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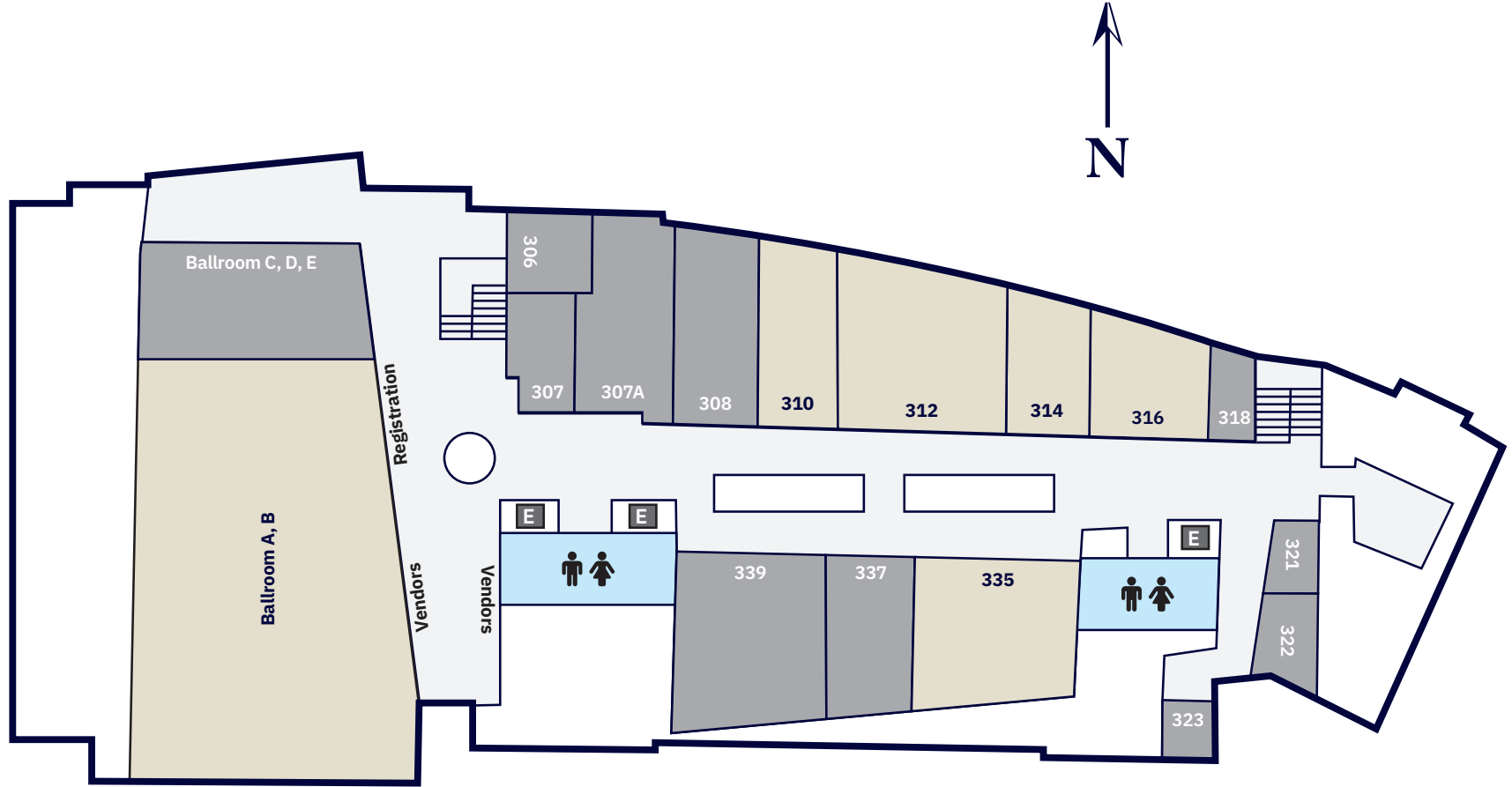
CONFERENCE SCHEDULE - AT A GLANCE

Time/Room	Session Title
7:30-8:15am	Registration and Breakfast – Ballroom A
8:15-8:30am	Welcome and Introduction – Ballroom A
8:30-9:30am	Industry Panel – Navigating the Future Workforce: The Imperative of AI Skills for Students – Ballroom A
9:40-10:25am	Session 1 (45 minutes)
Room 310	AI Playground: Prompting Critical Thinking While Exploring the Limitations and Potential of AI
Room 312	Human Versus Machine: Defining the Educator’s Role in the AI Era
Room 316	Innovative Research: How Neuromarketing & AI Drive Student-Led Marketing Insights
Room 335	Elevating Classroom Engagement with AI: Fostering Interactive & Collaborative Learning
10:35-10:55am	Session 2 (20 minutes)
Room 310	Incorporation of AI Chatbots into STEM Laboratory Classes
Room 312	AI Crash Course: 20 Teaching Tips & Tools in 20 Minutes
Room 314	Using Musical Clips and Basic Emotions to Teach About Ground Truth
Room 316	Immersive Learning in Ancient Worlds: Leveraging 3D and 360° Technology for Online Old Testament Archaeology
Room 335	Why Write in the Age of AI: The Practice of Writing to Learn to Enhance Student Success Across the University
11:05-11:50am	Session 3 (45 minutes)
Room 310	Empowering ESOL Learners with AI and Information Literacy Skills
Room 312	AI, the Next Frontier: An Exploration of Methods, Tools, and Activities to Engage Students, Equip Educators, and Embrace This New Educational Reality
Room 316	Six Degrees of AI Assignments: Reworking Instruction to Incorporate AI into Your Practice
Room 335	Talking Shop with AI: Augmenting Reflective Practices with Artificial Intelligence
11:50am	Lunch – Ballroom A
12:20-1:05pm	Lunch Presentation – From UA to AI David Smetters, Respondus

