SUMMER
INSTITUTE
+
AI Symposium

2024

May 14-15

WELCOME

Hello and Welcome!

We are pleased to welcome you to the second Summer Institute from the Center for Teaching and Learning which this year is offered in partnership with the RIT Research Division. Summer Institute was originally conceived to bring RIT faculty together to celebrate teaching and learning in an environment that promotes awareness of all the amazing things we are collectively involved in – by showcasing you and your colleagues' efforts.

This year's theme is "Teaching the 21st Century Student" and although we are nearly a quarter of the way through this century, a few things have changed very recently that have the potential to rapidly alter our profession in challenging and potentially exciting ways. Generative AI has, and will continue to evolve, excite and disrupt our work as educators and so this year's event benefits from the inclusion of an AI Symposium.

The planning team (for which we owe our huge thanks) with the help of our innovative faculty have built a two day series of multiple track sessions focused on engaging learning experiences, helping students succeed, and harnessing new technologies. We have two expert keynote speakers for you to engage with, Kendra Evans, RIT's Director of Spectrum Support Services, who will speak to ways of positively impacting retention, engagement, graduation and employment outcomes. Our second speaker Dr Christina Katapodis, a highly acclaimed Mellon Senior Research Associate from City University of New York (CUNY) will offer her keynote 'The Future is co-created: Take student engagement to the next level'. Our hope is that you will use the opportunity to network, learn, collaborate with and enjoy the company of fellow faculty with a view toward enhancing your teaching and learning endeavors.

We are confident you will enjoy several key features of our two day institute. At the end of day one, relax with a beverage and explore the past two years of Provost Learning Innovation Grant (PLIG) funded faculty projects at our PLIG Poster Showcase. At the end of day two, explore hands on the many ways in which faculty are using Generate AI in their professional lives, from building compelling content to reimagining their pedagogy. A range of stations will be available for you to experience firsthand the power and functions of the latest tools. Talk through the implications of AI with colleagues that have deep experience with it, and learn how to potentially mitigate the potential pitfalls of its use in educational settings.

Finally, we hope you enjoy the surroundings of RIT's latest construction project, the Student Hall for Exploration and Development (SHED), and the many spaces that were designed to facilitate state of the art learning!

Thank you for attending!

Dr. Neil Hair
Executive Director, Center for Teaching and Learning

Dr. Ryne Raffaelle
Vice President for Research, Research Office

KEYNOTE
SPEAKERS

Kendra Evans
Director, Spectrum Support Programs
Spectrum Support Program, RIT

Kendra Evans is currently the Director of the Spectrum Support Program (SSP) & Neurodiverse Hiring Initiative (NHI). She earned a Bachelor of Arts in Political Science and Public Policy from the University of Chicago, a Master of Arts degree in Teaching from the University of Pittsburgh and a Masters in Business Administration from RIT.

Her professional focus is on the neurodivergent learner with emphasis on workforce development. She is committed to advancing graduation and employment outcomes and quality of life for neurodivergent students.

Kendra serves as a content area expert on grant proposals, presents at national conferences, and provides consultation and neurodiversity training to employers and non-profit organizations. In 2023, she was awarded RIT's Presidential Excellence Award for her work.

Kendra is the mother of three amazing teenagers and a springer doodle puppy. She walks each day before dawn, is a fan of darts and logic puzzles, and her last meal would be a soft pretzel and craft beer at a ballpark, preferably Wrigley Field! #GoCubs

Christina Katopodis
Mellon Senior Research Associate
City University of New York (CUNY)

Christina Katopodis, PhD, is a Mellon Senior Research Associate at the City University of New York's Humanities Alliance, pursuing research on the indispensable role of a humanities education in a just society. She is the former Associate Director of Transformative Learning in the Humanities and founder of Engaged & Ready, a project that empowers faculty with antiracist active learning tools to democratize their classrooms. She is the winner of the 2019 Diana Colbert Innovative Teaching Prize and the 2018 Dewey Digital Teaching Award. She has authored or co-authored articles published in Chronicle of Higher Ed, English Language Notes, ESQ, Hybrid Pedagogy, Inside Higher Ed, ISLE, MLA's Profession, Times Higher Ed, and Zeal: A Journal for the Liberal Arts. With Cathy N. Davidson, Katopodis is author of The New College Classroom (Harvard University Press, 2022), winner of the AAC&U 2023 Frederic W. Ness Book Award.

