested in the potential of this chat platform. It is observed that teachers in European and African countries are more inclined to include ChatGPT in their activities compared to other digital tools. Even though ChatGPT offers progress and new approaches, it is still a new and developing product.

### **Co-Creating with Generative AI in a Community Analytics Lab**

David Gurzick, *Hood College*

Data Driven Frederick, a data-centric organization in Frederick County, is pioneering the use of generative AI for community analytics to enrich and expedite report creation and data visualizations. While transformative, this approach presents challenges, including data privacy and the complexity of AI technologies. This presentation will address these issues and propose effective strategies for harnessing AI to yield impactful, insightful community analytics.

### **Leveraging AI Technologies for Enhanced College Tutoring**

Michelle Kelly, *University of Missouri*

Julie Hagan, *University of Missouri*

AI technologies provide multiple opportunities to enhance one-on-one tutoring and mentoring sessions for college students. We have found a number of easy-to-implement tools and techniques to introduce in our tutoring sessions, which empower students to use AI technologies as they complete their coursework across multiple disciplines. The session will highlight how these tools can improve student engagement, enhance learning outcomes, and provide personalized support. While our target population is collegiate student-athletes with education-impacting disabilities, the techniques we utilize would be beneficial in any higher education learning center.

### **Engineering Conversations with Peers and Bots: Using AI Tools to Promote Critical Self-Analysis and Rhetorical Knowledge in Writing Centers**

Priscila Schilaro, *University of Central Florida*

Matthew Bryan, *University of Central Florida*

This poster highlights how dialogic methods used in writing centers support the integration of AI tools into peer tutor training and development. Particular emphasis is placed on how these tools supplement rather than supplant existing values and practices. Examples include using AI to test alternative means of explaining concepts, interrogate interactions with students through chatbot roleplay, and negotiate shifting understandings of plagiarism. Undergirding this approach is an understanding that AI tools and users' interactions with them are fundamentally rhetorical, with tutors and student writers alike benefitting from critical analyses that prioritize learning with as opposed to policing of these tools.

### **Distance Education Embraces Local Learning with AI Technologies**

Kelly Boyer Ontl, *Unity Environmental University*

Daniel Chin, *Unity Environmental University*

Jennifer Cartier, *Unity Environmental University*

Chris Malmberg, *Unity Environmental University*

Increasing demand for online programs has produced a new approach to environmental science education. Online, asynchronous education expands access to environmental science through place-based learning and offers a solution to the problem of inequitable access. However, with learners in diverse locations, faculty and course materials alone cannot cover the depth and breadth of all ecosystems in all locations. Using AI and citizen science integrations, including Pl@ntNet, eBird, and iNaturalist, students can tap into local expertise that augments and enhances course instruction. Applications using image recognition and machine learning assist students in identifying and learning about local species and ecosystems.

### **Academic Dishonesty and AI: Steps to Mitigate**

Robert Macy, *University of Nebraska at Kearney*

AI technologies can enable cheating and other forms of academic dishonesty. While it is difficult, if not impossible, to eliminate AI enabled academic dishonesty, there are proactive steps that can be used by faculty, staff, and students to mitigate AI enabled academic dishonesty. Several different approaches to mitigate academic dishonesty will be presented, along with specific mitigation recommendations.

### **Empowering Tomorrows Workforce: Leveraging AI to Create an Institutional Digital Literacy Strategy into Classroom-to-Career Initiatives**

Whitney O'Connell, *The University of Texas at San Antonio*



Shelley Howell, *The University of Texas at San Antonio*  
Elliott Schraer, *The University of Texas at San Antonio*

The University of Texas at San Antonio is strategically prioritizing student success by integrating experiential learning and classroom-to-career initiatives within curricula. This poster presentation explores the transformative potential of ChatGPT and generative AI in bridging the digital divide while enhancing experiential learning and preparing students for future careers. Presenters will showcase innovative AI teaching models and collaborative partnerships with campus stakeholders, emphasizing five key directions: creativity, equity/bias, trust/accuracy, digital/data literacy, and classroom-to-career integration. Join us to discover how these approaches empower learners and equip them with the skills needed to thrive in the evolving demands of the modern workforce, fostering a future-ready generation.

### **Alethea AI Writing Assistant: Boosting Critical Reading and Thinking Skills, Learner Engagement, and Self-Regulated Learning**

Chrissann Ruehle, *Florida Gulf Coast University*

This poster presents the outcomes of a pilot study conducted during Summer 2023, investigating the impact of the Alethea AI Reading Assistant on critical reading, thinking abilities, learner engagement, and self-regulated learning in a business capstone course. The research design will employ a pre-and-post-test intervention approach, utilizing pre-validated assessments and survey questions to measure critical reading and thinking skills. Text mining techniques will be applied to analyze reflection artifact assignments integrated into the curriculum, emphasizing case studies for nurturing these skills. This tool supports students in improving their proficiency. Attendees will receive a handout summarizing the study's findings and recommendations.

### **AI Assisted Learning in the Classroom**

Robert Macy, *University of Nebraska at Kearney*  
Phu Vu, *University of Nebraska at Kearney*

As technology continues to advance, the integration of Artificial Intelligence (AI) into classrooms has become increasingly important for facilitating learning process by providing students with personalized and engaging learning experiences. This poster will explore strategies for incorporating AI-assisted learning tools, such as ChatGPT and DALL-E 2, into classrooms. Specifically, we will discuss how these tools can be used to support student engagement and achievement and provide examples of successful implementation in a graduate program in education. Additionally, we will address potential challenges and considerations for implementing AI-assisted learning in the classroom.

### **ChatGPT and Software Engineering Education: Promises & Perils**

Kevin Moran, *University of Central Florida*

Recently, we have seen the advent of general-purpose “large language models” trained on massive datasets of human written text spanning code and natural language. The introduction of models, such as ChatGPT, has spurred vigorous discussion from educators, ranging from fear that students could use these AI tools to circumvent learning, to excitement about the new types of learning opportunities that they might unlock. However, given the nascent nature of these tools, we currently lack fundamental knowledge related to how well they perform in different educational settings, and the potential promise (or

danger) that they might pose to traditional forms of instruction. As such, in this talk, we will examine how well ChatGPT performs when tasked with answering common questions in a popular software testing curriculum. Based on these findings, we'll discuss the potential promises and perils related to the use of ChatGPT by students and instructors.

