TEACHING AND LEARNING WITH AI IN EUROPE

19-20 October 2026
Breda, Netherlands

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Campus Map

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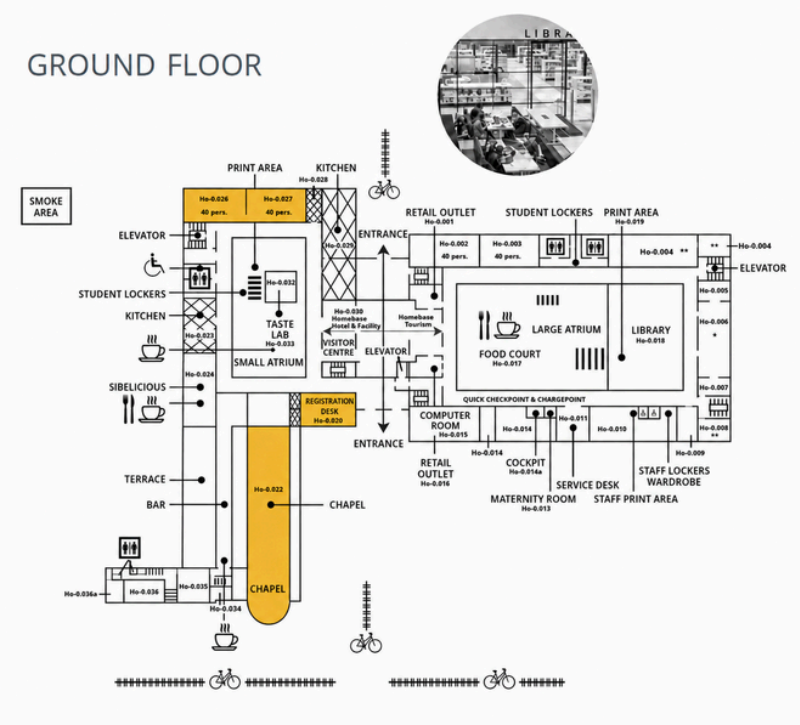

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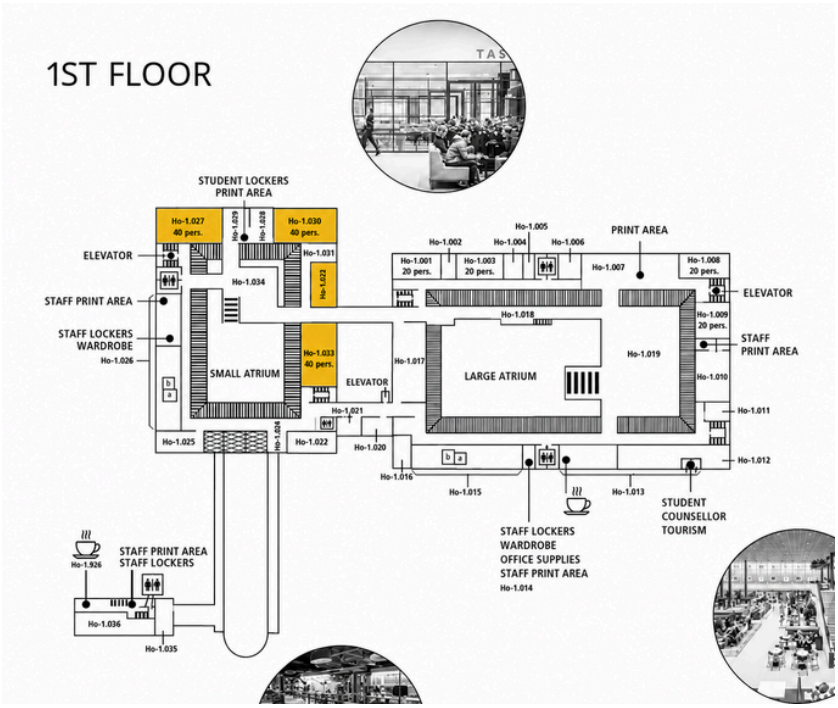

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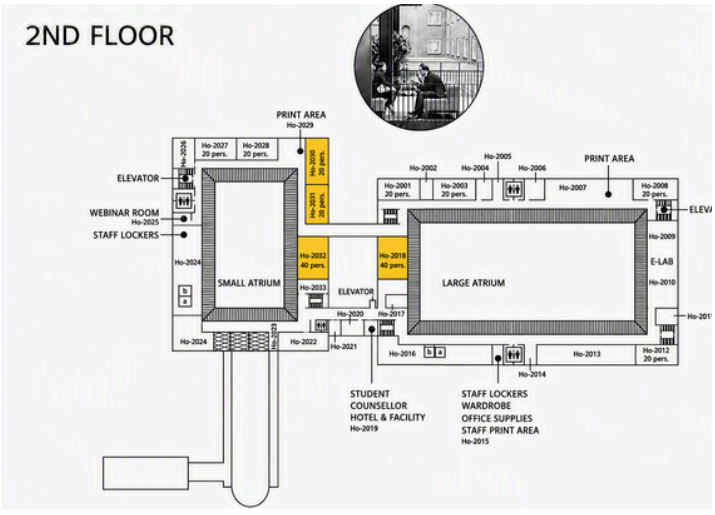

Agenda-at-a-Glance

Day 1 - 19 October, 2026

Registration	**8:00 - 17:00**
Welcome and Orientation	**8:45 - 9:00**
Opening Panel	**9:00 - 10:00**
Presentation Sessions	**10:10 - 10:40**
Presentation Sessions	**10:50 - 11:20**
Presentation Sessions	**11:30 - 12:00**
Lunch Break	**12:00 - 13:15**
Presentation Sessions	**13:30 - 14:00**
Presentation Sessions	**14:10 - 14:40**
Presentation Sessions	**14:50 - 15:20**
Presentation Sessions	**15:30 - 16:00**
Presentation Sessions	**16:10 - 16:40**
Closing/Transition	**16:50 - 17:00**
Networking Hour and Posters	**17:00 - 18:00**

Day 1 - 19 October 2026

Registration **8:00 - 17:00**
HS, Small Atrium, GF

Sponsor Exhibition and All-Day Coffee **8:00 - 17:00**
HS, Small Atrium, GF

Welcome and Orientation **8:45 - 9:00**
HS, Chapel

Opening Panel **9:00 - 10:00**
HS, Chapel

What Are We Educating For in Times of AI?
Frans Melissen, *Breda University of Applied Sciences*
Carlos Pereira Santos, *Breda University of Applied Sciences*
Sara Ratner, *Oxford University*
Mark Curcher, *Tampere University of Applied Sciences*
Moderator: Ines Springael, *Breda University of Applied Sciences*

AI is forcing a question education has postponed for decades: what is education actually for? This opening panel brings together contrasting views - from "education transmits knowledge and skills" to "education's job is to help people become good humans" - and tests them against the disruption AI brings to teaching, learning, and cultural differences in how students are prepared. Expect a real conversation between the panelists and the room will help set the agenda. About 30 minutes of panel discussion followed up by 10 minutes of audience questions (submit in advance or ask live).

Submit your questions in advance until 15 October.

10:10 - 10:40: Presentation Sessions

AI Overview for Novice Attendees **HS, ROOM 0026**

Summer Reiner, *State University of New York at Brockport*
Kerry Gotham, *Erie Inspirations*

This presentation provides participants with foundational knowledge for understanding the rapidly evolving AI landscape. The concepts, terminology, frameworks, and tools introduced during the session are transferable across professional roles. Whether participants are educators, administrators, or support staff, they will gain a conceptual framework that will help them evaluate AI tools, understand AI-related discussions in their own work environments, as well, engage in meaningful participation in other conference sessions.

AI in a Core-Curriculum: What a Year of Experimentation Taught Us About Designing AI for Learning **HS, ROOM 0027**

Emre Erol, *Sabancı University*
Duygu Karaoğlan Altop, *Sabancı University*

Are there ways to adapt AI for better learning outcomes? Instructors at Sabancı University's core-curriculum, across four different mandatory courses at freshman level, have spent the past year experimenting with AI to answer that question. Each course took a different approach: some built Socratic tutors guiding rather than answering, while others treated AI itself as an object of critical inquiry. Common principles emerged independently around fairness, pedagogical design, rigorous testing, and one core idea: guide the student's thinking, never replace it. The experience offers practical insight into how AI can be designed, tested, and adapted across very different teaching contexts.

Teaching the Prompt: Integrating Prompt Literacy and Critical Thinking into AI-Enhanced Curriculum Design **HS, ROOM 1027**

Fathia Bazouche, *Ohio University*

As generative AI becomes increasingly embedded in higher education, educators must rethink how students engage with AI tools critically and ethically. This interactive session introduces prompt literacy as an emerging pedagogical competency that supports critical thinking, reflective inquiry, and responsible AI use across disciplines. Participants will explore practical instructional design strategies, AI-supported classroom activities, and process-based assessment approaches that shift learning from passive AI dependence toward intentional human-AI collaboration in online, blended, and face-to-face learning environments.

10:10 - 10:40: Presentation Sessions

Beyond AI Awareness: Building Faculty AI Fluency for Teaching, Learning, and Workforce Readiness **HS, ROOM 1030**

Melissa Brooks, *Hillsborough College*

Artificial intelligence is rapidly transforming higher education, yet many faculty members remain uncertain about how to move from AI awareness to AI fluency. This session introduces a practical framework for developing AI fluency that empowers instructors to confidently evaluate, select, and integrate AI tools into teaching, assessment, and course design. Participants will explore strategies for responsible AI use, workforce-aligned learning experiences, and faculty professional development pathways. The presentation emphasizes actionable approaches that can be implemented immediately regardless of discipline, technical expertise, or teaching modality.

Leveraging AI to Strengthen Career Readiness and Student Success **HS, ROOM 1033**

Iryna Malendevych, *University of Central Florida*
Emily Flositz, *University of Central Florida*
Lynn Hansen, *University of Central Florida*
Salil Pande, *VMock*

Incorporating AI tools into assignments can play a critical role in helping students develop the essential skills needed to secure and succeed in an evolving workforce. Intentionally building employable skills such as problem-solving, communication, collaboration, digital literacy, and others through course projects provides meaningful learning experiences that mirror real-world expectations. Additionally, integrating AI literacy into career readiness programming [resume development, interview preparation, and professional communication] and aligning it with skill-based learning, colleges can ensure students are not just job-ready, but future-ready.

Organizational Learning Through Guided AI Experimentation **HN, ROOM 2018**

Peter Kenter, *Avans University of Applied Sciences*

In the AI Learning Lab, a structured programme by Avans University of Applied Sciences and Curio, teachers, researchers and support staff turn questions from higher and vocational education into AI experiments. At the conference, its sixth edition will be running, with over 170 colleagues having participated. Participants start from hypotheses about where AI may add value. Within a structured Learning Lab format that combines thematic clusters, peer exchange, short interventions, supported working time and public sharing, they test these hypotheses with support from AI expertise and use their role-based expertise to judge value, reliability, user experience and context-fit.