1:15-1:35pm	Session 4 (20 minutes)
Room 310	AI and Its Transformational Impacts: Lessons Learned from the Past
Room 312	Use of Low Risk/No Risk Quizzes as a Means of Two-Way Assessment
Room 314	Preservice teachers’ experience with task modification using ChatGPT
Room 316	Leveraging Generative AI in First-Year Writing: Fostering Critical Engagement and Reflection
Room 335	How to Make Your Students Two Standard Deviations Smarter - AI as a Tutor
1:45-2:05pm	Session 5 (20 minutes)
Room 310	Bridging the AI Literacy Gap: A Human-Centered Approach to Generative AI Professional Development for K-12 Educators
Room 312	Designing Our 1st AI Course on Campus: Trail Blazing for Student Success
Room 316	Vuja De All Over Again - Looking Back to See Forward
Room 335	Bridging Visions: Uniting SME Expertise with Instructional Design Through AI
2:15-3:00pm	Session 6 (45 minutes)
Room 310	Natural Intelligence Generating New Explorations in Teaching
Room 312	AI Does Everything a Teacher Needs to Do*
Room 316	It Starts with the Product: Teaching Process in an AI-Driven World
Room 335	Enhancing Teaching and Learning with ChatGPT: Crafting Effective Prompts
3:10-3:30pm	Session 7 (20 minutes)
Room 310	AI-Driven Innovation in Genetics Labs: Empowering Students from Idea to Implementation
Room 312	AI in Action: Transforming Education for Neurodiverse Students
Room 316	Ethical Use of ChatGPT in General Education Public Speaking Courses
Room 335	Desert Island Activity: Exploring Pedagogy for the Introductory Course through Thought Experiments, Group Work, and Discussion
3:40-4:00pm	Session 8 (20 minutes)
Room 310	Embracing Innovation in Education: Triumphant the Integration of Artificial Intelligence
Room 312	Transformative Learning with AI: Leveraging ChatGPT in Bloom’s Taxonomy Framework
Room 314	Thriving as an Online Music Educator: Effective Musical Environments, Innovative and Creative Teaching Models, Commitment and Connection to Students
Room 316	AI Strategies for New Directions in Learning: Pioneering Successful Pathways
4:05-4:30pm	Steal My Idea and Raffle – Ballroom A



THIRD FLOOR



BALLROOM A

Navigating the Future Workforce: The Imperative of AI Skills for Students

In today's rapidly evolving job market, the integration of artificial intelligence (AI) knowledge and skills has become not just beneficial but imperative for students aiming to thrive in their careers. As part of the 8th annual NEXT conference, we are excited to host an enlightening employer panel discussion titled "Navigating the Future Workforce: The Imperative of AI Skills for Students."

This session will bring together a diverse panel of industry leaders and employers who will share invaluable insights into the growing demand for AI proficiency in various sectors. Through firsthand accounts and perspectives, panelists will underscore the critical role of AI knowledge in shaping the future workforce landscape. From understanding the significance of AI in decision-making processes to its impact on job roles and industry trends, attendees will gain a comprehensive understanding of why AI competencies are essential for students across disciplines.

Panelists

Ben Levicki

AI Solutions Architect, Cleveland Cavaliers

Larisa Popadiuk

R&D Associate Director, Sherwin-Williams Company

Neil Singh

Technology Executive, ISSQUARED, inc.

Kate Spector

1848 Ventures

Moderated by Dr. Alexa Fox

Dr. Alexa K. Fox is an Associate Professor of Marketing at The University of Akron, where she teaches Social Media Marketing, Digital Marketing, and Consumer Behavior. She earned her Ph.D. in Business Administration (Marketing) from The University of Memphis, and her M.B.A. and B.S.B.A. from The University of Akron. Alexa's research interests include digital marketing, user-generated content, online privacy, sharenting, and physiological measurement of cognition and emotion. Her work on the company/consumer dyad's use of digital technology is uniquely positioned to inform marketing and business practice as well as benefit society. Alexa's research was a finalist for the American Marketing Association-EBSCO Annual Award for Responsible Research in Marketing and has appeared in journals such as Journal of Public Policy & Marketing, Journal of Business Research, Journal of Advertising, Computers in Human Behavior, and more, along with book chapters, national conferences, and in the media from Forbes.com, to radio and television segments, to podcasts. Alexa serves on the Editorial Review Board of five high-quality marketing academic journals, and on the Advisory Board for St. Herman's House of Hospitality, a homeless shelter in Cleveland. Prior to academia, Alexa worked for strategic marketing and online marketing firms, as well as a nonprofit organization, where she conducted marketing research, created online copy, and developed marketing, social media, and branding strategies.



