



CENTER FOR TEACHING
& LEARNING *EXCELLENCE*

The FSW 4th Annual Conference

Closing the Achievement Gap in the Age
of AI: Professional Development and Pedagogy

Virtual Sessions

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**June 3, 2026
10-11 A.M.**

**REVISING
ASSIGNMENT
FOR IMPROVED
ENGAGEMENT**

Revising Assignment for Improved Engagement

Facilitated By: **Anna Haney-Withrow**
Director, Institute of Innovative and Emerging Technologies

We've probably all heard someone blithely say, "You just have to revise your assignments," and of course, we know that's definitely not as easy as it sounds. In this session, we'll explore research-tested learning frameworks to determine which elements from each could boost engagement with our assignments and disincentivize misuse of AI. Bring an assignment you'd like to refresh and get ready for some fun and active learning.



June 3, 2026
11:15 A.M.-12 P.M.


**BEYOND
PRACTICE
INTERVIEWS:**

Using AI-Simulated Role Play to
Build Student Confidence,
Professional Identity, and
Employment Readiness

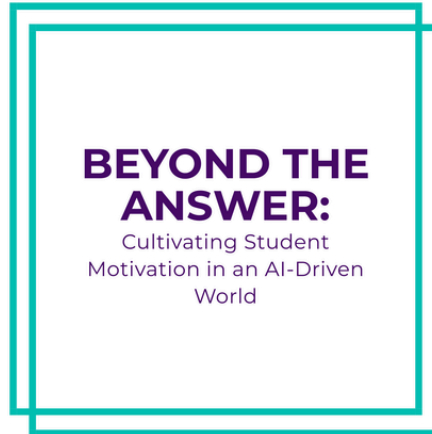
**Beyond Practice Interviews: Using AI-Simulated
Role Play to Build Student Confidence, Professional
Identity, and Employment Readiness**

Facilitated By: **Ariella VanHara, LCSW-QS**

Artificial intelligence offers opportunities for strengthening student readiness as they transition into internships and early career roles, particularly for students who experience anxiety, have limited professional exposure, or face barriers to accessing interview preparation. This session introduces an AI-supported interview simulation model designed to help students build confidence, practice professional communication, and receive immediate, personalized feedback in a low-risk environment. This interactive session demonstrates how AI platforms can simulate realistic, role-specific interviews and obtain immediate feedback on strengths and growth areas. This approach supports students in articulating their strengths, demonstrating adaptability, and practicing scenario-based responses. These skills can then support professional preparation and employment outcomes. Participants will explore implementation strategies for both synchronous and asynchronous courses, including modeling simulations and integrating reflective prompts. By the end of the session, attendees will leave with a replicable, adaptable activity that enhances student confidence, strengthens professional identity formation, and supports employment-readiness.




**June 3, 2026
1-1:45 P.M.**



Beyond the Answer: Cultivating Student Motivation in an AI-Driven World

Facilitated By: Dr. Robert Cappetta
Professor of Mathematics

Students have been asking, “Why do I need to know this?” for generations. Math teachers, for example, still teach multiplication tables even though calculators are always available. Now, with AI tools providing instant solutions, that question feels more urgent than ever. If the goal is simply to get the answer, is it still necessary for students to do the work? This presentation explores how teachers can respond by using AI as a tool to enhance motivation rather than replace learning. In particular, it will focus on the role of productive struggle—the idea that meaningful learning happens when students grapple with challenging problems. We will consider practical ways to encourage students to persist through that struggle and to see value in the process, not just the answer.



**June 3, 2026
2-2:45 P.M.**


**AI ENHANCED
COURSE
DESIGN:**
Using Notebook LM and
Microsoft Copilot to Build High
Impact Study Guides,
Audio/Video Overviews, and
Modular Content

**AI Enhanced Course Design: Using Notebook LM and
Microsoft Copilot to Build High Impact Study Guides,
Audio/Video Overviews, and Modular Content**

Facilitated By: **Dr. Gerald Anzalone**
Professor, Science

This workshop demonstrates how AI tools—specifically Notebook LM and Microsoft Copilot—can streamline and elevate course content creation across blended and online modalities. Participants will see how AI can support the rapid development of mapped study guides, audio and video overviews, modular learning objects, and scaffolded assignments for Anatomy & Physiology, Microbiology, Human Nutrition, and Creative Capstone courses. The session emphasizes practical, replicable workflows that preserve academic integrity, maintain instructor voice, and reduce cognitive load for students. Faculty will leave with actionable strategies they can immediately apply in their own courses.





June 3, 2026
3-3:45 P.M.





**ON DRAFTS AND
DIALOGUES:**
Integrating AI into the
Writing Process

On Drafts and Dialogues: Integrating AI into the Writing Process

Facilitated By: **Dr. Scott Ortolano**
Professor of English

As generative AI becomes increasingly present in students' lives, all faculty (but especially those in writing-intensive courses) face a dual challenge: responding to AI use already happening outside the classroom while empowering students to find their own authentic voice and develop as critical thinkers. This session presents a practical approach to integrating AI as a form of guided support within the writing process, rather than as a shortcut or replacement. My research draws on work piloting this approach in my Composition I courses in three core stages of the composing process: brainstorming, template-building, and revision. Each module is designed to be flexible, allowing teachers to adopt AI as an optional scaffold, a required step, or a fully integrated component, depending on course goals and personal comfort levels. This strategy emphasizes helping students partner with AI deliberately--using it to generate ideas, test organizational choices, and receive formative feedback--while maintaining ownership as writers and critical thinkers. Most importantly, this session will show how structured AI guidance can support underprepared and hesitant writers who might otherwise struggle in writing-intensive courses. Attendees will examine sample prompts, student-facing language, and revision strategies that teach students ethical AI use as a stepped process. Ultimately, the session offers a replicable model for incorporating AI into writing pedagogy and provides curated resources through Canvas Commons that faculty can import and repurpose to meet their own students' writing needs.





