



# TEACHING AND LEARNING WITH AI

July 22-24, 2024

## Agenda at a Glance

### Monday, July 22, 2024

8:30 – 5:00	Registration
9:00 – 10:00	Free Pre-Conference: Generative AI Primer and AI Tool Preview
10:00 – 12:00	Welcome and Opening Keynote – Dr. José Antonio Bowen
12:00 – 1:00	Buffet Lunch
1:00 – 2:00	Concurrent Session #1
2:15 – 3:15	Concurrent Session #2
3:30 – 4:30	Concurrent Session #3
	<b>*Dinner on your own</b>

### Tuesday, July 23, 2024

8:00 – 3:00	Registration
8:00 – 9:00	Buffet Breakfast
9:00 – 10:00	Concurrent Session #4
10:15 – 11:15	Concurrent Session #5
11:30 – 12:30	Concurrent Session #6
12:30 – 1:30	Buffet Lunch
1:30 – 2:30	Concurrent Session #7
2:45 – 3:45	Concurrent Session #8
3:45 – 5:00	Poster Session and No-Host Bar
	<b>*Dinner on your own</b>

### Wednesday, July 24, 2024

8:00 – 9:00	Continental Breakfast
9:00 – 10:00	Concurrent Session #9
10:15 – 11:15	Concurrent Session #10
11:30 – 12:30	Closing Session – Flower Darby
12:30	Adjourn

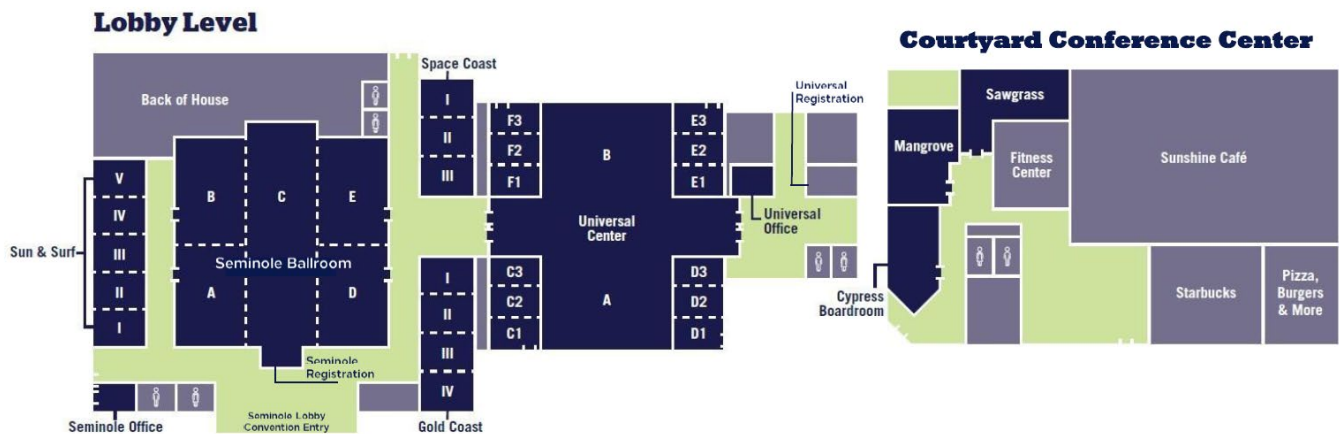
# Conference Amenities and Locations

## Lobby Level

- **Universal Center:** See the agenda for the concurrent sessions (general track) in this room.
- **Seminole Registration:** Registration check-in and conference support throughout the conference. In front of the registration check-in there will also be a photo-booth; stop during the conference to snap a photo!
- **Seminole A, B, D, E:** See the agenda for the concurrent sessions (general track) in this room.
- **Seminole C – The Recharge Room!:** Recharge your devices, grab coffee or water, and chat with our sponsors. Also, it's a great place to network!
- **Space Coast I-III:** See the agenda for the concurrent sessions (general track) in this room.
- **Gold Coast I-IV:** See the agenda for the concurrent sessions (general track) in this room. On Day 3 (July 24<sup>th</sup>), Gold Coast I-IV will also serve as a back-up space to store luggage if you are not able to store your items with the concierge bell hop. *Please note we are not responsible for lost or stolen items as this is an unguarded area.*
- **Sun & Surf I-V:** See the agenda for the concurrent sessions (general track) in this room.

## Courtyard Conference Center

- **Mangrove:** See the agenda for the concurrent sessions (library track) in this room.
- **Sawgrass:** See the agenda for the concurrent sessions (library track) in this room.
- **Cypress Boardroom:** Need a quiet, private space for an online meeting? [Book this quiet room through Calendly.](#)



# Thank You to Our Sponsors!



Harmonize

MONDAY, July 22, 2024

8:00 – 5:00	
<b>Seminole Registration</b>	<b>Registration</b>
9:00 – 10:00: Free Pre-Conference	
<b>Universal Center</b>	<b>Pre-Conference: Generative AI Primer and AI Tool Preview</b> Kevin Yee, <i>University of Central Florida</i> Laurie Uttich, <i>University of Central Florida</i>  If you're attending this conference to learn about the use of AI in teaching but don't yet have a strong knowledge base of what generative AI is and what it can do, start here. After an initial introduction, we will also showcase several individual tools such as ChatGPT, Claude, Gemini, CoPilot, Firefly, Canva, and more.
10:00 – 11:00: Welcome & Keynote Address	
<b>Universal Center</b>	<b>Teaching and Thinking with A.I.</b> José Antonio Bowen, <i>American Association of Colleges and Universities</i>  The excitement (and panic) surrounding A.I. is shattering expectations around assignments, assessment, class preparation and attendance, while challenging us to build more future-proof and inclusive classrooms. AI is rapidly changing how humans work and think. AI is also changing how we think about average. If AI can produce consistent "C" work then we need to update our policies and grading. AI is even changing creativity. Together, we will examine the skills and curriculum that will matter most in this new age, why articulation of 'quality' is essential and what policies and practices improve motivation and decrease cheating.
12:00 – 1:00: Buffet Lunch	
<b>Universal Center</b>	<b>TBA</b>

1:00 – 2:00: Concurrent Session 1	
<p><b>Seminole A</b> (25-minute sessions)</p>	<p><b>Harnessing Large Language Models for Automatic Grading and Hint Generation</b> Stephan Bohacek, <i>University of Delaware</i></p> <p>In this talk, I will discuss progress made with using GPT-4 to automatically grade homework and give hints. Due to hallucinations and inconsistencies, using ChatGPT directly for grading assignments yields poor results. However, by employing sequences of specific prompts and detailed 'guidance rubrics,' we significantly enhanced the grading quality. Guidance rubrics are rules not only for grading but rules for providing hints. The system also compiles detailed analytics, helping instructors pinpoint common student errors and track improvements over time. These analytics help instructors improve guidance rubrics and steer the development of learning material.</p> <p><b>Leveraging Generative AI to Guide Ethical Behavior</b> Michelle Darnell, <i>Pennsylvania State University</i> Tawnya Means, <i>University of Illinois Urbana-Champaign</i></p> <p>While many worry about the ethics of generative AI, this session proposes that it can serve as a tool to guide ethical understanding and application. This session delves into the innovative use of generative AI to create and facilitate meaningful application learning activities in a business ethics course. This involves leveraging AI to craft scenarios, activities, and ethical dilemmas to engage students in diverse, complex, and real-world business situations. Generative AI can help set the foundation for student-led discussions, analyses, and decision-making exercises, fostering an interactive and dynamic learning environment.</p>
<p><b>Seminole B</b></p>	<p><b>Bard Wrote This Proposal: Prompt Engineering for Classroom Content</b> Rafael Velez, <i>Daytona State College</i></p> <p>It's not what you say, but how you say it. This seems to hold true for "prompt engineering," the design of input to get optimal results from generative AI. Our interactive presentation will explore the challenges of prompt engineering. The goal is to spark creativity through AI content creation for classroom use.</p> <p><b>Towards Authenticity and Integrity: Rethinking Assessment Practices in the Age of Generative AI</b> Joanne Goodell, <i>Cleveland State University</i> Xiongyi Liu, <i>Cleveland State University</i> Selma Koc, <i>Cleveland State University</i> Sathish Kumar, <i>Cleveland State University</i> Patricia Stoddard Dare, <i>Cleveland State University</i> Melanie Gagich, <i>Cleveland State University</i> Marcus Shultz-Bergin, <i>Cleveland State University</i> Leah Schell-Barber, <i>Cleveland State University</i> Claire Hughes-Lynch, <i>Cleveland State University</i> Becky Odom-Bartel, <i>Cleveland State University</i> Aditi Singh, <i>Cleveland State University</i></p> <p>In this session, we will discuss the principles of authentic assessment and provide some suggestions on evaluating your course assessments to respond to the wide availability of GenAI. We will share what we learned when we asked BingChat for responses to some of our existing assessments, what we did to modify those assessments, and how our students responded.</p>

1:00 – 2:00: Concurrent Session One	
<p><b>Seminole D</b> (25-minute sessions)</p>	<p><b>Navigating Ethical AI Integration in Higher Education</b> Amber Davis, <i>Long Island University</i></p> <p>In this interactive 25-minute session, attendees are invited to explore the ethical landscape of AI in the college classroom highlighting educating vs. punitive use, leveraging AI detection tools with Turnitin, and reimagining curriculum and assignments. Discover strategies and discuss assignments to promote academic integrity while utilizing AI as a team player to enhance learning experiences. We will rethink traditional approaches, gaining new insights while embracing the transformative potential of AI in higher education. Focusing on the integration of large language models in higher education, focusing on key considerations related to ethics, tools, and pedagogical approaches.</p> <p><b>Empowering Educators with AI: Transforming Teaching with AI-powered Technology</b> Chris Hess, <i>Pearson</i> Jasmine Banks, <i>Pearson</i></p> <p>As a leader in educational technology, Pearson recognizes the pivotal role of AI in transforming the teaching and learning landscape. With a focus of leveraging AI alongside Pearson trusted content and learning platforms, Pearson is also introducing innovated AI-powered instructor tools to empower educators to craft efficient and engaging assignments within our MyLab &amp; Mastering courseware. Join us for this interactive session where we will share more about the integration of AI into our instructor tools and facilitate open discussion and interaction among participants to explore ways companies like Pearson can utilize AI to develop teaching tools for educators.</p>
<p><b>Seminole E</b></p>	<p><b>To Create or Poison? Natural Language AI Image Generators a Controversial Tool</b> Timothy Nohe, <i>University of Maryland, Baltimore County</i></p> <p>AI has grabbed headlines and sparked fervid debates among visual artists and faculty people. This presentation will open an opportunity to engage on the topic of natural language AI generative image engines like Midjourney and the controversies that attend them, such as the illicit use of artists’ works to train the systems and the efforts to “poison” these generators. Timothy Nohe has investigated these tools, and exhibited works that allow him to speculate on engineered biomaterials and plants. As a graduate assistant to the late AI pioneering artist Harold Cohen, he brings over 30 years of experience to this conversation.</p> <p><b>Free Your Summer with Copilot</b> JT Torres, <i>Washington and Lee University</i> Adam Nemeroff, <i>Quinnipiac University</i></p> <p>Microsoft Copilot currently offers access to GPT 4 and DALL E 3 for most educators through institution credentials. Using Copilot, faculty can design a course aligned with program outcomes, varied assessment methods, and engaging classroom activities. Even better, they can do so in an hour. This session will get faculty up and running, with a solid foundation for course design that will making planning for the academic school year feel like summer vacation.</p>

1:00 – 2:00: Concurrent Session One	
<p><b>Space Coast</b> (25-minute sessions)</p>	<p><b>Navigating the Era of AI as Educators: Is it a Nightmare or an Opportunity?</b> Hala Sun, <i>Michigan State University</i></p> <p>This session explores how educators in higher education have taken agency and navigated through the transition as a result of generative AI tool (e.g., ChatGPT) emergence and utilization in classroom settings. Specifically, this session focuses on the curricular and assessment demands educators have faced in this AI-driven era, and the practical adjustments educators have made in their teaching practices. In this presentation, I will also share how educators can work with and around our traditional assessment and still co-exist with generative AI across various discipline. Sample lesson plans, activities, and assessment ideas integrating generative AI will be shared via handout.</p> <p><b>Practical use of AI in the classroom with Polk State and Harmonize</b> David Greene, <i>Harmonize</i></p> <p>Come see what embedding AI inside of your LMS looks like with a quick demo and then Q+A session with Polk State and Harmonize. The focus will be on using AI to help instructors build better discussion and activity prompts, make rubric generation quicker and then a forward look at how AI can coach students to comply with their instructor's rubric.</p>
<p><b>Gold Coast I-II</b> (25-minute sessions)</p>	<p><b>Harnessing AI's ability to create language learning curriculum with communication purpose</b> Thomas Pear, <i>University of Miami</i></p> <p>The communicative language approach to ESL teaching focuses on promoting meaningful language use rather than linguistic competence to teach a second language. Artificial intelligence (AI) is beneficial for generating meaningful language content, but second language instructors must monitor AI-generated content for accuracy.</p> <p>With AI, instructors can create progressive tense content exercises from breaking news events within a relatively short time frame, or they can use AI to turn information about upcoming events at their school such as a homecoming celebration into simple future tense or future progressive tense exercises within a relatively short time. Images can also be generated with these exercises to further enhance student engagement. While Chatgpt can create language exercises from stimulating content within minutes, instructors must carefully proofread that content because to err is not only human, it is also AI.</p> <p><b>Enhancing Linguistic Comprehension in ELs: Integration of ChatGPT into classroom dynamics</b> Laila Noor, <i>University of Central Florida</i></p> <p>This presentation distills the impact of ChatGPT, an AI tool, in boosting English comprehension for ESL learners. Traditional teaching struggles with these students' diverse challenges, but ChatGPT's interactivity and adaptive feedback offer a novel remedy. It facilitates a dynamic learning space where students engage at their own pace, enhancing understanding and encouraging self-learning. ChatGPT allows for</p>

	<p>repeated, in-depth dialogue as a virtual tutor, ensuring thorough concept mastery. The session will showcase how ChatGPT can complement conventional methods, enriching engagement and bridging the gap between technology and tradition in language education.</p>
<p><b>Gold Coast III-IV</b> (25-minute sessions)</p>	<p><b>Artificial Intelligence: Tools, Ethics, and Changes Coming</b> Janette De La Rosa Ducut, <i>University of California Riverside</i></p> <p>Don't got time? Artificial Intelligence is here to help you do things faster. It's like having a little worker, except they can't complain. If you ever got stuck writing a policy, analyzing thousands of datapoints on a spreadsheet, or creating a presentation; this session will show you free tools that can do the work for you. You'll learn how to use A.I. to create vivid presentations, draw images, write/code/solve problems, get and analyze data, translate languages, narrate audio, and produce videos. We will also discuss ethics and risks (such as bias, hallucinations, deceit), and the changes coming. Learn about autonomous AI and other ways to augment your work so you can human. We will explore free tools including: Tome, Canva, ChatDoc, DeepL, SteveAI, and more!</p> <p><b>AI: Integrity, Ethics and the Common Good</b> Janet Foor, <i>Wilson College</i></p> <p>Higher education teaching staff are becoming increasingly aware of the benefits and pitfalls regarding the use of Artificial Intelligence (AI) by our undergraduate and graduate students.</p> <p>This interactive session Dr. Foor, Assistant Professor of Special Education at Wilson College, will offer real-life examples and suggestions of best practices using AI as an effective learning tool. It will also offer real-life scenarios and "work-arounds" regarding the improper use of AI for assignments and why direct instruction of its ethical use is critically important.</p> <p>A question-answer discussion time will also be offered to trouble-shoot individual situations.</p>



1:00 – 2:00: Concurrent Session One	
<p><b>Sun &amp; Surf I-II</b> (25-minute sessions)</p>	<p><b>Unlocking the Transformative Power of AI Chatbots as Personal Teaching Assistants</b> Art Brownlow, <i>The University of Texas Rio Grande Valley</i></p> <p>During ChatGPT’s first year of widespread availability, much was made of integrity concerns, but its role as a personal teaching assistant remained somewhat overlooked. This presentation will demonstrate how large language models like ChatGPT can aid in course preparation, design classroom activities, and assist in content assessment. The session will cover LLMs' capabilities in generating critical thinking prompts, designing various learning assignments, creating instructional materials, providing student feedback, and evaluating student work. The session includes a hands-on component for attendees to customize AI tools to their own teaching needs, thereby enhancing their productivity, efficiency, and pedagogical effectiveness.</p> <p><b>"Enhancing Classroom Dynamics: Empowering Educators with AI Chatbots and Streamlining Administrative Workflows"</b> Tiffanic Zaugg, <i>University of Central Florida</i></p> <p>This presentation delves into the transformative potential of AI in education, focusing on creating AI chatbots for classroom engagement and reducing administrative burdens. Participants will explore hands-on methods to integrate chatbots for interactive learning, fostering a dynamic educational environment. Additionally, the session will demonstrate how AI tools can efficiently manage paperwork and administrative tasks, enhancing educators' productivity. This integration of AI aims to reshape the educational landscape, allowing teachers to focus more on pedagogy and less on administrative duties.</p>
<p><b>Sun &amp; Surf III-V</b> (25-minute sessions)</p>	<p><b>There and back again: my adventure developing an AI literacy overlay</b> Lew Ludwig, <i>Denison University</i></p> <p>Drawing on my experiences and insights from creating an AI literacy component in my course, this presentation offers a new perspective on equipping students for the AI-driven world they will soon enter. Discover practical strategies for introducing AI literacy in a variety of classes, regardless of discipline. Ideal for educators, technologists, or enthusiasts, this presentation offers essential insights into the realm of AI literacy.</p> <p><b>Foreign Language Learning Through Action-Oriented Scenarios with the Inclusion of AI</b> Evelina Jaleniauskiene, <i>Kaunas University of Technology</i></p> <p>During my presentation, I will discuss the action-oriented approach (which is similar to project-based language learning) and introduce key elements necessary to design language learning scenarios based on it. The list of these elements will also include the application of AI and thus the development of AI literacy in students. In addition, I will provide examples of such scenarios implemented in practice with my students in the course of Academic and Professional Communication in English at Kaunas University of Technology (Lithuania).</p>

1:00 – 2:00: Concurrent Session One	
<p><b>Mangrove</b> (50-minute session)</p>	<p><b>Beyond the Hype: Addressing Bias in AI for Information Literacy Instruction</b> Allie Tatarian, <i>Tufts University</i></p> <p>While generative AI tools offer exciting possibilities, they also raise critical concerns about bias. This session delves into the inherent biases within AI systems and their impact on information literacy instruction. We will examine how data selection, training algorithms, and social factors contribute to bias in AI outputs, and then work together to develop practical strategies to empower students to critically analyze AI-generated content. By fostering critical thinking skills and responsible information consumption, you can ensure your students thrive in an increasingly AI-driven information landscape. (This session’s title and abstract written with help from Google Gemini.)</p>
<p><b>Sawgrass</b> (25-minute sessions)</p>	<p><b>Empowering Education: Championing AI Awareness on Campus</b> Elias Tzoc, <i>Clemson University</i> Chris Cox, <i>Clemson University</i></p> <p>One month following the public debut of ChatGPT, we embarked on a proactive journey, brainstorming innovative strategies to spearhead initiatives promoting awareness of this groundbreaking technology. Our presentation will cover four ongoing initiatives: 1) working with faculty and students to develop AI services tailored to enhance library experiences; 2) partnering with campus groups to plan/host conferences and workshops to create awareness to AI possibilities for teaching and learning; 3) negotiating and implementing campus-wide trials of AI tools; and 4) empowering library staff with the knowledge and skills necessary to harness the benefits and navigate the challenges posed by AI tools.</p> <p><b>Transforming Libraries through Engagement: Lessons from a Library AI Interest Group</b> Lily Dubach, <i>University of Central Florida</i> Rachel Vacek, <i>University of Central Florida</i></p> <p>Learn how one academic library is engaging with its employees to explore the latest trends, tools, and topics in artificial intelligence (AI) through an interest group (IG). Through stimulating discussions, webinars, guest speakers, demos, and sharing of experiences with AI, the IG empowers its library community to explore and become more comfortable with AI. Designed to be inclusive, the sessions cater to varying levels of AI expertise, fostering a welcoming environment. Presenters will share challenges, successes, and valuable insights for deeper engagement so you can learn how to establish a similar initiative in your library.</p>