She has delivered more than 50 talks and workshops on teaching and learning topics at colleges and universities and regional, national, and international conferences across Australia, Canada, Sweden, and the U.S. Long before that, she began her college-level teaching career with a focus on American literature and environment. As a result of years in academic programs devoted to structuring equity into college classrooms, she discovered that others are struggling to make their classrooms more democratic and student-centered without burning themselves out in the process. Combined with her first-hand teaching experiences, years of research in the learning sciences, and desire to help, she took to the stage with the goal of reaching as many people as possible to transform higher ed from the inside out.

CONFERENCE SCHEDULE

8:00 - 8:25 AM

Registration & Breakfast
Premium Continental Breakfast
Location: SHED, 3rd floor Lobby

8:30 - 9:50 AM

Opening Remarks
Neeraj Buch, Dean of Undergraduate Studies and Associate Provost for Student Success
Keynote: Positively Impact Retention, Engagement, Graduation and Employment Outcomes of Neurodivergent Students
Kendra Evans, Director, Spectrum Support Programs, RIT
Location: SHED, Room 3300

10:00 - 10:50 AM

Transformative Teaching: A Journey Through Active Learning Strategies	Integrating LLMs into the Science Curriculum	Inclusive Syllabi Design: Strategies for Enhancing Accessibility and Student-Centered Teaching	Using Projects to Replace Exams
Neeraj Buch	Christopher Collison (COS), Tom Fuller (COS)	Nickesia Gordon (CLA)	Jennifer O'Neil (CET)
Wallace 3420	*Wallace 3430*	*Wallace 3440*	*Wallace 3490*

11:00 - 11:50 AM

Making Time: Prompts and Free Writing in the Classroom	Getting to Know Our Gen Z Students (and Getting Them to Know Us)	PART 1: "Leveling the Playing Field": Cultivating Inclusive Learning Spaces
Jessica Pavia (CLA)	Kristin Kant-Byers (CLA)	David Yockel (University Studies), mari jaye blanchard (CAD)
Wallace 3420	*Wallace 3430*	*Wallace 3440*

12:00 - 12:50 PM

Lunch
Boxed lunches, and assorted beverages
Location: SHED, 3rd floor Lobby

1:00 - 1:50 PM

Tabletop Experiments for Teaching Dynamics in Large Classroom Formats	Teaching a Gen-AI-Centered Course	PART 2: "Leveling the Playing Field": Cultivating Inclusive Learning Spaces	Checking In---Getting to know your students
Mario Gomes (KGCOE)	Matthew Wright (GCCIS), Chris Schwartz (GCCIS)	David Yockel (University Studies), mari jaye blanchard (CAD)	Raymond Scattone (CLA)
Wallace 3420	*Wallace 3430*	*Wallace 3440*	*Wallace 3490*

2:00 - 4:00 PM

Reception & PLIG Poster Showcase
Open bar with cheese and crackers
Location: SHED, Atrium A-Level

TRACKS: Engaging Learning Experiences ▮   Harnessing New Technologies ▮   Helping Students Succeed ▮
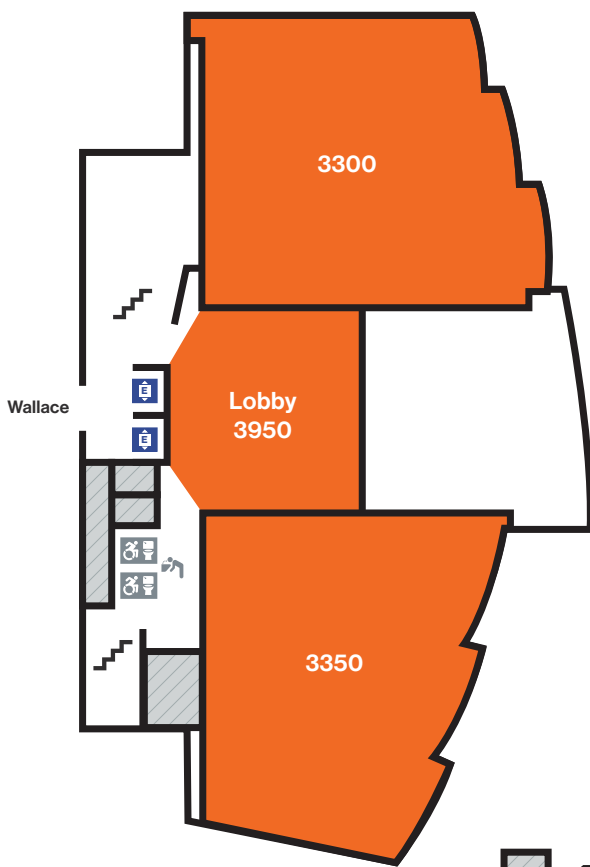
Get in Touch

ctl@rit.edu
585-475-2551
rit.edu/teaching

WHAT IS CTL?