19 October 2026

10:10 – 10:40: Presentation Sessions

Rules and Regulations on AI Use at the University of South Bohemia in České Budějovice HS, ROOM 2032

Luděk Berec, *University of South Bohemia*

An institutional strategy on the ethical, creative, and safe use of AI in students' and academic work at the University of South Bohemia in České Budějovice will be presented. I will specifically address our rules and regulations on the use of AI in students' qualification theses: which tools and uses need to be specified and how, and which are completely prohibited. Furthermore, I will discuss our recommendations regarding the use of AI in research work, and also the way we educate our students and academic personnel in this regard.

10:50 - 11:20 Presentation Sessions

Evaluating AI-Supported Learning Through the Lens of UDL **HS, ROOM 0026**
Tiffany Hines, *A.T. Still University*

Generative AI can offer learners summaries, translations, alternative formats, personalized explanations, and multiple ways to create and respond. However, the presence of more options does not automatically produce inclusive learning. AI-supported learning may, in fact, introduce inaccuracies, accessibility barriers, inequitable access, bias, or opportunities to bypass the competency or skill being assessed. This practical session introduces a decision framework based on UDL criteria for evaluating AI-supported learning activities for representation (what), action and expression (how), and cognitive engagement (why). Participants will be able to apply the framework to classroom scenarios and redesign the activities to preserve access, meaningful learning, and student judgment.

Assessment After AI: Designing Assignments That Measure Thinking, Not Output **HS, ROOM 0027**
Kurt Jacobs, *University of Tennessee, Knoxville*

Generative AI challenges many traditional assessment models because students can now produce competent outputs with minimal effort. The resulting question for educators is not how to prevent AI use, but how to design assignments that make thinking visible. This session presents practical assessment redesign strategies grounded in authentic assessment, metacognition, and reflective practice. Participants will explore approaches that emphasize reasoning, decision-making, process documentation, and evidence evaluation while maintaining academic rigor and supporting responsible AI integration across disciplines.

Human–AI Collaboration and Student Agency in Hybrid Higher Education **HS, ROOM 1027**
Fatiha Bazouche, *Ohio University*

As AI tools become increasingly embedded in higher education, educators must balance AI assistance with student agency, reflective learning, and meaningful engagement. This interactive session explores practical strategies for designing human-centered AI learning experiences that support self-regulated learning, critical thinking, and collaborative inquiry in hybrid and online classrooms. Participants will examine AI-supported reflective activities, inquiry-based learning strategies, and approaches that encourage students to become active and ethical participants in human-AI collaborative learning environments.

19 October 2026

10:50 - 11:20 Presentation Sessions

Three Disciplines, One Tool: Notebook LM **HS, ROOM 1030**

Cyndi Briggs, *Walden University*
Kit Pribble, *Wake Forest University*
Kristen Keach, *University of Nevada, Las Vegas*

Three educators from three varied disciplines (social science, foreign language, and art) and three distinct university settings (large online for-profit, small private liberal arts, and large public) present practical applications for one tool: Googleâ€™s Notebook LM. Unlike typical LLM-based tools, Notebook LM is a closed system that prevents hallucination and supports focused learning and research. It also offers a variety of in-platform tools for teaching and learning that lower barriers for students with varied needs, creating interactive podcasts, videos, and mind maps.

From Policy to Practice: AI Governance Tools from a Dutch National Learning Programme **HS, ROOM 1033**

Sanderijn Kuijvenhoven, *Npuls*

How do institutions move from writing an AI policy to actually governing AI? This session draws on a national AI governance learning programme in the Netherlands, where 30 participants from vocational colleges, universities of applied sciences, and research universities co-developed and stress-tested their policies over six sessions in five months. In an active manner, we share three practical, reusable tools that we used in the learning programme: a policy development framework based on the input of the participants, a values-operationalisation workshop, and a simulation-based stress-testing method. Where all are transferable to institutions navigating the same challenges.

Developing Ethical AI-Competency Rubrics in Higher Education **HN, ROOM 2018**

Jenny Tarvainen, *University of Jyväskylä*
Leena Hiltunen, *University of Jyväskylä*
Päivi Kousa, *University of Jyväskylä*

At the University of Jyväskylä (Finland), we have created rubrics for ethical AI-competences across different degree levels: bachelor’s, master’s, and doctoral studies. The rubrics are the base for multidisciplinary curriculum design. The master’s and doctoral level rubrics are implemented also in staff training. The rubrics are based on OECD and UNESCO AI literacy and competency frameworks. However, an equivalent reference framework for higher education was missing - our aim is to fill this gap. With this presentation, we invite participants to explore and discuss how ethical AI-competencies should be considered and included in curriculum design in higher education.

19 October 2026

Augmented, Not Automated: Ethical AI Usage for Academic Manuscript Writing Cycle **HS, ROOM 2032**

Benny Hoiwah Fong, *Southwest Baptist University*

As AI continues to reshape scholarly communication, maintaining academic integrity is more important than ever. This talk introduces the practical implementation of AI for "Augmented Scholarship," treating AI as a supportive research assistant rather than an automated author or shortcut. It outlines ethical usage for finding and synthesizing literature, refining manuscripts, and managing revisions, all while ensuring that the scholar remains the final authority on rigor, interpretation, and voice.

11:30 - 12:00 Presentation Sessions

From AI Tool to Thinking Companion Human-Centered and Sovereign AI in Real Educational Practice — **HS, ROOM 0026**

Sanjay Anthony Noronha, *Utrecht University of Applied Sciences*

This session shares practical experiences from implementing sovereign, human-centered AI environments in Dutch education through EduGPT and CivAI. Instead of positioning AI as an answer machine, we explore AI as a thinking companion that supports critical thinking, reflection, feedback, and metacognition. Drawing from real pilots across more than 25 educational institutions, the session highlights how AI can be safely embedded within pedagogy, governance, and curriculum design while maintaining teacher autonomy and student agency.

From Learning to Doing: How AI Guides Students Through Their Research Journey? — **HS, ROOM 0027**

Thato Motloung, *Breda University of Applied Sciences*
Bas Groot, *Breda University of Applied Sciences*

How do you help students not just learn research methodology, but actually apply it independently? This session presents two AI tools built by lecturers of Breda University of Applied Sciences that together cover the full student research journey. (1) A Socratic AI tutor guides second year students through research methodology using probing questions and logistics specific examples, never giving answers directly. (2) An AI coach for placement & graduation then supports third and fourth year students during internship and graduation research. We share the design principles, pedagogical choices, and what we have learned so far, including student experiences.

The Double-Edged Sword of AI Implementation: Balancing Capabilities and Permissions — **HS, ROOM 1030**

Simon van der Sterren, *Breda University of Applied Sciences*

Give an AI assistant broad permissions and it will surface exactly what your organisation has been hiding from itself: the salary sheet in the wrong SharePoint folder, the contact list that should have been deleted. Drawing on real implementation work at BUas, this session unpacks the uncomfortable trade-offs between capability and control: how far should access reach, who decides, and what happens when legal frameworks meet messy reality? A practical, honest look at preparing people and institutions for agentic AI.

11:30 - 12:00 Presentation Sessions

Pedagogy of Practice: Redesigning Curriculum with AI-Driven Virtual Simulations **HS, ROOM 1033**

Zachary Adams, *Hope College*
Sue Brondyk, *Hope College*

This session explores a pedagogical shift from passive learning to active, AI-augmented rehearsal. By integrating AI-driven VR environments like OvationVR into the curriculum, we move beyond traditional presentations to a model of deliberate practice. The presenter will detail how these simulations are mapped to learning outcomes focused on leading lessons and explaining complex content. This allows students to engage in repeatable, high-fidelity scenarios for practicing professional conversations and instructional delivery. We will examine how AI-generated performance data informs student reflection. Attendees will learn a practical framework to design curriculum that treats AI as a developmental coach.

From Prompt Library to Course Skill Library: Designing Reusable AI Routines for Teaching **HN, ROOM 2018**

Adam Peruta, *Syracuse University*
Nicholas Bowman, *Syracuse University*

Prompt libraries are often the first step in helping students use AI responsibly, but they can be fragile: students omit context, change constraints, or use prompts in ways that bypass the learning goal. This session reframes prompt libraries as course skill libraries: reusable AI routines that package purpose, context, guardrails, examples, and reflection. Using Claude Skills as one implementation model, participants will explore how to design repeatable AI workflows that support learning rather than simply automate work..

The Real Reason PhD Researchers Use AI (It's Probably Not What Your AI Survey Says) **HS, ROOM 2032**

Mika-John Southworth, *KU Leuven*
Fien Depaepe, *KU Leuven*
Sameh Metwaly, *KU Leuven*

Five singers, but only one microphone is live: a metaphor for what happens when AI adoption in PhD research is modelled through the popular technology adoption framework, UTAUT. Across 259 PhD researchers, perceptions of Benefit, Effort, Risk, Trust and Peers individually correlate significantly with adoption of GenAI in research. When combined, one proves so powerful that it absorbs everything else. But, break research down into its component tasks (data analysis, literature reviews) and more factors matter; detail the average misses. Surprisingly, the influence of employers and universities may currently be limited. These findings have implications for researcher support and policy.

19 October 2026

12:00 - 13:15 Lunch

Lunch **12:00 - 13:15**

HN, Food Court, GF

- Unlimited beverages:
  - coffee, tea, pear lemonade, ice tea, water
- Sandwiches:
  - Dutch cheese sandwich
  - Hummus sandwich with grilled vegetables
- Soup
  - Carrot and ginger soup
- Hot dishes:
  - Nasi goreng with satay sauce
  - Curry with white fish, seasonal vegetables and potato

13:30 - 14:00 Presentation Sessions

***(Cancelled)* AI-Driven Inclusive Teaching Strategies in Higher Education: Bridging Equity, Accessibility, and Pedagogical Innovation** **HS, ROOM 1030**

Gyanendra Rawat, *The ICFAI University Dehradun India*

This presentation focuses on practical approaches to integrating Artificial Intelligence (AI) into higher education to foster inclusive, accessible, and equitable learning environments. It examines how AI tools can be used to support differentiated instruction, address diverse learner needs, and improve student engagement across face-to-face, blended, and online settings. Drawing on classroom-based practices and emerging pedagogical frameworks, the session presents actionable methods for designing inclusive curricula using AI technologies such as generative text tools, adaptive learning systems, and assistive applications. Participants will leave with concrete takeaways, including AI-supported lesson design strategies, methods for enhancing accessibility, and guidance on the ethical use of AI in teaching and learning contexts.

The Tipping Point: Human Agency and AI Dependence in Higher Education **HS, ROOM 1033**

Mary Myers, *Regent University*

Artificial intelligence enhances learning, yet embedded within that promise is a paradox: tools designed to strengthen capacity may quietly erode it. This presentation examines the threshold where AI assistance becomes AI dependence â€” not a single moment, but a gradual, invisible shift in human agency. Drawing from higher education practice, this session explores how the line blurs in teaching and learning environments where critical thinking and problem-solving are both process and product. Attendees will leave with practical frameworks to recognize dependency patterns, distinguish augmentation from substitution, and design intentional checkpoints that preserve student agency.

Pedagogy First, Tools Second: A Faculty AI Community of Practice **HN, ROOM 2018**

Stacy Evans, *Berkshire Community College*

AI integration has the highest payoff when it starts from a clear sense of what we want students to be able to do. Anchor a tool to a learning outcome, and its best uses come into focus; skip that step, and even powerful tools add little. At our small community college, we ran a seven-session Community of Practice for faculty from a variety of disciplines using frameworks like SAMR, Backward Design, TILT, and UDL and peer workshops to refine real assignments. This session shares what worked well, and what we plan to change for the next group.