2:15 – 3:15: Concurrent Session Two	
<p><b>Seminole A</b> (25-minute sessions)</p>	<p><b>AI as an Equalizer: Exploring AI’s Role in Fostering Inclusive Learning for Neurodiverse Students</b> Jackie Towson, <i>University of Central Florida</i></p> <p>The landscape of higher education is continually evolving, with the increasing range of neurodiversity in students being one aspect of that change. In this session we will discuss the importance of inclusivity in higher education and the visible and invisible challenges faced by students with various disabilities. Discussion will center around how and if AI in its many formats can act, at least in part, as an equalizer for our neurodiverse students. Conversations will center around accessibility, ethics, challenges, and potential benefits, as well as the instructor’s role in leveraging AI to support all students.</p> <p><b>Quality Online Courses: Design and Align with AI</b> Liz Cummins, <i>Quality Matters</i></p> <p>In the quickly evolving field of AI, Quality Matters, a non-profit quality assurance organization, has been exploring ways AI technologies can map to its Higher Education Rubric, Seventh Edition. Central to the rubric is the concept of alignment, which is fundamental to effective course design. This session aims to investigate applications of AI within this framework and explore the possibilities and limitations of using AI tools to better align assessments, activities, and instructional materials to course and module objectives.</p>
<p><b>Seminole B</b> (25-minute sessions)</p>	<p><b>Grading at Scale with AI: Navigating the Promise and Complexities in Business Education</b> Tawnya Means, <i>University of Illinois Urbana-Champaign</i> Adam King, <i>University of Illinois Urbana-Champaign</i></p> <p>AI offers a promising solution for grading at scale in large classes with diverse student needs. However, this innovation is not without its complexities and ethical concerns. We will explore questions around fairness, accuracy, and the impact of AI on student learning and teacher-student relationships. Participants will engage in thought-provoking discussions, evaluating the potential and pitfalls of AI-assisted grading. The discussion will be informed by experiences from the audience and experiments at the University of Illinois Urbana-Champaign’s Gies College of Business, creators of the iMBA, a high-quality yet affordable online graduate program.</p> <p><b>ChatGPT Hallucinates Non-existent Citations: Evidence from Economics</b> Olga Shapoval, <i>Samford University</i></p> <p>In this study, we generate prompts derived from every topic within the Journal of Economic Literature to assess the abilities of both GPT-3.5 and GPT-4 versions of the ChatGPT large language model (LLM) to write about economic concepts. ChatGPT demonstrates considerable competency in offering general summaries but also cites non-existent references. More than 30% of the citations provided by the GPT-3.5 version do not exist and this rate is only slightly reduced for the GPT-4 version. Additionally, our findings suggest that the reliability of the model decreases as the prompts become more specific. We provide quantitative evidence for errors in ChatGPT output to demonstrate the importance of LLM verification.</p>

2:15 – 3:15: Concurrent Session Two	
<p><b>Seminole D</b> (25-minute sessions)</p>	<p><b>Your Personal Study Buddy Speaks!</b> David Turnbull, <i>Lake Land College</i></p> <p>Discover how ChatGPT can transform into a verbal study buddy for your students, offering an engaging conversational learning experience anytime, anywhere. Whether they're walking, driving, or just taking a break, this sophisticated AI companion is ready to talk through complex topics and quiz them aloud. Don't miss out on the chance to make study sessions more adaptable, interactive, and fun with this innovative educational tool. Get your students talking and learning with AI – wherever they are!</p> <p><b>Smart Art: Incorporating AI Image Tools into Academics</b> Cazembe Kennedy, <i>Vanderbilt University</i> Zach Johnson, <i>Vanderbilt University</i></p> <p>In this presentation, we plan to discuss and show ways AI images can be incorporated into portfolios, or even become part of a digital storytelling process. We will work with an AI image generation tool, discuss the student boot camp we led this semester that allowed students to explore multiple tools, while working to create images that blended their own professional and personal interests with others through “MadLibs,” fill-in-the-blank prompts, and invite engagement from faculty as to ways they can see this type of engagement being useful in teaching and/or research.</p>
<p><b>Seminole E</b> (25-minute sessions)</p>	<p><b>ChatGPT is Coming for Us All! (Or not.): The Ethics and Effective use of Artificial Intelligence in Education</b> Christian Moriarty, <i>St. Petersburg College</i></p> <p>The rise of AI has greatly influenced the landscape of modern education. With tools like ChatGPT, the process of writing, researching, and creating has been greatly enhanced. However, like all powerful tools, there's a growing concern about their potential misuse in the academic realm, particularly with respect to academic integrity. The aim of this presentation is to equip educators and administrators with the knowledge to navigate this new landscape responsibly.</p> <p><b>Honing the Human Eye: Strategies for Detecting AI-Generated Content</b> Humberto Hernandez Ariza, <i>D'Youville University</i></p> <p>This session addresses the challenge of distinguishing human-generated from AI-generated content in education, vital for upholding academic integrity. We will explore training strategies for educators to detect AI-created work, especially where automated tools like GPT Zero fall short. The presentation will delve into identifying features of AI-generated content, discussing the limitations of current detection tools and the critical role of human discernment. Interactive exercises will enhance participants' skills in recognizing AI text. The session emphasizes the need for ongoing adaptation to AI's evolving capabilities, equipping educators with skills to maintain academic standards and integrity.</p>

2:15 – 3:15: Concurrent Session Two	
<p><b>Space Coast</b> (25-minute sessions)</p>	<p><b>Using ChatGPT to Generate Case Reports for Clinical Teaching of Health Professions Students</b>                      Richard Zraick, <i>University of Central Florida</i>                      Samuel Atcherson, <i>University of Arkansas for Medical Sciences</i>                      Bonnie Slavych, <i>Missouri State University</i></p> <p>This presentation explores the application of ChatGPT in crafting case reports for health professions students' clinical education. Discover how ChatGPT elevates learning by generating lifelike patient scenarios, nurturing critical thinking, and honing decision-making abilities. Attendees will gain practical insights, equipping them with actionable strategies for seamlessly integrating ChatGPT into their curricula. We'll also explore the ethical dimensions of AI utilization and harnessing ChatGPT's capacity to redefine clinical teaching, preparing students for the dynamic healthcare landscape.</p> <p><b>Otterly Useful: Start Essays Readers Want to Read Using Transcription AI (Otter.ai)</b>                      Angie Carter, <i>Utah Valley University</i></p> <p>Some writers struggle to start writing. They don't know where to start. Or they freeze looking for the "right" academic words. As a writing coach, I suggest they jumpstart their writing by recording their thoughts. But some balk at the time needed to transcribe the audio. Enter Otter.ai, a real-time transcription tool. Think of it as spoken freewriting. Students generally skeptical of AI (it doesn't know MY ideas) are willing to give transcription AI a whirl. In this presentation, I show how Otter.ai works to overcome the start barrier and encourage writing fluency and a conversational style.</p>
<p><b>Gold Coast I-II</b> (25-minute sessions)</p>	<p><b>Preparing Instructors to Teach Responsible Use of AI Tools: A Cross-Campus Approach</b>                      Mona Thompson, <i>University of Maryland</i>                      Benjamin Shaw, <i>University of Maryland</i></p> <p>How do you prepare instructors with no expertise in Artificial Intelligence to teach their students how to use ChatGPT and other similar tools responsibly? This session will share how University of Maryland teaching center staff, librarians, and researchers collaborated to develop an AI and information literacy module for instructors across disciplines to easily add to their courses. Preliminary results from the first two semesters of usage will be discussed. Attendees will learn strategies for campus collaborations and key instructional content to equip students as critical, ethical AI users.</p> <p><b>The Three Cs of AI-Generated Content: Copyright, Citation, and Circumspection</b>                      Reed Hepler, <i>College of Southern Idaho</i></p> <p>Many users of AI, especially first-time users, have grave misunderstandings regarding the ethical boundaries of generative AI use. In terms of intellectual property and content generation, the three Cs to remember are Copyright, accurate and thorough Citation, and Circumspection regarding privacy and confidentiality policies and quality checking generated content. This discussion will feature several examples of each of these ideas and discuss these ethical principles and how they relate to education.</p>

2:15 – 3:15: Concurrent Session Two	
<p><b>Gold Coast III-IV</b> (25-minute sessions)</p>	<p><b>Building AI Literacy through Project-Based Learning: Creating AR-Enhanced Children’s Books Using GenAI</b> Todd Cherner, <i>The University of North Carolina at Chapel Hill</i></p> <p>Generative AI (genAI) tools of all kinds can be layered together to create new possibilities for project-based learning. Facilitating those new possibilities requires knowledge of implementing project-based learning, the available technologies that can be used for it, and a “backward design” vision for planning the project. This session will provide an overview of approaches to project-based learning before sharing an example project where students used genAI to create augmented reality experiences for enhancing student interaction and transaction when reading children’s books. From this session, attendees will learn a method for integrating genAI into project-based learning.</p> <p><b>Navigating the AI Revolution in Higher Education: Strategies for Integrating Generative AI through Academia-Industry Alliances</b> Nadya Shalamova, <i>Milwaukee School of Engineering</i> Amii LaPointe, <i>Milwaukee School of Engineering</i> Ashley Dzick, <i>Milwaukee School of Engineering</i></p> <p>Our presentation examines the implementation of generative AI in an undergraduate design program at a Midwestern engineering university. This initiative, a joint effort with the Industrial Advisory Board, represents a synergistic academia-industry collaboration. We will cover the initiative's development, obstacles faced, successful outcomes, strategies to address challenges, and insights into its practical and pedagogical impact.</p>
<p><b>Sun &amp; Surf III-V</b> (25-minute sessions)</p>	<p><b>AI in project and role based learning - constructing a resilient curriculum</b> Thomas Buijtenweg, <i>Breda University of Applied Sciences</i></p> <p>Project-based learning yields powerful results in multidisciplinary education. As soft skills take centre stage in teamwork, AI accelerates technical skill growth. Meanwhile, industry needs ethical decision-makers. Dynamic and effective, project-based learning tackles these challenges head-on through multi-semester long running projects. Showcasing a game development programme retrospective and how AI did not rock the boat.</p> <p><b>Supporting Teaching with AI: How to Help, Not Scare, Our Faculty Colleagues</b> Tim Darby, <i>Simmons University</i> Flower Darby, <i>University of Missouri</i></p> <p>Are you an instructional designer or educational developer? If so, you know how easy it is to overwhelm faculty with our passion and expertise regarding teaching effectively with tech. This is even more true when it comes to teaching with AI. In this interactive conversation, we’ll share some ideas about what not to do, then co-create strategies with participants for meeting faculty where they’re at so we can empower, not scare off, our colleagues.</p>

2:15 – 3:15: Concurrent Session Two	
<p><b>Mangrove</b> (50-minute session)</p>	<p><b>Show and tell approaches to AI leadership: Facilitating functional and critical literacies for self, library, and institution</b> Brittni Ballard, <i>Towson University</i></p> <p>This interactive learning lab explores how academic library workers might leverage our values, expertise, and responsibilities to facilitate development of functional and critical AI literacies on campus.</p> <p>The presenter will share what they’re doing, improving, and learning as a tenure-track liaison librarian in Library IT plus chair of the university’s information and instructional technology committee. Then, participants join one of three breakout sessions discussing their target audience of focus: yourself, library, or institution. To conclude, each breakout shares its most exciting strategies with the whole group.</p>
<p><b>Sawgrass</b> (25-minute sessions)</p>	<p><b>Unmasking Deepfakes: Detecting AI-Generated Deception and Addressing Gender Disparities</b> Alexa Sanders, <i>Florida State College at Jacksonville</i> Ashley Lowe, <i>Florida State College at Jacksonville</i> Daynah Delacruz, <i>Florida State College at Jacksonville</i></p> <p>This presentation will provide an overview of deepfakes, examining their societal implications, with a focus on gender disparities. Our presentation will cover topics from the mechanics of deepfake creation to visual and audio detection cues, rounding out with an overview of legislative efforts and case studies that emphasize the disproportionate impact on women and minors. Central to our presentation are interactive activities where the audience will be able to use detection cues to analyze whether selected video and audio clips are considered deepfakes. Our presentation will encourage open dialogue, advocacy, media literacy, and interdisciplinary collaboration to address the challenges posed by deepfake technology.</p> <p><b>AI and Art: Creating a Campus Wide Project</b> Elizabeth Brumfield, <i>Prairie View A&amp;M University</i></p> <p>This presentation delves into the implications of AI on creativity, exploring the thin line between being a non-artistic creator and a plagiarizing copycat. Through a series of examples and demonstrations, participants will gain insights into the possibilities and challenges of generating art using AI technologies. Additionally, the presentation will discuss integrating conceptual and abstract thinking to effectively communicate visual ideas.</p>

3:30 – 4:30: Concurrent Session Three	
<p><b>Seminole A</b> (25-minute sessions)</p>	<p><b>Practical Magic: Using AI as an Invisible Staff Member</b> Julie Cicilline, <i>Providence College</i> Roger Echols, <i>Providence College</i></p> <p>Our faculty development and support department has begun using AI tools to supplement staff time and knowledge. Tools like H5P, Genial.ly, and Murf have extended the reach of what can normally do within time and budget constraints to create design and tutorial resources for our faculty, while on the faculty side we have some become energized by the potential of using AI to develop or change their course content and assessments.</p> <p><b>Utilizing Generative AI for Literature Reviews and Theme Formation</b> Hoiwah Benny Fong, <i>Southwest Baptist University</i></p> <p>Generative AI is rapidly transforming the field of literature review and theme formation. In this session, we will discuss how generative AI models can be used to automate tasks such as article summarization and concept mapping. We will also explore how generative AI can be used to identify and extract themes from a body of relevant articles.</p>
<p><b>Seminole B</b> (25-minute sessions)</p>	<p><b>Empowering Your Teaching with Creativity</b> Alicia K. Garcia, <i>Miami Dade College</i> Omar Figueras, <i>Miami Dade College</i></p> <p>Much of the conversation happening in education centers around AI and the ethical concerns it raises, and those discussions are interesting and necessary. But we must remember that, just like ChatGPT’s response to each prompt, we are unique. Each one of us communicates to and with students in a way that only we can. Just as AI learns from each interaction, so do we; each lesson and each semester, reveal our students’ capabilities and empower them to reach their goals. Still, we cannot ignore the effects AI will have on our classes. Today, we want to talk about how using AI tools can empower us to expand our practice, thereby helping students engage and stay excited about learning. As we look toward more AI in classrooms, we also need to examine what we know works and empower ourselves to be even more creative in what we do.</p> <p><b>Creative Synergy – AI’s Role in Generating Marketing Content Through Text and Image Generation</b> Cherie Rains, <i>Lander University</i> Kristen Applegate, <i>Lander University</i></p> <p>This session is designed to provide attendees with an example of the practical implementation of two AI tools into a classroom setting focused on social media marketing content development for local small businesses. An interdisciplinary approach was used to balance AI-driven copywriting of Chat GBT with image design through Canva’s AI text-to-image tool to provide students faculty expertise in each area for optimal marketing message creation. This successful integration into the curriculum demonstrates the importance of using AI to build course content across disciplines to provide students the most up-to-date knowledge in multiple fields to ensure career readiness.</p>



3:30 – 4:30: Concurrent Session Three	
<p><b>Seminole D</b> (25-minute sessions)</p>	<p><b>AI-Higher Education's Turning Point: Choosing Disruptive Innovation</b> Michelle Beavers, <i>University of Virginia</i> Leslie Kapuchuck, <i>Averett University</i></p> <p>Ignite a passion for educational transformation and develop a renewed sense of direction as you reimagine how teaching and learning go hand in hand with AI. Explore how AI disruptively innovates educational methodologies and significantly enhances student outcomes. Attendees will gain access to resources and tools for broad application, fostering a collaborative effort toward innovative change. Engage in the practices to enhance teaching and ensure student learning demonstrates critical thinking, problem-solving, and the human element while capturing AI technologies. Sample assignments, grading techniques and challenges will be discussed for in-person and online learning environments.</p> <p><b>The AI Flip: How to use AI to Revitalize your Favorite Assignments</b> Dionna Faherty, <i>Clover Park Technical College</i></p> <p>This session is all about holding on and letting go. We will talk about how AI can help push you out of a rut, but still let you hold on to the familiar. In the past year, I have reimagined my English classes by infusing AI into many standard assignments . Throughout the process, I have surveyed and gathered feedback from students, making changes accordingly. In our time together, I will share the insights I have gained, but also take you through some steps to infuse assignments with AI in a way that improves student engagement.</p>
<p><b>Seminole E</b> (25-minute sessions)</p>	<p><b>Live from the Tech Kitchen: Preparing and Cooking Gen AI Recipes for Faculty</b> Leslie Mojeiko, <i>University of Florida</i> Chris Sharp, <i>University of Florida</i></p> <p>This session will demonstrate the creative approach that instructional designers and educational technologists used to deliver fun, engaging, and approachable faculty development cooking shows to introduce generative AI from their “Tech Kitchen.” Participants will explore the key ingredients to making training on AI more digestible and replicable, while learning AI Recipes (prompts) that can be used in teaching and learning. They will receive a copy of the AI Prompt Cookbook that includes recipes for “appetizers” (course preparation) and “course meals” (course facilitation). These recipes can be used across disciplines.</p> <p><b>Spot the Bot</b> Tara Blaser, <i>Lake Land College</i></p> <p>Enhance online discussion boards with an AI imposter, posing as a student. "Operation Incognito" transforms enrolled students into detectives, tasked with identifying an AI imposter among them. This cunning classroom caper ensures that every participant ponders their prose in each discussion board throughout the semester, fostering a forum where original thought thrives over AI-assisted apathy. More than just a ruse, it's a quest for authenticity that sparks discussion over what it means to be human as students work to uncover the identity of the AI imposter, using critical thinking skills along the way.</p>

3:30 – 4:30: Concurrent Session Three	
<p><b>Space Coast</b> (25-minute sessions)</p>	<p><b>Facilitating GenAI Discussions on Your Campus</b>                      Jessica Young, <i>Frederick Community College</i>                      Joseph Rafter, <i>Frederick Community College</i></p> <p>As generative artificial intelligence (GenAI) continues to revolutionize various facets of society, higher education institutions find themselves at the forefront of integrating GenAI into the learning environment. This presentation aims to explore the critical questions faculty and administrators need to ask when exploring the use of GenAI for teaching and learning. Using an inquiry-based approach, participants in this session will develop a framework for facilitating effective GenAI conversations on their campuses.</p> <p><b>Navigating Challenges: AI Education in State and Community Colleges</b>                      Josh Humphries, <i>Eastern Florida State College</i>                      Ramona Smith-Burrell, <i>Eastern Florida State College</i></p> <p>State and community colleges face unique challenges and limited resources to foster AI fluency relative to university counterparts. Despite this, these institutions will be the sole source of AI exposure and training for many graduates entering a workplace being transformed by AI. This session aims to create a discussion about faculty and student attitudes towards generative AI use in the classroom. These attitudes will be framed within the multi-faceted pressures facing 2-year institutions from the institution, workforce, and community, while serving a student population which includes some less-than-tech-savvy students. Join us as we discuss the process and methods of fostering responsible and innovative AI practices in State and community colleges.</p>
<p><b>Gold Coast III-IV</b> (25-minute sessions)</p>	<p><b>Title Pending</b>                      Presenter, <i>Institution</i></p> <p>Abstract Pending</p> <p><b>Title Pending</b>                      Presenter, <i>Institution</i></p> <p>Abstract Pending</p>