### **Evolution in Technology: AI Tools and Their Future in Education**

Elena Guel, *University of Texas-Rio Grande Valley*

The ever-changing technology field constantly provides new and different opportunities that utilize the latest AI tools that are making their way into the mainstream. This poster presentation will share what AI tools are available and how some use them to incorporate them into education. We will discuss how different disciplines can utilize these various AI tools. Participants will explore how they can create assignments and assessments with the assistance of AI. We cannot pretend that these software programs will go away. If nothing else, we can expect more of these types of software and their limits to be tested.

**\*DINNER ON YOUR OWN**

**MONDAY, September 25, 2023****8:00-4:00**Pegasus      **Registration****8:00-9:00**

Pegasus      **Buffet Breakfast**

- o Assorted Muffins served with Butter (*VG*)
- o Bacon
- o Sausage Patties
- o Breakfast Potatoes (*V*)
- o Cage-Free Scrambled Eggs
- o Iced Water, Gourmet Coffee, Decaf and Hot Water with Tea Bags

**9:00-10:00: Concurrent Sessions**

Key West      **Discussion Panel**  
A  
(1-hr  
session)

Patsy Moskal, *University of Central Florida*

Artificial Intelligence (AI) has the potential to revolutionize instruction. In this panel, we talk with several University of Central Florida faculty from various disciplines to discuss how they are using AI in their classroom instruction.

Key West B      **The Future of AI in Education: A Human-Centered Approach**  
(15-minute  
sessions)

Kerry Townsend, *University of Missouri*

The rapid development of artificial intelligence (AI) has created new opportunities for K-12 education, but it has also raised ethical concerns, particularly in the use of AI that generates a narrative. The need to prepare incoming college students for the ethical use of AI in the classroom starts in K-12 schools. Most current digital citizenship curriculums do not adequately cover the complexities of these new tools, leaving students unprepared for the rigorous ethical standards of colleges and universities. During the 23-24 school year, Columbia Public Schools is using the National Office of Educational Technology's human-centered approach to teaching students and teachers how to ethically use AI in the classroom. The program will include updated handbook information, a plan for student and teacher learning, and a teacher exploratory group to explore inevitable technological advances. The program will also be adapted for other Missouri school districts as a component of the work of the Missouri Writing Project leadership in the Show-Me Literacies Collaborative. The components of this program and successes and opportunities for growth will be shared. By utilizing the research and guidance of the National Office of Educational Technology in Missouri K-12 schools, we hope to ensure that AI is used ethically and responsibly by students as they enter higher education. The continuum of learning is essential.

**Using AI to Generate Captions and Transcripts: The Required Human Element for ADA Compliance**Karen Tinsley-Kim, *University of Central Florida*

Most are familiar with YouTube’s automatic captioning and its occasional entertaining deficiencies. Others may be acquainted with Zoom’s automatic captioning. Yet, there may be less understanding that AI will not generate transcriptions to a high enough standard and human intervention is essential. This short presentation will explore the common steps to go from AI-generated beginnings to human-refined delivery of

captions and transcripts for striving toward proper ADA compliance. A handout will be provided with ADA guidance, offering suggested AI supported tools to initially generate transcriptions along with common editing tips.

### **Artificial Intelligence Across the Curriculum: Developing Resources and Support Programs**

Nico Rose, *University of Florida*

Alexandra Bitton-Bailey, *University of Florida*

The University of Florida (UF) has made an institutional commitment to lead the country in research and education focused on Artificial Intelligence (AI). In support of this initiative, UF has created a collection of resources, programs, and trainings to equip faculty with the tools necessary to deliver upon our commitment. This session will explore development and deployment of the Artificial Intelligence Across the Curriculum faculty support/training program. Additionally, we will explore the process associated with identifying and developing AI-oriented tools, programs, faculty learning communities, and passive resources to support faculty.

Key West  
C  
(30-minute  
sessions)

### **The Role of AI-Driven Language Learning Models for Transformative Teaching and Learning**

Rishiraj Gera, *Magic EdTech*

This presentation will explore the transformative power of AI-driven language learning models in education (LLMs). LLMs have the potential to revolutionize teaching and learning, enable personalized instruction, expand access to education, and foster inclusive learning environments. We will discuss how in-house LLMs can enhance language instruction, provide adaptive feedback, and break down barriers to education.

### **Innovative Pedagogy: Exploring the Potential of Generative AI in Online Course Creation for Higher Education**

Dean Goon, *Embry-Riddle Aeronautical University-Worldwide Campus*

Alex Rister, *Embry-Riddle Aeronautical University-Worldwide Campus*

Meghan Velez, *Embry-Riddle Aeronautical University-Worldwide Campus*

This presentation explores generative artificial intelligence (AI) and its potential for transforming and enhancing online course content creation in higher education. Specifically, we showcase the AI Learning Incubator and our Virtual Environment for Communication: Teaching, Outreach, and Research (VECTOR), which catalyzes faculty to develop generative AI learning assets for online courses at Embry-Riddle Aeronautical University. The AI Learning Incubator empowers course developers to leverage cutting-edge AI technologies to create engaging and personalized student learning experiences through the support of the Division of Academic Innovation. VECTOR supports faculty in the specific area of teaching communication, offering workshops, standalone resources, and consultations to ensure the effective and engaging use of AI technologies for communication-related online coursework. The interactive session will allow participants to

share experimental practitioner developments, from a multidisciplinary perspective, in generative AI content creation in an online course. Through a comprehensive analysis of the impact and outcomes, this session sheds light on the immense potential of generative AI in course content creation, paving the way for a new era of pedagogical innovation in higher education.

Key West  
D  
(60-minute  
session)

### **Open Forum: Academic Integrity and AI**

Kevin Yee, *University of Central Florida*

There will be no formal presentation in this “unconference”—instead, we will invite open conversation on the topic of the two AI’s: academic integrity and artificial intelligence. There will be a facilitator but no speaker. Participants are welcome to come and go from this session as their schedule allows.

Cape  
Florida A  
(30-minute  
sessions)

### **Unlock the True Potential of ChatGPT: Master the Art of Prompt Engineering**

Sean Nufer, *TCS Education System*

In this session, we will delve into the power of prompt engineering and ChatGPT, offering innovative ways to craft engaging and effective prompts that deliver dynamic course materials, generate content ideas, assist in course development, and design interactive assignments. Explore various techniques to enhance your teaching methods, create dynamic course materials, and foster student engagement and collaboration in the era of AI-driven education.