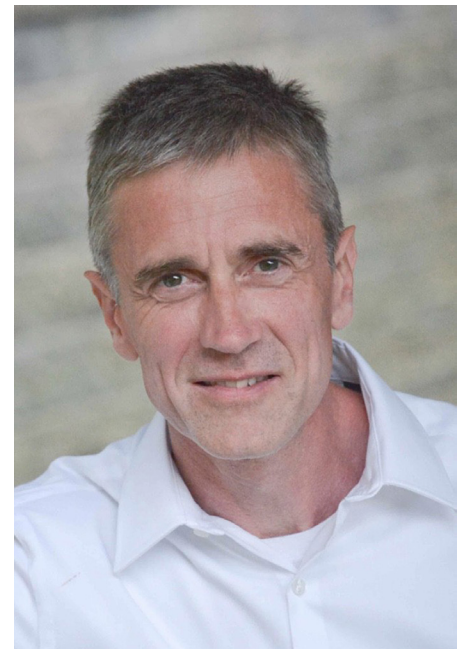
BALLROOM A

From UA to AI

David Smetters // *Founder and CEO of Respondus*

Most faculty and students at the University of Akron are familiar with LockDown Browser and Respondus Monitor. But few know the Founder and CEO of Respondus is a graduate of UA and became a pioneer of edtech in the 1990s.

David Smetters returns to the University of Akron to discuss the evolution of educational technology, from the days of personal computers to cloud computing and now artificial intelligence.



Learn why AI's impact on education is likely to mirror prior eras of modern computing, with progress occurring in steps (rather than leaps) and largely driven by identifiable problems. David will provide specific examples of how AI is used at Respondus, the questions to ask edtech vendors about AI, how to evaluate AI bias, and why universities will continue to be the launchpad for technology entrepreneurs.

ROOM 310

AI Playground: Prompting Critical Thinking While Exploring the Limitations & Potential of AI

LeighAnn Tomaswick // *Kent State University*

To ensure effective, ethical use of GenAI, we must engage students in AI in structured ways. Adding one activity to your course can help students appreciate AI's potential and develop better prompting (questioning) skills. An AI Playground activity helps students to explore GenAI while fostering dialogue about its innate limitations and biases. AI Playgrounds can relate to specific course content, support community building or help students to reflect on their own identity. They can be used in both face-to-face and online courses and are adaptable across university settings. A brief overview of GenAI and student experiences will be sprinkled with the research supporting the need for structured engagement. The session will include a general description of what AI Playgrounds are and how can support student learning, critical thinking, and ethical use of AI. Participants will select one of a few specific examples to further explore together and be able to apply to their class.

ROOM 312

Human Versus Machine: Defining the Educator's Role in the AI Era

Dr. Dana Riger // *University of North Carolina at Chapel Hill*

Students frequently use AI tools to deepen understanding, create study materials, draft and edit assignments, and get personalized feedback around the clock. As we consider the future role of human educators, our approach to student learning, assessment, and engagement must be re-imagined. This session examines how the roles of professors might change as AI becomes more widespread. Participants will learn how to redesign assessments so they emphasize and develop uniquely human abilities, using AI as a complement, not a replacement, to the learning process. They will also learn how to enhance and adapt their teaching methods to highlight and draw on what human educators do best: build connections and community, promote critical thinking, guide ethical decision-making, foster creativity, and inspire and mentor students. Using skills mapping activities, attendees will explore which discipline-specific skills they consider irreplaceable by AI and develop strategies to leverage those.

ROOM 316

Innovative Research: How Neuromarketing and AI Drive Student-Led Marketing Insights

Dr. Vanja Djuric-Zoric // *The University of Akron*
Shon Christy // *Shon Christy Social Media*

This engaging session will focus on the integration of neuromarketing and AI in industry research. This presentation will highlight case studies of projects developed by University of Akron students, showcasing how cutting-edge neuromarketing and AI methodologies are becoming a vital part of the student research experience. The presenters will explore how these techniques are applied in real-world scenarios and the role students play in pushing the boundaries of modern marketing research.

ROOM 335

Elevating Classroom Engagement with AI: Fostering Interactive and Collaborative Learning

Dr. Stephanie Speicher // *Weber State University*

This workshop explores how artificial intelligence can create dynamic, interactive, and collaborative educational environments. Educators will learn to use cutting-edge AI tools to boost student engagement and build classroom communities. The workshop emphasizes authenticity and adaptability, offering strategies that can be applied across various subjects. Through hands-on activities, educators will develop practical skills for integrating AI into their teaching. By the end of the workshop, educators will have a toolkit of AI-driven techniques to create vibrant, connected learning experiences, demonstrating that even small, intentional changes can yield significant results.