3:30 – 4:30: Concurrent Session Three	
<p><b>Sun &amp; Surf I-II</b> (25-minute sessions)</p>	<p><b>Leveraging AI for Higher Ed LLM Risk Management</b> Ben King, <i>GradGuard</i> Janette De La Rosa Ducut, <i>University of California Riverside</i></p> <p>Critical examination of the risks posed by AI technologies in university settings, encompassing issues such as academic integrity, data privacy, and the potential for AI to perpetuate biases. The talk will highlight the challenges of integrating AI into educational environments, and will introduce a novel software solution designed to mitigate these risks. This software emphasizes ethical AI use, promotes responsible data management, and ensures educational equity. The session aims to foster a balanced and informed approach to AI and LLMs in higher education.</p> <p><b>Navigating Innovation: Creating an Institution-Wide AI Taskforce</b> Mary Ann Hughes Butts, <i>College of Southern Nevada</i> Ayla Koch, <i>College of Southern Nevada</i></p> <p>Explore the process of creating an institution-wide AI taskforce. Learn how to gain support, secure executive sponsorship, and build a solid framework for success. Join us in shaping innovation and leadership in the digital age.</p>
<p><b>Sun &amp; Surf III-V</b> (25-minute sessions)</p>	<p><b>Disrupting Academia: Using AI to Reimagine Curriculum for the Next-Gen Learner</b> Reid Oetjen, <i>University of Central Florida</i> Dawn Oetjen, <i>University of Central Florida</i> Eric Richardson, <i>University of North Carolina</i> Jean Gordon, <i>University of North Carolina</i></p> <p>This presentation explores how Artificial Intelligence (AI) can be leveraged to reinvent curricula for the next-generation learner. It highlights AI's ability to provide more meaningful curriculum design, create dynamic assessments, develop supplemental materials, and analyze student feedback to understand student needs. It showcases AI's capability to compile diverse educational resources and generate dynamic assessments that reflect one's discipline's needs. It also illustrates how AI can perform skills gap analysis, aligning education with market and discipline demands. Lastly, this session provides insights into AI's ability to integrate competency frameworks that will revolutionize academic standards and ensure student success.</p> <p><b>A Collaborative Initiative to Break First and Second Order Barriers for Teaching in AI-Powered Age</b> Katie Jia, <i>Purdue University Fort Wayne</i> Adam Dirksen, <i>Purdue University Fort Wayne</i></p> <p>Aiming to identify and support early AI adopters amongst faculty (diffusion of innovation model), Purdue University Fort Wayne's Center for the Enhancement of Learning and Teaching introduced a series of workshops and a certificate to help faculty explore AI's educational potential and risks. Participant surveys provided insights into their integration of AI in teaching, and willingness to share their experiences at future CELT events. Addressing first and second order barriers (Ertmer, 1999), the initiative promotes technical support and fosters balanced views towards AI. As a result, early adopters are now set to share their experiences, encouraging peer learning and innovation.</p>

3:30 – 4:30: Concurrent Session Three	
<p><b>Mangrove</b> (50-minute session)</p>	<p><b>Title Pending</b> Presenter, <i>Institution</i></p> <p>[abstract pending]</p>
<p><b>Sawgrass</b> (25-minute sessions)</p>	<p><b>Unlocking Potential: AI's Role in Shaping Undergraduate Research at a Small College Library</b> Russell Michalak, <i>Goldey-Beacom College</i></p> <p>In this presentation, I delve into the process and experiences of integrating Artificial Intelligence (AI) tools at Goldey-Beacom College, focusing on enhancing the research and learning environment for undergraduates. By detailing the adoption of AI resources like Yewno Discover, Grammarly, and Scholarcy, I illustrate how these tools have been instrumental in refining students' research methods and writing skills. This narrative is grounded in practicality, acknowledging both the advancements and the challenges encountered along the way. I aim to shed light on the strategic decision-making involved in selecting AI technologies, the implementation hurdles faced by a small institution, and the tangible impacts on student learning outcomes. I offer a candid look at the complexities of embracing AI in education, emphasizing realistic benefits while navigating the challenges inherent in technological integration.</p> <p><b>“In action how like an angel! In apprehension how like a god!”: A Former Publisher Chronicles His First Year of Generating Content Using AI</b> Eric Stano, <i>Magic EdTech</i></p> <p>Following a thirty-year career in publishing, this talk will chronicle the first-year experiences of an editor/content developer/product leader in using an AI/human hybrid model to develop academic content - for student consumption - that was ultimately published and is now in use. This talk will detail the unique strategies used, the blockers that surfaced, the technical and substantive considerations that manifested, the successes achieved - and how all of these may inform the creation of content in the future.</p>

\*DINNER ON YOUR OWN

TUESDAY, July 23, 2024

8:00 – 3:00	
Seminole Registration	Registration
8:00 – 9:00: Buffet Breakfast	
Universal Center	TBA

9:00 – 10:00: Concurrent Session Four	
<p><b>Seminole A</b> (25-minute sessions)</p>	<p><b>Exploring AI-Enhanced Course Content Creation: Innovative Strategies for Faculty</b> Matthew Schonewille, <i>Redeemer University</i></p> <p>This presentation dives into the transformative potential of Artificial Intelligence (AI) in revolutionizing course content creation for educators. We explore practical methods for faculty to integrate AI-generated text, dynamic multimedia resources, and interactive elements, enhancing student engagement and learning outcomes. The session highlights user-friendly AI tools, showcases real-world examples, and provides actionable strategies, empowering educators to create more effective, personalized, and innovative educational experiences.</p> <p><b>Helping Students to Develop Prompts</b> David Ecker, <i>Stony Brook University</i></p> <p>Students need help to answer more than one question in the AI model, since they expect the answer immediately. However, they don't understand that prompting is a method that needs to be learned.</p> <p>I have developed a method that helps students take a few steps in their use of AI models to get better answers. I would like to showcase this through an interactive competition with the participants. This would allow them to learn best practices as well as put the model into practice.</p>
<p><b>Seminole B</b> (25-minute sessions)</p>	<p><b>Using Generative AI in Online Courses: Interviewing History</b> Mary Myers, <i>Regent University</i> Carol Hepburn, <i>Arizona State University</i></p> <p>Updated Abstract: Using artificial intelligence (AI) may seem daunting to many people. This presentation uses an entertainment-education based approach to motivate audience engagement with generative AI applications. Actual interaction with historical figures through an exercise using text and image generative AI illustrates both the strengths and weaknesses of current AI technology. This activity also prompts discussion about generative AI use now and in the future. So, have you ever wanted to have a chat with Queen Elizabeth, Elvis Presley, or King David?</p> <p><b>Using AI to Strengthen the Continuous Improvement Cycle for Academic Programs</b> April Sanders, <i>Texas A&amp;M University-Commerce</i> Kathy Dixon, <i>Texas A&amp;M University-Commerce</i></p> <p>Presenters will provide suggestions for faculty using AI tools to create and evaluate program goals for institutional effectiveness. The session will show how faculty and program coordinators, who are responsible for an annual curriculum review, can collaborate with AI to create program goals with student learning outcomes and evaluate the effectiveness of alignment between goals and outcomes. Additionally, AI can be utilized to review and make suggestions for assessment evaluation tools (rubrics, checklists, etc.) that are being utilized for data gathering in the continuous improvement of academic programs.</p>

9:00 – 10:00: Concurrent Session Four	
<p><b>Seminole D</b> (25-minute sessions)</p>	<p><b>Exploring AI's Potential in Higher Education: How Can I Create CustomChatGPT for My Teaching?</b> Keirah Comstock, <i>University of Rochester</i></p> <p>In an era increasingly influenced by Generative Artificial Intelligence (GenAI), particularly movements that positively support students' learning development, this proposal focuses on effectively using ChatGPT to enhance teaching. The presentation will share three custom ChatGPT models. First, the 'Virtual Teaching Assistant (TA)' model is tailored for students, providing personalized learning support for interactive problem-solving and concept reinforcement. Second, the Virtual Assistant for Faculty aids in resource management and course design, particularly benefiting new faculty members. Lastly, 'Algebra Creatures' is designed for young learners, using creature battles to motivate problem-solving. These custom ChatGPT models aim to enhance the educational experience by fostering a supportive and responsive learning atmosphere. The session will explore their functionalities, implementation strategies, and the transformative impact they could have on the educational landscape.</p> <p><b>GenAI: The Least You Need to Know as an Educator</b> Gwen Nguyen, <i>BCcampus</i></p> <p>In this interactive workshop designed for post-secondary educators, we will kick off by discussing the transformative role of Generative AI in education. Participants will then delve into GenAI literacy, a set of essential competencies that enable educators to use GenAI tools ethically and effectively. This session will also cover innovative and practical pedagogical strategies guiding participants to integrate GenAI into their curriculum seamlessly to enrich students' learning experiences.</p>
<p><b>Seminole E</b> (25-minute sessions)</p>	<p><b>Crafting with Care: Exploring AI-infused Writing Assignments</b> Ilana Palmer, <i>Duke University</i></p> <p>Writing assignments, writing support, and AI are not at odds. Writing assignments that leverage AI are valuable for students and can allow for increased student agency and differentiation to meet student needs. Through robust discussion and a hands-on activity, we will explore the integration of AI into writing assignments. Participants will leave this session with concrete, actionable ideas for incorporating AI-infused writing tasks in their classes.</p> <p><b>Rhetorical analysis of AI project in first year English Composition</b> Laura Dumin, <i>University of Central Oklahoma</i></p> <p>This talk will discuss a project where students in a first-year English composition course looked at different LLMs and completed rhetorical analyses on the LLM outputs. The goal of the project is for students to learn how to use LLMs ethically and effectively, as well as identify biases and regular word or phrase use within a particular LLM. This project will also help students learn good prompting skills and may help students understand how the tools can be used to level the field in places such as job applications or workplace writing.</p>

9:00 – 10:00: Concurrent Session Four	
<p><b>Space Coast</b> (25-minute sessions)</p>	<p><b>Critical Evaluation Frameworks for AI Generated Content: The FLUF Test</b> Jennifer Parker, <i>University of Florida</i></p> <p>Generative artificial intelligence (AI) has opened a world of opportunities to create content in seconds. However, the quality of the results generated by AI can vary. Although there are a variety of frameworks for critical evaluation of online information like CARRDSS, CRAAP test, SIFT, and more, few tools or frameworks exist for critical evaluation of AI generated results. Come on a guided iSearch experience using the FLUF Test for critical evaluation of generative AI results. Explore format, language, usability, and fanfare using the tool to score several sample results.</p> <p><b>Combining Reflection and AI for Better Research Papers</b> Dan Myers, <i>Rollins College</i> Anne Murdaugh, <i>Rollins College</i></p> <p>In this interactive talk, we discuss integrating AI into the early stages of a research project, drawing on experience with semester-long papers in physics, computer science, and general education classes. We will share model assignments, prompts, and journaling strategies that guide students step-by-step through the research process, from idea generation to drafting. Early results show that combining specific AI prompts with reflective journaling helps students produce more focused and well-scoped research papers compared to the pre-AI standard. During the discussion, we will seek perspectives on using AI as a tool for on-demand feedback without losing student agency and voice.</p>
<p><b>Gold Coast I-II</b> (25-minute sessions)</p>	<p><b>"Empowering Educators: Strategies for Scaffolding AI Integration in Higher Education"</b> Jenn Pedersen, <i>University of Alaska Fairbanks</i> Jennifer Tilbury, <i>University of Alaska Fairbanks</i></p> <p>Scaffolding support for university faculty in adopting AI is crucial to overcoming resistance and building literacy and essential skills. Faculty may initially hesitate due to unfamiliarity or concerns about reducing rigor or increasing academic misconduct. Presenters will share an example of scaffolded programming, illustrating a structured approach that guides faculty through the AI adoption process. This incremental strategy provides guidance and resources, fostering confidence and competence. Scaffolding cultivates an innovative culture, creating a community where faculty collaborate and share insights. Ultimately, this approach enhances teaching practices, facilitates personalized learning, and contributes to the successful integration of AI in higher education.</p> <p><b>Collaborative creation of rules for the ethical use of Generative AI in graduate online courses</b> Gabriela Mendez, <i>Nova Southeastern University</i></p> <p>The session will share an initiative that engaged graduate students in the collaborative creation of Generative Artificial Intelligence (GAI) usage rules for online courses. The presentation invites audience participation in the discussion of topics like ethical GAI use, plagiarism detection, and policies. This presentation explores the impact of GAI on graduate-level online courses, and addresses ethical and pedagogical challenges posed by GAI, such as plagiarism and academic honesty. The discussion involves the unique perspective of students – who are also educators.</p>



9:00 – 10:00: Concurrent Session Four	
<b>Gold Coast III-IV</b> (25-minute sessions)	<b>Advancing Teaching &amp; Learning with Generative AI</b> Chris Hess, <i>Pearson</i> Jasmine Banks, <i>Pearson</i>  Using technology to improve teaching and learning is in Pearson’s DNA. We’re harnessing the power of AI to drive transformative outcomes for learners. Our focus is on creating tools that combine the power of AI with trusted Pearson content to provide students with a simplified study experience that delivers on-demand and personalized support whenever and wherever they need it. These tools are designed to personalize the study experience for students and make learning more efficient and effective. Join us for a dynamic session exploring how Pearson is pioneering the integration of generative AI into its leading higher education courseware and eTextbook platforms to foster great teaching and elevate the learning experience of millions of students. This session is a must-attend for higher education leaders, educators, instructional designers, and anyone interested in the intersection of AI and higher education.  <b>AI + X or X +AI: Using artificial intelligence in the classroom</b> Timothy Cedor, <i>Dallas College</i>  This session will examine whether or not teachers should lead instruction with AI and then add in course content or lead with course content and then add in AI to enhance it.

9:00 – 10:00: Concurrent Session Four	
<p><b>Sun &amp; Surf I-II</b> (25-minute sessions)</p>	<p><b>Building Institutional Capacity for Teaching with AI: An Asynchronous Faculty Development Approach at the University of Miami</b>                      Solsiree Skarlinsky, <i>University of Miami</i>                      Matthew Acevedo, <i>University of Miami</i>                      Renee Evans, <i>University of Miami</i>                      Jessica Gonzalez, <i>University of Miami</i>                      Hector Noriega, <i>University of Miami</i></p> <p>As a result of the rapid emergence and adoption of generative AI technologies, faculty members at our institution voiced a need for professional development opportunities that would equip them with the skills needed to effectively navigate AI-related issues in the classroom and to use AI to enhance teaching and learning. This session will discuss our approach to meeting this need by creating an asynchronous faculty development course on teaching with AI. The presenters will share insights that led to the design of the course, our approach to developing the course content, and the results of faculty members’ feedback.</p> <p><b>Continuing the Discussion on Institutional Response to Generative AI</b>                      Jes Klass, <i>DePaul University</i>                      Sarah Brown, <i>DePaul University</i>                      Amy Moretti, <i>DePaul University</i></p> <p>The release of generative AI tools in the last year has required higher education institutions to quickly develop expertise on, and responses to, these new platforms. Our Center for Teaching and Learning became a locus of activity in the “emergent/emergency” reaction, and while we imagine that was the case for others, we’d like to facilitate a continuation of the discussion first held at POD 2023 to compare how institutional responses were developed and structured. By comparing data from the initial session to the data collected during the live session, the group will discuss trends, thoughts, and ideas moving forward.</p>
<p><b>Sun &amp; Surf III-V</b> (25-minute sessions)</p>	<p><b>Title Pending</b>                      Presenter, <i>Institution</i></p> <p>Abstract Pending</p> <p><b>Title Pending</b>                      Presenter, <i>Institution</i></p> <p>Abstract Pending</p>

9:00 – 10:00: Concurrent Session Four	
<p><b>Mangrove</b> (50-minute session)</p>	<p><b>Measure of an Author: Questions Concerning Generative AI for Today's Cataloger</b> Adam Berkowitz, <i>The University of Alabama</i></p> <p>Since the release of ChatGPT, public discourse around generative AI has exploded. Subsequently, tech giants have committed their resources to what mainstream media has called the AI Race. We now have AI generating art, music, and stories in both text and spoken formats. Autonomous machines are engaging in behaviors that were thought to be uniquely human. What happens when AI is used to create commercial products? Does transparency matter? This session introduces library practitioners to legal and ethical implications for generative AI development, use, and regulation and their impacts on cataloging AI-generated works.</p>
<p><b>Sawgrass</b> (25-minute sessions)</p>	<p><b>AI's Role in Open Educational Resources: An Unconference Discussion</b> Lily Dubach, <i>University of Central Florida</i> Rebecca McNulty, <i>University of Central Florida</i></p> <p>This unconference session will examine applications of AI technologies in developing and enhancing open educational resources (OER) to identify potential benefits and challenges of incorporating AI into OER projects. Participants will engage in guided conversation about current AI tools to discuss capabilities and concerns relevant to OER, such as automated content generation, personalized learning, and resources supporting accessibility. The open, unconference format will allow attendees to share their perspectives, experiences, and ideas to facilitate an analysis of AI's role in OER—if there is one—from a variety of viewpoints and levels of expertise.</p> <p><b>Importance of Search Literacy as a Basis for AI Literacy: Takeaways from Teaching an Online Searching Course</b> Kyunghye Kim, <i>Florida State University</i></p> <p>In the recent discourse on librarians' support for instruction and research, Artificial Intelligence (AI) literacy has emerged as a crucial topic. However, this discourse has overlooked the imperative of equipping current and prospective librarians with the necessary competencies in this burgeoning field. Drawing upon my personal experiences as an instructor of a graduate-level course titled “Online Searching,” which imparted advanced search techniques for library databases and explored the applications of Generative AI tools in data and literature retrieval, I will address why search expertise holds paramount importance for academic librarians, now more than ever, in effectively assisting patrons who utilize GenAI in their research endeavors. Furthermore, I will emphasize the significance of search literacy for researchers navigating the evolving information landscape GenAI transforms.</p>

10:15 – 11:15: Concurrent Session Five	
<p><b>Seminole A</b> (25-minute sessions)</p>	<p><b>An Examination of the Impact of Artificial Intelligence (AI) on Teaching and Learning in Marketing Education</b> Nadia Shuayto, <i>Ohio Northern University</i></p> <p>AI is revolutionizing many industries and educational institutions are no exception. Given that marketing is a primary component of higher education, it is most likely one that will need to be reviewed and updated in order to keep up with the ever-changing landscape of AI: not to mention the newly developed skillset corporations (the ones hiring our students) desire of marketing graduates. Universities have a responsibility to their students to adopt AI applications and ultimately shape the landscape of teaching and learning. This paper investigates the relationship between AI and marketing education at the undergraduate level. It seeks to address the growing demand for educators to utilize AI's capabilities and to understand its implications for teaching and learning.</p> <p><b>Managing a Course Redesign Utilizing AI and an OER text</b> Courtney Milleson, <i>Amarillo College</i> Carrie Stangl, <i>Amarillo College</i></p> <p>While open educational resources (OER) have gained popularity, adapting them for specific courses can be time-consuming for instructors. This session will explore how AI tools utilizing natural language processing can strategically analyze and rewrite OER content. The tailored materials will align with principles of brain-based learning to maximize student engagement, understanding, and retention. Attendees will learn best practices for implementing AI rewriting software to efficiently refine and enhance OER texts per an instructor's needs and course learning objectives.</p>
<p><b>Seminole B</b> (25-minute sessions)</p>	<p><b>Crafting Authentic Connections: Unleashing the Power of AI in Teaching</b> Stephanie Speicher, <i>Weber State University</i> Jamie Wankier, <i>Weber State University</i></p> <p>Explore the fusion of authenticity and technological innovation in education. This workshop will discuss the transformative power of vulnerability and the importance of fun in the learning environment. With an added focus on infusing AI technologies, faculty will discover novel ways to connect authentically with students, fostering engagement in both traditional and online settings. Gain practical insights, explore creative teaching methodologies, and leave with a toolkit of strategies to create a vibrant and connected learning community.</p> <p><b>Critical Thinking, AI and Ice-Breakers: Using AI to Make the Most of the First Day</b> Dionna Faherty, <i>Clover Park Technical College</i></p> <p>The lucky attendees of this session will leave with tools to create a fabulous first day of class! Flying in the face of AI's reputation as a killer of critical thinking skills, we will share some techniques and ideas for using AI to enhance critical thinking through ice-breakers. These activities can be adapted for many different disciplines, but any way you use them, they will encourage critical thinking while also building classroom community. In addition to these amazing benefits, you also have the opportunity to show your students how to use AI appropriately. Plus- it's way fun!</p>