**June 4, 2026
10-11 A.M.**

**LEVEL UP
WITH AI:**


Helping Students Navigate
Online Learning with
Confidence and Integrity

**Level Up with AI: Helping Students Navigate Online
Learning with Confidence and Integrity**

Facilitated By: **Dr. Heather Olson**
Director, Online Teaching and Learning Experience
&
Brenda Shave
Online Student Success Coach

Level Up is an online student experience course at FSW designed to reduce common barriers to success in online learning, including time management, clarity of instructions, motivation, and mental health. Within each module, students are introduced to practical, appropriate ways to use AI to support their learning. This session will walk faculty through how Level Up models ethical and effective AI use, from managing time and breaking down assignments to understanding course policies and academic integrity. Participants will see how Level Up gives new students a clear starting point for using AI in ways that are both helpful and responsible. Faculty will leave with ideas for integrating Level Up into their courses to better prepare students for success in online learning.





June 4, 2026
11:15 A.M.-12 P.M.




**YOUR “FRIEND”
TOLD ME**


A Look at What Mobile
Devices and IoT Security

**Your “Friend” Told Me. A Look at What Mobile
Devices and IoT Security**

Facilitated By: **Frederick Bruno**
Professor, Computer Science-Networking/Cybersecurity

In a world of Mobile device reliance, we often wonder how safe digital technology is. In this session, we will dive into mobile devices and the Internet Of Things (Our Friends), and the critical role they play in our lives. But wait! How much do our “Friends” know about us? What secrets do they hold, and how are these digital partners spilling our Tea?





**June 4, 2026
1-1:45 P.M.**


**DESIGN
PRINCIPLES FOR
AI-DRIVEN TRIG
HOMEWORK:**


A Conceptual Framework
Informed by Pope, Boaler and
Rusczyk

**Design Principles for AI-Driven Trig Homework: A
Conceptual Framework Informed by Pope, Boaler
and Rusczyk**

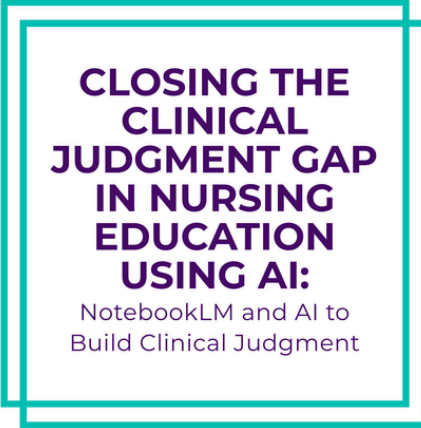
Facilitated By: **Dr. Douglas Magomo**
Professor, Mathematics
&
Leah Plavumkal
FSW Student

Commercial online homework systems have expanded access to trigonometry practice but typically rely on answer-entry and automated grading that prioritize procedural compliance over conceptual understanding. This paper offers a conceptual critique of dominant trigonometry homework designs through the educational perspectives of Denise Clark Pope, Pope (2001) Jo Boaler, Boaler (2016) and Richard Rusczyk, Rusczyk et al. (2007) highlighting how current platforms limit student agency, creativity, and productive problem solving. Drawing on recent advances in artificial intelligence in education, we propose a principled framework for AI driven trigonometry homework that emphasizes inquiry-first tasks, diagnostic and strategyaware feedback, and adaptive sequencing that targets misconceptions while preserving student autonomy.





**June 4, 2026
2-2:45 P.M.**




**CLOSING THE
CLINICAL
JUDGMENT GAP
IN NURSING
EDUCATION
USING AI:**


NotebookLM and AI to
Build Clinical Judgment

Closing the Clinical Judgment Gap in Nursing Education Using AI: NotebookLM and AI to Build Clinical Judgment

Facilitated By: **Donna Johnson Byrd DNP RN CNE**
Professor, Nursing ASN
&
Cynthia Marshall
Professor, Nursing ASN

Artificial intelligence is transforming higher education and creating new opportunities to improve teaching effectiveness and student outcomes. In nursing education, a persistent challenge remains the development of clinical judgment, a core competency emphasized in the Next Generation NCLEX (NGN) and strongly associated with student success. This presentation explores how nurse educators can intentionally integrate AI tools to enhance critical thinking and clinical reasoning in prelicensure students. Specifically, it highlights the use of NotebookLM to support guided learning through curated content analysis, structured concept mapping, and interactive knowledge synthesis. Participants will also examine how AI can be used to design NGN-style clinical judgment model (CJM) case studies, including unfolding scenarios and bow-tie questions aligned with higher-order thinking frameworks such as Bloom's Taxonomy. These structured approaches reduce cognitive overload while promoting deeper clinical reasoning. Evidence suggests that clinical judgment remains a gap in nursing education and that structured scaffolding improves learning outcomes, particularly for struggling students. AI-assisted tools offer a scalable way to provide consistent, high-quality instructional support while increasing student engagement and accessibility.





**June 4, 2026
3-3:45 P.M.**

**AI BEST
PRACTICES**

Virtual Roundtable

AI Best Practices Virtual Roundtable

Facilitated By: **Dr. Alex Djahankhah**
Professor, Computer Science-Programming
&

Frederick Bruno
Professor, Computer Science-Networking/Cybersecurity

This interactive roundtable session brings together professionals and practitioners to examine best practices for implementing artificial intelligence in real-world settings. Rather than a traditional lecture, the session is designed as a facilitated discussion where participants actively engage in sharing experiences, challenges, and solutions related to AI adoption.