ROOM 310

Incorporation of AI Chatbots into STEM Laboratory Classes

Dr. Linda King // *Valencia College*

Our goal is to develop and assess ways AI chatbot tools can assist in teaching and learning outcomes in higher education laboratory classes in a STEM field. In the past year, we have used Chat GPT and/or Copilot in multiple exercises an introductory biology laboratory class at Valencia College, Orlando, and an upper-level experimental cell biology laboratory class at the University of Central Florida, Orlando. We asked students to use AI as a tool to prepare for laboratory assignments by explaining laboratory experiments to help forge connections between the concepts and the expected experimental results. At the end of each term, we assessed the effectiveness of these methods by determining if students show increased aptitude for understanding laboratory concepts and by polling students to determine if they believe the use of AI helped them with the class. We concluded that cycling between AI predictions and experimentation was an effective way to incorporate AI into STEM lab classes.

ROOM 312

AI Crash Course: 20 Teaching Tips & Tools in 20 Minutes

Tim Marshall // *Baldwin Wallace University*

Start the clock! In this rapid-fire session, the presenter will cover 20 of the most recent tools and techniques for using AI in the classroom. From generative AI apps to research assistants and example prompts and projects, the presentation will help you with your current course planning, and your future course delivery (and possibly help you find more time in your day, too!).

Session outcomes include:

1. Identify generative AI tools, chatbots, and other applications that can benefit you and your students.
2. Explore sample prompts and resources to help students use AI tools successfully.
3. Learn about free training opportunities and micro-credentials for your professional development.

ROOM 314

Using Musical Clips and Basic Emotions to Teach About Ground Truth

Dr. William McHenry // *The University of Akron*

When we teach students to evaluate AI models, we rely on data sets as the standard to measure model performance. But where does this “ground truth (GT)” come from? Sometimes it’s straightforward: a sale happened or not. Lebovitz et al. (2023) found troubling examples of poor GT leading to medical diagnosis tools with unsubstantiated performance claims. I conducted two experiments with MBA-level Business Analytics classes to illustrate these difficulties. This talk explains the experiments, their goals, results, and student reactions. In E1, students classified 11 musical clips by genres. In E2, each student classified 15 clips from (from 30) into six emotions (anger, disgust, fear, happiness, sadness, surprise). Students were generally amazed by the results. Only two clips had 100% agreement, and only six had over 75% agreement. The key takeaway: AI consumers must ask about the ground truth used for model evaluation, who created it, and how it was developed and evaluated.

ROOM 316

Immersive Learning in Ancient Worlds: Leveraging 3D and 360° Technology for Online Old Testament Archaeology

Dr. Charles Piscitello // *Ashland University*

Dana Krukowska // *Ashland University*

Dmytro Solomianiuk // *Ashland University*

In this session, we will explore the transformative potential of 3D and 360° technology in enhancing the online learning experience for an Old Testament Archaeology course. As educators, we continually seek innovative ways to engage students and deepen their understanding of complex subjects. By integrating immersive technologies, we can transport students to ancient sites and artifacts, providing a rich, interactive learning environment that traditional methods cannot achieve. Our presentation will outline the workflow of Ashland University student employees in capturing and digitizing ancient artifacts from the Flora Archaeological Collection at Ashland Theological Seminary. These digitized artifacts are then showcased in Blackboard for our online Old Testament Archaeology course. This process not only enhances student learning but also provides practical experience in digital archaeology for our students.

ROOM 335

Why Write in the Age of AI: The Practice of Writing to Learn to Enhance Student Success Across the University

Dr. Christine Cucciarre // *University of Delaware*

Faculty don't assign much writing, and AI makes them assign less or none at all. Writing programs are at risk, but we can't abandon writing as a learning tool. Writing helps make sense of complex ideas and facilitates discovery. Now's the time to advocate for writing as learning. While AI will automate some writing tasks, students still need practice. We can defend writing's importance through writing-to-learn (WTL) activities such as metacognitive and reflective low-stakes assignments that don't burden faculty. This presentation covers WTL research, classroom activities, and using AI to keep writing as a tool for student success. I will show that is a high-impact practice vital for learning when many claim writing is obsolete. I'll argue WTL's benefits and manageable ways to incorporate writing without overburdening faculty as well as suggest ethical ways to use AI for teaching and learning.

ROOM 310

Empowering ESOL Learners with AI and Information Literacy Skills

Larissa Fekete // *Oberlin College and Conservatory*

Kathy Abromeit // *Oberlin College and Conservatory*

This presentation is about an AI-designed lesson plan for English for Speakers of Other Languages (ESOL) students in higher education to learn information literacy skills, practice critical thinking, and improve English language proficiency. Students are guided through activities demonstrating how to effectively use AI, critically think about the content provided, and use library resources to fact-check the information. Additionally, students learn how to verify the information provided by AI for citation. In the presentation, attendees will be guided through the same lesson and library resources as the students. They will receive a prompt that can be adapted for various subjects and various English language proficiency levels. Best practices for writing prompts for this type of assignment and incorporating them in the classroom will be discussed.

ROOM 312

AI, the Next Frontier: An Exploration of Methods, Tools, and Activities to Engage Students, Equip Educators, and Embrace this New Educational Reality

Scott Hughes // *Marion Technical College*

Mike White // *Marion Technical College*

Artificial Intelligence is proliferating at an ever increasing speed. It seems that nearly daily there are new tools, improved methodologies, and updated output.