10:15 – 11:15: Concurrent Session Five	
<p><b>Seminole D</b> (25-minute sessions)</p>	<p><b>Finding Self in Generative AI</b> Kelley Gottschang, Washtenaw Community College</p> <p>My intermediate graphic design class was tasked with creating a brand for a mythical creature by using only generative AI prompts. The sole source of creative direction were the AI prompts. What we found is that when AI gave creative direction only norms were presented: trends, current design ideas, and generalized design ideation. As students moved through the process, they found that there was no individuality, higher-order thinking, or new insights to their designs. Using AI is about norms and norming. The students figured out THEY were the secret sauce in design. Their creative voice mattered.</p> <p><b>AI-Powered Course Design: Boosting Efficiency and Creativity</b> Sarah Lewis, <i>Barry University</i></p> <p>This presentation explores the realm of AI-driven course design, offering a comprehensive overview of strategies aimed at enhancing efficiency while safeguarding the expertise of course designers. This proposal outlines the potential benefits of AI in optimizing content creation, assessment development, and other crucial facets of course design. Ethical considerations pertaining to AI integration are thoughtfully examined. Attendees will also acquire practical experience with cutting-edge AI tools. Furthermore, this proposal underscores the alignment of course design with established industry standards, delivering valuable insights for the advancement of teaching methodologies.</p>
<p><b>Seminole E</b> (25-minute sessions)</p>	<p><b>Using AI to Help Students Find Their Authentic Voice?</b> Diana Reigelsperger, <i>Seminole State College</i></p> <p>The presentation will share the results of undergraduate research assignments that used Chat GPT and Google Bard to convert students' academic written research into a podcast script. The project combined traditional research and writing skills with AI prompt engineering skills development. Students then reflected on the changes AI tools made to their original text. Attendees will be encouraged to discuss the broader question: What happens if your authentic voice is stripped from your writing? We know if students don't see themselves or their efforts in the work, they are less likely to take pride in it. Can we develop assignments that help students to recognize their own authorial voices while still working constructively with AI tools?</p> <p><b>Optimizing Learning Experiences through AI Integration</b> Lauren Kelley, <i>University of Delaware</i> Carla M. Nevarez, <i>Valencia College</i></p> <p>Explore the transformative potential of AI in learning and course design through an interactive session. Discover practical AI writing prompts for instant integration, accompanied by insights into robust prompt engineering. Gain access to an ideation workbook facilitating AI lesson planning and tailored support for individualized AI integration based on course competencies. This session empowers educators to align AI-generated assignments with Bloom's taxonomy, ensuring meaningful learning experiences while promoting responsible AI awareness. Participants will leave equipped to leverage AI effectively, enhancing educational outcomes in a responsible and purposeful manner.</p>

10:15 – 11:15: Concurrent Session Five	
<p><b>Space Coast</b> (25-minute sessions)</p>	<p><b>Writing Matters Because?: Partnering with GenAI to Re-Imagine the Composition Classroom</b> Kristi Yorks, <i>Colorado Technical University</i></p> <p>GenAI entered our composition classrooms and reflected back the values within our systems - we didn't like what we saw. In 2023, I led our faculty on a year-long journey through the "GenAI mirror." Those reflections have shaped our curriculum, faculty expectations, and instructional practices. In this presentation, I will share our journey through the looking glass and challenge you to join us in asking: why does writing matter in the A.I. age? And how do we partner with GenAI to construct a classroom, a system, that reflects that mattering?</p> <p><b>Using Data Insights to Understand AI and Academic Integrity</b> Jordan Adair, Honorlock</p> <p>Are higher education educators missing an opportunity to leverage artificial intelligence to boost learning outcomes? According to a study cited in Inside Higher Ed, "Faculty members have been slower than students to adopt artificial intelligence tools in the last year, despite the buzz across academia." Is the unknown holding higher education back? Are students leveraging these tools for academic dishonesty?</p> <p>Join our experts as they share data-informed insights that tackle those concerns, reveal trends in AI tool utilization, and demystify how often students leverage artificial intelligence to complete their assessments.</p>
<p><b>Gold Coast I-II</b> (25-minute sessions)</p>	<p><b>AI Translators: Bridging Disciplines in an AI-Driven World at Buas</b> Ines Springael, <i>Breda University of Applied Sciences</i> Tanja Beks, <i>Breda University of Applied Sciences</i> Thomas Buijtenweg, <i>Breda University of Applied Sciences</i></p> <p>At Breda University of Applied Sciences (BUAs), we uniquely blend an Applied AI and Data Science program with diverse fields like tourism, media, and hospitality. Our poster presentation will showcase our innovative approach to AI integration across these varied disciplines. We focus not just on creating AI specialists but also on training 'AI translators' – professionals skilled in applying AI in their respective fields. This strategy enhances AI literacy among students, empowering them to seamlessly integrate AI into their professional practices. Our presentation will highlight how this multidisciplinary approach equips students to effectively bridge the gap between AI technology and its practical applications, making them invaluable assets in an AI-driven world.</p> <p><b>Creating an AI Task Force at Your Institution</b> Rick Dakan, <i>Ringling College of Art and Design</i></p> <p>In May 2023 I helped found an AI Task Force at Ringling College of Art and Design. This presentation shares the lessons learned from our experiences working with students, faculty, and administration for the past year to provide information, guidance, and resources around AI. I will also discuss the role the task force played in developing policy for the College. Attendees are invited to share their own challenges and successes and seek inspiration to help them improve AI literacy and policy at their own institutions.</p>

10:15 – 11:15: Concurrent Session Five	
<p><b>Gold Coast III-IV</b> (25-minute sessions)</p>	<p><b>Optimizing Educational Outcomes: Leveraging GenAI for Effective Assessment Creation and Teaching</b> Shahul Hameed Jaffar Ali, <i>Florida Gulf Coast University</i></p> <p>Our session zeroes in on the transformative role of Generative AI (GenAI) in revolutionizing assessment creation. Learn how these AI-driven solutions are employed globally to create unique, intelligent questions, thereby enhancing academic integrity and deterring plagiarism. We'll showcase practical applications of the QGenAI platform, demonstrating its impact in creating a wide array of quizzes, exams, and assessments tailored from educators' own materials. Discover how over 1000 educators worldwide harness the power of GenAI tools to effortlessly generate over 100,000 diverse and sophisticated questions. These state-of-the-art tools are not just time-savers; they elevate the entire educational experience, allowing educators to concentrate on their core mission: teaching and inspiring.</p> <p><b>Rethinking Assessment Design with AI: Focusing on Process over Product</b> Tawnya Means, <i>University of Illinois Urbana-Champaign</i> Adam King, <i>University of Illinois Urbana-Champaign</i></p> <p>As faculty increasingly integrate AI tools into innovative assignments, a pivotal question arises: How can we gain meaningful insights into students' use of these tools during (not just at the end of) the assignment process? We'll explore how AI enables us to shape and assess the learning process in near real-time, rather than solely evaluating the student's final product. A key question we'll address is how to leverage this capability without adding to the grading workload. Together, we'll delve into practical strategies for using AI in assessment design, particularly in scaffolding learning and setting clear milestones.</p>
<p><b>Sun &amp; Surf I-II</b> (25-minute sessions)</p>	<p><b>Harnessing GenAI/ChatGPT for Educational Excellence: Insights and Practices for Faculty Development and Support from Business School in Higher Education</b> Keirah Comstock, <i>University of Rochester</i> Christine Perrotti, <i>University of Rochester</i></p> <p>The advent of generative AI (GenAI) technologies like ChatGPT marks a pivotal moment in higher education, offering unprecedented opportunities for teaching and learning enhancement. In this session, we will share our pioneering efforts at Simon Business School, University of Rochester, integrating ChatGPT into the educational framework and the procedures for developing the ChatGPT teaching structure. We will highlight how the Instructional Technology and Education (ITI) team proactively supports faculty. Additionally, our discussion will cover the comprehensive process of establishing guidelines and instructional designs that harness the capabilities of ChatGPT, enhancing our academic environment. Our focus will be on practical applications of AI, sharing unique policies for teaching and learning, and discussing the transformative impact of AI in higher education. Including sharing ideas about AI policies for teaching and learning and the transformative impact of AI in higher education. We will reflect on our experiences and outline future directions in this rapidly evolving field.</p>

	<p><b>Deploying Custom Large Language Model-based Chatbots as Virtual Subject Matter Experts</b>  Matt Acevedo, <i>University of Miami</i></p> <p>A perennial challenge in preparing pre-service instructional designers is creating authentic opportunities for students to confer and collaborate with workplace subject matter experts. This session will discuss an approach used in a “Designing Workplace Training” course at the University of Miami to develop and deploy custom large language model-based chatbots that serve as subject matter experts with whom students can consult when designing workplace training interventions as well as the results of a student survey about the experience. Session attendees will leave with practical takeaways for developing their own no-code, purpose-built educational chatbots for a variety of contexts.</p>
<p><b>10:15 – 11:15: Concurrent Session Five</b></p>	
<p><b>Sun &amp; Surf III-V</b>  (25-minute sessions)</p>	<p><b>Using Generative AI &amp; Simulators to Prototype Project Implementations</b>  Vik Muiznieks, Southern New Hampshire University</p> <p>Students with little/no programming background can use generative AI and simulators (for websites, and/or languages like Python) to rapidly prototype websites/applications as part of larger projects (those projects can be for any field that includes a website or application as part of the solution). While some aspects of generating website interfaces and interactions can be easily generated/simulated, others aspects will require more advanced prompting. This session will expose attendees to how easily/quickly simple websites can be generated but also the limitations for easily simulating complex website features - and allow attendees to share their ideas on how to overcome those limitations.</p> <p><b>Helping Faculty Create Assignments to Advance Students' Critical Thinking about AI: A Case Study from Anthropology</b>  Pete Sinelli, <i>University of Central Florida</i>  Amanda Groff, <i>University of Central Florida</i>  John J. Schultz, <i>University of Central Florida</i></p> <p>In Fall 2023 the UCF Department of Anthropology completed a pilot project to incorporate AI into a major course assignment. Students in ANT 3174 Battlefield Archaeology used AI to generate an essay on the archaeological excavations at a historic battlefield of their choosing. They critically assessed their AI-generated essay, then completed a literature-based paper on the same topic and performed a comparative analysis. Students then reflected on AI's strengths and weaknesses and identified appropriate applications for AI in college and their future career. Our results provide a model for faculty to incorporate AI-based critical thinking exercises into the classroom.</p>



10:15 – 11:15: Concurrent Session Five	
<p><b>Mangrove</b> (50-minute session)</p>	<p><b>Using GenAI to Create OER Materials: Potential and Pitfalls</b>                      Posie Aagaard, <i>University of Texas at San Antonio</i>                      Art Brownlow, <i>University of Texas Rio Grande Valley</i></p> <p>High textbook costs can limit or prevent student access to needed instructional materials, complicating student learning and potentially leading to lower student success. Rich repositories of open educational resources (OER) play a crucial role in broadening student access to high-quality learning materials. Ancillary materials are particularly important among these resources as they supplement and enrich student learning experiences. However, compared to OER textbooks, ancillary materials are less readily available. With the content generation capabilities offered by Generative AI, what new opportunities exist for creating OER materials, especially ancillaries, and which areas require special consideration?</p>
<p><b>Sawgrass</b> (25-minute sessions)</p>	<p><b>Leveraging AI for Workflow Enhancement in Technical Services: Case Studies from US and Hong Kong Libraries</b>                      Sai Deng, <i>University of Central Florida</i>                      Jeanne Piascik, <i>University of Central Florida</i>                      Eric H. C. Chow, <i>Hong Kong Baptist University</i>                      Amanda Xu, <i>National Agricultural Library</i>                      Greta Heng, <i>San Diego State University</i>                      Mingyan Li, <i>University of Illinois Chicago</i>                      Xiaoli Li, <i>University of California Davis</i>                      Lihong Zhu, <i>Washington State University</i>                      Jing Jiang, <i>California Digital Library</i></p> <p>Librarians worldwide are exploring the integration of Large Language Models (LLM), generative AI, and machine learning to enhance bibliographic data and technical service workflows. Recent research conducted by several US and Hong Kong librarians includes a survey on AI's role in metadata, implementing chatbots for subject assignments, using OpenAI for MARC records creation, and integrating linked data with AI. Ethical considerations of AI in metadata creation will also be addressed. These efforts signify a transformative shift in librarianship, highlighting AI's potential and challenges in enhancing resource description and discovery.</p> <p><b>"Innovative Insights: Leveraging Chatbots for Research Assistance in College Libraries"</b>                      Beverly Gibson, <i>Lake-Sumter State College</i>                      Alison Norton, <i>Lake-Sumter State College</i></p> <p>This presentation will showcase a chatbot designed by librarians to bolster research assistance services within college libraries. Attendees will witness the development journey of the chatbot, from conception to implementation, exploring its functionalities and user interface and detailing how prompt engineering can build a chatbot that leverages professional expertise without requiring advanced coding abilities. Presenters will illustrate how this technology can revolutionize information access and support scholarly endeavors. Participants will learn practical strategies for chatbot prompt engineering and applications for chatbots built with custom data. Join us to discover chatbots' transformative potential in elevating the academic library research experience.</p>

11:30 – 12:30: Concurrent Session Six	
<p><b>Seminole A</b> (25-minute sessions)</p>	<p><b>AI-Enhanced Creativity: Unleashing Inventive Insights with LLM Generative AI in Short Story Interpretation</b> Kieran O’Halloran, <i>King’s College London</i></p> <p>I highlight a university-wide module I designed and teach that fosters creative thinking – a life skill and workplace asset. The pedagogy cultivates creative thinking through inventive interpretation of short stories, using Large Language Model (LLM) Generative AI as an aleatory tool. Students construct an “assemblage” – a set of unusual connections for promoting inventive thinking. Their assemblages combine scientific research on the psychology of protagonist(s) in short stories, frequent words/phrases in stories found with simple-to-use freely-available text analysis software, and output from inserting story paragraphs into LLM Generative AIs. Such assemblages exceed students’ initial intuitions about stories, facilitating inventive interpretation.</p> <p><b>Don’t Lose Your Voice! Strategies for Using LLMs to Improve Student Writing</b> Todd Cherner, <i>The University of North Carolina at Chapel Hill</i> Dana Riger, <i>The University of North Carolina at Chapel Hill</i></p> <p>Having the capability to support students in improving their writing is a significant value proposition of large language models (LLMs). However, that support should not put students at risk of losing their voice to the LLM in their own writing. In response, this session’s presenters will share strategies for leveraging LLMs to support student writing that specifically focus on language translation, feedback, and class norms. The session will include examples and strategies that instructors can implement in their next class!</p>
<p><b>Seminole B</b> (25-minute sessions)</p>	<p><b>A Pedagogical Approach to Integrating AI in Academic Writing</b> Piyush Shah, <i>Florida Gulf Coast University</i></p> <p>This presentation explores the integration of Large Language Models (LLMs) in academic writing assignments. Addressing the challenges of untrained usage and potential learning limitations, we propose a controlled approach. Through tailored prompts and strategic guidance, our method enhances students' effective prompting skills while ensuring deep engagement with the subject matter. This approach is exemplified in an assignment design aimed at balancing AI assistance with critical thinking and exploration in writing tasks.</p> <p><b>Beyond the First Draft: Having Students Use AI to Review and Improve Their Assignments Before Submission</b> Carol Cox, <i>Full Sail University</i></p> <p>As educators, we’ve always encouraged students to go beyond the first draft and edit their assignments before submission because it’s through the editing process where much of the learning and improvement occurs. Of course, before AI tools, they did this on their own. Since early 2023, I’ve required students in my entrepreneurship and marketing classes to use ChatGPT to review, analyze, and improve selected assignments before submission. I’ll share the results, both from my own perspective and from the students’, and how you can structure your assignments to incorporate AI feedback to benefit student learning.</p>

11:30 – 12:30: Concurrent Session Six	
<p><b>Seminole D</b> (25-minute sessions)</p>	<p><b>Teaching Writing with AI: Product, Process, and Performance</b> Rick Dakan, <i>Ringling College of Art and Design</i></p> <p>Lessons learned from teaching a semester-long "Writing with AI" course to creative writing students. I will present an overview of a framework for writing with AI that approaches different writing outcomes with different kinds of AI literacy. AI can effectively create a final product for simple or formulaic writing. Using AI for creative writing and storytelling is a process of back and forth discernment and revision between human and AI to craft an effective final text. AI also creates a new kind of writing, where the AI performs a final output based on the vision and direction of the human creator. This talk presents class assignments and tips for all three approaches.</p> <p><b>Exploring the Potential of Generative AI for Exam Question Development</b> Mami Ouazzani, <i>University of Central Florida</i> Stephen A. Sivo, <i>University of Central Florida</i> Nicole Narkiewicz, <i>University of Central Florida</i></p> <p>This presentation explores the use of generative AI in developing exam questions for professional certification exams. It focuses on assessing the efficiency and potential of AI-assisted development, providing a comprehensive comparison with traditional, human-driven methods. Our objective is to highlight AI's capacity to streamline the exam question development process, while maintaining or potentially enhancing the quality and fairness of exam questions.</p>
<p><b>Seminole E</b> (25-minute sessions)</p>	<p><b>GraderGPT: Making GenAI Help Humans Grade Better</b> Zhen Qian, <i>University of Michigan</i> Peter F. Bodary, <i>University of Michigan</i> Julianna F. King, <i>University of Michigan</i></p> <p>Generative Artificial Intelligence (GenAI) tools such as OpenAI's ChatGPT and Google's Bard has opened up a new avenue of questions, applications, and risks in the education space. Acknowledging the benefits of using such tools to assist educators, we present GraderGPT, a GenAI-based system that aims to assist in the grading quality for writing assignments in large courses with multiple graders. GraderGPT does not intend to replace human graders but instead supports them as a powerful tool to limit scoring variance. GraderGPT can build prompts dynamically using available grading criteria and submission information to automatically grade and score all submissions in an assignment, which is then used as a baseline to compare the graders against to identify any variances. Using two different courses as part of our initial study, preliminary feedback indicates the utility of not just identifying scoring variances, but also improving the quality of grading criteria to have better clarity and instruction. This research suggests the potential of GraderGPT as an effective GenAI grading assistant and contributes to the broader conversation about the role of GenAI in education.</p> <p><b>Next-Gen Nursing: AI-Driven Courses with Simulated Patient Interaction</b> Stacey Hobbick, <i>University of North Florida</i></p>

	<p>In the ever-evolving landscape of healthcare, the need for innovative educational strategies is paramount. "Next-Gen Nursing: AI-Driven Courses with Simulated Patient Interaction" embodies the integration of advanced Generative Artificial Intelligence (AI) into nursing education, offering students immersive learning experiences. Developed by leveraging the capabilities of generative AI, this initiative represents the culmination of an original textbook and course designed to revolutionize nursing education, underscored by the introduction of realistic AI patient simulations. Designed to enhance critical thinking and clinical skills, this pioneering educational model sets a new standard for nursing curricula, preparing students for the complexities of modern healthcare environments. The proposed session will explore the pedagogical underpinnings, implementation strategies, and anticipated outcomes of this novel approach, and invite attendees to experience the AI simulations firsthand, fostering an engaging dialogue on the future of education.</p>
<p><b>11:30 – 12:30: Concurrent Session Six</b></p>	
<p><b>Space Coast</b> (25-minute sessions)</p>	<p><b>AI tools to make class activities more inclusive and accessible for students with learning challenges.</b>          Muhammad Ali Yousuf, <i>University of Maryland, Baltimore County</i>          M. Nicole Belfiore, <i>University of Maryland, Baltimore County</i>          Akbar Ali, <i>University of Virginia</i></p> <p>We present a variety of innovative AI tools that show significant potential in enhancing the experience of students with learning challenges. These tools, some of which are already available and others actively in development, leverage the power of AI to address a range of challenges. These include the creation of art for the visually impaired, support for students with Dyslexia/Dyscalculia, writing tools for students with Dysgraphia, etc. We have developed activities that consider different learning styles, abilities, and limitations of the students with the help of AI. A brief presentation will follow a group discussion on the limitless possibilities.</p> <p><b>Title Pending</b>          Presenter, <i>Grammarly</i></p> <p><b>Abstract Pending</b></p>