The Center for Teaching and Learning provides faculty with **instructional design** guidance, consultations on **teaching practices**, training and support for a variety of **academic technologies**, and the management of **classroom technology** across the Henrietta campus.

SHED FLOOR 3

N
W   E
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3300

Wallace

Lobby
3950

3350

Legend

Event Space

Non-event Space

Restricted Access

Elevator

Stairs

Drinking Fountain

Accessible

All Gender Restroom

Men's   Women's

WALLACE FLOOR 3

N
W   E
S

3420

3430

3440

RIT Archives
Research Center
3650

SHED

RIT Museum

SHED

3490

CONFERENCE SCHEDULE

DAY 2

Time	Session
8:00 - 8:25 AM	**Registration & Breakfast** *Continental Breakfast* *Location: SHED, 3rd floor Lobby*
8:30 - 9:50 AM	**Opening Remarks** David C. Munson Jr. RIT President Prabu David, Provost and Senior Vice President for Academic Affairs **Keynote: The Future is Co-Created: Take Student Engagement to the Next Level** Christina Katopodis *Location: SHED, Room 3300*

10:00 - 10:50 AM	**Making Active Learning Sweet and Simple!** Emily Coon (COS) *Wallace 3420*	**Teaching Hip Hop in a College Classroom** Makini Beck (CLA & SOIS) *Wallace 3430*	**Explore Ethical Generative AI & Test Drive Your AI Prompt** Ihab Mardini (CAD) *Wallace 3440*	**Ideation and Collaboration between Humans, More Humans, and AI** Alex Lobos (CAD) *Wallace 3490*
11:00 - 11:50 AM	**Novices as Experts: Active Learning in Linked Writing Courses** Phil Shaw (SOIS) *Wallace 3420*	**Collaboration and the Art of Compromise** Rebecca Aloisio (CAD), Mitch Goldstein (CAD) *Wallace 3430*	**Think Like AI** Garret Arcoraci (GCCIS), Robert Kostin (GCCIS) *Wallace 3440*	**Generative AI in Art and Design: Teaching Beyond Boundaries** Juan Noguera (CAD) *Wallace 3490*

12:00 - 12:50 PM	**Lunch** Boxed lunches, and assorted beverages *Location: SHED, 3rd floor Lobby*

1:00 - 1:50 PM	**Embracing Student Mistakes in Teaching** Colin Mathers (CLA) *Wallace 3420*	**Transformative Ways to Motivate Students with Joy, Curiosity, and Agency in Learning** Christina Katopodis *Wallace 3430*	**Creative Overload: How AI is Supercharging Design Education** Alejandro Perez Sanchez (CAD) *Wallace 3440*	**AI Accelerated Curriculum Development & Student Engagement** Shaun Foster (CAD) *Wallace 3490*

2:00 - 2:50 PM	**AI Task Force Panel Discussion** *Location: SHED, Room 3350*
3:00 - 5:00 PM	**Reception & Teaching with AI Demonstrations** Open bar with cheese and crackers *Location: SHED, Atrium A-Level*