This session will help educators:

- Work through a policy maker's guide to a "Code of Conduct" for your organization.
- Explore ideas of how to use AI in the classroom as well as for assignments.
- Experience at a variety of AI tools that can be useful in different mediums and for different purposes. We will demonstrate in real time how these tools can be used in the classroom, or in support of learning objectives or coursework.
- Understand specific risks and advice on how to address them.
- Learn best practices from educators who have successfully integrated AI into their teaching and learning.

ROOM 316

Six Degrees of AI Assignments: Reworking Instruction to Incorporate AI into Your Practice

Dr. Adam M. Rainear // *West Chester University*

Dr. Tom Pantazes // *West Chester University*

AI tools are precipitating a reconsideration of instructional practices. In this session a professor and instructional designer overview a method for examining a course to identify the essential skills and content of a discipline to identify those that will remain relevant even amid AI technological advancements. Then we apply this method to a series of practical AI activities used by professors at West Chester University over the last year to showcase practical possibilities for your own context. The mix of activities include some that use AI tools and some that do not use AI tools, but still help to provide students with the opportunity to prepare for a world with generative artificial intelligence. At the end of this session, participants will walk away with at least one idea for an AI-based learning activity that they could incorporate into their instructional practice.

ROOM 335

Talking Shop with AI: Augmenting Reflective Practices with Artificial Intelligence

Dr. Eric de Araujo // *Purdue University*

The presentation illustrates how AI can enhance reflective practice. Reflection is likely to remain valuable as AI shapes education. But opportunities for ideal dialogue might not exist. I demonstrate how AI can offer a novel, adaptive solution. Participants are invited to interact with a model designed to help educators reflect based on Decoding the Disciplines. Reflective prompts are generated from articles and text about the framework, and the model guides interlocutors through its steps. Participants will see how the tool is created, ask it discipline-specific questions, and provide feedback. Attendees can envision different ways AI can help them be reflective educators. Learning how custom AI tools can enhance our students' learning environments will be increasingly valuable as the barriers to developing them fall.

ROOM 310

AI and Its Transformational Impacts: Lessons Learned from the Past

Dr. Tiffany Petricini // *Penn State Shenango*

Human history is rich with technological innovations that have completely transformed culture and consciousness. Communicative technologies, in particular, have revolutionized many facets of culture—including learning and education. Generative AI (GenAI) tools have already exploded into the educational milieu, causing mass chaos and leaving educators without direction about how to move forward. There is a significant amount of research that examines the history of education technology as well as a large body of work that examines the evolution of communicative technologies and the correlative shifts in culture. For this work, I will examine lessons learned in the educational arena from the major technological innovations of the past, including writing, printing, digitalization and now the GenAI revolution. Drawing from how these major transformations affected learning and education in the past, I will highlight lessons learned that can help inform our present and future.

ROOM 312

Use of Low Risk/No Risk Quizzes as a Means of Two-Way Assessment

Dr. Mark J. Carroll // *The University of Cincinnati*

High stakes testing has become a staple in modern education and may seem unavoidable. But as methods of content delivery become more diverse, it is imperative that means of assessment keep pace, and match the needs of the modern student. It has been the experience of the presenter that Low-Risk or No-Risk quizzes, integrated on occasion and partnered with self-reflection and group discussion, are an outstanding way for an educator and student(s) to communicate, and ensure that content was both delivered and received adequately in preparation for higher stakes assessments, such as midterm or final examinations. This five-step method of quizzing includes self-reflection and communication with other individual students, instructor, and classroom as a whole, to allow for clarification and an opportunity to identify future study needs. Full credit is given if all steps are followed, creating a relaxed and collaborative learning environment.

ROOM 314

Preservice teachers' experience with task modification using ChatGPT

Minsung Kwon // *California State University, Northridge*

This study aims to explore preservice teachers' (PSTs) experiences with ChatGPT in designing a culturally relevant mathematical task for adding unlike fractions. This study analyzed 89 PSTs' perceptions of ChatGPT's usefulness, ease of use, overall experiences, prompts used, and mathematical task revisions made. Overall, PSTs responded positively for the perceived usefulness and perceived ease of use of ChatGPT. Particularly, they rated more positively for accomplishing the task quickly, easy to learn, and easy to use than improving the performance for teaching and learning, effectiveness of teaching and learning, easy to operate, easy to get, and interactions with ChatGPT. An in-depth analysis of PSTs' interactions with ChatGPT reveals varying levels of modification (e.g., superficial vs. meaningful mathematical changes) but also highlights a lack of critical engagement with ChatGPT's responses and the use of limited prompts.

ROOM 316

Leveraging Generative AI in First-Year Writing: Fostering Critical Engagement and Reflection

Elizabeth Modarelli // *Stark State College*

Nicole Herrera // *Stark State College*

In this presentation, we will share practical strategies for integrating AI tools into first-year writing courses. We will discuss the journaling activities our students complete that encourage them to engage in interactive dialogue with AI tools and critically consider their feedback. We'll share reflective assignments that require students to analyze their conversations with AI, decisions to incorporate or reject AI suggestions, and comparisons between AI and human feedback. We found that this process encourages development of a critical mindset toward AI's capabilities and limitations, promoting responsible and ethical AI usage, and fosters metacognitive skills essential for effective writing and learning. Through interactive discussions and sample student work, we will demonstrate how these activities bridge AI integration with sound pedagogical principles, empowering students to harness AI's potential while cultivating essential critical thinking and self-reflection skills.