11:30 – 12:30: Concurrent Session Six	
<p><b>Gold Coast I-II</b> (25-minute sessions)</p>	<p><b>From an menace to academic integrity to an opportunity for academic innovation: how to use ChatGPT in the history classroom</b> Shu Wan, <i>University at Buffalo</i></p> <p>Based on pedagogical experiments in history courses at the University at Buffalo, this presentation aims to explore how to introduce this new technology, instruct its "threat" to academic integrity in the classroom, and implement it in the integration of digital humanities into the classroom in the following three sections: the use of ChatGPT and its threat to academic integrity; reviewing students' feedback; and ChatGPT's beneficiary influence.</p> <p><b>Evaluating Collaborative Generative AI Teaching Assistants in Public Speaking Education: Effectiveness and Efficacy</b> Alex Colon, <i>University of Central Florida</i> Michael Strawser, <i>University of Central Florida</i> Deanna Sellnow, <i>Clemson University</i> Adam Parrish, <i>University of Central Florida</i></p> <p>This research project aims to investigate the effectiveness and efficacy of collaborative Generative AI teaching assistants within the domain of public speaking education. The study entails the recruitment of faculty members renowned for their excellence in providing feedback, as evidenced by their student evaluations, to volunteer their expertise in evaluating public speech outlines. This evaluation process replicates the feedback methods they routinely employ with their students. The overarching goal is to scrutinize how AI-generated feedback measures up against traditional human feedback in terms of enhancing public speaking skills.</p>
<p><b>Gold Coast III-IV</b> (25-minute sessions)</p>	<p><b>AI is for Everyone: Building Faculty Learning Communities</b> Leota O'Malley, <i>University of Florida</i> Alexandra Bitton-Bailey, <i>University of Florida</i> Mike Barber, <i>University of Florida</i> Margeaux Johnson, <i>University of Florida</i> Chris Sharp, <i>University of Florida</i></p> <p>The University of Florida's initiative "Building an AI University" emphasizes "AI is for everyone." This inclusive approach envisions AI as part of every college, department, and student learning experience at UF. An integral part of this strategic vision includes AI faculty development across disciplines. In 2023-2024, the Center for Teaching Excellence and UF's Center for Instructional Technology and Training collaborated to create two AI Faculty Learning Communities. This presentation will describe the process of identifying faculty AI learning needs, leveraging AI expertise across campus, developing a structure for learning activities, and cultivating a community of learners.</p> <p><b>Special Programs at UCF: Utilizing AI Tools for Developing Non-Academic Courses</b> Karen Tinsley-Kim, <i>University of Central Florida</i> Nafije Prishtina, <i>University of Central Florida</i></p> <p>UCF has offered faculty and staff the opportunity to utilize Webcourses@UCF (Canvas) for non-academic purposes for several years. The iDev, or Instructional Development, Team at CDL has responsibility for managing these non-academic</p>

	<p>Special Programs courses. One of the challenges in assisting creators of Special Programs has been helping those who are not instructors or instructional designers develop content which supports their course goals. To support them, a Special Programs Course Model is provided to guide them. The presenters have been exploring AI tools and prompts that support development of Special Programs to make them more personalized, engaging, and accessible.</p>
<p><b>11:30 – 12:30: Concurrent Session Six</b></p>	
<p><b>Sun &amp; Surf I-II</b> (25-minute sessions)</p>	<p><b>AI-Driven Strategies for International Master's Students</b> Margaret Aubin, <i>Southern New Hampshire University</i></p> <p>AI support has revolutionized advising our large population of Graduate International students at Southern New Hampshire University. This engaging presentation offers live demonstrations of AI prompts that explore the nuances of cultural communication and discover how to optimize email interactions. We will explore the effectiveness of targeted demographic prompts, even incorporating emojis in subject lines. The session concludes with insights on tailoring program support, aiding attendees in aligning courses with the diverse backgrounds of students. Join us for a comprehensive exploration of AI's role in enhancing support for a globally diverse student community.</p> <p><b>The AI Expedition: Navigating Student Success Together</b> Michele Carrier, <i>Southern New Hampshire University</i> Margaret Aubin, <i>Southern New Hampshire University</i></p> <p>Delve into the transformative potential of AI in student experiences through collaborative efforts with various student-facing offices. This presentation given by Graduate Academic Advisors explores their strategies to encourage the exploration of AI usage for a more enriching student experience. Learn how collaborative initiatives can pave the way for strategic investments, ensuring a seamless integration of AI tools to enhance educational outcomes and support services. Join us to discover actionable insights for a future where AI contributes significantly to a better and more personalized student journey.</p>
<p><b>Sun &amp; Surf III-V</b> (25-minute sessions)</p>	<p><b>Did We Use Gen AI for This Title and Would It Change Your Opinion of Us If We Did?</b> Brooklynn Lehner, <i>Rollins College</i> Troy Thomason, <i>Rollins College</i></p> <p>This session asks: for students and faculty alike, what do we need to disclose when it comes to our use of Gen AI in the classroom? And what is the rhetorical impact of that disclosure? We'll look at scenarios along the spectrum of AI usage – from brainstorming and drafting to copying and pasting – to explore these questions. There won't be any answers, but there will be opportunities to reflect on and share why we value disclosure (or don't) and where the line is between usage that should and shouldn't be disclosed.</p> <p><b>AI in Academia: Navigating the New Frontier of Student Assignments and Faculty Grading</b> Humberto Hernandez Ariza, <i>D'Youville University</i></p> <p>In the evolving educational landscape, AI's role in student assignments and faculty grading is prominent. This session explores the implications of AI-generated content and AI-assisted grading in higher education. We will discuss AI's impact on teaching,</p>

	<p>learning, and assessment authenticity, focusing on ethical considerations, academic integrity, and the effects on critical thinking and student outcomes. Additionally, the reliability and limitations of AI grading systems in evaluating student work will be examined. This interactive session aims to provide educators with insights into effectively navigating AI's dual role in academia, enhancing the educational experience while maintaining academic standards.</p>
<p><b>11:30 – 12:30: Concurrent Session Six</b></p>	
<p><b>Mangrove</b> (50-minute session)</p>	<p><b>A partnership of development: FCGU and ExLibris work together to flip the script of ChatGPT and others to engage students in critically reading course materials.</b>            Tracy Elliott, <i>Florida Gulf Coast University</i>            Dani Guzman, <i>Clarivate</i>            Eran Segal, <i>Clarivate</i></p> <p>Florida Gulf Coast University entered into a development partnership in Spring of 2023 with Pangea, the original developer of Alethea, a reading engagement platform that utilizes generative AI to help students critically read and answer questions from the information presented in required course readings. The presentation will explain how Alethea increases student engagement in reading and writing, enhances learning, eliminates skills gaps, and increases their self confidence in reading and articulating complex information presented in the required textbooks, journal articles, lecture transcripts and more assigned in courses across the curriculum. They will also discuss how librarians and library staff have been integral to the implementation of the platform and how the library collections, including proprietary, open and unique special collections and archives are allowing the faculty to select meaningful information sources while remaining copyright compliant. The company was acquired by ExLibris, a part of Clarivate.</p>
<p><b>Sawgrass</b> (25-minute sessions)</p>	<p><b>Title Pending</b>  <b>Presenter, Institution</b></p> <p>[abstract pending]</p> <p><b>Embracing AI: Integrating AI Tools in Systematic Review Search Development Instruction</b>            Erica Nekolaichuk, <i>University of Toronto</i>            Glyneva Bradley-Ridout, <i>University of Toronto</i>            Kaitlin Fuller, <i>St. Francis Xavier University</i></p> <p>Systematic reviews are widely considered the most trustworthy form of research evidence. Librarians are key players in the creation of systematic reviews, and we have been increasingly involved in efforts to teach researchers how to develop rigorous, replicable, and comprehensive search strategies that form the bedrock of these reviews. There is potential for researchers to use generative AI tools along all the steps of creating comprehensive search strategies for systematic reviews—from determining key concepts, to synonym generation, database suggestions, and even Boolean query design. This presentation will discuss how librarians at two different institutions have started integrating instruction on AI tools into their systematic review searching instruction, while maintaining the focus on helping students think critically about the decisions they make developing search strategies, and how these decisions impact the overall methodological rigor of their reviews. We will demonstrate the tools we use and explain how we teach them, sharing the processes,</p>

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	tips, tricks, and caveats that have helped our students successfully, and carefully, integrate these tools into their search strategy design process.
<b>12:30 – 1:30: Buffet Lunch on Tuesday, July 23rd</b>	
<b>Universal Center</b>	<b>TBA</b>



1:30 – 2:30: Concurrent Session Seven	
<p><b>Seminole A</b> (25-minute sessions)</p>	<p><b>The Power of Play! Fostering Safety, Learning, and Connection in AI Education</b>                      Anna Haney-Withrow, <i>Florida SouthWestern State College</i>                      Jillian Patch, <i>Florida SouthWestern State College</i></p> <p>Even given the ever-present time pressures and major disruption AI has brought to higher education, we believe not only in the power of play for learning but for establishing a sense of safety and building community. Additionally, AI tools are unique in that play has the potential to open up their capabilities in a way traditional training may not - an AI playground may be more fitting than an instructional manual. In this session, we are going to play, with each game unlocking one of the playful approaches to AI Faculty development we experimented with a Florida SouthWestern State College this year.</p> <p><b>Sus, Mid, or Extra? Using Gen Z Values as a Framework for Integrating AI into Digital Course Design and Delivery</b>                      Rebecca McNulty, <i>University of Central Florida</i>                      Charlotte Jones-Roberts, <i>University of Central Florida</i></p> <p>Gen Z brings unique characteristics, learning preferences, and expectations to digital courses. Many current students value creative, goal-oriented approaches to personalized learning experiences. These preferences influence their expectations for course content and introduce opportunities for integrating custom chatbots, predictive analytics, and personalized AI-generated output into the digital learning space; however, Gen Z’s principles might also impact their perceptions of the appearance and function of AI in the classroom. In this session, we will consider Gen Z values as a framework for integrating AI into digital learning in ways that align with underlying perceptions and encourage meaningful student engagement.</p>
<p><b>Seminole B</b> (25-minute sessions)</p>	<p><b>Envisioning AI-Driven Universities</b>                      Kevin Corcoran, <i>University of Central Florida</i></p> <p>With much of the current AI discussions focused on academic use of Artificial Intelligence (AI), this session will explore the potential use cases for AI to enhance the student and faculty experience outside of the teaching and learning context. We will delve beyond the traditional academic applications of Artificial Intelligence (AI) and explore its potential to transform the entire university experience. From admission procedures to graduation ceremonies, we’ll envision how AI-powered bots and GPTs can streamline and enhance various aspects of collegiate life.</p> <p><b>Supercharging Educators with Custom GPTs</b>                      Anymir Orellana, <i>Nova Southeastern University</i></p> <p>Educators can use ChatGPT not only to support their students more effectively but also to simplify their planning and administrative duties. To this end, educators can easily create their own Custom GPTs with little or no technical skills. In this presentation, I will introduce Custom GPTs, briefly show how to create one, provide examples and recommendations, and discuss their advantages and limitations for teaching and learning.</p>

1:30 – 2:30: Concurrent Session Seven	
<p><b>Seminole D</b> (25-minute sessions)</p>	<p><b>Preparing Students to Use Generative AI Tools in the Workplace</b> Reed Hepler, College of Southern Idaho</p> <p>This presentation will be a brief discussion on the importance of training students for the workplace and how to develop workflows that are ethical and yet make the most use of Generative AI tools. Topics include: What type of tasks should students/staff and educators/trainers complete with AI? How can we prepare students for the ethical implications of using AI in their future careers? How can we ensure that our students are prepared for the AI-driven future of work? How can we ensure that the use of AI in education does not widen the digital divide?</p> <p><b>Embracing AI in the College Composition Classroom</b> Jill Quandt, <i>University of Nebraska Omaha</i></p> <p>This presentation presents one college composition instructor’s experience utilizing an open AI policy. In allowing students to use AI freely, I uncovered significant findings: students often struggle to critically assess generative AI’s output, face challenges in adhering to MLA citation standards for AI sources, and do not intuitively leverage AI effectively as a tool for enhancing their learning. These insights emphasize the urgent need for writing instructors to incorporate AI literacy into their teaching frameworks, ensuring that students can navigate the evolving landscape of AI-enhanced education.</p>
<p><b>Seminole E</b> (25-minute sessions)</p>	<p><b>Empathy in the Machine: Cultivating Ethical Awareness with AI Ethics Case Studies and an AI Reading Coach</b> Chrissann Ruehle, <i>Florida Gulf Coast University</i></p> <p>In response to the rise of Generative AI in professional and academic settings, the session addresses the imperative for students to cultivate ethical awareness. This academic year, five AI ethics case studies were used in a Global Organizational Behavior and Ethics course. These real-world scenarios delved into crucial ethical dimensions like technological unemployment, AI-generated intellectual property rights, content moderation challenges, privacy concerns, and governance issues. The addition of an AI Reading Coach enriched the educational experience, elevating student engagement. This innovative, dualistic pedagogical approach is transferable to diverse courses, ensuring students are equipped as ethical leaders in their future careers.</p> <p><b>Navigating the Global Classroom: Integrating AI in International Collaborative Learning</b> Dana Riger, <i>The University of North Carolina at Chapel Hill</i></p> <p>This presentation explores the integration of AI in Collaborative Online International Learning (COIL) projects, focusing on enhancing intercultural competence among students. It showcases a case study involving Human Development and Family Studies (HDFS) classes from the US and Taiwan, detailing how AI facilitated cross-cultural collaboration and learning. Participants will gain insights into the effective use of AI in fostering international educational partnerships, with practical takeaways on overcoming challenges and maximizing the potential of AI in collaborative settings. The session aims to share valuable experiences, offer guidance for incorporating AI into COIL, and discuss the broader implications for global education initiatives.</p>

1:30 – 2:30: Concurrent Session Seven	
<p><b>Space Coast</b> (25-minute sessions)</p>	<p><b>Augmenting Instructional Design: A Frontline View of Generative AI’s Transformative Role</b>                      Laura McNeill, <i>University of Alabama</i></p> <p>As colleges race to keep pace with AI advancements, frontline faculty and instructional designers are determining how to best incorporate these emerging capabilities into real-world teaching. This interactive session shares survey results on current AI adoption patterns from more than 100 instructional design professionals across the United States. Based on quantitative and qualitative analysis of the data, the presentation poses thought-provoking discussion around human expertise versus full automation, prompting reflection on AI’s potential and limitations. The presentation will outline criteria faculty can use to evaluate different AI technologies, determine which are best suited to specific instructional activities based on a tool’s unique capabilities and limitations, and make informed adoption choices. Participants will leave equipped with an informed perspective on prioritizing instructional innovation through AI while establishing necessary safeguards against detrimental impacts on students.</p> <p><b>Andragogy Meets AI: Revolutionizing Legal Education for Adult Learners</b>                      Cynthia Barnes, <i>Barry University</i>                      Marin Dell, <i>Barry University</i></p> <p>This presentation explores andragogy and artificial intelligence (AI) integration in the context of legal education for adult learners. We review andragogy principles and then examine the distinct needs and challenges faced by adult learners pursuing legal education. We discuss the integration of AI in the legal classroom, exploring how AI-powered tools can enhance the learning journey of law students. We examine AI tools that cater to the self-directed nature of adult learners and facilitate immediate problem-centered learning and highlight ethical issues. AI technologies can provide personalized feedback and support and foster a dynamic and engaging learning environment for adult learners.</p>

1:30 – 2:30: Concurrent Session Seven	
<p><b>Gold Coast I-II</b> (25-minute sessions)</p>	<p><b>Teaching Undergraduate Students to use LLMs for Research and Analysis of Native American Speeches</b> Shauna Maragh, <i>Valencia College</i> Chris Brown, <i>Valencia College</i></p> <p>This presentation demonstrates an actionable undergraduate research assignment using AI that can be applied within an English class or other course involving research, the evaluation of sources, and writing. The lesson guides students through an ethical use of AI to dispel assumptions about speeches attributed to Native American writers. The students will learn from interactions with AI that one cannot generalize the plurality of Native American beliefs and thoughts, and this lesson serves as a stepping-stone for more in-depth analysis of writing with the goal of (re)writing a thesis.</p> <p><b>Empowering ELs in English Speaking: The AI Revolution</b> Laila Noor, <i>University of Central Florida</i></p> <p>This presentation examines how AI transforms English-speaking education for English Learners (ELs), fostering significant learner autonomy. We will spotlight AI-driven tools like ELSA and Mondly, pivotal in customizing the language learning experience. ELSA's focus on pronunciation and real-time feedback helps refine learners' speaking abilities, while Mondly's use of VR and chatbots immerses students in realistic conversational settings. These innovative approaches cater to diverse learning styles and proficiency levels, offering ELs personalized pathways to improve their English-speaking skills, thereby challenging and evolving traditional teaching paradigms.</p>
<p><b>Gold Coast III-IV</b> (25-minute sessions)</p>	<p><b>A Holistic AI Integration at BUAs: Education, Operations, and Research</b> Ines Springael, <i>Breda University of Applied Sciences</i></p> <p>Breda University of Applied Sciences (BUAs) adopts a comprehensive approach to AI integration, harmonizing technology with education, operations, and research. Our presentation, "A Holistic AI Integration at BUAs: Education, Operations, and Research," illustrates our innovative strategies across these domains. In education, we emphasize AI literacy, blending technical training with the application of AI in professional practices, fostering personalized learning and ethical innovation. Our operations approach is human-centered, focusing on enhancing efficiency while maintaining empathy and accountability, ensuring AI complements rather than replaces human roles. In research, we align AI with educational goals and industry needs, promoting ethical, data-focused research that contributes to societal advancement. This presentation offers insights into our balanced approach to AI, highlighting practical applications, ethical considerations, and the synergy between technology and human elements, providing valuable takeaways for implementing AI in diverse educational settings.</p> <p><b>Playing with the Black Box of AI Image Generation</b> Adam Hyland, <i>University of Washington</i> Oscar Keyes, <i>Virginia Commonwealth University</i></p> <p>Two years after AI image generators took the world by storm in 2022, educators have access to and the responsibility to talk about tools which generate increasingly</p>

	<p>sophisticated images. Yet the ways we invite students to learn about a tool--play and experimentation--are growing more challenging as image generators like Dall-E are moved behind opaque chatbot interfaces. We invite attendees to play with these systems via a guided, interactive tour of a developer focused interface to Stable Diffusion and an image generator commonly used in secondary education, Craiyon.com. Through play, we can peer into these black boxes before they close forever.</p>
<p><b>1:30 – 2:30: Concurrent Session Seven</b></p>	
<p><b>Sun &amp; Surf I-II</b> (25-minute sessions)</p>	<p><b>Title Pending</b> Presenter, <i>Institution</i></p> <p>[abstract pending]</p> <p><b>Title Pending</b> Bob Ertischek, <i>Yellowdig</i> Aimee deNoyelles, <i>University of Central Florida</i> Beth Young, <i>University of Central Florida</i></p> <p>[abstract pending]</p>
<p><b>Sun &amp; Surf III-V</b> (25-minute sessions)</p>	<p><b>Captions, and subtitles, and transcripts, AI!</b> Karen Tinsley-Kim, <i>University of Central Florida</i></p> <p>Captions, and subtitles, and transcripts, oh, my! Whether in the classroom, online, or on social media, transcription of speech into textual form has become ubiquitous, and even more so thanks to today’s increasing range of AI tools. Yet, how many know the differences between the products for deaf/hard of hearing (DHH) support and where the lines of AI generation and human review and editing should be drawn? Let’s follow the yellow brick road to find the courage to experiment, heart to produce excellence, and critical thinking skills to create ADA compliant DHH support using AI and human wizardry.</p> <p><b>Teaching &amp; Learning in the AI Revolution</b> Jennifer Garcia Ramos, <i>Louisiana State University</i> Zakiya Wilson-Kennedy, <i>Louisiana State University</i></p> <p>The introduction of artificial intelligence (AI) and machine learning in higher education are causing disruptions. The US higher education system's response to AI reflects a nuanced blend of acceptance and hesitation. This dynamic situation underscores the need for a comprehensive approach, emphasizing inclusive teaching, the development of high-impact practices, and other strategies. These measures are crucial in addressing challenges such as declining college enrollments and the persistent underrepresentation of traditionally marginalized populations. This presentation will discuss leveraging the Universal Design for Learning (UDL) framework in the AI revolution to facilitate higher-order learning and skills development for students.</p>

1:30 – 2:30: Concurrent Session Seven	
<p><b>Mangrove</b> (50-minute session)</p>	<p><b>AI Misinformation Detection: An Active Learning Activity for the Information Literacy Classroom</b> Kevin Reagan, <i>Georgia Southern University</i> Wilhelmina Randtke, <i>Georgia Southern University</i></p> <p>The ACRL Framework for Information Literacy in Higher Education was a response to voluminous, unreliable information. Furthermore, existing lesson plans for teaching the ACRL Framework are transferable to teaching research and AI in a world where AI creates and hallucinates information. By situating the ACRL Framework – a curriculum for academic librarians – into the context of recent information literacy history, the authors will situate AI hallucinations into a larger discourse and provide a hands-on approach to teaching students what hallucinations are, as well as how to ascertain a source’s reality and provenance.</p>
<p><b>Sawgrass</b> (25-minute sessions)</p>	<p><b>AI Transcription to Support Accessibility and Access for Digital Collections</b> Amanda Boczar, <i>University of South Florida</i></p> <p>The University of South Florida (USF's) Digital Collections is engaging human-in-the-loop AI tools to support the mass transcription of digitized handwritten primary sources. This session will provide an overview of USF's effort to achieve comprehensive, machine-readable, transcriptions for all records in the collection, with a specific emphasis on the significance of this work as a tool for improving collection accessibility for user with vision limitations or who simply struggle to read cursive. Included in this session will be an interactive demonstration with AWS Textract and READ-COOP's Transkribus.</p> <p><b>Title Pending</b> Presenter, <i>Institution</i></p> <p>[abstract pending]</p>