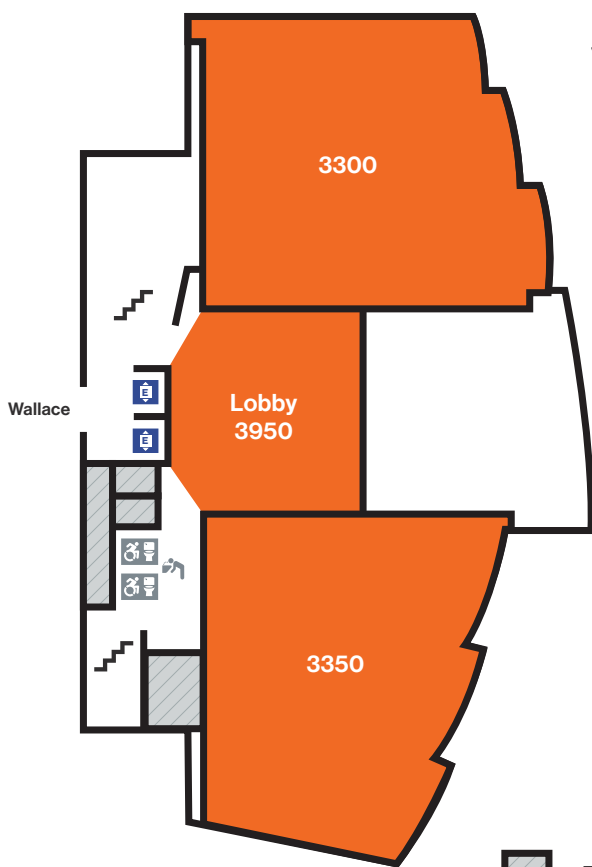**TRACKS:** Engaging Learning Experiences ▮ Harnessing New Technologies ▮ Helping Students Succeed ▮

RIT TEACHING CIRCLES

Teaching circles are **faculty initiated and led** discussion groups that meet regularly over a semester. They foster **reflective practices** about teaching and learning, and establish and strengthen **relationships** with colleagues across disciplines, colleges, and ranks.

rit.edu/teaching/ teaching-circles-program

SHED FLOOR 3

3300

Lobby
3950

3350

Wallace

Legend:
- Event Space
- Non-event Space
- Restricted Access
- Elevator
- Stairs
- Drinking Fountain
- Accessible
- All Gender Restroom
- Men's   Women's

WALLACE FLOOR 3

3420

3430

3440

3490

RIT Archives
Research Center
3650

SHED

SHED

RIT Museum

PROGRAM
DETAILS

Registration and Breakfast

Check-in, get your name badge, optional information packets enter the raffle, and partake in the continental breakfast before the opening address begins.

Keynote: Positively Impact Retention, Engagement, Graduation and Employment Outcomes of Neurodivergent Students

Opening remarks by Neeraj Buch, Dean of Undergraduate Studies and Associate Provost for Student Success
Keynote by Kendra Evans, Director, Spectrum Support Services

How can higher education professionals help students with autism succeed? With the rise in diagnosis – 1:88 in 2008 to 1:36 in 2023 – these neurodivergent students are now attending college more than ever before. Students on the spectrum require additional support, resources, and considerations inside and outside of the classroom to successfully engage and persist through graduation and to be career ready. Join our expert presenter and in just 50 minutes, you will be able to increase the success of this population through engagement and retention efforts that meet their unique academic and career needs.

Anyone who interacts with students on the spectrum will benefit from this webinar. Our expert presenter will discuss strategies for working with neurodiverse students by implementing universal design practices to optimize academic and employment outcomes as well as improve the student experience overall.

Transformative Teaching-A Journey Through Active Learning Strategies

Neeraj Buch, Dean of Undergraduate Studies and Associate Provost for Student Success

In today's dynamic educational landscape, fostering active learning environments is pivotal for student engagement, critical thinking, and knowledge retention. As educators, we constantly strive to enhance our teaching methodologies to meet the diverse needs of our students and to cultivate lifelong learners. This workshop serves as a platform to explore and implement innovative strategies that promote active learning in the classroom. Together, let's embark on this journey to transform our classrooms into vibrant hubs of active engagement, where curiosity flourishes, ideas collide, and learning knows no bounds. Let the exploration begin!

Integrating LLMs into the Science Curriculum

Christopher Collison (COS), Tom Fuller (COS)

This workshop aims to illustrate innovative ways to incorporate Large Language Models (LLMs, including GPT, ChatGPT, and Bard) into science classes, laboratories and virtual lab experiences. An additional goal will be to identify those individuals who would look to further explore and develop working "Tools" for implementation in Fall 2024. During the workshop and subsequent collaborations, participants will brainstorm and create demonstrations incorporating LLMs into the curriculum. These could include designing homework sets, tutorial chat-bots, pre-labs, virtual lab activities, and lab reports. The event and the final implementation would bring together those with disciplinary backgrounds that range across biology, imaging science, chemistry, materials science, physics and education, fostering collaborations and sharing expertise. We hope to bring together: scientists focused on education research, scientists with expertise in running laboratories, and computer scientists with background in LLM development. **Note: This workshop includes team-based activities.**

Inclusive Syllabi Design:
Strategies for Enhancing Accessibility and Student-Centered Teaching

10:00 - 10:50 AM

Nickesia Gordon (CLA)

This workshop provides an opportunity for participants to reflect on current syllabi construction, explore the extent to which current designs incorporate inclusive practices and to rework, where appropriate or desired, sections of current syllabi using strategies and tools that encourage a student-centered, inclusive and accessible course experience.