19 October 2026

The Great AI Cleanup: Ditch the AI Tool Fatigue and Streamline Your Workflow with Google **HS, ROOM 2032**

Charley Butcher, *Arkansas College of Health Education*
Sandra Perez, *Arkansas College of Health Education*

Stop the "app hop." Faculty are currently drowning in a fragmented tech stack, juggling multiple AI subscriptions for research, drafting, and slide generation. This interactive session demonstrates how to collapse that friction into a unified, secure ecosystem using NotebookLM and Gemini. We will showcase a "source-first" workflow: grounding AI in your specific syllabi and research to eliminate hallucinations, then instantly transforming those insights into course assets. Participants will leave with a practical blueprint to reduce costs, ensure academic integrity, and reclaim prep time using a streamlined Google workflow.

13:30 - 14:30 Presentation Sessions

60 Minute Sessions

Analog Inspiration: Promoting Values-Aligned, Human-Centered AI in the Classroom **HS, ROOM 0026**

Carter Moulton, *Colorado School of Mines*

In this interactive workshop, we'll explore human-centered teaching and learning in the age of generative AI using the Analog Inspiration card deck. After a brief overview of human-centered approaches and critical AI literacy, participants will be invited to "play" with the 47-card deck, which links human values, skills, and concerns to practical classroom activities and assessment strategies.

Educational AI Ethics Card Game **HS, ROOM 0027**

Mathias Van Quathem, *Breda University of Applied Sciences*

Plot Twist: A Card Game for Navigating AI Ethics in the Classroom. What happens when an AI flags a student's private messages to protect their safety, or when the algorithm turns out to be trained on the work of the people it replaces? Plot Twist is a scenario-based card game developed at Breda University of Applied Sciences that puts those questions on the table. Players debate whether AI use is justified across a rotating set of real-world-adjacent scenarios, each designed to resist easy answers. Assigned roles like the Contrarian, the Tech Bro, the Environmentalist, push participants to argue from positions that may not be their own, while Plot Twist cards disrupt the discussion just when consensus seems within reach. This session invites attendees to play a round and reflect on what the game surfaces. Bring your strongest opinions; they will be tested.

14:10 - 14:40 Presentation Sessions

Students Asked for More: Using AI Conversation Agents to Drive Engagement and Dialogue — **HS, ROOM 1030**

Heather Breittholz, *University of Connecticut*

As generative AI evolves, instructors are moving beyond content generation to using AI for interactive learning. This session explores how AI conversation agents, such as Blackboard AI Conversations and Microsoft Copilot, can support dialogue-based learning through role-play, guided practice, and feedback. Participants will see practical examples across disciplines and learn how to design structured interactions that promote engagement and critical thinking. Attendees will leave with adaptable prompts, templates, and strategies for implementing AI-driven conversations in their own courses.

Beyond the Prompt: A Faculty Development Framework for Sustainable AI Literacy — **HS, ROOM 1033**

Laura McNeill, *University of Alabama*
Lesley Regalado, *University of Texas Arlington*

Are your faculty colleagues feeling "AI exhausted" rather than "AI empowered?" This session moves beyond basic prompting to share a sustainable framework for building faculty AI literacy. We will demonstrate how to use Leon Furzeâ€™s AI Assessment Scale (AIAS) to standardize AI expectations across diverse curricula while exploring ways to revise assignments to ensure students don't graduate with sharp AI skill deficits. The AIAS scale (https://aiassessmentscale.com/) offers a practical framework to guide the appropriate and ethical use of generative AI in assessment design, empowering educators to make purposeful, evidence-based decisions.

We Didn't Wait for the AI Policy. We Built One. — **HN, ROOM 2018**

Jan Algoed, *Artevelde University of Applied Sciences*
Erik Pollet, *Artevelde University of Applied Sciences*
Karel Paternoster, *Artevelde University of Applied Sciences*
Lennart Dubois, *Artevelde University of Applied Sciences*
Brecht Masschaele, *Artevelde University of Applied Sciences*

At Artevelde University of Applied Sciences in Belgium, we stopped waiting for an institutional AI policy and started writing one in practice. Over two years, our International Management program built a quiet operating system for AI in teaching and assessment: a prompting framework students actually use, a shareable suite of custom AI assistants that takes the drudgery out of thesis coaching and keeps grading consistent across coaches, and an assessment workflow where the process is the evidence, not just the final product. The session walks through the three pieces, what made colleagues adopt them voluntarily, and the moves that scaled.

19 October 2026

14:10 - 14:40 Presentation Sessions

Designing Learning and Assessment for an AI-Enabled Online Learning Environment **HS, ROOM 2032**

Gary King, *Trine University*
Tiffany Hines, *A.T. Still University*

Generative AI has become increasingly embedded in higher education, and online faculty are beginning to shift from preventing AI use to intentionally designing learning experiences and assessments that remain meaningful when AI is readily available. This session explores how instructional design and assessment practices can evolve in AI-enabled online learning environments while preserving engagement, critical thinking, and authentic demonstration of learning. We will examine how modality, such as synchronous and asynchronous, influences decisions about student engagement, instructor presence, feedback, and assessment. Participants will leave with practical strategies for designing online learning environments that leverage AI intentionally rather than reactively.

14:40 - 15:40 AI Playground

Day 1 - AI Playground

HS, 1034, 1F

Stop by and join us for demos on various AI tools! These demos do not include advanced techniques but serve as a tool comparison and provide insights into functionalities using quick examples. Bring your questions, and we'll do our best to provide answers and demonstrations. The stations and presenters are below:

NotebookLM
Emanuel Cortes Lugo, *University of Central Florida*

Rflect
Brigitte Castel, *Breda University of Applied Sciences*

Sendsteps
Mike Coumans, *Sendsteps*

14:50 - 15:20 Presentation Sessions

From Efficiency to Essence: Reclaiming Time, Values and Human Connection in the Age of AI — **HS, ROOM 0026**

Erdinç Saçan, *Fontys University of Applied Sciences*

AI is often discussed in terms of speed, productivity and efficiency. Yet in higher education, the more important question may be: what should we do with the time AI gives back? This session explores how AI can either reinforce outdated educational routines or create room for more meaningful teaching, assessment and human interaction. Participants will reflect on how to redesign learning, feedback and assessment in ways that keep educational values, wellbeing and authentic learning at the center.

From Chatbot to Course Partner: Designing AI Practice and Feedback Systems That Preserve Student Authorship — **HS, ROOM 0027**

Maria Caperton, *Savannah College of Art and Design*
Ashley Ekers, *Savannah College of Art and Design*

This session presents a practical framework for turning general-purpose AI chatbots into bounded course partners that support learning without rewriting student work. Using examples from ESL/EAP instruction in art and design contexts, the session shows how faculty can align AI practice and feedback assistants with course objectives, assignment goals, rubrics, and skill targets. The focus is on a manageable design process: define the learning task, set feedback boundaries, require student effort, and preserve instructor oversight. Participants will examine examples of AI feedback that supports revision without producing submission-ready prose.

Building an Adaptive AI Learning Agent: A Practical Blueprint, Tested on Privacy-Conscious AI Use — **HS, ROOM 1030**

Wim Casteels, *AP University College of Applied Sciences and Art*
Ellen De Bruyne, *AP University College of Applied Sciences and Art*

Adaptive AI agents can personalise explanations, exercises, and feedback to each learner, but how do you actually build one that works? We designed and piloted an adaptive learning agent and tested it on a concrete use case: teaching staff and students to share data consciously with AI tools. In this session we walk through the architecture, the scenario-based microlearning design, and the adaptive logic behind it. Participants leave with a transferable blueprint they can apply to their own subject, plus honest lessons from our pilot.

14:50 - 15:20 Presentation Sessions

From Readiness to Action: What Educational Institutions Need to Move AI from Ambition to Effective Adoption — **HS, ROOM 1033**

Michael Mirny, *IREX*
Cameron Mirza, *IREX*

This session helps universities move from AI experimentation to institution-wide action. Using insights from IREX's Higher Education AI Readiness research and implementation experience through ASAS in Jordan, participants will examine the institutional conditions required for responsible AI adoption and leave with a practical framework for prioritizing next steps across governance, faculty support, infrastructure, and teaching practice.

We Both Used AI. Nobody Said So. Here's What I Learned — **HN, ROOM 2018**

Nasera Hammouti, *Industry and Institut d'Administration des Entreprises de Metz*

This session shares a real classroom experience from a statistics course in a Franco-German master's program in international management - a cooperation between a French university and a German university of applied sciences. I used AI to design exercises based on real market studies and discovered mid-course that my students had also turned to AI to work through them, without disclosure from either side - a gap that became the starting point for a reflection on transparency and AI in the classroom. This session offers a replicable exercise design method and an honest framework for navigating unexpected AI use in any discipline.

Bridging the Gap: Preparing Non-STEM Majors for the AI-Augmented Workforce — **HS, ROOM 2032**

Laura McNeill, *University of Alabama*
Lesley Regalado, *University of Texas Arlington*

How do we prepare humanities students for an AI-augmented workplace? This session showcases a workforce-focused course model built on the AI-WISE research project, in which we conducted 4 focus groups with industry leaders in the United States, followed by surveys of 110 employers nationwide and 50 recent graduates. Research findings reveal a critical "preparedness gap: 86% of industry employers we surveyed cite AI technical skills as critical, but rate graduate AI readiness at only 1.62/3.0. Based on that data, we will move beyond theory to demonstrate industry-aligned assignments that address the most acute deficits identified in the data: output verification, ethical application, and human-AI judgment.

Bringing AI Together: A Practical Framework for Governance, Innovation and Infrastructure — HS, ROOM 0026

Lea Nockermann, *Tilburg University*

Universities are developing AI policies, experimenting with new applications, and supporting staff in exploring the opportunities of AI. Yet aligning these activities into a coherent institutional approach remains a challenge for many institutions. This session presents a practical framework that brings together three complementary pillars: Compliance & Connect, Innovation Pilots, and Infrastructure & Development. Drawing on our experiences in developing a university-wide AI program, we will share how these pillars help connect people, initiatives, and capabilities across the institution, fostering a more aligned approach to AI adoption. Alongside our approach, we will reflect on challenges related to governance, capacity, and implementation.

Teaching the Question: Ethical Editing as a Core AI Literacy Skill in Higher Education — HS, ROOM 0027

Mary Myers, *Regent University*
William Brown, *Regent University*

AI literacy instruction often teaches students how to use AI tools yet rarely how to interrogate them. This presentation advances ethical editing, the responsible and principled revision of AI-generated content against standards of transparency, integrity, and accountability, as a teachable, transferable pedagogical practice. Drawing from higher education practice and informed by a media ethics perspective, this session frames ethical editing across four critical dimensions: correctness, comprehensiveness, cohesiveness, and clarity. Attendees will examine the human and algorithmic limitations that make ethical editing necessary, explore classroom strategies for embedding critical AI interrogation across curricula, and engage with a practical assessment rubric for evaluating student editing practice.