2:45 – 3:45: Concurrent Session Eight	
<p><b>Seminole A</b> (25-minute sessions)</p>	<p><b>Academic Integrity in the Age of AI</b> Matthew Schonewille, <i>Redeemer University</i></p> <p>“Academic Integrity in the Age of AI” addresses the emerging challenges in upholding academic standards amidst the proliferation of artificial intelligence tools in educational contexts. This presentation addresses the implications of AI-generated content on academic honesty, presenting a new way to construct assessments compared to traditional content and assessment development. It emphasizes the necessity of developing robust guidelines and educational strategies to guide students and educators in ethically navigating AI resources.</p> <p><b>Think you can catch someone using AI? Think again!</b> Mary Ann Hughes Butts, <i>College of Southern Nevada</i> Ayla Koch, <i>College of Southern Nevada</i></p> <p>If you've ever wondered how AI is reshaping the world of student cheating and why AI detectors are struggling to keep up, this workshop is for you! Explore AI-driven academic malpractice, where unintentional AI usage often blurs the lines of dishonesty. Instead of working against AI, we will discover its potential to enhance student learning.</p>
<p><b>Seminole B</b> (25-minute sessions)</p>	<p><b>Exploring Methodological Considerations in Utilizing ChatGPT for Qualitative Text Analysis</b> Nicole Narkiewicz, <i>University of Central Florida</i> Audra Skukauskaitė, <i>University of Central Florida</i></p> <p>This presentation highlights the potential and limitations of using ChatGPT for text data analysis. We showcase results from a qualitative methodological study, comparing analyses from a netnographic study with those facilitated by ChatGPT. The study explores possibilities and constraints of ChatGPT-assisted analysis versus traditional researcher-generated analysis using thematic analysis. Through this comparison, we aim to elucidate contextual and theoretical considerations for integrating AI-assistive tools into qualitative research methodologies.</p> <p><b>Using Chat GPT as a Personalized Tutor</b> Max Vanlandingham, <i>University of Mississippi</i></p> <p>This presentation explores the potential of AI as a personalized tutor in higher education. By harnessing the power of artificial intelligence, students can receive tailored guidance, feedback, and support throughout their academic journey at their convenience. We will explore how AI can help students create individualized learning paths, highlighting how AI-driven tutoring systems can enhance overall educational outcomes.</p>

2:45 – 3:45: Concurrent Session Eight	
<p><b>Seminole D</b> (25-minute sessions)</p>	<p><b>The End or the Beginning? The Future of Writing Assignments in the Age of AI</b> Kirk Wilkins, <i>University of Missouri System</i></p> <p>Generative AI's emergence has engendered various concerns in higher education. Among these is the impact of these tools on the writing assignments traditionally used in our courses. After all, students could ask ChatGPT or another service for output to use in an essay or discussion forum post.</p> <p>However, these concerns may reflect problematic and dated approaches to writing, for best practices in teaching composition may guide our response to generative AI. This presentation will provide a framework of strategies to use in adapting writing assignments to meet this moment. Participants will come to not abandon but rather reinvigorate writing assignments.</p> <p><b>Discover how LLMs went from Sci-Fi to reality, and how they can empower our classrooms</b> Sean Nufer, <i>The Community Solution Education System</i></p> <p>In this visually animated session, we will explore the evolution of generative AI platforms such as ChatGPT, Claude, et al.,(?) from their humble beginnings as transformers to the advanced LLM platforms that we know today. Armed with this knowledge, we will then explore key strategies for advanced prompt engineering that will elicit the best outputs/responses from AI technologies. Whether you are involved in teaching, research, or administrative tasks, this fun and entertaining session will give you insights to enhance your AI proficiency to its fullest potential.</p>
<p><b>Seminole E</b> (25-minute sessions)</p>	<p><b>Purposeful Prompting: Using Storytelling to Create Visual Content</b> Lauren Kelley, <i>University of Delaware</i> Jevonia Harris, <i>University of Delaware</i> Rachel Lapp, <i>University of Delaware</i></p> <p>This interactive session will engage participants' imagination with a blend of narrative development and artistic AI for bringing supportive visual content to life with image generation. Facilitators will showcase DALL-E3 samples paired with prompts that demonstrate the art of text-based prompt engineering and storytelling. In this creativity-based session, participants will learn how to use their imagination to prompt engineer and fine-tune images to generate educationally relevant visual content.</p> <p><b>Machines of Mastery: AI and Study Support</b> Ripsimé Bledsoe, <i>Texas A&amp;M University-San Antonio</i></p> <p>Join our captivating session of groundbreaking strategies for utilizing AI in enhancing study techniques and student learning. Discover how generative AI can enhance teaching, support learning, and improve content mastery. We'll explore practical applications of generative AI and strategic prompting templates to create more effective study habits, boost motivation, and provide crucial feedback, preparing student for future careers.</p>



2:45 – 3:45: Concurrent Session Eight	
<p><b>Space Coast</b> (25-minute sessions)</p>	<p><b>Building Foundational AI Capacity Through Human Connection</b> Alyssa DeNaro, Embry-Riddle Aeronautical University</p> <p>After much initial struggle building our foundational AI capacity, it was when we shifted our focus from understanding AI tools to building sustained collaborative networks between teams and stakeholders that we started to gain momentum and break through key barriers. Participants in this session will be challenged to consider how they are currently building connections between stakeholder groups at their institution to foster sustained innovation in AI.</p> <p><b>From Experiment to Design: Weaving Generative AI into the Fabric of Courses</b> Trey Conatser, <i>University of Kentucky</i> Jill Abney, <i>University of Kentucky</i></p> <p>In 2023 instructors often responded to generative AI in the form of activities that aimed to develop AI skills/literacies and to mitigate academic dishonesty by engaging with generative AI 'out in the open.' These activities suggested a larger question about how curricula and disciplines should integrate generative AI holistically, moving from curiosity/experiment to strategy/design. This session explores learning-centered design for integrating generative AI at the course level and beyond. As an example, we'll examine how an online graduate/professional writing course wove generative AI 'into the fabric' of its curricular design and pedagogical dynamics.</p>
<p><b>Gold Coast I-II</b> (25-minute sessions)</p>	<p><b>Equipping First-Year Students to Perform Double-Loop Evaluations of their Work Using AI</b> Susan Codone, <i>Mercer University</i></p> <p>This presentation demonstrates methods from a first-year Introduction to Technical Writing course in which students used AI tools to perform a double-loop evaluation of writing. Students generated a rubric for each assignment and then judged it according to the assignment guidelines, activating higher-order thinking. Students then input the rubric into the AI along with their own writing to let the AI evaluate their work using the AI-generated rubric. Using this double-loop feedback, students edited their writing before final submission and reflected on this process.</p> <p><b>Impact of Generative AI in Ethics Related Learning Outcomes: A Case Study</b> Tawnya Means, <i>University of Illinois Urbana-Champaign</i> Michelle Darnell, <i>Pennsylvania State University</i></p> <p>With ethics as the cornerstone of true success, the need for innovative teaching approaches in support of responsible behavior is paramount. This session presents a case study in which Generative AI was strategically integrated into a business ethics course to create a dynamic and interactive learning experience, which supported development of knowledge and competencies related to the responsible use of generative AI. Data, feedback, and anecdotes to illustrate the impact on student learning and engagement will be shared, and attendees will gain experience using generative AI to expand upon presented use and identify applications to their own discipline.</p>

2:45 – 3:45: Concurrent Session Eight	
<p><b>Gold Coast III-IV</b> (25-minute sessions)</p>	<p><b>Harnessing AI for Enhanced Simulation Scenarios: A Paradigm Shift in Nursing Education</b> Elaine Kauschinger, <i>Duke University</i></p> <p>This interactive presentation explores the innovative frontier of healthcare education with AI-assisted simulation scenarios in nursing education. This presentation highlights a novel approach detailing the design and deployment of simulations that integrate AI to align with course objectives, national nursing competencies, and nursing simulation standards. The concept of prompt engineering will be showcased as the key to effectively leveraging AI-assisted simulations that target competencies and learning outcomes. This presentation will also discuss how prompt engineering can foster interdisciplinary collaboration. Participants will explore the innovative intersection of technology and pedagogy, gaining insights into AI-enhanced simulations' creation, implementation, and broad applications.</p> <p><b>Using AI models to develop seller scripts for role-play scenarios in a Professional selling class</b> Carlos Valdez, <i>University of Central Florida</i></p> <p>This presentation explores the innovative application of artificial intelligence (AI) models to develop dynamic seller scripts for role-play scenarios in professional selling courses. By harnessing the capabilities of AI, we create customizable and adaptive scripts that mimic real-life sales situations, allowing students to practice and refine their selling skills in a controlled environment. This approach not only enhances the realism of sales training but also provides a scalable method for educators to tailor role-play scenarios to specific learning objectives and student needs.</p>
<p><b>Sun &amp; Surf I-II</b> (25-minute sessions)</p>	<p><b>Establishing a Statewide AI-in-Higher-Education Consortium</b> Anna Haney-Withrow, <i>Florida SouthWestern State College</i> Bruce W. Fraser, <i>Indian River State College</i> Leslie M. Rios, <i>Santa Fe College</i></p> <p>Based on our experience establishing a statewide AI-in-higher-education consortium in Florida, this panel will use guided questions to help participants dream up their own collaborations, emphasizing state-specific initiatives. Under the broad categories of Purpose, Challenges, and Logistics, members of the Florida Consortium Steering Committee will share our experience and give participants reflective tools and practical strategies that will empower them to create a model that serves their needs.</p> <p><b>AI for all Learners: AI Education for Non-Traditional Students</b> Jacob Dallas-Main, <i>Technical College System of Georgia</i></p> <p>This presentation will focus on AI deployment in two-year technical colleges in the Technical College System of Georgia (TCSG), using the examples of AI in college classes and partnerships with R1 institutions in the development and implementation of the software. It will highlight the necessity of preparing students of diverse backgrounds to use AI in their careers, not just in “white collar” sectors, but in manufacturing, construction, and other “trade-oriented” sectors. Overcoming hesitancy of older and non-traditional college students around AI and how professors and tech-designers can overcome these challenges to make educational AI more inclusive will also be discussed.</p>

2:45 – 3:45: Concurrent Session Eight	
<p><b>Sun &amp; Surf III-V</b> (25-minute sessions)</p>	<p><b>AI-Powered Assessment Creation for Respondus and Canvas</b> Wade Dauberman, <i>Eastern Florida State College</i></p> <p>Discover the power of AI in streamlining assessment creation in this session. Aimed at reducing the time and effort in developing Canvas-based assessments, participants will learn to effectively create questions formatted for direct integration with Respondus. The workshop then includes a demonstration on converting these assessments into .QTI files, ready for Canvas (or your LMS) import. This session not only promises to enhance efficiency and accuracy in assessment creation but also aligns perfectly with your course learning objectives and lecture notes. Elevate your educational toolkit with the strategic use of AI technology that gets us away from using published-based question banks.</p> <p><b>Equipping Students for the Future: Building a Practical AI Framework for Universities</b> Cassie Mallette, <i>University of Nebraska Omaha</i></p> <p>This session explores a practical framework for universities looking to equip students with future-ready skills for the modern workforce. In this session, we'll explore strategies for curriculum implementation and faculty development that embraces the emerging technology, receives buy-in from faculty and administrators and addresses potential challenges head on. Leave this session with concrete examples to implement at your own university, encouraging a culture of innovation on campus.</p>
<p><b>Mangrove</b> (50-minute session)</p>	<p><b>Effective prompt engineering for AI-powered research chat tools.</b> Jason Coleman, <i>Kansas State University</i> Livia Olsen, <i>Kansas State University</i></p> <p>Retrieval Augmented Generation enables a rapidly expanding class of AI-powered research tools (e.g. Perplexity, Elicit, SciSpace) to conduct searches of articles and/or the broad Internet and then use the results of those searches to cite authentic sources and develop detailed answers. In this session we demystify this process by explaining how these tools translate user-supplied prompts into searches, how the retrieved information is processed by the underlying Large Language Model, and how the LLM cites sources. We then explore how to use this knowledge to improve the quality of the retrieved sources and the relevance of the answer.</p>
<p><b>Sawgrass</b> (15-minute sessions)</p>	<p><b>Using AI to Model Topic Development - When AI Makes Sense in Research Instruction</b> Jenna Pitera, <i>Union College</i></p> <p>Librarians often enter a classroom to assist with research instruction in topics they have little knowledge of. Using AI text generators can assist librarians in preparing for research instruction, while simultaneously modeling how to conduct topic development and generate keywords. This session will explore how librarians can model creative and responsible use of AI in research, both for students and for partner faculty, and at what point during the research process AI is most appropriate.</p> <p><b>Evaluating AI in Information Literacy</b> Mary Francis, <i>Dakota State University</i></p>

	<p>Library instruction has continually evolved to engage with new technologies and resources. AI will be the next "innovation" to be integrated into information literacy instruction. This session will discuss how to frame AI technologies such as ChatGPT as a research resource for undergraduate students. In addition to discussing how to evaluate AI as a resource, the session will look at how AI can also be utilized as a tool to assist in resource evaluation.</p> <p><b>Hey Claude, its me Divya. Got a Minute?</b> Doris Van Kampen-Briet, <i>Saint Leo University</i></p> <p>Supporting student understanding and use of AI as a tool for Critical Thinking at the undergraduate and graduate level can be very beneficial for students, especially those whose native language is not English, and for those who come to college less prepared than others. Using the ACRL Frame of Information Creation as a Process, and using AI to "assess the fit between an information product's creation process and a particular information need" is even more critical today. By fostering curiosity and Critical Thinking, we can empower students with AI.</p>
<p><b>3:45 – 5:00: Poster Sessions</b></p>	
<p><b>Universal Center</b> (Poster Sessions)</p>	<p><b>Faculty using AI to create course content</b> Samar Younes, University of Central Florida</p> <p>Developing structured lesson plans, creating adaptive learning paths for students, and designing interactive presentations to enhance student engagement are key components of an effective educational program. Educators using these techniques can provide students with a tailored, immersive, and meaningful learning journey. Interactive presentations and classroom responses are powerful tools that foster student engagement, encourage participation, and enhance the learning experience. By incorporating these elements into their educational program, educators can positively impact their students' lives and inspire them to become lifelong learners.</p> <p><b>Challenges of using AI for teaching anatomy</b> Prasanna Abeyrathna, <i>Texas Christian University</i></p> <p>Artificial Intelligence (AI) has infiltrated the educational landscape, offering novel approaches to teaching anatomy. However, its integration is not without challenges. Publicly available AI tools often present anatomical information that lacks accuracy and depth, compromising educational integrity. Additionally, these platforms impose content limitations due to the sensitivity of certain anatomical data, hindering comprehensive teaching. Despite these obstacles, AI remains a valuable resource in anatomical education. There is a pressing need for specialized academic AI systems tailored to overcome these limitations, thereby enriching the learning experience and maintaining educational standards in the intricate field of anatomy.</p>

3:45 – 5:00: Poster Sessions	
<p><b>Universal Center</b> (Poster Sessions Cont.)</p>	<p><b>The Impact of DeepL Online Translator on Students' Communication Skills Learning German</b> Michael Dettinger, <i>Louisiana State University</i></p> <p>This mixed methods pilot study explores the impact of an Artificial Intelligence online translator on students' communication skills when integrated into a German language course during the 2024 spring semester. This course integrated the AI online translator DeepL to assist student writing (for sentence structure) and speaking (with use of voice-to-text recognition). Participants in this AI-integrated course will complete a Likert-type survey with open-ended questions and a focus group to help provide a deeper understanding of the effects of this specific AI technology.</p> <p><b>Measuring Students' Perceptions of AI and its Impact on Learning a Foreign Language: A Mixed Methods Study</b> Michael Dettinger, <i>Louisiana State University</i> Rafael Orozco, <i>Louisiana State University</i> Jose Rojas, <i>Louisiana State University</i> Isabel Matus, <i>Louisiana State University</i> Charles Cloutier, <i>Louisiana State University</i></p> <p>This mixed methods pilot study explores student and faculty perceptions on the impact of Artificial Intelligence when integrated into German, Italian, and Spanish language courses during the 2024 spring semester. We divided each language course into two groups: an AI-Integrated course and a traditional course (control). The AI courses infuse ChatGPT (for written assistance, cultural exploration, and project task completion), and the Virtual Reality program ImmerseMe (for pronunciation and speaking). Participants in the AI-infused courses will complete a Likert-type survey with open-ended questions and a focus group to help provide a deeper understanding of the effects of AI.</p> <p><b>Generative AI in the Classroom: Navigating the Use of GenAI Assessments in realtime in Educational Settings</b> Shahul Hameed Jaffar Ali, <i>Florida Gulf Coast University</i></p> <p>This poster presentation offers an insightful journey into the experiences of integrating the GenAI tool into my classes. The focus is on the practicalities, challenges, and successes of using GenAI to create and administer assessments in a live, interactive setting. Attendees will gain a comprehensive understanding of how GenAI can be effectively used to develop adaptive quizzes and tests that respond to student inputs in real time, enhancing engagement and learning outcomes. This poster presentation aims to equip educators with the knowledge and tools to confidently navigate the integration of QGenAI assessments in their own teaching practices, making education more dynamic, responsive, and aligned with the needs of today's learners.</p>

3:45 – 5:00: Poster Sessions	
<p><b>Universal Center</b> (Poster Sessions Cont.)</p>	<p><b>AI and Community Building: Empowering Faculty to Transform Teaching and Learning</b>                      Jessica Gonzalez, <i>University of Miami</i>                      Hector Noriega, <i>University of Miami</i></p> <p>With growing interest in AI, our team created “The AI Teaching Exchange,” an interdisciplinary community of faculty members exploring the confluence of AI and education, including its opportunities, challenges, and ethical implications. This poster session will detail our experience fostering a collaborative environment where faculty share insights, strategies, and firsthand experiences in integrating AI into their pedagogical practices. Meetings are structured to balance thematic discussions with open dialogues, encouraging participants to engage with AI in ways that resonate with their unique interests and teaching contexts. This poster will share valuable insights for attendees interested in establishing similar communities within their institutions.</p> <p><b>Using ChatGPT to Enhance Student Instruction in Statistics: Perceptions vs. Learning</b>                      Ivelina Pavlova-Stout, <i>University of Houston - Clear Lake</i></p> <p>This study investigates the effect of using AI, specifically OpenAI’s ChatGPT, to improve instruction and student understanding of statistics concepts in business courses. We survey students in undergraduate online statistics courses to get their prior knowledge of statistics concepts and their familiarity with AI tools. Then we give them a task where they use ChatGPT to solve and interpret a statistics assignment. Finally, we survey them post-assignment to evaluate what they learned and what are their perceptions of using AI as a tutor. Our results reveal that ChatGPT leads to increased student confidence in their knowledge of statistics and to increased perception of ChatGPT’s usefulness as a statistics tutor after the assignment.</p> <p><b>Growing Your A Confidence through SAMR, a Faculty Development Approach</b>                      Candace Ryder, <i>University of Wyoming</i></p> <p>As artificial intelligence increasingly shapes teaching and learning, faculty need support in thoughtfully integrating these technologies. This poster outlines a 45-minute faculty development workshop using SAMR (substitution, augmentation, modification, redefinition) to build instructors’ confidence with AI. Through group participation, hands-on activities with AI tools, and values-based reflection, participants grow their capacity to utilize AI tools for productivity and learning enrichment. This interactive session welcomes instructors to share challenges and innovations for relationship-rich education in an AI age, empowering each other to lead change at our institutions.</p>