### **Cultivating the Ethical Use of Generative AI in College Classrooms**

Chrissann Ruehle, *Florida Gulf Coast University*

Generative AI, like ChatGPT, has disrupted higher education institutions, serving as reading and writing tutors, research assistants, and online advisors. Ethical concerns have arisen as AI becomes more prevalent. Key AI ethics considerations include transparency, explainability, accountability, bias/fairness, and data privacy. This research highlights chatbot-specific ethical dilemmas: 1. Disclosing chatbot use and its impact on student technology anxiety; 2. Balancing user choice with psychological resistance; 3. Perceptions of chatbot humanness and portrayal; 4. Addressing biases and fairness; and 5. Trust and psychological safety. This interactive workshop aims to provide actionable recommendations for your institution to address these ethical concerns.

Cape  
Florida B  
(30-minute  
sessions)

### **Adapting the Technology Acceptance Model Scale for Generative AI: Assessing Perceptions Among University Faculty and Students**

Michael Barcomb, *Concordia University*

Haleh Raissadat, *Concordia University*

This presentation proposes an adaptation of the Technology Acceptance Model (TAM) scale (Davis, 1989), designed to evaluate the acceptance of generative AI in higher education. The proposed scale is designed to facilitate an initial understanding of the acceptance of generative AI in higher education, namely by capturing faculty and students’ perceptions on usefulness, ease of use, and their behavioral intentions towards generative AI. In addition to actively seeking feedback on the development of this survey, we are aiming to stimulate a dialogue about why students and faculty may or may not accept the use of generative AI in higher education.

**AI in Action: Personalizing and Enhancing Educational Delivery for the Future**Humberto Hernandez Ariza, *D'Youville University*Julianna Woite, *D'Youville University*

This session delves into AI's role in revolutionizing educational delivery. We will discuss AI's power to tailor learning, augment student interaction using simulations and games, offer real-time feedback, and automate mundane tasks, freeing educators for creative pursuits. This session is designed for anyone interested in how AI can advance education. Attendees will gain valuable insights into the emerging potential of AI-integrated teaching, providing a glimpse into the promising future of education.

**Cape Florida D (60-minute session) Open Forum: Prompt Engineering (Hands-On Session)**Kirby Whittington, *University of Central Florida*

While the pedagogy of AI is emerging, it is clear that students--like the rest of us--will need to adopt skills that maximize its value (and minimize its flaws). Should you add prompt engineering to your learning objectives? And, if so, how do you teach it... and assess it? Come brainstorm with us in this forum where we'll open the conversation on the challenges students encounter when engineering prompts for different AI models, objectives, and domains. This is an "unconference" with a facilitator but no speaker. Drop in any time to this open forum!

**10:15-11:15: Concurrent Sessions****Key West A (30-minute sessions) Fast Tracking AI Education with ChatGPT: A Three-Week Course Development Experience**Rob Rose, *University of North Florida*Suzanne Ehrlich, *University of North Florida*

This interactive presentation outlines the process of rapidly developing and delivering an innovative course, "Let's ChatGPT: The What, the Where, and the Why of AI Teaching and Training". Developed in just three weeks with the aid of AI tool ChatGPT, the course offers participants a deep dive into AI in education. This conference session will include the hands-on application of several prompts for ChatGPT that were used to build this course. This includes functions such as generating study materials, creating discussion prompts, supporting active learning, enhancing peer learning, and developing rubrics.

**AI Literacy via the TIP Method (Transparency, Integrity, and Permission)**Christine Hanlon, *University of Central Florida*

This session highlights the use of the TIP method for using AI tools in a manner that is Transparent, with Integrity, and with Permissions in place. We'll focus on how to introduce these ideas and put them into practice via class activities so students can explore the limitations, ethical considerations, and potential of AI technologies. The goal is to increase students' AI literacy and application skills by using a framework that is easy to remember and implement.

**Key West B AI for the 21st century Studio and Classroom**Timothy Nohe, *University of Maryland, Baltimore County*

(30-minute sessions) AI has been deeply controversial in discussions among practicing visual artists and faculty. This presentation will open an opportunity to engage in the topic of creating with AI generative image engines such as Midjourney and Dream by Womba. As a graduate assistant to the late AI pioneering artist Harold Cohen, I bring over 30 years of experience to this conversation and plan to discuss my investigation of these tools as an early adopter and as an exhibitor of works that allowed me to speculate on engineered biomaterials and plants, and the "alien intelligence" that is emerging through artificial intelligence tools.

### **The Right Response to AI is Teaching Responsibility**

Stephen Kuebler, *University of Central Florida*

Jonathan Beever, *University of Central Florida*

Discussions of the ethical, legal, and societal implications of AI recognize that the role and responsibility of workers and organizations becomes murkier as the AIs they use become more sophisticated. Educators have an ethical responsibility to train students to vet AI-content and tools, to add value to the output, and to acknowledge through active practice that they are wholly responsible for the results—as they are when using any work-tool. Participants will take away ethical decision-making practices to share with students that frame using AI in terms of professional obligation.

Key West  
C

(30-minute sessions)

### **Redefining Creativity in Education: The Power of Innovative Assignments in a World with AI**

Sean Nufer, *The Chicago School of Professional Psychology*

This session delves into the transformative role of AI, like ChatGPT, in innovative assignment design. We'll explore two key dimensions: 1) Developing assignments, including multimedia submissions and presentations, resistant to AI-assisted cheating, reinforcing academic integrity; and 2) Incorporating AI into assignment completion, showcasing how AI can act as a powerful tool for creativity and critical thinking. We will show several examples of assignments and examine how we can harness the power of AI to enrich learning experiences, fostering an environment of innovation and authenticity in education.

### **Teaching & Learning with AI-Generated Courseware in Science courses**

Kersten Schroeder, *University of Central Florida*

Jessica Tojo-Raible, *University of Central Florida*

Jenny Cook, *VitalSource Technologies*

Rachel Van Campenhout, *VitalSource Technologies*

In this 30-minute interactive session, we will discuss and demonstrate the use of artificial intelligence (AI) generated courseware for science courses at the University of Central Florida. The goal of utilizing this AI-generated courseware was to have students use it as a primary learning resource when learning the course material. In our discussion, we will discuss the benefits of adaptive learning and show some learning outcomes achieved using AI-generated courseware. Our goal is to promote a lively discussion on how AI-generated courseware can help all faculty members and their students.

Key West D  
(60-minute session)

### **Open Forum: Building an AI Consortium in Florida (or YOUR State) –**

Kevin Yee, *University of Central Florida*

There will be no formal presentation in this “unconference”—instead, we will invite open conversation on the topic of how to forge connections with local institutions. We can explore how partnerships benefit everyone and even, perhaps, create some connections right here at this session. Participants are welcome to come and go from this session as their schedule allows.