AI Competencies to Credentials: A Flexible and Scalable Model for AI Across the Curriculum — HS, ROOM 1027

Alyssa DeNaro, *Embry-Riddle Aeronautical University*
Dean Goon, *Embry-Riddle Aeronautical University*

Sustainable, accessible pathways for student AI education can be built across existing curricula without creating a separate, disconnected AI program. This session shares Embry-Riddle Aeronautical University's flexible badge-to-certificate model, which maps courses and experiences to six AI competency badges shaped by industry partner needs and adapted to students' fields of study. When students complete all six badges, they earn an AI certificate that reflects discipline-specific AI readiness. Participants will explore a scalable approach for embedding AI across the curriculum while preserving departmental flexibility and workforce relevance.

19 October 2026

Blueprinting Tomorrow: AI Workforce Project **HS, ROOM 1030**

Evelina Jaleniauskiene, *Kaunas University of Technology, Lithuania*

While AI workforce, synthetic staff, AI assistants, AI agents, and agent-to-agent orchestration are the latest trends in the workplace, we must prepare students to collaborate effectively with these digital employees. To this end, students can engage in a project-based learning period titled 'Blueprinting Tomorrow: AI Workforce,' where they complete multifaceted tasks designed to build technical, strategic, and ethical competencies essential for job-market readiness. This 30-minute session demonstrates how this project was implemented in a Business English course. Furthermore, the framework can be adapted to any university discipline, bridging the gap between academia and the professional world.

Promoting Problem-Based Learning in Engineering Education with Artificial Intelligence Tools **HS, ROOM 1033**

Maria Cristina Costa, *Polytechnic University of Tomar*
Ana Lopes, *Polytechnic University of Tomar*
Pedro Correia, *Polytechnic University of Tomar*

Artificial intelligence tools (AIT) are increasingly being used by college students to solve technical and mathematical problems, raising important questions regarding meaningful learning and critical thinking. This work presents a problem-based learning experience conducted in a calculus class with engineering students, who used generative AIT to solve a project in a STEAM context. The study investigates students' ability to obtain correct solutions, as well as their capacity to critically analyse, validate, and interpret AI-generated outputs. Preliminary observations highlight both the pedagogical potential and the risks associated with overreliance on AIT in higher education engineering curricula.

Teaching Human Cognitive Bias Through AI: Lessons from Accessible Learning Labs **HN, ROOM 2018**

Heather Mullins, *Daytona State College*
Anindya Paul, *Daytona State College*
Brooke Myers, *Daytona State College*
Laxima Niure Kandel, *Embry-Riddle Aeronautical University*
Dan Kurtz, *RIT*
Christopher Randles, *University of Central Florida*

Artificial intelligence literacy requires more than understanding algorithms. It requires understanding how human assumptions, biases, and accessibility decisions shape the technologies we build and trust. This session shares lessons from the NSF-funded Accessible Learning Labs (ALL) project. The presentation focuses on experiential learning activities that help students explore algorithmic bias, ethics of AI, neural networks, accessibility, and human cognitive bias. Through structured readings, interactive exercises, reflection activities, and guided analysis, students examine how accessibility and human decision-making influence technological outcomes. Findings from implementation in Introduction to AI and Machine Learning and AI Prompt Engineering courses will be discussed, including student feedback, evaluation findings, and lessons learned from multi-institution collaboration.

Mastering the Persuasive Dynamics of AI through Critical Rhetorical Literacy **HS, ROOM 2032**

Crystal Colombini, *Fordham University*
Markus Gottschling, *University of Tübingen*
Anne Burkhardt, *University of Tübingen*
Zoltan Majdik, *North Dakota State University*

An emergent educational response to the “hyper-responsive” engineering of LLM chatbots that persuade users to accept generated texts as authentic even when they are flawed or false are notions of AI literacy. Concerned with how students interact with AI systems as decision-making aids, critical AI literacy reflects competing narratives: the AI skills narrative insists that students acquire practical competencies, while the critical pedagogy narrative supports students to interrogate the social, political, economic, and epistemological implications of AI technologies. Taking a rhetorical approach, this panel complicates this dichotomy by conceptualizing Critical Rhetorical AI Literacy via diverse pedagogical traditions and global viewpoints.

16:10 - 16:40 Presentation Sessions

Stop Thinking, Start Reflecting: Building an AI-Powered Reflection Tool for Logistics Students **HS, ROOM 0026**

Bas Groot, *Breda University of Applied Sciences*

Most students assume they know how to write a reflection. Few know how to think one. At Breda University of Applied Sciences, we built ReflectX: a live AI-powered reflection tool grounded in the STARRT framework, adapted to four study levels and two languages. The core design rule is simple but radical: the student writes everything, the AI only asks questions to help the students reflect more detailed and more in depth. This session shows how that one decision changes the quality of reflection entirely, and why it matters for any educator frustrated with surface-level student self-assessment.

Human Creativity, Local Context, and AI in Entrepreneurship Education **HS, ROOM 0027**

Annalisa Mariano-Diaz, *Ateneo de Manila University*

This presentation explores how AI can support creativity, innovation, and entrepreneurial thinking in education. As an educator, I use AI tools to help generate ideas for projects, business concepts, branding, and course development while emphasizing that outputs still require research, validation, refinement, and human judgment. Students are encouraged to use AI as a starting point for opportunity recognition and concept development, while learning how to adapt ideas to local realities, market needs, and cultural context. The session highlights practical approaches to integrating AI into entrepreneurship education, particularly within restaurant and food & beverage programs.

Exam Settings in the Age of AI Based on Bloom's Taxonomy Model **HS, ROOM 1027**

Simone Zwickl, *University of Applied Sciences of Management and Communication*

Due to Artificial intelligence (AI) the way universities have assessed competencies of their students, needs to be adapted. Written papers i.e. no longer provide sufficient evidence of individual student competencies. At the University of Applied Sciences of Management and Communication Vienna a decision matrix has been developed. It is based on Bloom's taxonomy model (adapted version by Anderson & Krathwohl 2000) to align the exam setting to the level of competencies and the question if the use of AI is part of the tested competencies or if AI should not be part of the assessment.

16:10 - 16:40 Presentation Sessions

Combined Intelligence: Teaching Systems Thinking and Critical Thinking in the Age of AI — **HS, ROOM 1030**

Kurt Jacobs, *University of Tennessee, Knoxville*

As generative AI becomes increasingly embedded in knowledge work, the competitive advantage of graduates will depend less on information retrieval and more on their ability to exercise judgment within complex systems. Drawing from systems thinking, critical thinking, and organizational decision-making theory, this session presents practical classroom exercises that position AI as a collaborative thinking partner rather than an answer engine. Participants will explore instructional approaches that help students identify assumptions, recognize interdependencies, evaluate unintended consequences, and develop the higher-order reasoning skills required for effective human-AI collaboration.

Effective, Evidence-Based AI Tools for University Courses Based on Research and Practice at UCLA — **HS, ROOM 1033**

Alexander Kusenko, *University of California - Los Angeles*

Recent education research done at UCLA shows effectiveness of AI tools in improving the learning outcomes in undergraduate courses. A curated AI chat assistant and AI generated hints were integrated into the homework assignments, reducing or eliminating the cost to the student, in terms of time, energy, and social barriers or fear of judgment. The results show that all the students benefit from these AI tools, and the students who had less-than-adequate preparation coming into the class receive the greatest benefit. Inspired by the results of this research, UCLA has started a program AI and Mathematical Skills (AIMS), implementing these successful interventions in a broad range of undergraduate classes.

Transformative Education with AI: More Than Just Optimizing the Existing? — **HN, ROOM 2018**

Johannes Schleiss, *SURF*

AI in higher education is largely used to optimize existing practices, like automated grading or efficiency gains (Bond et al., 2024). Yet AI also invites a more fundamental rethink of teaching, learning, and assessment, shifting from reproducing "right answers" toward process, criticality, and personalized inquiry (Bozkurt et al., 2024). This is increasingly urgent as institutions face new questions about their authority, the value of degrees, and the pace of technological change (Liu & Bates, 2025). This session invites participants to treat AI as a catalyst for structural change, not just optimization, and to begin sketching their own transformative teaching concepts.

16:10 - 16:40 Presentation Sessions

Beyond Copy and Paste: Teaching Students to Think with AI **HS, ROOM 2032**
Christin Martin, *University of Central Florida*

The conversation about AI in higher education often focuses on cheating, detection, and policy. But what if we shifted our attention to teaching students how to think with AI instead? This session demonstrates practical ways to integrate AI into learning activities that strengthen inquiry, reflection, and problem-solving. Attendees will explore examples from multiple disciplines and leave with immediately usable prompts and strategies that encourage responsible, meaningful AI use.

17:00 - 18:00 Networking Hour

Networking Hour **17:00 - 18:00**
HS, Small Atrium, GF

Assorted snacks and drinks (alcoholic and non-alcoholic) will be provided during this networking hour. Grab a snack and a drink, meet some new colleagues, and visit the poster sessions during this hour.

17:00 - 18:00 Poster Sessions

Start with People: Empowering Learning Designers to Navigate Meaningful AI Integration **HS, Small Atrium, GF**
Francesca Mazzieri, *Junior Achievement Worldwide*
Marios Kakouris, *JA Cyprus*
Aleks Zhelyazkov, *JA Bulgaria*
Catia Teixeira, *JA Portugal*
Magdalena Jamiolkowska, *JA Poland*
Elene Rtveladze, *JA Georgia*
Emmalyn Green, *JA Worldwide*
Mireille Mikhail, *JA Worldwide*

This study explores the impact of a four-month global capacity-building program equipping 17 Junior Achievement learning designers to meaningfully integrate AI into entrepreneurship and work-readiness programs for youth. Through AI literacy, design thinking, responsible AI, peer learning, coaching, and hands-on practice, participants broke through the initial fear barrier and demonstrated shifts in agency, confidence, mindset, and practical capacity to redesign learning experiences with AI.

No-Code Agency: How Any Media Production Can Design Its Own AI Sustainability Tool **HS, Small Atrium, GF**

Friedrich Kohle, *Breda University of Applied Sciences*

This poster presentation illustrates how I used my peer-reviewed paper on sustainability in production as a foundation to develop with the help of AI a prototype sustainability web-app. Using AI to translate academic theory, I've bridged the gap between research and real-world application. This process highlights no-code agency, proving that any crew can build bespoke sustainability tools. The resulting web-based calculator serves as a teaching aid and a functional industry prototype. This workflow shows how AI transforms complex research findings into practical tools like a sustainability and budget calculator.

Keeping Assessment Real **HS, Small Atrium, GF**

Friedrich Kohle, *Breda University of Applied Sciences*
Julius G. Garcia, *Technological University of the Philippines*

Vocational media education is struggling because grading has shifted towards explaining rather than making. As schools pursue academic status and navigate tight budgets, hands-on testing is frequently replaced with reports and logs. AI-generated documentation distracts from the assessment of a functional prototype. This produces less resilient graduates who can explain theory but lack the skills to build products, contributing to degree devaluation. To address this, the final product must again take centre stage to verify skill and build professional resilience.

Using No-Code AI to Teach Machine Learning in Higher Education **HS, Small Atrium, GF**

Leif Sundberg, *Umeå University*

This proposal focuses on the use of "no-code" AI platforms in higher education. By using user-friendly, no-code AI tools, the aim is to democratize AI education, enabling students across various disciplines to receive hands-on experience in training and evaluating machine learning models without the need for extensive programming knowledge.