3:45 – 5:00: Poster Sessions	
<p><b>Universal Center</b> (Poster Sessions Cont.)</p>	<p><b>Academic policies for Generative AI: Four approaches and assessment strategies</b>  Vahagn Asatryan, <i>Redeemer University</i></p> <p>Explores four approaches for incorporating AI into courses, analyzing pros, cons, and assessment strategies. Approach A, "Outright Ban," prohibits AI use, emphasizing traditional learning methods and integrity. Its straightforwardness is counterbalanced by ignoring AI's growing educational relevance. B, "Restricted Permission," allows controlled AI use, fostering a balance between technology and skill development, yet poses challenges in monitoring and potential inaccuracies. C, "Critical Interaction," mandates AI usage for assignments, encouraging rigorous engagement and evaluation, but may detract from conventional skill acquisition. D, "Unrestricted Use," permits free AI usage, offering flexibility but lacking specific guidance. Each approach accompanies respective syllabus inserts and assessment strategies.</p> <p><b>Teaching with Artificial Intelligence: A Cross-Institutional Research Study for an Open Educational Resource (OER) Guide</b>  Fang Yi, <i>University of Virginia</i>  Bethany Mickel, <i>University of Virginia</i>  Josh Thorud, <i>University of Virginia</i>  Breana Bayraktar, <i>George Mason University</i>  Jessica Taggart, <i>University of Virginia</i>  Sevinj Iskandarova, <i>Bridgewater College</i>  Jess Marquardt, <i>James Madison University</i>  Jaira Ferreira de Vasconcellos, <i>James Madison University</i>  Katya Koubek, <i>James Madison University</i>  Bisi Velayudhan, <i>James Madison University</i>  Tim Ball, <i>James Madison University</i></p> <p>This study addresses the challenge of integrating AI into Higher Education by proposing an Open Educational Resources (OER) solution. Recognizing the gap in instructors' knowledge and resources for AI integration, our research aims to design, develop, and evaluate an AI-driven OER resource. This resource, tailored for instructors from all academic fields, covers AI principles, methodologies for teaching with AI, ethical considerations, AI-driven assignments, class policies, and current AI tools. The study explores instructors' priorities in OER content, examines the impact of AI in resource development, and assesses the effectiveness of the adaptable OER in boosting instructors' confidence and competence in AI integration.</p> <p><b>Beyond Text Generation: Incorporating GenAI Feedback in Online Courses</b>  Meghan Velez, <i>Embry-Riddle Aeronautical University</i>  Darryl Chamberlain, <i>Embry-Riddle Aeronautical University</i>  Iuliia Hoban, <i>Embry-Riddle Aeronautical University</i></p> <p>This session will discuss the use of Generative AI for feedback and evaluation of student writing across disciplines. While there has been much discussion of how students and faculty might use GenAI to generate text, less attention has been paid to how GenAI tools evaluate and respond to texts written by students. The presenters will share how they have integrated GenAI responses to student writing into undergraduate and graduate Humanities, Mathematics, and International</p>

	<p>Conflict Resolution courses. We believe examining the feedback GenAI tools provide can help us better understand the logics and ideologies about writing embedded in the AI models.</p>
<p><b>3:45 – 5:00: Poster Sessions</b></p>	
<p><b>Universal Center</b> (Poster Sessions Cont.)</p>	<p><b>Transforming Education through Faculty Development and AI-Driven Course Design</b> Humberto Hernandez Ariza, <i>D'Youville University</i> Shannon McCroy-Churchill, <i>D'Youville University</i></p> <p>This poster explores the integration of AI in enhancing faculty development and instructional design, specifically using ChatGPT-4. It highlights a case study of an AI-created course, "Nursing Global Health and Social Justice," showcasing the synergistic blend of AI with traditional educational methodologies. This poster will focus on the transformative impact of AI in course content creation and design, demonstrating its effectiveness through empirical evidence. Our aim is to share insights on leveraging AI for academic innovation, enhancing learning experiences, and setting new standards in education. The Dean of Nursing, the teacher for this course, will be speaking about her perspectives using AI to design content and assist her course design.</p> <p><b>A Center for Teaching's Approach for Getting Faculty Up-to-Speed on AI</b> Adeline Tolliver, <i>Southern Methodist University</i> Karen Thomas, <i>Southern Methodist University</i></p> <p>In this poster session, SMU's Center for Teaching Excellence staff will highlight strategies they have used to educate and train faculty in their institution since the onset of GenAI. They will highlight examples of collaborations and initiatives that were successful in contributing to SMU's Faculty development as well as lessons learned. During the session, they'll plan on gathering feedback about other initiatives attendees have seen/done at their institutions to share as a digital handout. This poster session is intended for other faculty developers as well as any other faculty involved in leadership or policy-making related to AI in the classroom.</p> <p><b>Entrepreneurship Teaching Exercises: Integrating Generative AI</b> Jamey Darnell, <i>Pennsylvania State University</i> Shalini Gopalkrishnan, <i>Golden Gate University</i></p> <p>The use of Artificial Intelligence (AI) software has recently increased exponentially. Generative AI capabilities have moved from fiction to fact. This technology is changing the way we engage in Entrepreneurship, research it, and teach it. The significant impact on Entrepreneurship teaching is the focus of this paper. Any instructor, regardless of tech background, can and should be integrating AI into their courses right now. We describe and discuss our experience with this process and our deliberative approach to creating value for students. We also provide several templates of Entrepreneurship exercises that will appeal to a variety of students and can be integrated in virtually any Entrepreneurship course.</p>



3:45 – 5:00: Poster Sessions

<p><b>Universal Center</b> (Poster Sessions Cont.)</p>	<p><b>What is in a Syllabus?</b> Jennifer Adams, <i>Stony Brook University</i></p> <p>A well crafted syllabus, combined with the power of AI, can act as a general class information and study support channel.</p> <p>Tell me more about the instructor. Tell me about the author of the required textbook. Can you show me the learning objectives in Spanish? Prepare a set of study questions for the midterm. Find OER material that might help supplement my understanding of the course material. What times and dates are the office hours? What is the instructor's email? Play a game that can help me study for the final. etc, etc</p> <p><b>Incorporation of AI Chatbots into STEM Laboratory Classes</b> Stephen King, <i>University of Central Florida</i> Linda E. King, <i>Valencia College</i></p> <p>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. We are utilizing AI chatbots in multiple exercises in biology laboratory classes. We are testing and will share the impact of these approaches in upper-level experimental laboratory classes at the University of Central Florida and also in introductory biology laboratory classes at Valencia College.</p> <p><b>The Integration of Generative AI tools in English for Specific Purposes in Higher Education</b> Laura Kilde, <i>Vilnius University</i></p> <p>The integration of GAI (Generative Artificial Intelligence) tools in educational processes has become inevitable, and the buzz around it is becoming even louder. Therefore, higher education teachers must perceive how the integration of GAI tools can contribute to their ongoing professional development. Additionally, the peculiarities of a posthumanistic approach are analyzed to aid teachers' perception towards the enhancement of students' critical thinking skills.</p> <p><b>The Pathway for Appropriate Use of Generative AI in Higher Education</b> Karen Wolak, <i>American InterContinental University</i> Karen Keffer, <i>American InterContinental University</i></p> <p>Generative AI is a powerful technology that can enhance learning in various ways, including providing on-demand tutoring and homework assistance. However, GenAI poses significant ethical challenges related to plagiarism and academic dishonesty. To help navigate these challenges, this poster presents a framework for evaluating the use of GenAI in higher education. This framework explores the relationship between AI use and personal ethics, institutional policies, course</p>
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	<p>policies, assignment objectives, and student presence. In addition to illustrating the model, this poster will pose guiding questions for faculty, administrators, and student consideration.</p>
<p><b>3:45 – 5:00: Poster Sessions</b></p>	
<p><b>Universal Center</b> (Poster Sessions Cont.)</p>	<p><b>Instructor Perceptions of AI Text Generators at a Small University</b> Stephanie Warden, <i>University of Wisconsin - Superior</i> Natasha Schumacher, <i>University of Wisconsin - Superior</i> Emily Moran, <i>University of Wisconsin - Superior</i> Michael Merline, <i>University of Wisconsin - Superior</i></p> <p>The meteoric rise of generative text artificial intelligence has caused strong reactions among faculty and staff in higher education, ranging from tempered joy to something verging on despair. In an attempt to better understand the thoughts and feelings of UW-Superior instructors, we administered a survey in Fall of 2023 to gather data from teaching faculty and staff for use in our mission of faculty development. The results are interesting and yielded actionable feedback for the unit.</p> <p><b>Exploring Emerging AI Tools at a Small Liberal Arts Through Student-Led Inquiry</b> Andrew Smith, <i>Colgate University</i></p> <p>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.</p> <p><b>Unveiling AI Chatbots for Personalized Learning</b> Yacine Tazi, <i>University of Central Florida</i> Christine Parsons, <i>University of Central Florida</i> Kiera Anderson, <i>University of Central Florida</i></p> <p>This poster unveils an innovative project harnessing AI chatbots to foster personalized learning, enhancing engagement and accessibility in education. Participants will discover how to employ AI chatbots to bolster student engagement by integrating a culturally diverse learning platform with standard-based learning exercises.</p> <p>This poster demonstrates a significant stride toward a more inclusive, engaging, and accessible learning environment for all students, including those with learning disabilities. The insights shared pave the way for future advancements in education, showcasing a promising trajectory toward meeting the needs of diverse learners through technological innovation.</p>

3:45 – 5:00: Poster Sessions	
<p><b>Universal Center</b> (Poster Sessions Cont.)</p>	<p><b>A Blueprint for Faculty Training and Support for AI</b> Justin Palozola, <i>University of Missouri System</i> Kirk Wilkins, <i>University of Missouri System</i> Ying-Hsui Liu, <i>University of Missouri System</i> Tom Roedel, <i>University of Missouri System</i> Guy Wilson, <i>University of Missouri System</i></p> <p>Higher education in the 21st century centers on preparing students for jobs that will be revolutionized by AI. Since the release of ChatGPT back in November 2022, faculty have faced this challenge and opportunity mostly with limited resources on campus. Missouri Online will share its experience providing professional development opportunities to faculty in response to generative AI along with launching a system wide AI initiative to cover all aspects of AI usage on campus. This presentation will equip anyone who is interested in diffusing this technological innovation to actual applications (teaching and learning).</p> <p><b>Generative AI for Education - Best practices &amp; Responsible AI considerations</b> Eve Psalti, <i>Microsoft</i></p> <p>From large language models that rapidly process billions of entries and automatically provide summarization services to custom neural voice to customize conversational AI services and from automating tedious tasks such as invoice processing to detecting sentiment in content such as customer reviews, AI is changing the way we think and work. AI is creating new jobs and demanding new skills and more governance to avoid bias and bring in transparency in the models and processes. In this poster, we'll explore the latest AI innovations and how they're disrupting our business and personal lives forever. What's coming, what's exciting and how to watch for as you're using or infusing AI in your everyday life.</p> <p><b>Enhancing Higher Education Pedagogy with AI Speech Presentation Simulator: A Case Study on PitchVantage</b> Monique Sacay-Bagwell, <i>Lander University</i></p> <p>As higher education institutions strive to equip students with essential communication skills, the integration of innovative technologies becomes imperative. This study explores the implementation of PitchVantage, an AI-driven speech presentation simulator, in higher education classes to enhance students' oral communication proficiency. PitchVantage utilizes natural language processing and machine learning algorithms to provide real-time feedback on various aspects of oral presentations, such as tone, pace, clarity, and body language.</p> <p>Ultimately, this research contributes valuable insights into the effective integration of AI speech presentation simulators like PitchVantage as tools for refining communication skills in higher education, thereby fostering a technologically enriched learning environment that aligns with the evolving needs of 21st-century learners.</p>

3:45 – 5:00: Poster Sessions	
<p><b>Universal Center</b> (Poster Sessions Cont.)</p>	<p><b>TPCK as a Guide for Integrating AI: Catalyst for Critical Learning</b>                      Jolie Kennedy, <i>SUNY Empire State University</i>                      Ruifang Hope Sun, <i>SUNY Empire State University</i></p> <p>The age of AI calls for a deepening of technological knowledge. In this paper, the authors discuss and illustrate how TPACK can be used as a guide to consider ways that AI might be integrated into teaching practices. The authors explore the technological affordances of AI for pedagogical strategies. Specifically, this paper explores AI as peer reviewer, AI as idea generator, and AI as content generator to foster critical and creative thinking.</p> <p><b>AI Literacy Empowerment through Creative Technologies in Libraries</b>                      Chelsy Hooper, <i>Auburn University</i></p> <p>How should creative technology departments in libraries adapt to the prevalence and shifts of ChatGPT or other AI apps and generative AI art tools and assist in AI literacy on campus? This session will present various ways AI literacy is addressed on our campus through in-house library workshops, collaborations across campus and with professional entities, online resources, and within credit courses. Specific class activities, integration strategies, and examples of workshops and collaborative events will be shared along with participant feedback, mainly focusing on integrating Bing Chat/ CoPilot and generative AI art within the Adobe Creative Cloud applications.</p> <p><b>A robot write my paper!: Experiences from integrating AI tools into freshmen seminars</b>                      Renaine Julian, <i>Florida State University</i></p> <p>This poster details efforts to integrate AI tools into a freshmen seminar called Succeeding as a STEM major. This class is taught by librarians and focuses on developing research and study habits, introducing topics related to critical thinking, and effective campus engagement.</p> <p>In fall 2023, an instructor who teaches two sections of this class created and taught 3 modules on the use of tools like ChatGPT in research and learning. Topics include: basic prompt engineering, AI ethics in the classroom, and evaluating various tools' ability to understand, synthesize, and produce information. This poster will include challenges, lessons learned, and plans moving forward in fall 2024.</p>

3:45 – 5:00: Poster Sessions	
<p><b>Universal Center</b> (Poster Sessions Cont.)</p>	<p><b>Empowering AI Literacy: Navigating Ethics and Implementation in Higher Education Libraries</b> Avery Levinger, <i>Saint Louis University</i></p> <p>This need for AI literacy in professionals is more evident every day. This poster aims to demystify AI by elucidating response generation mechanisms, exploring diverse AI tools, and examining their ethical and privacy implications. It will equip viewers with the knowledge to navigate policy landscapes and foster critical thinking around AI implementation in libraries and higher education. By addressing ethical and privacy concerns head-on, this ‘guide’ promotes responsible AI usage and empowers individuals to harness AI's potential while upholding ethical standards and privacy rights.</p> <p><b>Reinterpreting Information Fluency through an AI Lens</b> Grace Allbaugh, <i>Illinois State University</i> Maria Tudela, <i>Illinois State University</i></p> <p>Illinois State University has a strong foundation in developing innovative pedagogical approaches to engage and embrace learners in their journey of evaluation and construction of information as knowledge creators. However, in this new age of digital revolutions, libraries everywhere are seeing the impacts of AI tools on research and instruction. Given this transition, information fluency standards will need to transform in order for users to remain efficacious. In this poster, presenters will showcase reflections on their processes to transform engagement with technologies to ethically integrate AI into information fluency outcomes and to empower students to become critical information consumers and creators.</p>

3:45 – 5:00: Poster Sessions	
<p><b>Universal Center</b> (Poster Sessions Cont.)</p>	<p><b>From CRAAP to "Z"odiac: Evaluating Information in the Age of AI</b> Kevin Reagan, <i>Georgia Southern University</i></p> <p>The CRAAP test has long been used for evaluating sources, but it falls short in the era of AI-generated information. To allay the gap, the author proposes the "Z"ODIAC test: “Zoom” in, Other Opinions, Date, Intended Audience, Author, and Consistency. This framework encourages examination of factors unique to AI, including an author's consistency. By analyzing changes in written tone, one can assess whether an author may have abruptly adopted AI technology to generate content. Furthermore, the poster delves into each letter of the "Z"ODIAC test, ultimately helping educators and students alike navigate an AI-dominated information landscape.</p> <p><b>AI Literacy Frameworks: What Works for Us?</b> Helen Kula, <i>McMaster University</i></p> <p>Many libraries are beginning to incorporate AI literacy into their instruction programs. As libraries begin to develop curricula to support this, there are multiple AI literacy frameworks that exist that can be used to inform this work. This poster will provide an overview of current and emerging frameworks and identify key similarities and differences between these. The poster will then invite participants to explore the relevance of these frameworks in their own instruction contexts and identify where and how they might align with the ACRL Framework for Information Literacy and their own teaching.</p>

	<p><b>Building Connections with Faculty to Promote AI Literacy in Students</b>  Livia Olsen, <i>Kansas State University</i>  Jason Coleman, <i>Kansas State University</i></p> <p>AI research tools are increasingly popular among researchers, but they are still complementary to traditional library research tools like discovery systems and databases. Despite the growing interest in AI among faculty and students, there are still some who are skeptical about its usefulness. To reach these people, it is important to promote AI literacy as an important skill set for students to learn for their future success in life. This presentation will focus on how to build connections with faculty to build AI literacy in their students.</p>
<p><b>3:45 – 5:00: Poster Sessions</b></p>	
<p><b>Universal Center</b>  (Poster Sessions  Cont.)</p>	<p><b>Navigating the Generative AI Revolution: The Role of Academic Librarians within Higher Education Institutions</b>  Majela Guzmán, <i>University of Ottawa</i></p> <p>In the rapidly evolving landscape of generative AI (GenAI), academic librarians stand at the forefront of navigating these advancements within the university setting. The emergence of GenAI tools has the potential to revolutionize how we approach library instruction, underscoring the critical role of librarians in guiding students and faculty through the strategic and ethical utilization of these technologies. In this presentation, I will explore the pedagogical strategies I've employed in classroom discussions about GenAI tools, drawing from my experiences at the University of Ottawa. I will share insights into the diverse reactions and valuable feedback received from both students and faculty, reflecting on how these interactions have shaped my approach to exploring this topic in the classroom. Furthermore, I will examine how the GenAI revolution presents an unparalleled opportunity for academic libraries and will identify five areas where academic librarians' roles are being impacted or evolving or where new considerations are being introduced.</p> <p><b>AI Odyssey: Shaping a Global Resource at a Small Liberal Arts College</b>  Mozhdeh Khodarahmi, <i>Macalester College</i></p> <p>This proposal highlights a library initiative at a small liberal arts college aimed at boosting AI Literacy across the campus. It charts the journey from initial challenges to achieving a comprehensive, recognized, and enduring resource. We will discuss strategies from inception to ongoing updates, aimed at preserving the guide's relevance and effectiveness. This ensures it remains a critical, up-to-date resource for teaching, learning, and navigating the intricacies of AI in academia.</p> <p><b>The Intersection of AI &amp; Instruction: Navigating our New Information Landscape</b>  Sheila Devaney, <i>The University of Georgia</i>  Danielle Costello, <i>The University of Georgia</i>  Chandler Christoffel, <i>The University of Georgia</i></p> <p>This poster will explore our current understanding of AI and dive into a broad view of where libraries are at with AI technology. We will provide a framework to get library instructors prepared to engage with questions and projects on the topic of AI within their classrooms, research appointments, liaisons, partnerships, and university at large.</p>

	<p><b>Asimov's Additional Laws: Ethical Considerations on AI from the Library Perspective</b>                  Sheila Devaney, <i>The University of Georgia</i>                  Danielle Costello, <i>The University of Georgia</i>                  Chandler Christoffel, <i>The University of Georgia</i></p> <p>This poster will explore our current understanding of the ethical issues surrounding AI with a particular focus on how those issues impact libraries. We will delve into concerns including but not limited to copyright, exploitation &amp; devaluation of labor, algorithm bias, the environment, mis/disinformation, and education. We hope to provide a platform for librarians to be able to dive deeper in their understanding of AI and its impact on the information landscape and library profession.</p>
<p><b>3:45 – 5:00: Poster Sessions</b></p>	
<p><b>Universal Center</b>                  (Poster Sessions Cont.)</p>	<p><b>Teaching Unplugged: Understanding Where AI Falls Short</b>                  Olivia Lara-Gresty, <i>Magic EdTech</i></p> <p>Attendees can expect to gain insights into the daily responsibilities of teachers, their pain points and processes that could be improved, and the limitations of AI in supporting those key functionalities. The session will be interactive, allowing for audience engagement and questions.</p> <p><b>AI tools for research to enhance the course-based undergraduate research experience (CURE)</b>                  Wei Zakharov, <i>Purdue University</i></p> <p>This poster presents an innovative exploration of AI tools designed to enhance the Course-Based Undergraduate Research Experience (CURE). The presenter co-teaches a two-credit AI and computer vision undergraduate research course at Purdue University. Computer Vision focuses on enabling machines to interpret and understand the visual world. This study highlights the integration of AI tools for research such as Scholar GPT, Scite, and Research Rabbit to enhance learning and research opportunities for undergraduate students. Additionally, the study will explore the pedagogical adjustments necessary to encourage critical thinking and independent research skills among undergraduates.</p>