Cape Florida  
A  
(15-minute  
sessions)

### **The Flipped Classroom, an alternative to complement AI education**

Carlos Valdez, *The University of Central Florida*

As educators, we always faced the challenge of making our students engage with our class and become active learners (Morin, 2017), and more today in the era of CHATGPT. The flipped classroom is an alternative to complement today’s AI education. The flipped classroom makes the students engage with the class material before coming to class, and then during class time, they will work individually and in teams by doing what they learned (Morin and Willox, 2022). In this session, you will learn how to incorporate the flipped classroom and CHATGPT into your classroom.

### **Using AI to Increase Accessibility & Inclusion**

Andy Sheppard, *Santa Fe College*

AI tools like ChatGPT can convert “auto-captions” into more increasingly accurate transcripts with appropriate capitalization and punctuation almost on par with professional captioning providers. And AI-image generation tools provide us with a means to create more diverse imagery. By leveraging AI, instructional materials can be made more inclusive and empower learners with disabilities to more fully engage with educational content. This presentation will demonstrate two tools for achieving these ends.

### **Reframing Coursework in an AI World**

Angela Marocco, *University of Michigan*

This lightning session will discuss how to help both faculty and students understand how AI will change courses and coursework, the limitations of AI, as well as the ethical use of AI tools for teaching and learning. I will share examples of how University of Michigan’s instructors have challenged their students to examine AI tools more critically and understand proper use of AI tools. I will also share examples of how staff at the University of Michigan are supporting faculty with assessment redesign to address the challenges that tools such as ChatGPT are posing in the classroom.

Cape  
Florida  
D  
(60-minute  
session)

### **Open Forum: Getting Our Faculty Colleagues Up to Speed**

Kirby Whittington, *University of Central Florida*

Anyone attending a conference on AI is likely aware of what AI can do, how students can use or misuse it, and ideas of using AI. But not all of our departmental colleagues might be as “AI fluent.” At this “unconference” (open forum with a facilitator but not a speaker), we’ll exchange ideas on why to help our fellow faculty members learn more about AI, and steps we could take to get there.

**11:30-12:30: Concurrent Sessions**



Key West  
A  
(30-minute  
sessions)

**Managing AI-Detection at Scale: Early Results from Institutions Using Scaffold AI-Detection Powered by GPTZero**  
Tammie Helmick, *Director of Client Solutions, K16 Solutions*  
Javier Lugo, *LMS Admin Manager, K16 Solutions*

With the rapid evolution of AI tools disrupting higher education, many institutions are left wondering how to implement standards and guidelines for students on its usage.

K16 Solutions, an EdTech data company, partnered with GPTZero, the market’s leading AI detection software, to launch a new solution–Scaffold AI Detection. Since its launch, several institutions have begun actively using this new solution to manage AI-Detection at scale.

Attend this session so that you can hear the results from these early adopters and how they are using this tool to develop their academic standards for student usage of AI. You can expect to learn more about how institutions have:

- Scaled GPTZero’s AI-Detection across thousands of student submissions at once
- Established reporting to view potentially AI-generated content detected by GPTZero
- Laid the groundwork for developing standards and guidelines around AI usage
- Worked with faculty and administrators to implement this solution directly in their LMS

### **The Ultimate Mashup: AI and Common Course Assignments**

Susan Wegmann, *Southern Illinois University*  
Pinckney Benedict, *Southern Illinois University*  
Craig Engstrom, *Southern Illinois University*  
Artificial Intelligence Agent, *Southern Illinois University*

AI is disrupting and revolutionizing higher education by actively participating in pedagogy. This session explores innovative ways to “mash-up” AI with course assignments to create compelling learning experiences. AI can serve as a teaching tool, discussion participant, and creative collaborator, enhancing student engagement, critical thinking, and inclusivity. An AI Agent joins the panel, engaging with speakers, answering questions, and demonstrating real-time classroom usage. It not only sparks discussion but also actively contributes, giving attendees a valuable opportunity to interact with AI in an educational context.

Key West  
B  
(15-minute  
sessions)

**Protecting the Integrity of Academic Writing: Mitigating ChatGPT’s Influence on the Traditional Term Paper**  
Art Brownlow, *The University of Texas Rio Grande Valley*

Since the release of ChatGPT in late 2022, maintaining academic integrity has been a prominent concern. To minimize the temptation of students using AI chatbots to write essays, some have suggested incorporating individualized reflections or connections to personal experiences into prompts. But how do instructors handle traditional research papers that feature academic writing and do not encourage personal reflection? This session will showcase a research project from an advanced music history course that uses scaffolding, prioritizes high-quality sources and in-text citations, and strategically employs plagiarism software. This effective approach has minimized attempts to use ChatGPT for term paper composition.

### **XR Non-Player Characters (NPCs) as AI-Driven Learning Opportunities**

Chris Malmberg, *Unity Environmental University*  
 Donovan Montoya, *Unity Environmental University*

Language Learning Models have allowed AI to grow more human-like and authoritative across all fields for which expertise can be codified in text. This makes it possible to model and provide access to that expertise via new technological channels. Specifically, Unity intends to provide access to authentic, authoritative, AI-empowered Non-Player Characters (NPCs) available 24/7 as learning aides. Our first such project is an animal behaviorist answering pet-related questions in a simulated dog park; however, we have several extended reality experiences into which we intend to deploy AI NPCs, including a whale spotting tour and a virtual forest.

### **Involving Students in Developing Learning Material for Science and Humanities Courses Using Generative AI**

Bennett Bashir, *University of Maryland, Baltimore County*  
 Akbar Ali, *University of Virginia*  
 Muhammad Ali Yousuf, *University of Maryland, Baltimore County – Shady Grove*

We aim to empower students to actively engage with Generative AI systems through a pre-designed set of prompts. By providing students with these prompts, our objective is to foster independent learning and exploration of course topics using AI technologies. With this, we are looking to demonstrate how students can leverage AI systems as valuable learning tools, enabling them to delve deeper and gain a comprehensive understanding of their coursework. We provide specific examples from the fields of physics and psychology. Ultimately, our objective is to showcase the potential of AI in enhancing teaching and learning experiences in higher education.