17:00 - 18:00 Poster Sessions

AI Tutors in Thesis Supervision: A Socratic Approach to Research Skills Development — **HS, Small Atrium, GF**

Ilona Pezenka, *FHWien der WKW University of Applied Sciences for Management & Communication*
Larissa Neuburger, *FHWien der WKW University of Applied Sciences for Management & Communication*

Artificial intelligence (AI) offers new possibilities to support students in developing research skills and writing their master thesis. In a project, funded by the City of Vienna (MA23), interactive e-learning courses about research methods were developed with integrated AI tutors to guide students through key phases of the research development process, such as defining a research problem, formulating research questions, and designing a quantitative study. The tutors follow a Socratic approach by asking guiding questions instead of providing direct answers. The poster introduces the AI tutors and discusses the quantitative feedback and data gathered during a one-year testing period.

Beyond the Prompt: A Faculty Development Framework for Sustainable AI Literacy — **HS, Small Atrium, GF**

Laura McNeill, *University of Alabama*

Are your faculty colleagues feeling "AI exhausted" rather than "AI empowered?" This poster visualizes a sustainable framework for building departmental AI literacy grounded in the AI-WISE research project. We demonstrate how to use the AI Assessment Scale (AIAS)* to bridge the "preparedness gap" identified by 110 nationwide employers. Attendees will explore how to move assignments from "No AI" to "Full Collaboration," ensuring graduates master the output verification and ethical judgment skills required in today's workforce.

***(CANCELLED POSTER)* AI and Biases: Critical Application, Use and Reflection of AI in the Classroom** — **HS, Small Atrium, GF**

Martha Kuhnhenn, *University of Greifswald*

The poster presents a classroom project on the critical application of AI for exploring a research area in the field of communication studies. In the master's seminar, students were required to go through various stages of the research process both in the traditional manner (without AI) and with the support of AI. These included, for example, literature research and review with AI. The AI applications were compared with traditional research methods, and the AI outputs were critically evaluated. Critical reflections focused, for example, on research ethics issues such as the dominance of Anglo-American/Western literature in AI conducted literature reviews. As a result, a collaborative Moodle course was created that addresses research ethics, practical, and legal considerations regarding the use of AI in academic work.

19 October 2026

The GenAI Game is AFoot: Teaching with Sherlock Holmes to Demystify Generative AI **HS, Small Atrium, GF**

Denise A. Wetzel, *Pennsylvania State University*
Elliott Rose, *Pennsylvania State University*

Generative artificial intelligence (genAI) is reshaping how librarians and instructors teach, research, and design learning. "The GenAI Game is AFoot" is a Sherlock Holmes-themed workshop series that uses a playful detective frame to investigate prompt writing, misinformation, and ethical use of genAI. Originally designed for graduate students, the series was successfully adapted to create a low-stakes, exploratory space for instructors to experiment, question, and reflect on practice. Learners can engage with an example activity and share ideas for teaching and learning with genAI.

Beyond What? A Critical Approach to GenAI Literacy and its Conceptualization **HS, Small Atrium, GF**

José Cascalho, *Universidade dos Açores*
Liliana Salvador, *Instituto Universitário de Ciências Psicológicas*
Chrysi Rapanta, *Universidade Nova de Lisboa*

Despite growing efforts conceptualizing AI literacy, an integrative framework distinguishing GenAI literacy from related constructs - such as data, media, and information literacy - remains absent. Key questions, including whether AI literacy encompasses attitudes toward AI or requires active AI use, remain unresolved. Through a systematic qualitative synthesis of 92 documents drawn from an initial sample of 2,976 articles (Scopus and Web of Science), we constructed an integrative conceptualization of GenAI literacy for teachers and learners. The resulting framework encompasses Affective, Behavioral, Cognitive, Dispositional, Ethical, Flexible, Gradient, Hybrid, and Interactive components, offering a comprehensive framework of GenAI literacy in educational contexts.

AI Applications in the Workplace **HS, Small Atrium, GF**

Rica Ancheta, *Ateneo de Manila University*

Artificial Intelligence (AI), particularly generative AI, is rapidly transforming higher by reshaping the ways in which students learn, faculty teach, and academic communities conduct research and communicate knowledge. At Ateneo de Manila University, the increasing accessibility of AI tools presents both opportunities and challenges. While AI can enhance productivity, creativity, personalized learning, research, and teaching, its use also raises concerns regarding academic integrity, misinformation, privacy, overdependence, and the preservation of human judgment and agency. This study therefore examines how students of Ateneo de Manila University utilize AI, the benefits and challenges they experience, and the extent to which their use reflects responsible and human-centered practices.

Exploring AI Learning Coaches in Higher Education: A Multi-Track Institutional Approach **HS, Small Atrium, GF**

Leen Van Campenhout, *Thomas More University of Applied Sciences (Belgium)*
Quinten Verdonck, *Thomas More University of Applied Sciences (Belgium)*
Kirsten Vandermeulen, *Thomas More University of Applied Sciences (Belgium)*
Laura Peeters, *Thomas More University of Applied Sciences (Belgium)*

At Thomas More University of Applied Sciences, we recently launched a multi-track project exploring the role of AI learning coaches in higher education. The project combines three work packages: (1) piloting an existing commercial AI learning coach in educational practice, (2) co-creating custom AI learning coaches through collaboration between teachers, AI experts and IT specialists, and (3) exploring a generic platform that enables teachers to build their own AI coaches. This poster presents the project design, early experiences, and emerging questions regarding implementation, pedagogy, and teacher ownership.

An Analysis of Korea's Secondary AI Curriculum Based on the AILit Framework **HS, Small Atrium, GF**

Hosung Woo, *Korea National Open University*

Based on the OECD's 'AILit Framework,' this study conducted a comparative analysis of Korea's secondary AI curriculum to explore directions for development aligned with global standards. The achievement standards of the 2022 revised secondary Informatics and AI curricula were analyzed based on the framework's four core domains: Engaging, Creating, Managing, and Designing. The results indicated that while the current curriculum highly emphasizes technological understanding and application, the 'Managing' and 'Designing' domains - which address risk assessment and ethical control - require further reinforcement. This study is significant in that it objectively diagnoses the strengths and gaps of domestic AI education, providing foundational data for future curriculum revisions and learning material development.

Practising Before It Counts: AI-Mediated Rehearsal Spaces for Professional Communication — **HS, Small Atrium, GF**

Sonia Raghav, *Curtin University*
Michael Borck, *Curtin University*
Mitch Low, *Curtin University*
Ashleigh Angus, *Curtin University*

This poster presents a Scholarship of Teaching and Learning study on the design and implementation of AI-mediated practice spaces to build professional communication skills among Business students at an Australian public university. It addresses a common pedagogical challenge: preparing students for authentic oral communication tasks by giving them low-stakes practice, formative feedback, and self-directed learning ahead of formal assessment. Rather than dwelling on the technical features of the AI tools involved, the poster foregrounds the pedagogical principles behind the intervention: learner autonomy, iterative practice, formative feedback, and authentic learning environments that build student confidence and engagement.

***(Cancelled)* Metacognition and Emotional Intelligence in the Age of AI: A Systematic Review of Future Teaching Competencies in Higher Education** — **HS, Small Atrium, GF**

Radhika Bhattrai, *Banaras Hindu University*

Artificial Intelligence is rapidly transforming higher education, but effective teaching requires more than technological proficiency. This systematic review explores how metacognition and emotional intelligence complement AI literacy in preparing future-ready university teachers. By synthesizing recent research, the study highlights the importance of reflective practice, ethical decision-making, self-regulated learning, and human-centred pedagogy for responsible AI integration. The findings offer a practical conceptual perspective for faculty development across disciplines and invite educators to rethink the balance between technological innovation and essential human competencies.

Agenda-at-a-Glance

Day 2 - 20 October, 2026

Registration	**8:00 - 14:00**
Welcome and Orientation	**8:45 - 9:00**
Closing Keynote	**9:00 - 10:00**
Presentation Sessions	**10:10 - 10:40**
Presentation Sessions	**10:50 - 11:20**
Presentation Sessions	**11:30 - 12:00**
Lunch Break	**12:00 - 13:15**
Presentation Sessions	**13:30 - 14:00**
Presentation Sessions	**14:10 - 14:40**
Presentation Sessions	**14:50 - 15:20**
Presentation Sessions	**15:30 - 16:00**
Presentation Sessions	**16:10 - 16:40**
Closing/Call to Action	**16:45 - 17:00**

Day 2 - 20 October 2026

Registration 8:00 - 14:00
HS, Small Atrium, GF

Sponsor Exhibition and All-Day Coffee 8:00 - 14:00
HS, Small Atrium, GF

Welcome and Orientation 8:45 - 9:00
HS, Chapel

Closing Keynote 9:00 - 10:00
HS, Chapel

What Were We Really Measuring?
Birgit Phillips, *FH JOANNEUM University of Applied Sciences*

Higher education has operated for decades on an implicit contract: attend, comply, produce, and receive a credential that signals competence to the world. AI has broken that contract open. When a student can produce a coherent, well-referenced piece of work in minutes, the question is no longer whether they cheated. The question is what we thought we were measuring in the first place, and whether the degree still means what we told students it would mean when they signed up. This keynote examines the widening gap between what higher education promises and what it currently delivers, and asks what an honest renegotiation of that contract might look like in an AI-saturated world. It argues that the institutions willing to redesign around genuine human development rather than credential production are the ones that will still be trusted in ten years, and asks what that redesign requires and what stands in the way.

10:10 - 10:40 Presentation Sessions

Beyond the Prompt: AI as Springboard and Scaffold in the Language Classroom — **HS, ROOM 0026**

Marcela van Olphen, *University of Tampa*
James Aubry, *University of Tampa*

How can AI move beyond novelty to become a genuine pedagogical tool in the language classroom? This session shares concrete strategies for integrating AI into language teaching across modalities, from AI-assisted drafting and revision cycles to conversational practice and cross-cultural inquiry. Drawing on French and Spanish classroom practice across multiple proficiency levels, the presenters explore how AI can serve as a dynamic springboard that launches authentic communication tasks while also functioning as a scaffold that supports learners at every stage. Attendees will leave with adaptable, discipline-transferable ideas ready to implement immediately.

Human Skills as Intended Learning Outcome: Making Development Visible, Coachable, and Assessable with AI at Scale — **HS, ROOM 0027**

Brigitte Castel, *Breda University of Applied Sciences*
Alexandra Horvath, *Rflect*

Universities everywhere promise to develop human skills - leadership, collaboration, critical thinking. Yet these skills grow in projects and conversations, and remain largely invisible: hard to teach, harder to coach, and hardest to assess at scale. We share how we at BUas's Academy of Creative Business tackles this: structured self-assessment and reflection, aligned with intended learning outcomes, make growth visible block by block - with AI-supported insights that inform, not replace, the coach's judgment. After design choices, first experiences, and open questions, participants draft their own human-skill training programme with a TA(i), an AI teaching assistant.

There's a Bot for That! How Building My Own GPTs Changed My Teaching - and Can Change Yours — **HS, ROOM 1030**

Art Browlow, *The University of Texas Rio Grande Valley*

Faculty are increasingly using AI, but many struggle to move beyond general-purpose tools to reliable classroom applications. This session demonstrates six practical, task-specific GPT assistants that handle common teaching tasks, including answering syllabus questions, tutoring course content, editing student writing, checking citations, evaluating sources, and forming student groups. These chatbots are faculty-built, with focused instructions and limited knowledge bases, making them more consistent and dependable than relying on improved prompting with general-purpose LLMs. Through model demonstrations and discussion, participants will leave with practical strategies for identifying routine course tasks and building targeted GPTs to handle them, regardless of discipline.