ROOM 335

How to Make Your Students Two Standard Deviations Smarter: AI as a Tutor

Dr. William Paolillo // *The University of Akron*

In Spring 2024, I taught *Leveraging Artificial Intelligence and Technology in Construction*. The entire class was done with the use of AI, including my teaching presentations. Students shared how they used AI for each assignment and the final assignment as a part of the course grade. This session will walk through teaching methods used, class assignments and the class final project.

ROOM 310

Bridging the AI Literacy Gap: A Human-Centered Approach to Generative AI Professional Development for K-12 Educators

Samaa Haniya // Pepperdine University

Generative AI, with its transformational capabilities to revolutionize what we do and how we do it, stands at the forefront of recent technology innovations. Elevating AI awareness in K-12 settings has become more vital than ever before. As educators, we are responsible for equipping teachers with the knowledge and skills necessary to navigate the evolving landscape of AI, ensuring they are well-prepared to embrace AI in the classrooms more responsibly and effectively.

Through interactive discussion and meaningful dialogue, this presentation will report on the *Demystifying AI for Educators* workshop, funded by the provost office, that aimed to collaboratively bridge the gap in AI literacy among pre-service and in-service teachers using human-centered design. In collaboration with local school districts, uncover the hidden insights and applications of generative AI to enhance teaching and learning practices for all.

ROOM 312

Designing Our 1st AI Course on Campus: Trail Blazing for Student Success

Dr. Amy J. Heston // *Walsh University*

Dr. Neil G. Walsh // *Walsh University*

This session describes our vision in creating our institution's first AI course, *Science Research Innovation through AI Technology*. We'll describe the course design and its many benefits during this ever-changing time in technology. Module topics include AI literacy, prompt engineering, research strategies, hallucinations, and ethics. There will be special emphasis on high impact practices, such as collaborative projects, and student engagement strategies. We'll share our successes, challenges, and future directions while blazing the trails across campus in efforts toward learner achievement in the world of AI. Collectively, attendees will acquire strategies to implement at their own institution as well as the rationale for developing this course, benefits to student career readiness, and future trends in multidisciplinary AI applications. The polls and Q & A session will engage the audience by identifying AI involvement on other campuses and generating meaningful discussions.

ROOM 316

Vuja De All Over Again - Looking Back to See Forward

Corrie Bergeron // *Lakeland Community College*

Vuja De - that eerie feeling that we've never been here before. Or have we? Education has seen waves of tech innovations that promised to upend everything - AI, MOOCs, smartphones, the World Wide Web, camcorders, calculators, film, television, radio, chalkboards, the printing press, writing... and some of them actually *have* fundamentally altered society. Sometimes Chicken Little is right.

So let's have a look at the most recent "OMG this changes everything!" shiny thing - ubiquitous AI - in light of those that have come before. Because some things simply don't change, and others change only very slowly. We'll see if some perspective might help us lay the groundwork for our very daunting task as educators - "to prepare the next generation for a future that we know we cannot imagine." (David Warlick) This presentation is based on one I gave at the National Association of Broadcasters conference on Convergence of Media and Education - in 2000. Plus ça change, plus c'est la même chose.

ROOM 335

Bridging Visions: Uniting SME Expertise with Instructional Design Through AI

David Grimes // *Ashland University*

What does the future of AI promise? Better yet, what realities does it offer us today? Discover how Artificial Intelligence transforms online course design, bridging the gap between instructional design and subject matter expertise to deliver a better experience and provide additional support for faculty and SMEs. This presentation unveils AI's role in automating course material creation, enhancing multimedia quality, and ensuring clarity in instructional materials, activities, and assessments. These methods improve an instructional designer's effectiveness and reach and simplify the content creation process for subject matter experts, building a partnership that lifts the quality of education for all students. Peek into firsthand experiences - and get my play-book - of harnessing AI to enhance multimedia quality, automate course material creation, and ensure clarity while collaborating closely with subject matter experts. I invite you to explore and collaborate on AI's potential today.

ROOM 310

Natural Intelligence Generating New Explorations in Teaching

Dr. Jeffrey Pellegrino // *The University of Akron*

Dr. Buket Barkana // *The University of Akron*

Dr. Diane Brown // *The University of Akron*

Linxiao Chen // *The University of Akron*

Dr. Shanon Donnelly // *The University of Akron*

Dr. James Eagan // *The University of Akron*

Dr. Rhiannon Kallis // *The University of Akron*

The University invests in faculty members to develop scholarship that AI learns from regularly. Before AI, this natural intelligence-generating endeavor of scholarship impacts our students, our classrooms, and our fields. In this panel presentation, a group of University of Akron Research Fellowship recipients will provide anecdotal evidence for improving teaching through their scholarship. This will be an interdisciplinary and interprofessional discussion between the panel and audience to ascertain the values of personal, professional, and institutional resources in projects that improve the student experience in and around the classroom. Themes of Exploratory Practice and Inquiry-Based Practice will be discussed, but also the essence of praxis where theory and practice come together with passion. Participants will learn about scholarship support and opportunities at the University of Akron.