Key West  
 C  
 (30-minute  
 sessions)

### **ChatGPT Wrote this Presentation**

Maikel Right, *Florida International University Online*  
 Kieron Williams, *Florida International University Online*

ChatGPT is an AI tool that is taking the internet by storm with its ability to not just generate anything from poems to short stories on any topic, but also its ability to engage in nuanced conversations about topics many would find polarizing, edgy, or controversial. Ironically, this has made ChatGPT a polarizing subject in and of itself due to its seemingly limitless potential to generate meaningful content in seconds. For some, it is an exciting new tool that gives them an inspiring look at the future of technology. For others, it is a terrifying prospect where one tool might lead to the end of entire industries, and millions of jobs held around the world. In “ChatGPT Wrote This Presentation,” we will go over the subject of ChatGPT, the ways it is currently being utilized today, as well as some of the exciting and terrifying possibilities for its future. And in order to make the subject real for the audience, we will take a poll throughout the presentation and see what parts were written by ChatGPT instead of the presenters. By the end of the presentation, the audience will have a strong knowledge of what ChatGPT is, what might be on the horizon for the tool, and how that future might affect their own.

### **Writing to Learn, Communicate, and Engage: AI-Content Generators, Detectors, and Assumptions About Writing Across the Curriculum**

Laurie A. Pinkert, *University of Central Florida*  
 Priscila Schilaro Santa Rosa, *University of Central Florida*

Across higher education, faculty may take varying positions on students' use of AI writing technologies in their classes, labs, and research projects. Positions may vary significantly depending on the goals of particular assignments, courses, or disciplines. Regardless of their positions, faculty may turn to AI content detectors to determine the extent to which a student has used AI-developed content. In this session, we will review the current state of AI content detectors, identifying the ways that they detect certain linguistic patterns, structural features, and/or repeated words and presenting preliminary summaries of the research about whose writing might be advantaged or disadvantaged by such detectors. We will invite participants to explore similarities and differences of these AI-detection tools to commonly implemented plagiarism detectors and highlight the implications of such detectors for students, faculty, and learning environments, ultimately highlighting our assumptions about what it means to write.

Key West D  
(60-minute  
session)

### **Open Forum: Instructor- and Faculty-Facing Uses of AI**

Kirby Whittington, *University of Central Florida*

There will be no formal presentation in this “unconference”—instead, we will invite open conversation on the topic of how WE can use AI ourselves to make our faculty lives easier. Can AI make lesson plans? Is it wrong to create images for PowerPoint? Should we use it to write letters of recommendation, or assist with grading? Participants are welcome to come and go from this session as their schedule allows.

Cape Florida  
A  
(15-minute  
sessions)

### **From Theory to Practice: How to Integrate AI into Instruction from Faculty and Instructional Designer Experiences**

Katie Wing, *Florida Gulf Coast University*

Chrissann Ruehle, *Florida Gulf Coast University*

Jenna Fedewa, *Florida Gulf Coast University*

This panel session will briefly share an instructional designer perspective with results from faculty workshop sessions developed by the FGCU Department of Digital Learning to demystify ChatGPT including how faculty knowledge and attitudes were impacted post-sessions. We will then share a faculty perspective discussing real experiences and examples of implementing ChatGPT in the classroom. Discussion will include the practices, challenges, and impacts of integrating ChatGPT in the classroom. Participants will be provided a handout with flexible prompt examples to create scenario-based learning opportunities applicable across disciplines to use in their own classrooms after the session.

### **Teaching Simulation with ChatGPT**

Bulent Soykan, *University of Central Florida*

Ghaith Rabadi, *University of Central Florida*

Generative AI tools have reached a significant stage where they can generate high-quality output to support various tasks as demonstrated by ChatGPT. However, most generative AI tools were not originally designed for educational purposes, and the technology has progressed faster than research and design for its application in learning contexts. In this presentation, we will demonstrate the ethical, fair, safe utilization of ChatGPT for teaching simulation modeling. We will emphasize effective prompt writing principles, such as providing clear instructions and allowing the model time to process and illustrate these concepts through examples while discussing best practices in simulation model development.

### **Empowering Minds: Unleashing Strategic Excellence with Diverse AI Applications in Academia**

Christopher Leo, *University of Central Florida*

Amanda Main, *University of Central Florida*

Lonnie Butcher, *University of Central Florida*

The College of Business capstone course, Strategic Management, is a large video-streamed class consisting of all majors within the college. To maximize learning, we piloted multiple AI applications, providing an opportunity for students to engage in simulated decision-making scenarios and apply theoretical concepts to realistic business challenges. Beyond the deeper understanding of course concepts, ability to analyze complex situations, and make informed decisions, AI can improve students' verbal communication skills for presenting their ideas and solutions. This integration fosters active learning, promotes problem-solving skills, and provides students with a dynamic and interactive educational experience in the field of strategic management.

Cape  
Florida B  
(30-minute  
sessions)

### **The Voice of AI: Revolutionizing Online Learning with AI-Generated Audio**

Janine M. Diaz-Cotto, *University of South Florida*

Zhaihuan Dai, *University of South Florida*

In this interactive presentation, we are excited to share our valuable experiences leveraging AI for the development of online course content at USF Digital Learning from a learning design perspective. Throughout our journey, we utilized AI technology to generate audio for podcasts and animated videos, tailored to online social work courses at USF. As we delve into our presentation, we will share the successes we achieved and the challenges we faced when collaborating with faculty and media producers. We hope to inspire and empower our audience to explore the vast potential of AI in their own educational initiatives.

### **Fostering Responsible Innovation with AI: Mitigating Negative Impacts on Student Learning Outcomes**

Elise Mueller, *Duke University*

Yesenia Velasco, *Duke University*

Linda Daniel, *Duke University*

Elaine Kauschinger, *Duke University*

In this interactive presentation, we will discuss several ethical implications associated with the use of AI, focusing specifically on topics that directly impact student learning outcomes. These crucial ethical considerations encompass the spread of misinformation, concerns surrounding privacy, implications for job readiness, and the imperative of equitable access. Through thought-provoking insights, interactive discussions, and real-world case studies, participants will have the opportunity to collaboratively explore and develop actionable strategies for fostering responsible innovation in AI.

Cape  
Florida C  
(30-minute  
sessions)

### **Rise of the Classroom AI: A Thrilling Escape Room Experience**

James May, *Valencia College*

Richard Thomas, *Valencia College*

Embark on an immersive escape room adventure and witness the remarkable rise of AI in education. In this 30-minute interactive session, participants are transported into a gamified journey exploring the exciting possibilities of AI in the classroom. Collaborate with others,

explore captivating scenarios, and conquer mind-bending challenges while delving into the transformative impact of AI. Unleash your problem-solving skills and embrace the power of interactive learning. Prepare for an adrenaline-fueled quest, where each puzzle solved brings you closer to unlocking the mysteries of AI. Don't miss this captivating experience, designed to engage and inspire, regardless of your escape room background.