10:10 - 10:40 Presentation Sessions

From Monastries to Spaceships: Tools to Redesign the Master's Dissertation and Rethink Curricula in the Age of AI **HS, ROOM 1033**

Mit Leuridan, *Ghent University*
Sabine Lamote, *Ghent University*

The rise of generative AI challenges higher education to safeguard generic and disciplinary expertise. We treat the master's dissertation as a key point of intervention in this discussion. Integrating GenAI raises concerns about supervision and the acquisition of competencies. These concerns call for a programme-level approach aimed at preparing students to be able to work responsibly with AI. To support this, Ghent University has developed two complementary tools: one helps programme teams rethink the design of the dissertation process, while the other supports them in revisiting graduates' profiles, clarifying when, how and why AI is used or avoided.

Signals in the Static : Learning in the Age of Noise **HS, ROOM 2032**

Lee Laska, *University of Alabama*

In a world saturated with endless content, notifications, and algorithmic distraction, educators face a new challenge: creating learning experiences that break through the noise. This presentation explores how AI-powered video production, animation, and vocal cloning can transform online courses from passive content delivery into engaging digital experiences. Through practical examples and creative strategies, participants will discover how AI tools can enhance storytelling, learner attention, visual communication, and meaningful engagement while preserving authentic human connection in online education.

10:30 - 11:30 AI Playground

Day 2 - AI Playground

HS, 1034, 1F

Stop by and join us for demos on various AI tools! These demos do not include advanced techniques but serve as a tool comparison and provide insights into functionalities using quick examples. Bring your questions, and we'll do our best to provide answers and demonstrations. The stations and presenters are below:

NotebookLM
Emanuel Cortes Lugo, *University of Central Florida*

Vibe Coding
Elizabeth Giltner, *University of Central Florida*

Claude Learning Skill
Malina Catsman, *Breda University of Applied Sciences*

The Rise of the Passive Researcher: Designing AI That Leads Students Back to the Source **HS, ROOM 0026**

Jesper Johansen, *Keenious*

Generative AI makes finding answers effortless, but recent metrics suggest a hidden cost. Full-text downloads are falling (10-15% across roughly 2,000 institutions per Third Iron; 8-27% across Nordic institutions) even as citation numbers hold steady (or even increase). The signal is a "passive researcher" who paraphrases summaries without ever opening the source. Hallucinated citations have even surfaced in elite published work. This session weighs the competing "efficiency" and "cognitive outsourcing" arguments, then moves past them. How can AI be designed as a transparent discovery companion, an "Assistive AI" that restores productive friction and guides learners back to primary material?

What Didn't Work: A Collaborative Troubleshoot of Staff AI Training **HS, ROOM 0027**

Courtney Robinson, *Technical University of Munich*

Strategies and frameworks are everywhere. Failures are not. This session skips the highlight reel. After a brief account of 26 months of training iteration at Breda University of Applied Sciences, we open the floor. No solution should travel unchanged; effective staff AI training must be adapted to the culture, values, and institutional reality it lands in, so let's share and make ideas our own. Participants share their own roadblocks, brainstorm solutions together, and plot new ideas on a live impact-versus-effort graph. Be prepared to be a bit vulnerable, share, and leave with ideas shaped to your context, not just someone else's framework.

Educational Approaches at the Interface of Architecture and Artificial Intelligence: A Review of Universities in Türkiye **HS, ROOM 1027**

Yelda Durgun Şahin, *Adana Alparslan Türkeş Science and Technology University/Türkiye*
Duygu N. Gençoğlan, *Adana Alparslan Türkeş Science and Technology University/Türkiye*

This study aims to examine graduate theses focusing on artificial intelligence and computational methods in the field of architecture, as well as AI-oriented courses integrated into architecture curricula at public and private universities in Turkiye. Within the scope of the research, course contents, program structures, and emerging educational trends were analyzed comparatively. Based on the obtained data, the integration process of the planned courses at the interface of architecture and artificial intelligence into the curriculum of the Architecture Department at Adana Alparslan Türkeş Science and Technology University in Türkiye was discussed. Furthermore, departmental decision-making processes, academic evaluations, and stakeholder perspectives were examined to present a framework for AI-based transformation in architectural education was presented.

20 October 2026

10:50 - 11:20 Presentation Sessions

Cyborg Leadership: Applying a Care-First Framework to AI-Integrated Teams in Higher Ed — **HS, ROOM 1030**

Jason Johnston, *University of Tennessee, Knoxville*
John B. Nash, *University of Kentucky*

Cyborgs walk among us. Not in the sci-fi sense, but as techno-human hybrids. People who are closely intertwined with machines yet retain their human cores. Higher education institutions across the world are already full of cyborgs: faculty and staff integrating AI into daily work and extending capabilities beyond human limits. But are they following human leaders or chasing the next prompt? This session introduces Cyborg Leadership and the Care-First Change Framework (Nash & Johnston, in press), a practice-based approach for leading AI-integrated teams in higher education without losing your humanity in the process.

From Content to Comics: Using AI-Supported Graphic Novels to Teach Complex Concepts — **HS, ROOM 1033**

Carrie Meyers, *Florida State University*
James Reynolds, *Florida State University*

What if complex course content could begin with a story, a visual sequence, or a short graphic novel? This session explores how AI can help faculty and instructional designers create comics, graphic novels, e-readers, and other visual learning materials that invite students into challenging ideas without reducing rigor. Drawing on examples created by educators in FSU's InSPIRE program, participants will examine a transferable process for co-designing AI-supported materials that build background knowledge, support disciplinary vocabulary, and prepare students for deeper learning in higher education.

Beyond Detection: Practical Strategies to Empower Faculty and Support Responsible Student AI Use — **HS, ROOM 2032**

Michelle Darnell, *Penn State University*

Faculty increasingly face a difficult question: How can we hold students accountable for responsible AI use when misuse is difficult to objectively prove? This session moves beyond AI detection debates to provide practical, evidence-informed strategies that empower faculty and institutions to promote accountability, reduce ambiguity, and support responsible student use of AI. Participants will leave with concrete tactics they can immediately implement in their courses.

11:30 - 12:00 Presentation Sessions

3W: AI-Tutor - A Human-Centered and Explainable Framework for AI-Assisted Pedagogy and Curriculum Design — **HS, ROOM 0026**

Shaji Krishnan, *Formerly, TNO*

This presentation introduces 3W: AI-Tutor - a human-centered and explainable framework for AI-assisted pedagogy, curriculum design, assessment, and learning orchestration in the age of generative AI. The framework applies the 3W principle - What, Why, and Whom - to structure transparent human-AI educational interaction while preserving human reasoning, creativity, reflection, and academic integrity. The session explores AI literacy, explainable educational AI, AI-aware assessment design, feedback systems, and human-AI collaboration models. Practical examples and institutional perspectives will demonstrate how AI can augment, rather than replace, educators and learners.

From Research to Practice: Closing the Implementation Gap in Higher Education AI — **HS, ROOM 0027**

Ines Springael, *Breda University of Applied Sciences*

Since 2023, Breda University of Applied Sciences has treated AI adoption as a human and culture challenge, not a technology rollout - becoming the first EU university of applied sciences to deploy AI institution-wide to roughly 7,500 staff and students. But access didn't equal engagement. This session moves from strategy to lived practice: the AI Strategy Compass (AISC) framework, what three years of implementation revealed and the practical guide now helping other institutions close that same gap.

Building AI Literacy Without Building an AI Major: A Transdisciplinary Certificate Model for Workforce and Transfer Students — **HS, ROOM 1027**

Heather Mullins, *Daytona State College*
Anindya Paul, *Daytona State College*
Michael Flota, *Daytona State College*
Michael Daniels, *Daytona State College*

As artificial intelligence becomes embedded across industries and academic disciplines, institutions face a common question: Who should own AI education? This session examines the development of a faculty-led, transdisciplinary 9-credit Artificial Intelligence Awareness College Credit Certificate at Daytona State College. Presenters will share how workforce demands, university transfer considerations, faculty expertise, and student AI literacy needs informed program design. The session highlights strategies for embedding ethics as a foundational requirement, fostering cross-disciplinary collaboration through existing governance structures, and creating an accessible, financial-aid-eligible credential that supports students across degree pathways and learner populations.

20 October 2026

11:30 - 12:00 Presentation Sessions

From Prompt to Possibility: Co-Designing Thought-Revealing Activities with AI **HS, ROOM 1030**

James Reynolds, *Florida State University*
Carrie Meyers, *Florida State University*

What separates a quick AI-generated activity from a learning task that actually reveals how students think? This session explores how educators can use prompt engineering to co-design authentic, thought-revealing activities grounded in the research behind Model-Eliciting Activities. Participants will examine how role prompting, constraint prompting, criteria-based review, iterative refinement, and "twist" prompting can help transform an initial idea into a real-world task that asks learners to model, justify, test, and revise their thinking across disciplines.

Becoming an Augmented Lecturer: Co-Designing Curriculum with AI **HS, ROOM 1033**

Rob Simons, *Breda University of Applied Sciences*

Students rehearsed negotiation against an AI counterpart in a tool their lecturer had built with the same AI. Then they put the laptops away and negotiated with each other, playing the municipalities they had researched for ten weeks. Beforehand, one in five could confidently tell what a stakeholder wanted from why they wanted it. Afterwards, seven in ten could, and students said the rehearsal was what carried them through the live rounds. This session walks through the curriculum co-designed with Claude, including three moments where human judgment had to overrule it, then opens the floor: what are you already building?

Whose World Are We Seeing? The Silicon Gaze, Planetary Understanding, and Relational Knowing in Teacher Education **HS, ROOM 2032**

Callum Philbin, *NHL Stenden University of Applied Sciences*

AI promises educators new ways of seeing and knowing our world, but what it shows us is shaped by whose data, whose language, and whose epistemologies dominate its training. Drawing on empirical evidence of systematic spatial and cultural bias in large language models, and on practice from an international teacher education programme, this session explores what the 'silicon gaze' means for classrooms characterised by linguistic and cultural plurality. When AI renders certain places, languages, and knowledge traditions invisible or essentialised, cosmopolitan education is not simply limited, it is actively distorted. Participants will interrogate the Faustian bargain at the heart of AI adoption in international higher education, and explore how educators can teach with, through, and against the 'silicon gaze'.

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12:00 - 13:15 Lunch

Lunch **12:00 - 13:15**

HN, Food Court, GF

- Unlimited beverages:
  - coffee, tea, pear lemonade, ice tea, water
- Sandwiches:
  - Roast beef sandwich with truffle mayonnaise
  - Pistachio pesto and burrata sandwich
- Soup
  - Leak and potato soup
- Hot dishes:
  - Dutch seasonal vegetable lasagne
  - Beef stew with seasonal vegetables and baked potato

13:30 - 14:00 Presentation Sessions

Hallucinations Included: Teaching Students to Critique AI-Generated Industry Analysis **HS, ROOM 0027**

Kurt Jacobs, *University of Tennessee, Knoxville*
James Darnell, *Penn State University*

As generative AI becomes a common starting point for student research and analysis, faculty face a growing challenge: helping students distinguish useful synthesis from hallucinated, incomplete, or misleading information. This session shares a practical classroom exercise in which students generate an AI-produced industry analysis and then systematically critique its assumptions, evidence, omissions, and market logic. Rather than treating AI as either a shortcut or a threat, the activity positions AI outputs as artifacts for evaluation. Participants will leave with an adaptable assignment model that strengthens critical thinking, disciplinary reasoning, and responsible AI use across diverse teaching contexts.

