

Teaching and Learning with AI Conference

2024 Presentation Examples

**“Foreign Language Learning Through Action-Oriented Scenarios with the Inclusion of AI,”
Evelina Jaleniauskiene, Kaunas University of Technology**

This presentation will discuss the action-oriented approach 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 the development of AI literacy in students. Examples of scenarios implemented in practice with students will also be provided.

“Building AI Literacy through Project-Based Learning: Creating AR-Enhanced Children’s Books Using GenAI,” Todd Cherner, The University of North Carolina at Chapel Hill

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.

“Live from the Tech Kitchen: Preparing and Cooking Gen AI Recipes for Faculty,” Leslie Mojeiko & Chris Sharp, University of Florida

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) that can be used across disciplines.

“Using AI to Strengthen the Continuous Improvement Cycle for Academic Programs,” Kathy Dixon & Jennifer Hudson, Texas A&M University-Commerce

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.

“Using AI to Help Students Find Their Authentic Voice,” Diana Reigelsperger, Seminole State College

The presentation will share the results of undergraduate research assignments that used ChatGPT 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?

“Next-Gen Nursing: AI-Driven Courses with Simulated Patient Interaction,” Stacey Hobbick, University of North Florida

In the ever-evolving landscape of healthcare, the need for innovative educational strategies is paramount. This session presents 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. This 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.

“Sus, Mid, or Extra? Using Gen Z Values as a Framework for Integrating AI into Digital Course Design and Delivery,” Rebecca McNulty & Charlotte Jones-Roberts, University of Central Florida

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.

“AI for All Learners: AI Education for Non-Traditional Students,” Jacob Dallas-Main, Technical College System of Georgia

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.

“AI Odyssey: Shaping a Global Resource at a Small Liberal Arts College,” Mozhddeh Khodarahmi, Macalester College

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.

“Developing an AI-Agent to Help Students Research: An Exploratory Study,” Michael Flierl, The Ohio State University

This session will explore different evidence-based prompting strategies so that practitioners can derive greater value from generative AI systems like ChatGPT. Participants will be tasked to use different prompt engineering strategies like chain of thought, TRACI structured prompts, etc. and to discuss their strengths and weaknesses. The session will conclude with a brief discussion about participant’s experiences while providing resources for further investigation on prompting strategies.

“AI Across Disciplines: Calculator, Lightbulb, Admin. Assistant,” Brooke Gross, Western Kentucky University

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.