\*DINNER ON YOUR OWN

8:00 – 9:00: Continental Breakfast	
Universal Center	TBA
9:00 – 10:00: Concurrent Session 9	
Seminole A (25-minute sessions)	<p><b>The HumanAIzing Learning Cycle: Ensuring Student Success in the AI Era</b> Ripsimé Bledsoe, <i>Texas A&amp;M University-San Antonio</i></p> <p>Explore the synergistic blend of AI and human-centric education with a focus on student success. This innovative presentation will introduce a transformative approach with a strong concept to practice model. Discover how to integrate AI responsibly, foster student agency, apply sound pedagogy and achieve enduring learning outcomes across all disciplines. Join us for an insightful journey into a future where AI supports and amplifies the human elements of teaching and learning.</p> <p style="background-color: #ffff00;"><b>Title Pending</b> Presenter, <i>Institution</i></p> <p style="background-color: #ffff00;">[abstract pending]</p>
Seminole B (25-minute sessions)	<p><b>CULTIVATE Critical Thinking in AI: AI Pedagogy</b> Claire Hughes-Lynch, <i>Cleveland State University</i> Rebecca Odom-Bartel, <i>Cleveland State University</i> Aditi Singh, <i>Cleveland State University</i></p> <p>Project CULTIVATE's AI Pedagogical Model presents a series of thinking skills that students can use with AI effectively. The session covers the pedagogical model, guiding students in building questions for AI, fostering higher-order thinking skills in the integration of AI results, and addressing AI ethics. It offers theoretical insights, practical strategies, and interactive learning, concluding with a Q&amp;A segment.</p> <p><b>Creating Professional Development around “Getting Started with AI in Teaching &amp; Learning”</b> Jennifer Parker, <i>University of Florida</i> Leota O’Malley, <i>University of Florida</i></p> <p>What do faculty need to know, understand, or be able to do with AI in their own professional practice? Come on a guided tour of professional development content designed for faculty to explore the use of generative Artificial Intelligence (AI). The “Getting Started with AI in Teaching and Learning” series was designed by the Center for Teaching Excellence at University of Florida and incorporates:</p> <ul style="list-style-type: none"> <li>• AI Tools, resources, and ethical considerations</li> <li>• Critical evaluation of AI generated content</li> <li>• AI for creating visual images and presentations</li> <li>• Improving Assessments with AI</li> </ul>



9:00 – 10:00: Concurrent Session Nine	
<p><b>Seminole D</b> (25-minute sessions)</p>	<p><b>Practicing What We Preach: Developing Expectations for AI Use by Faculty and Staff</b> Kirk Wilkins, <i>University of Missouri System</i></p> <p>The development of course expectations, often in the form of syllabus statements, has been one of the most common responses of faculty to the use of generative AI by students. We may have set expectations for the students we educate, but it remains a "Wild West" with the use of generative AI by faculty and staff in higher education. However, formulating expectations for these stakeholders is essential to ensure their use of this technology is feasible. This presentation will introduce and discuss a framework for determining and setting expectations for higher education faculty and staff.</p> <p><b>Helping Students Crack the Career Code with GenAI</b> Daniella Maya Pratt, <i>University of Central Florida</i> Amanda Pacheco, <i>University of Central Florida</i> Karen Haslett, <i>University of Central Florida</i></p> <p>Students are using artificial intelligence in ways beyond what faculty can imagine. To find out how students use generative AI most effectively, the solution is an easy one - ask them! This session delves into results of a comprehensive student survey, shedding light on how students effectively leverage generative AI for career preparation and overall academic success. Presenters will outline a lesson that equips students with AI fundamentals for this journey, empowering them to present their best selves to potential employers. Participants will see students discussing GenAI, gain valuable insights, and have the opportunity to contribute their expertise to the discussion.</p>
<p><b>Seminole E</b> (25-minute sessions)</p>	<p><b>Faculty utilization of AI to guide the student learning experience</b> Courtney Milleson, <i>Amarillo College</i> Michelle Lamons, <i>Amarillo College</i> Carrie Stangl, <i>Amarillo College</i></p> <p>Come explore how faculty can leverage AI to enhance student learning. As institutions adopt more technology, professors have opportunities to utilize AI creatively to provide personalized, adaptive learning. This session engages early AI adopters to share best practices and guide novice users in implementation. Presenters will facilitate a discussion of best practices, challenges, and ethical considerations for AI. Attendees will gain an understanding of how to thoughtfully deploy AI to guide students, improve outcomes, and add value in and out of the classroom.</p> <p><b>Can we use genAI for critical thinking assessments? Yes, with a little help from Bloom's.</b> Kate Reddy Taylor, <i>George Brown College</i></p> <p>Based on a new "taxonomy" for redesigning assessments to include genAI developed by faculty at The University of Queensland, I developed an assessment for a course entitled Critical Thinking and Reading in the Health Sciences that encouraged students to use GenAI. In this presentation, I'll share how I created the assignment including basic instruction of Bloom's Taxonomy coupled with a "viability chart" that I developed based on an example from Jason Lodge and</p>

	colleagues from the University of Queensland. I'll describe how this helped my students to decide how and where they would use GenAI while still maintaining the integrity of the assignment outcomes (and their grades!).
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9:00 – 10:00: Concurrent Session Nine	
<p><b>Space Coast</b> (25-minute sessions)</p>	<p><b>An Empathetic Approach To Faculty Development in the Era of AI</b> Dan LaSota, <i>University of Alaska Fairbanks</i></p> <p>At the University of Alaska Fairbanks, instructional designers from the Center for Teaching and Learning made an effort to build faculty confidence by giving hands on experience with AI tools, offering alternative ways to assess students, and more importantly creating a space where instructors who care about teaching and learning can explore what will work in this new AI landscape.</p> <p>This session shares specific lessons from a series of publications, workshops and committee work at the University of Alaska Fairbanks. The common thread through all of last year was that faculty were treated with respect and an understanding that changing the particulars of assessment is disruptive and difficult.</p> <p><b>Integrating AI Chatbots into Higher Ed Language Learning Programs</b> Justine Meyr, <i>WASC Senior College and University Commission</i></p> <p>Since the launch of ChatGPT, language educators have been grappling with the role of AI, with many seeing it as a supplemental tool for out-of-class language practice. However, it remains unclear for many how to best integrate AI into pre-existing curricula. This workshop will provide a case study of how California colleges are integrating Immerse, a platform created specifically for language learning with AI features, into their language courses. Attendees will have the opportunity to try Immerse and learn how they can incorporate similar AI activities in their classes. This talk will also give an overview of lessons learned from the current project and present data on learners' perceptions of using AI.</p>
<p><b>Sun &amp; Surf III-V</b> (25-minute sessions)</p>	<p><b>AI on the Stand: Authentic Assessment Chatbots in Legal Psychology</b> Chris Sharp, <i>University of Florida</i> Brian Cahill, <i>University of Florida</i> Laura Jervis, <i>University of Florida</i></p> <p>In a large online legal psychology course, students learned about the factors involved when selecting potential jurors during the voir dire process. To facilitate roleplaying this experience as an authentic learning activity, students used a custom web platform to interview potential jurors powered by chatbots. Students then submitted recommendations for who they would select or reject for a trial, citing quotes from the chatbots and using justifications learned in class. Attendees of this session will see outcomes of this activity and have the opportunity to interact with these potential juror chatbots using their own devices.</p> <p><b>AI in Action: Empowering Students with Practical Knowledge &amp; Tools for Job Search and Interviews in the Age of Automation</b> Megan Blanco, <i>University of Central Florida</i> Denise McFadden, <i>University of Central Florida</i></p>

	<p>The presentation will showcase the College of Business Office of Professional Development's implementation of small workshops, exploring the multifaceted impact of AI on students' career development, job search, and interview preparation. Encompassing the foundational principles of AI, the workshops feature practical demonstrations of free AI tools. Ethical considerations in AI usage are spotlighted, particularly within the context of job and internship application processes. The session further imparts industry-specific insights obtained from employer feedback, creating optimal career preparation strategies in light of AI advancements. The overarching goal is to furnish the attendees with examples of how best to assist students with a comprehensive understanding of AI's role in shaping their professional trajectories.</p>
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9:00 – 10:00: Concurrent Session Nine	
<p><b>Mangrove</b> (50-minute session)</p>	<p><b>Developing an AI-agent to help students research: an exploratory study</b> Michael Flierl, <i>The Ohio State University</i></p> <p>This session will describe the results of an exploratory action research project to develop an AI-assistant to help first-year undergraduates perform their first research assignment in college. The different prompt engineering techniques used to develop this AI agent will be discussed (multi-shot, TRACI structure, etc.). Additionally, the viability and pragmatic challenges of creating such an AI-assistant will be discussed, with particular emphasis on the challenges of assessing generative AI outputs in a pedagogical context.</p>
<p><b>Sawgrass</b> (25-minute sessions)</p>	<p><b>Students' Perspectives on LLM Use in Research</b> Ana Dubnjakovic, <i>University of South Carolina</i></p> <p>While many school districts across the United States have banned Large Language Models (LLM) use by students, university administrators have been far more reluctant to do so, underscoring the importance of understanding college student perceptions regarding their uses and value in research.</p> <p>In this presentation, I will share survey results regarding student LLM use patterns, their perceptions of LLM usefulness, and ease of use. I will also present the results pointing to common academic and ethical concerns and their effect on student perceptions of LLMs. Participants will be expected to share their own perceptions and engage in a brief discussion of the implications of the results.</p> <p><b>Title Pending</b> Presenter, <i>Institution</i></p> <p>[Abstract Pending]</p>

10:10 – 11:15: Concurrent Session 10	
<p><b>Seminole A</b> (25-minute sessions)</p>	<p><b>AI Across Disciplines: Calculator, Lightbulb, Admin. Assistant</b> Brooke Gross, <i>Western Kentucky University</i></p> <p>This presentation will address the diverse perceptions of artificial intelligence use across disciplines. Whether or not the use of artificial intelligence tools such as text and image generators is ethical does not depend on any single set of rules, but on widely varying academic contexts. Therefore, it is essential to discuss AI ethics and implementation from different perspectives, acknowledging that one major’s “cheating” may be another’s efficiency. The presenter will share their experiences working with professors in different fields and share AI assignment examples for creative, technical, and applied science disciplines.</p> <p><b>Rubric for grading assignments that explicitly allowed students to use Generative AI</b> Muhammad Ali Yousuf, <i>University of Maryland, Baltimore County</i> M. Nicole Belfiore, <i>University of Maryland, Baltimore County</i> Akbar Ali, <i>University of Virginia</i></p> <p>Grading of assignments created with the help of Generative AI tools poses a major challenge to instructors who were trained on rubrics developed decades ago. Such rubrics are incapable of handling situations where the work is clearly a violation of honor agreements. We propose a set of metrics that may be useful for grading student work that is at least partially generated with the help of AI. The audience is encouraged to bring their own ideas as explicit feedback will be sought and will be part of the discussion.</p>
<p><b>Seminole B</b> (25-minute sessions)</p>	<p><b>Cross-Disciplinary Strategies for Supporting Student Learning with Text-Based GenAI</b> Jill Abney, <i>University of Kentucky</i> Trey Conatser, <i>University of Kentucky</i></p> <p>During fall 2023, a research team at the UK’s teaching center conducted a 14-week exploration of the capacities of four text-based GenAI tools to support student learning across six disciplines. The study emphasized repeated prompting, pushing back, and re-prompting of the bots, as well as student reflection on the process. This session presents findings on GenAI’s effectiveness as a dynamic, interactive study tool. Qualitative and reflective analysis of the data reveals strategies for effectively engaging students with these tools and highlights the importance of coaching students to be curious and critical in leveraging AI for their own learning.</p> <p><b>Designing Learning Activities</b> Brock Craft, <i>University of Washington</i> Adam Hyland, <i>University of Washington</i></p> <p>Participants will explore the hands-on application of generative AI to create learning activities grounded by pedagogic theory. We will show examples of learning activities that we have designed using generative AI and highlight benefits and shortcomings. Participants will engage in the practical application of generative AI, ensuring a meaningful exploration of its potential impact on learning outcomes. We invite you to bring a specific learning module and outcome that you would like to address, and</p>

	follow along with us. You should be able to apply this to your own instructional design needs after competing this session.
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10:10 – 11:15: Concurrent Session 10	
<p><b>Seminole D</b> (25-minute sessions)</p>	<p><b>Stop Grading Essays, Start Grading Chats</b> Mike Kentz, <i>Benedictine Military School</i></p> <p>There is a new approach to Humanities-based assignments that will still teach and monitor the development of critical thinking skills in students in an AI-dominated world. Instead of grading our student's essays, we must inspect, monitor, and evaluate their chat transcripts with AI tools for evidence of critical thinking and analysis. As stated in a recent New Yorker article, "working with GPT is more like an instrument you must learn to play...[you have to] break down your problem into specific, abstract, un-ambiguous sub-problems that, together, will give you what you want." This approach will ensure that students increase AI literacy, maintain the guided development of critical thinking skills, demystify AI in the classroom, remove temptations for cheating, and assist students in developing relevant skills for the future.</p> <p><b>Breda University of Applied Science Introduction Course “Basic AI for Teaching Staff”</b> Tanja Beks, <i>Breda University of Applied Sciences</i> Ines Springael, <i>Breda University of Applied Sciences</i></p> <p>BUas has launched a mandatory introductory course on Artificial Intelligence (AI) for its teaching staff, aimed at establishing a consistent foundational knowledge in AI. This course, starting in February 2024, comprises two components: a 1.5-hour e-learning segment and a workshop which takes 2 hours. The e-learning utilizes publicly accessible YouTube videos, integrated within the interactive platform FeedBack Fruits.</p> <p>Acknowledging the rapid development of AI, we are committed to continuously updating the course content to reflect the latest trends and innovations. This approach ensures that our teaching staff remains at the forefront of AI knowledge, aligning with BUas's dedication to a progressive and informed educational environment.</p>
<p><b>Seminole E</b> (25-minute sessions)</p>	<p><b>AI in Academia: A Structured Approach to Embedding Generative Technologies in Higher Education</b> Marcus Green, <i>Kennesaw State University</i> Garima Banerjee, <i>Kennesaw State University</i></p> <p>Generative AI (Gen AI) has become an integral part of various industries, and education is no exception. This proposal is focused on exploring the usage of generative AI for professors to enhance their courses. The presentation will showcase systematic steps which include gaining a foundational knowledge of generative AI, using prompt engineering, policy development, course design, student engagement, and learning support while leveraging its capabilities ethically and productively. Ultimately the goal is to provide a framework that has options to integrate AI Technologies in Higher Ed courses.</p>

WEDNESDAY, July 24, 2024

**Are They Guilty? Strategies for Detecting AI-Generated Work**

Barbara Moyer, *Florida State College at Jacksonville*

The use of artificial intelligence (AI) in academic writing has become increasingly prevalent, and faculty need to be able to identify when students are using AI to generate their papers. In this presentation, we will discuss strategies that faculty can use to distinguish AI-generated work from human-generated work. We will also explore how to identify specific AI-generated text, provide tips on how to approach a situation in which a student is suspected of using AI, and recommendations for setting expectations about AI usage in your course.

10:10 – 11:15: Concurrent Session 10	
<p><b>Space Coast</b> (25-minute sessions)</p>	<p><b>Melt Your Audience with AI-Infused Icebreakers</b> Jennifer Parker, <i>University of Florida</i></p> <p>Explore a lightning speed round about using AI for inclusion activities to engage learners. Whether you are working with staff or students, these activities will break the ice in a fun and entertaining way.</p> <p>Participants will participate then explore examples. From creating catchy songs to generating funny autobiographies, to creating AI inspired selfies, these "launch" activities are great for facilitating professional development, launching staff meetings, or engaging students at the onset of class sessions.</p> <p><b>AI as Peer, not Professor: Implementing AI Peer Review for Student Support</b> Percy Mercer, <i>Daytona State College</i> Lisa Jordan, <i>Daytona State College</i> Hosanna Folmsbee, <i>Daytona State College</i></p> <p>Working with AI as peer, not professor, is how the Writing Center at Daytona State College chooses to use artificial intelligence. Through adapting to the world's ever-progressing technology and persistently experimenting with teaching opportunities, we in academic support can equip students to use AI as a tool to implement rather than a crutch to lean on. Our goal is to craft better writers, not just better papers; in order to achieve this, the utilization of AI as a tool for peer review has been consistently and successfully taught by our Writing Center to other branches of academic support and faculty.</p>
<p><b>Sun &amp; Surf III-V</b> (25-minute sessions)</p>	<p><b>Deliberately Safeguarding Privacy and Confidentiality in the Era of Generative AI</b> Reed Hepler, <i>College of Southern Idaho</i></p> <p>One of the most important aspects of ethics related to the use of generative AI, and one that should be considered first before the first time you use a new tool, is privacy. One should not only consider their own privacy, but that of others. Additionally, users should protect personal privacy and institutional and corporate confidentiality. This session will provide an opportunity to discuss strategies, techniques, and workflows to protect personal and corporate confidential data.</p> <p><b>AI Literacy for First Term Students</b> Marsha Fortney, <i>University of Maryland Global Campus</i> Julie Harding, <i>University of Maryland Global Campus</i> Susan Mythen, <i>University of Maryland Global Campus</i></p> <p>UMGC's LIBS 150 (Introduction to Research) class incorporated generative AI tools in one assignment. Students use AI to scope and identify keywords to assist with the creation of a research question; they also evaluate Boolean search statements created by AI and modify them to produce better results. LIBS 150 aims to provide a foundational understanding of both the benefits and pitfalls of using AI in an academic setting. UMGC Library's new Guide for AI, plus feedback collected from students and faculty will be highlighted. Generally, over 2000 students take LIBS 150 each semester; approximately 50 faculty teach the online course.</p>

10:10 – 11:15: Concurrent Session 10	
<p><b>Mangrove</b> (50-minute session)</p>	<p><b>Improving your research workflow with AI tools</b> J. Denice Lewis, <i>Wake Forest University</i></p> <p>Have you ever sat down and thought "What in the world is _____?" Have you spent hours compiling resources for a literature review? Have you developed a synthesis matrix to compare findings between multiple articles over the course of days and/or weeks? Do you use forward and backwards citation analysis and want to move from quantitative to qualitative metrics? AI tools like scite.ai, elicit.com, Research Rabbit, and others have become game changers in saving researchers time and energy. Although ChatGPT is in the proverbial limelight, other AI tools provide researchers with precise results as well as time savings.</p>
<p><b>Sawgrass</b> (25-minute sessions)</p>	<p><b>From Open Content to Deep Understanding: Utilizing AI for Assessment</b> Geoffrey Cain, <i>Clover Park Technical College</i> Kristin Copeland, <i>Clover Park Technical College</i> Ronald Lethcoe, <i>Clover Park Technical College</i></p> <p>Open Educational Resources offer a compelling alternative to traditional textbooks, providing educators with cost-effective and adaptable learning materials. However, a major hurdle in adopting OER remains the creation of high-quality assessments that align with the content. This presentation explores how Clover Park Technical College utilizes AI to generate assessments directly from faculty-created open textbooks. We will showcase our approach to incorporating AI-powered assessment generation into the curriculum development process using examples from ESL, ABE, and welding textbooks using Pressbooks and H5P, and specifically focusing on the benefits and challenges encountered.</p> <p><b>ChatGPT for assessment: A compassion audit framework for first-year students</b> Jessica Rardin, <i>University of Wyoming</i> Janice Grover, <i>University of Wyoming</i></p> <p>Librarians, despite their best intentions, often face challenges in executing large-scale projects due to limited time and resources. Generative AI is a valuable ally in assessing library instruction, outreach, and programming. We conducted a "compassion audit" focused on the first-year student experience, evaluating for evidence of care using ChatGPT. This audit encompassed considerations of physical spaces, the library environment, students' economic factors, and behavioral, psychological, and social aspects of the first-year student experience. Our presentation will detail how we conceived of the library-centered compassion audit and undertook our review with assistance from generative AI. In order to take full advantage of the session, attendees should have access to ChatGPT on a device.</p>



WEDNESDAY, July 24, 2024

11:30 – 12:30: Closing Session on Wednesday, July 24th	
Universal Center	<p><b>Small Teaching with AI: Motivating Ourselves and Our Students with Manageable Moves</b> Flower Darby, <i>University of Missouri</i></p> <p>When it comes to teaching and learning with AI, both faculty and students may be overwhelmed and experiencing mixed emotions. Many instructors struggle to get going with their pedagogically meaningful implementation of AI. Many students fear false accusations of cheating, implications for the future of work, and more. Small teaching can help. To empower ourselves, our colleagues, and our students to become ethical and critically fluent users of AI, we'll apply principles from motivation, emotion, and learning science. This will enable us to identify practical AI-integrated strategies to use next week or next semester in every class, tips and tricks that are doable and that promote our collective well-being and success.</p>

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