Mistakes Were Never Punished: Student Experiences of Positivity Bias in GenAI Voice-Enabled Roleplays **HS, ROOM 1027**

Adrian Millward-Sadler, *Joanneum University of Applied Sciences*

This talk outlines the employment of GenAI agents in roleplays with students preparing for their internships. A voice-enabled GenAI chatbot was configured to act as an expert interviewer and conduct industry-specific behavioural job interviews in real time and provide feedback. Deployed with engineering students at an Austrian university of applied sciences, the agent was endorsed in a post-task survey for enabling spoken practice with an expert interviewer, but was consistently criticised for overpraising, providing feedback only on request and not probing weak responses. This session examines positivity bias as a limit on AI roleplay and opens a discussion on designing agents that challenge as well as converse.

AI Abundance and AI Absence: Reframing Educational Outcomes for AI-Augmented and AI-Independent Performance **HS, ROOM 1030**

Maka Tsulukidze, *Florida Gulf Coast University*

Should students learn with AI, without AI, or both? This session argues that the question itself is incomplete. Introducing the concepts of AI abundance and AI absence, the presentation offers a practical framework for defining learning outcomes that prepare students to perform effectively with AI support and independently when that support is unavailable. Participants will gain actionable strategies for curriculum design, assessment, and AI-era competency development.

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Enhancing Comprehension of Theoretical Application via AI **HS, ROOM 1033**

Ann Torres, *University of Galway*
Aisling Keenan, *Technology University of Shannon*
Aine Doherty, *Atlantic Technology University*

Marketing increasingly intersects with information systems and data science (Basu et al., 2025). As future marketers they will be expected to use AI in their roles (Zhu et al., 2026). Hence, they may value technology at the expense of theoretical models underpinning practice, which generate insights for real market scenarios. Further, outsourcing thinking to AI, rather than sharpening it, is a risk (Gonsalves, 2026). Analysing classic marketing models pertinent to social media and digital marketing may address this challenge and risk. Using a structure: generate/analyse/debrief/verify, students prompt AI for examples applicable to theoretical models and evaluate them critically.

AI-Assisted Gamified Learning in a Historical Museum. A Case Study at the Museum of Military Traditions Târgoviște **HS, ROOM 2032**

Otilia Elena Dragomir, *Valahia University of Târgoviște*
Silviu Miloiu, *Valahia University of Târgoviște*
Irina Cirstina, *The National Museum Complex The Princely Court of Târgoviște*

This paper introduces a locally deployable, a Python-based, API-free gamified learning system that transforms the Museum of Military Traditions in Târgoviște's existing corpus of hologram scripts, object descriptions, and room narratives into an adaptive visitor experience. The system uses a TF-IDF retrieval engine to ground all generated content in the verified curatorial corpus, and implements four gamification task types: chronology puzzles, object-to-story matching, Discover the Ruler missions, and reflective micro-prompts, aligned to the exhibition structure. This paper proposes a full technical implementation, the structured corpus derived from the museum's source materials, and a three-condition quasi-experimental evaluation design comparing standard visits, fixed gamified visits, and AI-personalised gamified visits, addressing a gap in the existing literature.

14:10 - 14:40 Presentation Sessions

From ADDIE to AI: A Systematic Approach to Prompt Engineering **HS, ROOM 0026**
Hao Do, *Orlando College of Osteopathic Medicine*

This interactive workshop introduces educators to a practical method for improving AI-generated teaching materials by applying the familiar ADDIE instructional design model as a prompt engineering framework. Participants will learn how structuring prompts around Analysis, Design, Development, Implementation, and Evaluation leads to more accurate, context-aware, and pedagogically sound outputs from generative AI tools. The session is designed for faculty and instructional designers across disciplines.

Assessment Futures in the Age of AI **HS, ROOM 0027**
Pernilla Josefsson, *Södertörn University*
Helge Hüttenrauch, *Södertörn University*
Patric Sahlen, *Södertörn University*

This session explores how assessment practices in higher education can be rethought in response to normalization of GenAI. Drawing on experiences from the commissioned continuing professional development course AI and Examination, designed for in-service teachers with professional teaching experience, the session examines how AI challenges established notions of authorship, knowledge, and academic quality, while simultaneously making the professional knowledge embedded in assessment practices more visible. Using future-oriented scenarios, participants collaboratively explore questions concerning professional judgment, disciplinary interpretation, and the possible automation of assessment, including what may be lost when evaluative practices become AI-mediated.

How Much AI Does Today's Instructor Need to Know? **HS, ROOM 1027**
Kevin Yee, *University of Central Florida*

LLMs were just the beginning. Today's LLMs are multimodal and divided into frontier and open-weight models, fast vs. reasoning models, and so on. As the models advance, so too do their capabilities; big chunks of our daily workflow can now benefit from LLMs. We at least need to have knowledge of wearables and browser agents, but desktop agents increasingly warrant our attention as well. There are even simple, no-code "vibe coding" options relevant for teaching. We'll define all of these and dive into simple, relevant solutions for each.

14:10 - 14:40 Presentation Sessions

AI Study Companions, Grounded in the Course Material **HS, ROOM 1030**

Adriaan van Liempt, *Breda University of Applied Sciences*
Moji Shavali, *Breda University of Applied Sciences*

Large language models are association machines, not fact machines: built to please, they return fluent but generic output unless carefully prompted. Students who miss this over-trust the model and outsource their thinking, eroding the relevance and distinct voice education should develop. This presentation introduces companion systems that ground responses in factual course material and decline to do the student's work, instead scaffolding through questions, surfaced uncertainty, and handing thinking back (think first, prompt second). With routine work carried by a trusted companion, teaching can shift from transmitting knowledge to building meaning. Students often resist at first, then grow enthusiastic as they notice they are learning. We share the design philosophy, the systems, and early practical experience.

Notebook LM: The Greatest Educational Disruptor Since the Industrial Revolution? **HS, ROOM 1033**

Sandra Perez, *Arkansas College of Health Education*
Charley Butcher, *Arkansas College of Health Education*

NotebookLM is revolutionizing student success by transforming passive study materials into highly interactive, personalized learning environments. By dynamically generating tailored study guides, answering complex questions, and producing engaging audio discussions, this powerful tool democratizes personalized tutoring. It empowers diverse learners to master difficult concepts at their own pace and modality, fostering deeper comprehension and critical thinking. NotebookLM is not just a study aid; it is a vital equalizer, redefining student achievement in the digital age.

Making Learning Visible: Using AI and Interactive Slides to Validate Understanding in Real Time **HS, ROOM 2032**

Mike Coumans, *Sendsteps*
Ludo Juurlink, *Leiden University (ICLON)*

AI has significantly accelerated content creation in higher education, yet many educators still lack visibility into whether students truly understand the material. In this session, we share how faculty use AI-generated and interactive presentations to close this gap. By combining real-time feedback, engagement data, and AI-supported lesson design, educators can better adapt their teaching during and after class. Participants will experience a live example and gain practical strategies to make learning more visible and actionable across disciplines.

AI Competencies: Teaching Reasoning, Verification, and Ethical Use Across Disciplines **HS, ROOM 0026**

Rebecca Odom-Bartel, *Cleveland State University*
Elena Andrei, *Cleveland State University*
Claire Hughes, *Cleveland State University*
Tyler Clark, *Western Kentucky University*
Melanie Gagich, *Cleveland State University*

As genAI reshapes student learning, faculty are confronting a growing disconnect between access to answers and evidence of student thinking, including reduced cognitive effort, limited verification, and overreliance on AI-generated outputs. This session presents a tiered AI competency framework developed alongside a teacher preparation program, with a focused deep dive into Tier 1 (base) foundational competencies. Centered on reasoning, verification, and ethical AI use, Tier 1 defines the baseline skills all students need to engage critically with AI. Participants will examine specific competencies and concise examples in practice, leaving with a clear framework for strengthening student thinking and academic integrity across disciplines.

Gradus **HS, ROOM 0027**

Erik Heppell, *Breda University of Applied Sciences*

Every teacher has felt it: the gap between what a project says and what a student actually understands. Most AI assessment tools close that gap by removing the teacher. Gradus does something different â€” it's the first tool to keep the lecturer in control while anchoring every question and grade to real learning outcomes and context, drawn live from what a student actually says, inside the real messiness of group work. The result isn't a faster rubric. It's a truer one. Come see what happens when assessment measures understanding instead of performance.

Human-in-the-Loop as Learning Space Design: Piloting AI Learning Agents **HS, ROOM 1027**

Jonas Schug, *Bochum University of Applied Science*

In AI-supported higher education, human-in-the-loop is often understood as humans checking AI outputs. This contribution proposes a different view: in dynamic learning environments, teachers cannot monitor every AI response or student-agent interaction. Pedagogical responsibility therefore shifts from output control to the prior design of the learning space. This is illustrated through WOTUM, an AI-based learning agent currently piloted with more than 100 participants in over four courses. Teachers add course content, define learning objectives, configure topic checks, dialogue modes and analytics. WOTUM shows responsible AI as designing conditions for meaningful learning, not reviewing isolated outputs.

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What Happens When Teachers Redesign for AI? Lessons from a BKO+ Professional Development Track — **HS, ROOM 1030**

Jacqui Edwards, *University of Amsterdam*
Ivar Kolvoort, *University of Amsterdam*

This session showcases the pilot BKO+ Track Responsible AI in Education, an 80-hour professional development programme at the University of Amsterdam for educators with an existing teaching qualification. Participants identify an AI-related educational dilemma within their own teaching context and redesign part of a course through interdisciplinary exploration of academic writing, critical thinking, metacognition, self-regulated learning, and assessment. Through AI Teaching Labs, educators collaboratively design, test, and refine classroom practices while navigating the unexpected opportunities and implementation challenges that emerge when integrating AI into higher education teaching.

Player to Student: What the Games Industry Teaches Us About AI Transparency in Education — **HS, ROOM 1033**

Malina Boyd Catsman, *Breda University of Applied Sciences*

When game developers quietly use Generative AI, players revolt. Yet when a game openly pitches AI as a core mechanic, will players opt in willingly? This session explores that contrast and asks: what can higher education learn from it? Drawing on an ongoing Master's research project, this talk proposes that transparent, intentional communication about how and why AI is used in a course dramatically shifts student perception from suspicion and resistance to informed acceptance. Come ready to rethink how you introduce AI to your learners.