ROOM 312

AI does everything a teacher needs to do*

Dr. Doan Winkel // *John Carroll University*

In this interactive workshop, internationally-recognized AI expert Doan Winkel will walk attendees through a scaffolded series of steps to quickly (re)design every element of an entire course:

- Course outlines
- Lesson plans
- Activities
- Lectures
- Quizzes
- Rubrics

Leveraging these tools allows us to spend more time personalizing the student learning experience. Students enjoy class more. Teachers enjoy class more.

Attendees will leave with:

- A robust toolkit of AI resources for classroom use.
- Strategies for overcoming common implementation barriers.
- A roadmap for using AI to update every component of their course.

ROOM 316

It Starts with the Product: Teaching Process in an AI-Driven World

Katy Major // *Ashland University*

Brad Kunz // *Rhodes State College*

One of many paradigm shifts precipitated by generative AI is the new emphasis on product over process. We're all familiar with how it works by now: Type in a prompt, wait for a few seconds, and a well-written response is generated. Process has always been a fundamental part of education, from the process of shaping a letter in the alphabet to complex processes of writing, research, & synthesis—but what does process look like now, when we may begin with a product effortlessly generated by AI? Now that process has radically changed, how should the courses that we design and teach change? Should we still emphasize process and, if so, what processes should we focus on? What does a new creative process look like? How does beginning with a polished product impact students' creativity? We envision this as an open-ended, highly conversational presentation, where we share research on AI & creativity and examples from our institutions but devote most of the time to collaborative meaning-making.

ROOM 335

Enhancing Teaching and Learning with ChatGPT: Crafting Effective Prompts

Dr. Bonnie Slavych // *Missouri State University*

This hands-on presentation will equip educators with the skills to leverage ChatGPT by focusing on the principles of prompt engineering. Participants will learn how to craft precise and effective prompts to enhance the quality and depth of AI-generated content. The session will introduce key concepts and techniques in prompt engineering, providing a solid foundation for creating impactful prompts. Interactive activities will include practicing prompt creation for various educational materials, such as case studies, rubrics, and assessments. By the end of the session, participants will be equipped with a toolkit of resources and best practices for integrating AI-generated content (specifically, ChatGPT) into their curricula, promoting enhanced student engagement and learning outcomes.

ROOM 310

AI-Driven Innovation in Genetics Labs: Empowering Students from Idea to Implementation

Dr. Joel Duff // *The University of Akron*

Integrating AI into science laboratory curriculum can enhance student engagement and learning of the scientific process while also preparing students for success in an AI-driven world. This presentation explores the implementation of multiple ChatGPT-4o capabilities to enable genetics laboratory students to create and implement their own laboratory modules from brainstorming sessions, formal laboratory proposal, curriculum design, lab implementation, and assessment. The presentation will provide practical insights on integrating AI into the curriculum and managing AI-student collaborative projects. Interactive elements, including demonstrations of AI-student-developed laboratory modules including custom GPTs, and prompts for data analysis and assessment will provide attendees with resources that can be adapted to their specific areas of teaching.

ROOM 312

AI in Action: Transforming Education for Neurodiverse Students

Dr. Mandy Pacheco // *University of Central Florida*

Our classrooms are evolving, reflecting a rich diversity of student needs and backgrounds. Students with a wide array of learning differences and neurotypes, including ADHD, anxiety, dyslexia, dysgraphia, and autism, are increasingly pursuing higher education. As educators, we have an ethical obligation to support them effectively and inclusively. By leveraging generative AI, we can ensure that every learner has the opportunity to succeed.

Emphasizing Universal Design for Learning (UDL) and brain-based learning techniques, this interactive presentation will offer practical strategies to enhance student engagement, personalize learning experiences, and foster radically inclusive educational environments in both face-to-face and online courses. Generative AI will be showcased as more than just a technological tool; it is a catalyst for transforming educational practices and supporting all students.

ROOM 316

Ethical Use of ChatGPT in General Education Public Speaking Courses

Dr. Yang Lin // *The University of Akron*

Dr. Kathleen Clark // *The University of Akron*

As the generative AI language tool ChatGPT has become widely accessible, instructors in general education public speaking courses face the pedagogical challenge of ensuring students learn fundamental skills, including how to be ethical and effective communicators. Although using ChatGPT may help students save time and effort in preparing speech assignments, it can hinder their mastery of these essential skills. This presentation aims to provide instructors with informed insights and practical suggestions for integrating ChatGPT into public speaking pedagogy. Instructors should offer contextual examples and case studies that highlight the ethical considerations surrounding the use and misuse of ChatGPT for various assignments. Additionally, they should develop specific lecture sessions, class discussions, and assignments that encourage students to reflect on the ethical implications of utilizing ChatGPT for different learning tasks.

ROOM 335

Desert Island Activity: Exploring Pedagogy for the Introductory Course through Thought Experiments, Group Work, and Discussion

Elizabeth Nussen // *The University of Akron*

The introductory course poses a special challenge: How can the teacher present the coursework as intrinsically and instrumentally valuable to students who are likely majoring in other seemingly unrelated fields? The Desert Island Activity, created for an Introduction to Ethics course, demonstrates how thought experiments, paired with group work and discussion, can help to combat this challenge. This presentation will introduce the Desert Island Activity and explain how it engages students with group work and full-class discussion, how the emphasis on imaginative “play” can help lower a sense of intimidation in the students by removing the fear of incorrect answers, and how connecting the activity to other fields (including psychology, law, engineering, political science, medicine, and geology) further engages students by infusing the conversation with areas of study they may be pursuing in other courses.