### **An AI Coach in Canvas: Design and Implications**

Neal Legler, *Utah State University*

Russ Winn, *Utah State University*

Rachel Quistberg, *Utah State University*

Ludovic Attiogbe, *Utah State University*

Emma Lynn, *Utah State University*

AI can be used to program interactive experiences that mimic pedagogical approaches at scale. This may dramatically impact the practices of teaching and instructional design. A team at Utah State University is exploring this potential by developing and piloting a Canvas-integrated AI writing coach for research writing. We will describe the logic that went into the tool's development and its success thus far. We will also engage participants in a discussion of AI's impact on teaching and instructional design and the ongoing role of the instructor as AI improves in its capability to function as a learning coach.

Cape  
Florida D  
(60-minute  
session)

### **Open Forum: Bard vs. Bing": A Comparison of LLMs**

Laurie Uttich, *University of Central Florida*

There will be no formal presentation in this "unconference"—instead, we will invite open conversation as we discuss the pros, cons, and differences of various large language models (LLMs), including ChatGPT, GPT4, Bing Chat, Goggle Bard, Claude, and Falcon. There will be a facilitator but no speaker. Participants are welcome to come and go from this session as their schedule allows.

## **12:30-1:30**

Pegasus

### **Address by UCF Provost Michael Johnson**

#### **Lunch Buffet**

- o Vegetable Alfredo Lasagna (*V*)
- o Beef Lasagna
- o Traditional Garden Salad (*VG*)
- o Garlic Breadsticks (*V*)
- o Chocolate Dipped Biscotti (*V*)
- o Iced Tea, Iced Water

## **1:30- 2:30: Concurrent Sessions**

Key West A  
(30-minute  
sessions)

### **Drive AI--Don't Let It Drive You: AI is Here, So Let's Use Best Practices to Tune-Up Student Learning**

Martha Brenckle, *University of Central Florida*

Patricia Farless, *University of Central Florida*

The AI (Artificial Intelligence) evolution is here! There is a proliferation of academic articles, popular culture representations, and workshops with the AAC&U and other

educational organizations. Let's face it, there is no putting the toothpaste back in the tube-- AI is already in our students' lives. We must stop thinking this happened overnight. Teaching with technology has been around for decades. As educators, we have legitimate concerns about students researching, analyzing and producing their own work. So, how do we include AI in the classroom or in assignments while facilitating student independent learning and creativity? As with any technology that changes the classroom dynamics, many of us luddites are reeling. Still, we do not need to know exactly how an automobile engine works to drive the car. We do need to understand the rules of the road. Using the best existing educational practices—active learning, transparency, and authentic student engagement--we can introduce students to AI and teach them how to use it to enhance their own learning, thus preparing them for the 21st Century workplace. This interactive presentation will present these best practices and integrate them with AI to create opportunities for student engagement, collaboration, and commitment to ethical academic guidelines for research and producing one's own work.

### **A Foot into the Future, Two Feet in the Past: What are Students Saying Regarding ChatGPT?**

Sandra Sousa, *University of Central Florida*

ChatGPT seems to be in our classrooms to stay. Should instructors be so worried about it? It is my aim to present a comprehensive analysis of student perspectives regarding their experiences and perceptions of interacting with ChatGPT. Through reflections, participants were invited to share their thoughts on the use of ChatGPT in educational contexts. It is my aim to engage in a deeper discussion acknowledging student concerns and incorporating their feedback, so that educators can shape the future of AI-powered educational tools in a way that enhances learning outcomes and supports student success.

Key West B  
(30-minute  
sessions)

### **Building AI-Resilient Academic Courses: Supporting Faculty to Preserve Pedagogy**

Susan Codone, *Mercer University*

An AI-resilient course remains authentic to its objectives whether students or faculty members use AI or not and deploys authentic instruction and assessment that are not compromised by use of AI. Building upon a semester of leading Provost-mandated faculty training on AI awareness, this interactive session will use case scenarios in course design to discuss methods for preserving pedagogy and adapting assessments to maintain resilience regardless of student use of AI tools. Through interaction, participants will leave with a plan to help faculty members mitigate bias while offering them strategies to adapt to AI availability and preserve their pedagogical methods.

### **AI in Curriculum Design: Enhancing Canvas LMS with ChatGPT for Personalized Quiz Generation**

Bill Zanetti, *University of Central Florida*

The integration of AI into educational platforms offers a transformative approach to curriculum design. This presentation delves into a novel application: Leveraging ChatGPT in conjunction with the Canvas Learning Management System (LMS) to generate personalized quiz questions from imported textbooks. This method streamlines the assessment creation process and ensures that quizzes are unique and specific to the content and learning objectives of each course.

Key West C  
(30-minute  
sessions)

**From Classroom to Career: Developing AI Avatars for the Classes of 2024 and 2025**

Anna Haney-Withrow, *Florida Southwestern State College*  
Rozalind Jester, *Florida Southwestern State College*  
Heather Olson, *Florida Southwestern State College*  
Laura Osgood, *Florida Southwestern State College*  
Jillian Patch, *Florida Southwestern State College*

With 90 percent of companies that are hiring looking for experience with generative AI, where does that leave our students who are entering the workforce while higher education struggles with how to adapt? In this session, you will participate in job interviews based on pre-created avatars representing students with various levels of experience with AI and attitudes about it. Your big takeaway will be your own avatar representing a student from the class of 2024 or 2025 to help inform how you plan to shape the future of AI in your classes or at your institution.

**Preparing Graduates for AI-Infused Workplaces: Bridging the Gap between Technical and Human-Centered Skills**

Rachel Hammond, *Calvin University*  
Philip Johnson, *Calvin University*

Graduates will be entering workplaces with powerful AI tools that underscore the need for technical skills but require development of human-centered skills to fill the gap between experience and complex AI output. In this presentation, attendees will be introduced to different forms of AI impacting analytical training and will consider the connection between Detwiler’s educational ecology (2021) and the pragmatic requirements of preparing students for AI-infused workplaces. In addition, attendees will discuss how to develop human-centered skills, such as intuition and emotional intelligence in the classroom, and how to build effective learning communities to support success in an AI-infused environment.