Every Chart Tells a Story: A Rhetorical Approach to Visual Data Storytelling with GenAI — **HS, ROOM 2032**

Sue Hum, *The University of Texas at San Antonio*
Ashwin Malshe, *The University of Texas at San Antonio*

Across disciplines, students must communicate with data, yet most treat charts as neutral displays rather than arguments shaped by audience, purpose, and framing. Generative AI widens the gap: students generate visuals instantly but rarely question them. This session shares four short, GenAI supported, classroom-ready modules that teach visual data storytelling as a rhetorical practice. Survey results (~800 respondents) show students' confidence in telling a story with data jumped from 61% to 81%, and they learned to critique and revise AI-generated visuals rather than accept them. Audience leave with sample prompts ready for any discipline.

15:30 - 16:00 Presentation Sessions

From Detection to Design: Fostering Academic Integrity in the Age of AI **HS, ROOM 0026**

Brigit Kolen, *Fontys University of Applied Sciences*
Coreline Haasakker-van Leeuwen, *Fontys University of Applied Sciences*
Sjors van der Heiden, *Fontys University of Applied Sciences*

The emergence of generative AI has intensified longstanding concerns about academic integrity in higher education. This session presents a practical, pedagogy-first approach that shifts the focus from detecting cheating to designing for authentic learning. Building on a practice-based framework for preventing academic misconduct, participants will explore how assessment design, evaluative judgment, and continuous dialogue can support authenticity and integrity in student work across disciplines. Concrete examples and practical strategies will help participants rethink assessment in pragmatic ways that help foster authenticity and integrity in an educational context - be it with, about or in spite of AI.

Mapping Your Professional Ecosystem: Arts-Based Methods for Locating AI in More-Than-Human Knowledge Networks **HS, ROOM 0027**

Daniel Serig, *Northeastern University*

Most AI fluency training centers the tool. This session inverts that frame. Participants engage in a brief arts-based mapping exercise that locates AI as one node within their broader professional ecosystem alongside human colleagues, students, texts, communities, and material environments. Grounded in connected relationalism, a framework that synthesizes process philosophy and relational ontologies, the activity treats AI fluency as a matter of relational positioning rather than tool mastery. Faculty leave with a transferable exercise they can run with their own colleagues or students to surface assumptions, expand sources of expertise, and design more discerning use of AI.

Participation by Design: How the Munich University of Applied Sciences Engages All Stakeholders on the Path to AI Competence **HS, ROOM 1027**

Sandra Strahlendorf, *Hochschule München University of Applied Sciences*
Anna Morass, *Hochschule München University of Applied Sciences*
Leonie Fery, *Hochschule München University of Applied Sciences*

Becoming an AI-competent institution requires more than strategy: it demands the active involvement of all stakeholders to ensure a needs-driven approach and build shared commitment. At Munich University of Applied Sciences (HM), the "bauwerK!"-project addresses this through three complementary participation formats: (1) a sounding board where senior decision-makers set the strategic direction, (2) an interactive AI parcours where all university members engage as co-creators and feedback-givers, (3) a university-wide needs assessment capturing experiences and priorities across all groups. Together, these formats drive a top-down and bottom-up AI transformation, building infrastructure, strengthening knowledge and skills, and embedding AI into professional culture.

15:30 - 16:00 Presentation Sessions

Smarter Training, Better Care: AI Tools for Modern Healthcare Curriculum **HS, ROOM 1030**

Brandy Strahan, *University of West Florida*
Andi Nelson, *University of West Florida*

The rapidly evolving healthcare industry demands highly skilled professionals, but traditional pedagogical approaches to healthcare education struggle with individualized learning, real-time feedback, and scalable assessment solutions required for modern clinical practice. AI offers a transformative solution, delivering personalized learning pathways, dynamic interactions via intelligent chatbots, and objective, automated assessments. Harnessing AI is an imperative necessity to prepare competent, adaptable, and future-ready healthcare professionals. This presentation will review various AI tools implemented across our college of health and provide practical applications for successful implementation.

Start with People: Empowering Learning Designers to Navigate Meaningful AI Integration **HS, ROOM 1033**

Francesca Mazzieri, *Junior Achievement Worldwide*
Marios Kakouris, *JA Cyprus*
Aleks Zhelyazkov, *JA Bulgaria*
Catia Teixeira, *JA Portugal*
Magdalena Jamiolkowska, *JA Poland*
Elene Rtveladze, *JA Georgia*
Emmalyn Green, *JA Worldwide*
Mireille Mikhail, *JA Worldwide*

As the world of AI continues to change, new islands of tools, methodologies, and possibilities keep appearing on the horizon, one after another. For educators and curriculum designers, this raises complex questions: Which tools should we choose? Which approaches should we follow? When does AI truly add value to learning, and when does it not? Rather than chasing every new island, educators need a compass for direction, the skills and agency to carve their own path, and a process to guide their choices. This study explores the impact of a four-month global capacity-building program equipping 17 Junior Achievement learning designers to meaningfully integrate AI into entrepreneurship and work-readiness programs for youth.

AI-Augmented Software Engineering Education: Designing Assessable AI Use in Software Engineering Education

HS, ROOM 2032

Colin C. Venter, *University of Limerick*
Salaheddin Alakkari, *University of Limerick*
Stefanie Betz, *Furtwangen University*
Ian Brooks, *University of the West of England*
Mark Burkley, *University of Limerick*
Ruzanna Chitchyan, *University of Bristol*
Leticia Duboc, La Salle, *University Ramon Llull*
Chris Exton, *University of Limerick*
Stephen Kinsella, *University of Limerick*
Roisin Lyons, *University of Limerick*
Shola Oyedeji, *Lappeenranta-Lahti University of Technology*
James Vincent Patten, *University of Limerick*
Birgit Penzenstadler, *Chalmers University of Technology and University of Gothenburg*
Gillian Place, *University of Limerick*
Jari Porras, *Lappeenranta-Lahti University of Technology*
Norbert Seyff, *University of Applied Sciences and Arts Northwestern Switzerland*
Marie Travers, *University of Limerick*
Walter F. Uys, *Centre for IT and National Development in Africa*

This presentation reports on a first-year Immersive Software Engineering EPIC project in which students explicitly use AI tools to support the refactoring of iDaVIE, an open-source VR astronomy visualisation system. Teams are required to analyse maintainability, propose architectural changes, generate tests, interpret metrics, and defend architectural design decisions. The module makes AI use visible, logged, reviewed, and assessable. The case study demonstrates how AI tools can support authentic software engineering learning while preserving academic integrity through explanation, reflection, and oral defence. It offers a transferable assessment model for project-based learning in disciplines involving complex artefacts, technical judgement, and collaborative problem-solving.

But I Saw it Online So it Must Be True: Teaching Students to Detect Generative AI and Misinformation **HS, ROOM 0026**

Elliott Rose, *Pennsylvania State University*
Denise A. Wetzel, *Pennsylvania State University*

This session empowers educators to tackle one of today's most urgent challenges: helping students discern truth from AI-generated fiction. Drawing on a well-attended, librarian-designed workshop, participants will explore how generative AI fuels misinformation and disinformation while teaching students to critically evaluate online content. Through engaging activities, participants will practice identifying AI-generated content using media literacy techniques such as lateral reading and source evaluation. This work will inform future iterations of these genAI workshops by the presenters. Participants will leave with an adaptable digital toolbox to build their own workshop for an increasingly complex information landscape.

From Awareness to Application: A Project-Based AI Literacy Course for Non-Technical Bachelor's Students **HS, ROOM 0027**

Kateryna Akyhnko, *Ukrainian Catholic University*
Olexii Molchanovskyi, *Ukrainian Catholic University*

As AI reshapes professional life across all fields, universities face a growing challenge: how to prepare non-technical students to engage with it critically and practically. This paper presents Basic AI Literacy, a semester-long course for first- and second-year non-technical bachelor's students, combining weekly lectures, hands-on practical sessions, and a structured project. Students interview domain specialists, analyze professional workflows using the WINS framework, design accessible AI-based solutions, and receive practitioner feedback. The course aimed to develop genuine AI literacy â€" not just tool familiarity, but the capacity to evaluate when and how AI adds real value in authentic professional contexts.

What Should Students Know on How to Use AI? Defining Workforce Competencies Through an AI and Data Analytics Certificate **HS, ROOM 1027**

Heather Mullins, Daytona State College
Nabeel Yousef, Daytona State College

As artificial intelligence rapidly enters the workplace, higher education institutions (HEIs) face a fundamental curriculum challenge. While some programs emphasize AI literacy and others focus heavily on algorithm development, workforce-oriented programs must determine which competencies best prepare students to analyze data, understand AI systems, evaluate risks, and support implementation within organizations. This session uses Daytona State College's Advanced Technical Certificate in Artificial Intelligence and Data Analytics as a case study for examining how HEIs can define meaningful AI workforce competencies. Presenters will discuss curriculum design decisions related to data analytics, machine learning foundations, AI governance, implementation, compliance, ethics, and organizational adoption.

16:10 - 16:40 Presentation Sessions

Becoming a TRAIILblazer: Building a Global Repository for AI Learning **HS, ROOM 1030**

Nicole Stahl, *University of Central Florida*
Wendy Howard, *University of Central Florida*

Discover the Teaching Repository for AI-Infused Learning (TRAIIL), a growing community-driven collection of resources designed to support educators as they integrate AI into teaching and learning. Built by and for higher education professionals, TRAIIL showcases practical strategies, assignments, case studies, and other examples from real-world practice. This session will provide an overview of the repository, demonstrate how to contribute and access resources, and highlight emerging themes from the collection. Join the conversation, learn from colleagues around the world, and help shape the future of AI-infused learning by becoming a TRAIILblazer.

From Awareness to Capability: Designing a Task-Based AI Literacy Framework for Faculty Development **HS, ROOM 1033**

Henrike Krijnsen, *Ministerie van Defensie, Nederlandse Defensie Academie*
Marleen Luwaert, *Ministerie van Defensie, Nederlandse Defensie Academie*

Generic AI tool training frequently fails because it misses the operational reality of educators. To build true AI fluency, institutions must shift from ad-hoc tool tips to a structured, task-based competency framework. This session demonstrates how we translated strategic models (RADIO and PISA MAIL) into contextualized, role-based AI literacy profiles. Using the concrete example of a language teacher, we map specific competencies across core (educational) phases: preparation, execution, and evaluation. Participants learn how to move faculty from passive consumers ("AI-Aware", i.e. Level 1) to active co-creators ("AI-Capable", i.e. Level 2) using an adaptable, sustainable taxonomy.

Beyond the AI Gadget: Embedding FysioSim as a Blended Clinical Reasoning Practice in Physiotherapy Education **HS, ROOM 2032**

Johan Huijsmans, *Fontys Paramedisch*

FysioSim is an AI-supported virtual practice environment for physiotherapy students. Students interact with simulated patients, make clinical reasoning decisions, and receive structured feedback based on professional guidelines, safety considerations, communication, and treatment planning. This session shares the educational design behind FysioSim, the feedback model, and the practical design choices needed to prevent AI from becoming a short-lived gadget. The session argues that educators should start with the learning process, not with the technology. AI should be chosen only when it offers a better learning opportunity than existing alternatives. Participants will leave with a practical framework for deciding when an AI simulation adds value, how to connect it to classroom teaching, and how to keep the teacher's professional judgement central.

Closing / Call to Action

Closing/Call to Action **16:45-17:00**
HS, Chapel

Join us as we wrap up our last day of the conference and where to go next as we move forward. Don’t miss out on raffle prizes and the announcement about the next Teaching and Learning with AI in Europe conference!

20 October 2026