ROOM 310

Embracing Innovation in Education: Triumphant the Integration of Artificial Intelligence

Dr. Ritu Sharma // *Purdue University*

Lauren Cummins // *Youngstown State University*

This presentation delves into the complexities of embracing AI in education, navigating the path between skepticism and blind acceptance, and charting strategies to foster a culture of openness and innovation while safeguarding ethical practices and the fundamental values of education. Encouraging genuine mastery instead of rote memorization (Brynjolfsson & McAfee, 2017) will change the results. Furthermore, AI analytics can offer invaluable insights into student progress, catering to the unique needs of each student will be a trailblazer (Siemens, 2013).

ROOM 312

Transformative Learning with AI: Leveraging ChatGPT in Bloom's Taxonomy Framework

Jane Beese // *Youngstown State University*

Lauren Cummins // *Youngstown State University*

Unlock the transformative power of AI in education by integrating ChatGPT into Bloom's Taxonomy. This interactive workshop demonstrates how AI can enhance learning experiences across all cognitive levels—from remembering to creating. Explore practical strategies to leverage ChatGPT for content delivery, assessment, and personalized learning. Witness real-world examples showcasing AI's impact on fostering critical thinking, problem-solving, and creativity. Gain insights into ethically harnessing AI's potential while cultivating essential 21st-century skills. Join us in embracing this innovative approach to redefine teaching and learning in the era of artificial intelligence.

ROOM 314

Thriving as an Online Music Educator: Effective Musical Environments, Innovative and Creative Teaching Models, Commitment and Connection to Students

Tanya Karamanos // *Université du Québec à Montréal, President of Studio Virtuoso Inc.*

Because of the impacts of technology, AI and globalization, the current and developing online music pedagogical model contributes greatly to insuring quality musical education in communities worldwide. In this presentation, I will discuss the many ways in which effective online teaching strategies contribute to student success and how the development of online music pedagogy is a necessity for the upcoming decades. The need for ever-evolving online music teaching environments is necessary to keep improving the educational outcomes and contribute to students' positive learning experiences. Hence, constant developments in eLearning and AI offer educators a wide range of possibilities and combinations to further build on the offering of quality online education. Finally, beyond the music, the primary ingredient in creating a growing and inclusive online learning musical community lies in the commitment and the connection made between the teacher and the students.

ROOM 316

AI Strategies for New Directions in Learning: Pioneering Successful Pathways

Dr. Amy J. Heston // *Walsh University*

Dr. Toni Nicoletti // *Oberlin College*

Let's look through the lenses of AI pioneers who created novel pathways to student success. With AAC&U's high impact practices at the forefront, you'll discover how a faculty and instructional designer pioneered change across their campuses. To increase student success, AI tools were utilized to create new data analytics activities for career readiness, improve internship evaluations, and streamline research design. Additionally, building course design models and discovering the power of faculty voice and choice served as a guide to future steps. Presenters will highlight the uniqueness of these initiatives, results of implementation, examples of student engagement, "hidden gems" of collaboration, and our twists and turns while serving as AI pioneers striving toward innovation in pedagogy. Attendees will identify trends in AI and acquire strategies to implement at their own institutions. The polls and Q&A session will promote interaction and generate fruitful discussion.

BALLROOM A

AI for Research Endeavors: Efficiency in a Flash!

Dr. Amy J. Heston // *Walsh University*

A vision to enhance student success in high impact practices, such as undergraduate research projects, was the goal of this project. Upon reflection, a question came to fruition, "How can incorporating AI tools into research strategies increase student success for experimental design?" This inquiry revealed ways that AI tools can improve research experiences for faculty scholars, thesis advisors, and students. I'll show how ResearchRabbit and Scholarcy can increase efficiency for generating ideas, designing experiments, identifying future directions, and increasing collaborative work. Implementation of this vision resulted in the pedagogical innovation of chemistry research and beyond. Attendees will discover how these efforts can make a campus-wide impact due to their compatibility with any discipline and steps for implementation at their institution. Polls and Q & A will be used to evaluate the participants' experience in AI technology, exchange ideas, and generate discussions.

Saving Time with Text Expanders

Dr. Daniela Jauk-Ajamie // *The University of Akron*

In this 5 minute input I will introduce and demo "Type it for Me", a very low cost text expander which makes grading so much easier for repetitive feedback (like citation rules) and ... counts the time you save by using it.

Prompts to Promote Ethical GenAI Use

LeighAnn Tomaswick // *Kent State University*

GenAI may bring about fears of cheating and academic dishonesty. Our desire for students to think for themselves can seem unattainable with their ability to copy and paste an assignment prompt into ChatGPT and get a response. I am going to share a few prompts you can provide your students before, during and after assignments to help them think about ethical use of GenAI. Students can become more self-aware and help foster critical evaluation and decision-making. Integrating these prompts only takes a few extra steps, not much "class time" and can empower students to not only harness AI's potential effectively, but also responsible use.

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