Key West D  
(60-minute  
session)

**Open Forum: How Do We Prepare in the Teaching and Learning World for Sentient AI (“General Artificial Intelligence”)?**

Kevin Yee, *University of Central Florida*

Could AI represent a threat to humans? Does it—or will it—have the ability to exhibit feelings like joy, sadness, fear, and love? If general artificial intelligence does become super-intelligent, what will happen? Moreover, how will this impact us in the world of teaching and learning? Stop by this session and join the discussion. Participants are welcome to come and go from this session as their schedule allows.

Cape Florida  
A  
(30-minute  
sessions)

**Google Search vs. AI: Teaching Students Online Research Skills**

Leslie Allison, *Rowan University*

How many conference championships has UCF won? If you ask Google, it’s 6, but if you ask ChatGPT, its answer varies, from 6 to 2. Despite warnings about AI’s potential for misinformation, many people treat AI as a fancy search engine. Accordingly, we are living in a moment where our reality is determined by where we search. How can we use it better? Through an interactive game, participants will practice skills for better search

experiences. Participants will walk away more knowledgeable about the technical differences between search engines and AI and have materials for teaching online research with AI.

### **AI-Generated Content: A Guide for Educators**

Giovanni Duarte, *Adtalem*

Ready for a quick, no-nonsense chat about AI in the classroom? We're talking about how AI is helping us whip up teaching materials, personalize learning, and even assist with grading. But it's not all sunshine and rainbows - we'll also tackle the challenges that come along for the ride. This lightning session is a fast-track guide to understanding and using AI-generated content, the good and the bad. No jargon, just straight talk about how we can make AI work for us in the classroom. So, buckle up and join us for a whirlwind tour of AI in education!

Cape Florida  
B  
(15-minute  
sessions)

### **Committed to STRIVE: Leveraging AI for Microteaching and Active Learning Engagement**

Florence Williams, *University of Central Florida*

Artificial Intelligence AI can offer different approaches depending on the end user's needs. One such approach is a framework that adapts to user needs across disciplines. This lightning session utilizes the STRIVE (Search, Teach, Review, Innovate, Vary, Evaluate) framework to encourage AI use for micro-teaching and student engagement. In each facet of the frame, we will explore discipline-specific active learning strategies and micro-teaching opportunities using the affordances of the AI revolution and reflect on consistent implementation for positive results.

### **Introduction to Machine Learning with an End-to-End Project**

Catia Silva, *University of Florida*

Machine learning (ML) courses are of paramount importance in today's fast-paced digital age. These courses equip individuals with the skills and knowledge necessary to harness the power of data and build intelligent systems. This presentation will offer an example of an end-to-end machine learning project for a multitude of data modalities and applications. The project proposal includes a data collection protocol and an example script to compile custom datasets. This project will enhance students' understanding of the theoretical ML content with an engaging and practical end-to-end project.

### **Title TBD**

Amanda Major, *University of Central Florida*

[abstract to be added]

Cape Florida  
D  
(60-minute  
session)

### **Open Forum: AI for Personal Productivity**

Eric Main, *University of Central Florida*



What's your favorite AI personal assistant? Come share yours and learn from others what works for them. This is an "unconference" with a facilitator but no speaker. You're welcome to drop in throughout the hour!

### 2:45- 3:45 Concurrent Sessions

Key West A  
(30-minute  
sessions)

#### **Creating a Faculty Development Model for Generative AI**

AI Weiss, *Pacific University*

At Pacific University's Center for Educational Technology and Curricular Innovation, we have been evaluating how existing pedagogies can help us make sense of generative AI in the classroom. At the same time, we are learning from our faculty and students about emerging practices with the technology. In this session, I will share Pacific's developing programming on generative AI and challenge participants to 1) identify the existing pedagogies that help us integrate AI into teaching and learning; 2) strategize about how they can evaluate AI use at their own institutions; and 3) consider models for sharing this information.

#### **Generative Artificial Intelligence in Academic Support**

Percy Mercer, *Daytona State College*

Hosanna Folmsbee, *Daytona State College*

Lisa Jordan, *Daytona State College*

The mission of a Writing Center is to craft better writers, not just better papers. In order to do this, Writing Centers must continually adapt to the world around them. Daytona State College's Writing Center is persistently experimenting with teaching opportunities. Generative AI has been shown to assist students and academic support in training and curation of resources. By working with AI's strengths and better understanding its weaknesses, students will be better equipped and learn to use such programs as a tool to implement rather than a crutch to lean on.

Key West B  
(15-minute  
sessions)

#### **Designing a Culturally Relevant Mathematical Task using ChatGPT: Affordances and Challenges**

Minsung Kwon, *California State University, Northridge*

Despite the importance of using a culturally relevant mathematical task and its significant impact on student learning, preservice teachers have difficulties with designing a culturally relevant mathematical task for students. In this presentation, I will present how 90 preservice teachers enrolled in an elementary mathematics methods course design a culturally relevant mathematical task, how they interact with ChatGPT to revise their initial culturally relevant mathematical task, how they revise their initial culturally relevant mathematical task after interacting with ChatGPT, their experiences with ChatGPT, and their survey responses using technology acceptance model (six perceived usefulness questions and six perceived ease-of-use questions).

#### **Exploring Beyond Chat GPT: Innovative AI Solutions in Education**

Keirah Comstock, *University of Rochester*

Generative AI and ChatGPT have emerged as hot topics in the educational realm, eliciting a range of both commendations and criticisms. Despite the evident shift towards generative AI and GPT, a considerable number of educators tend to concentrate

mainly on ChatGPT. Nonetheless, it's worth noting that various AI and GPT software can equally contribute to enhancing the learning experience for teachers and students. The upcoming presentation will show how alternative software tools like Curipod, Scribble Diffusion, and Sudowrite can be leveraged to bolster effective teaching. These tools are designed to provide significant support for learners, particularly multilingual learners or students who need extra help. Participants will acquire knowledge about these versatile applications through an innovative and creative lens focusing on visual development.

### **Generative AI and Open Educational Resources**

Sharon Bratt, *MacEwan University*

Open educational resources (OER) are freely accessible educational materials that can be used, shared, and modified by educators and learners. OERs that are generated by artificial intelligence (AI) have introduced new technologies that augment the learning experience as a student and add efficiencies to the learning design process. Discover generative AI and OER tools that educators and learners are using to enhance the learning experience.

Key West C  
(30-minute  
sessions)

### **The AI Edge: Course Content Design**

Lisa Sibilia, *YOUTOPIAN, LLC*

Jim Dellas, *The Creative Group*

How might we stand on the AI Edge and yield tangible learning outcomes? How might traditional pathways guide us to where we go? As we look to the future guided by the principles of the past, how do we extend knowledge depth versus over-reliance on technology? This immersive experience will provide higher education with a closer look at industry application of artificial intelligence and emerging technology integration to reimagine instructional design for the opportunity to give students, faculty, and life-long learners pathways to extend the quality of higher education.

### **Class Activities to Engage Students in the Debate on the Role AI May Play in the Future**

Akbar Ali, *University of Virginia*

Muhammad Ali Yousuf, *University of Maryland, Baltimore County - Shady Grove*

Vaibhav Gupta, *University of Maryland, Baltimore County*

Bennett Bashir, *University of Maryland, Baltimore County*

There is a widespread fear of the misuse of generative AI tools in the hands of university students, politicians, armies, etc. as AI is feared of becoming sentient. Though the fears are not completely unwarranted, the spread of such technologies cannot be stopped, and we must learn to use them in an effective way. This presentation raises questions that challenge the thinking and views of each participant by paralleling human and governmental ethics with the AI and robotic ethics. The question set developed is relevant for all students whether they are in science/technology classes or in humanities.

Key West D  
(60-minute  
session)

### **Open Forum: Student Panel**

Kirby Whittington, *University of Central Florida*

Ever wondered where students stand on the topic of AI? In a *Chronicle* article titled, *I'm a Student. You Have No Idea How Much We're Using ChatGPT. No Professor or*

*Software Can Ever Pick up on It*, a student shares ChatGPT's impact on students. Join this discussion panel comprised of students from SGA, athletics, and Greek organizations from different higher education institutions. There will be no formal presentation in this session—instead, we will have a discussion panel that you are free to join at your leisure.

Cape Florida  
A  
(15-minute  
sessions)

### **Successfully Identifying AI Submissions for Short-Essay Exam Questions**

Michael Gilbrook, *University of Central Florida*

Artificial Intelligence (AI) tools such as ChatGPT can easily produce short essay responses to the prompts used in exam questions. To determine whether the AI responses could be successfully identified, 25 actual student responses to an exam question were combined with an equal number of responses generated by ChatGPT and evaluated by both a human instructor and the GPTZero tool. The GPTZero tool computes metrics on the word use in text which it uses to determine whether the text was generated entirely by a human, entirely by an AI, or by a human with AI help.

### **Decoding Misinformation: An Experiential Approach to AI in the Media and Information Literacy Classroom**

Joshua Thorud, *University of Virginia*

Bethany Mickel, *University of Virginia*

In our University Seminar at the University of Virginia, we leverage generative AI to enhance media and information literacy. As an active participant in the learning process during in-class exercises, AI tools provide experiential insights into the complex role of AI in spreading misinformation. Our hands-on, project-based approach empowers students to critically evaluate and creatively utilize these technologies, thereby preparing students for an increasingly AI-driven world. Attendees will gain insights into this pedagogical method, take away tangible strategies, and receive adaptable lesson plans and assignments for integrating AI tools to cultivate critical thinking in many teaching contexts.

### **Integrating an AI-based tool to approximate teaching practice in developing pre-service teachers' teaching skills.**

Laila Noor, *University of Central Florida*

The integration of AI-based tools into teaching provides a significant opportunity for teachers to develop teaching skills and effectiveness. This presentation will investigate using the AI-based tool TeachlivE in approximating teaching practice for pre-service teachers to integrate theoretical knowledge with practical implications. The presentation will show how AI-based tools can be integrated into teaching models to support personalized learning and real-time feedback and increase confidence and engagement. Key topics will include intelligent tutoring systems, virtual assistants, and personalized learning platforms. Ethical considerations, academic integrity, copyright ownership and provenance will also be addressed.

Cape Florida  
B  
(30-minute  
sessions)

### **w.AI.ting for Success: The Power of AI-Prompted Learning**

George Handley, *The University of Texas Rio Grande Valley*

Edith De Leon, *The University of Texas Rio Grande Valley*

Roberto E. Rivera, *The University of Texas Rio Grande Valley*

Discover the transformative power of prompt engineering in higher education. This session explores how AI-driven prompts enhance instructional effectiveness for faculty. Learn how personalized and interactive learning experiences, targeted guidance, and adaptive instruction can be achieved through prompt engineering techniques. Unleash the potential of AI-powered prompts to revolutionize teaching practices and support student success in today's dynamic educational landscape. Join us to explore the benefits and opportunities of leveraging prompt engineering in higher education.

### **Fighting a Winning Battle: Teaching with ChatGPT**

Christy Goldsmith, *University of Missouri*

Kevin Brown, *University of Missouri*

In this session, we'll explore ways to work with ChatGPT to make the enterprise of teaching an easier and more fruitful endeavor. From using ChatGPT to make writing syllabi quicker and easier, to using ChatGPT to engage students in self-directed research and study, we'll share strategies for productive use of AI tools.

Cape Florida  
D  
(60-minute  
session)

### **Open Forum: Image generators (Midjourney, Canva, Dall.e, etc.)**

Laurie Uttich, *University of Central Florida*

AI is not only making its mark as a wordsmith, it has also landed a notable reputation for allowing users to produce remarkable images. Whether the user offers a detailed description or one of few words, generative artificial intelligence programs such as Midjourney, Canva, and Dall.e, generate images from natural language. Stop by and join this informal conversation on ways generative AI impact students' learning.

## **4:00- 5:00 Closing Plenary**

Pegasus

### **What Comes Next? Questions about GenAI and Higher Education Moving Forward**

Sid Dobrin, *University of Florida*

Since the release of OpenAI's GhatGPT in November 2022, higher education has begun to adjust from the "deer in the headlights" phase to serious considerations about how GenTech will integrate into college-level education. While resistance to GenAI in the classroom remains prevalent across the country (and the world, to be honest about it), increasingly educational institutions are beginning to ask conceptual and application questions about using GenAI. This closing presentation will address several possibilities for how to think about GenTech moving forward and will pose questions about conceptual AI and applied AI to further generate conversation.

## **5:00- 5:15 Closing Plenary**

Pegasus

### **Closing Thoughts, Raffle, and Conference Gift**

Kevin Yee, *University of Central Florida*

Wendy Howard, *University of Central Florida*

This is a plenary session where all participants will gather to collectively brainstorm next steps. What was gleaned from each session, and what kinds of things can you take back to your institution? Also, don't miss the raffle at the end!

**\* DINNER ON YOUR OWN**