Using Projects to Replace Exams

10:00 - 10:50 AM

Jennifer O'Neil (CET)

The proposed workshop will provide information on various techniques to assist faculty with integrating engaging pedagogies into their classroom. Time will briefly be spent on different active learning techniques, such as think-pair-share and gallery walks. The workshop will build on these techniques to then demonstrate alternatives to traditional exams. Participants will walk away with examples, discussion and brainstorming for their own courses, and assessment methods.

Making Time: Prompts and Free Writing in the Classroom

11:00 - 11:50 AM

Jessica Pavia (CLA)

From the start of my teaching career here at RIT, I have prioritized prompt-based free writing in my classroom. Whether I am teaching for 50 minutes or more, having five minutes each meeting for students to settle their minds, warm their creativity, and ground themselves through the act of guided creative writing, has been my priority. However, very few professors encourage this overall — English department or otherwise. In their article, "Informal and Shared: Writing to Create Community," Deborah Dean and Adrienne Warren write, "Too often students perceive writing in school as formidable — a risk or a threat, a way to be evaluated — and not often enough as a way to learn, to express ideas, just to be a writer" (p. 51). Through consistent informal writing prompts, students settle into a community of learners and feel connected with their peers, as well as come to understand writing as a form of self-identification and development. Through a workshop with professors from various departments, I would like to walk through the values of free writing in classrooms, how to theme prompts around lesson plans, and how to take advantage of this writing to build community among students.

Getting to Know Our Gen Z Students (and Getting Them to Know Us)

11:00 - 11:50 AM

Kristin Kant-Byers (CLA)

This teaching session has two goals to help faculty create a more personal experience in the classroom. The first goal is to help faculty grow in knowledge and understanding of this new generation of learners, the Gen Z-ers. The second goal is to help faculty identify and share their own practice of learning with their students. This session champions that personal learning is effective learning, Course content that is made relatable to students' lives, interests, and goals leads to students' successful learning of that content. Understanding students' starting points, concerns, fears, wants, and accomplishments helps faculty to select and/or convey course content that engages students. In turn, faculty can share information that is relatable and engaging to the faculty member's life, interests, goals, and even their own academic journey. Many articles, blogs, and posts advise students on how to leave a good impression with their professors, how to communicate, and how to get to know professors. Yet, very little is offered on how faculty can get to know their students. Even less available in the pedagogical literature are techniques and practices that guide faculty in modeling the very personal process of learning to their students (probably because this is a vulnerable thing for faculty to do). This session will brainstorm, create, experiment, encourage, and assess classroom practices that help faculty get to know their students and help students get to know their faculty.

PROGRAM
DETAILS

Wallace 3440

PART 1: "Leveling the Playing Field": Cultivating Inclusive Learning Spaces

11:00 - 11:50 AM

David Yockel (University Studies), mari jaye blanchard (CAD)

In today's increasingly diverse and globalized educational landscape, fostering inclusivity is a necessity for ensuring equitable learning experiences for all students. Therefore, utilizing a growth mindset, this professional development opportunity will empower educators in all disciplines working to design and implement inclusive classroom practices, policies, and pedagogies.

This event will provide a supportive space for faculty members to share insights, learn from each other, and develop action plans for integrating inclusive pedagogies into their teaching practice. Through a short presentation, discussion, and focused collaborative activities, faculty members will explore student-centered teaching strategies that engage the wealth of intersecting social identities and positionalities that all students bring to the classroom.

Topics covered will include culturally responsive teaching, accessible course design, identifying biases, and creating inclusive classroom practices and assessment policies. By the end of the workshop, participants will be equipped with the knowledge, skills, and confidence to cultivate inclusive learning environments where all students can thrive.

SHED 3rd Floor Lobby

Lunch

12:00 - 12:50 PM

Pickup your boxed lunch and beverage from the designated area. Feel free to explore the beautiful surroundings of the new SHED building and find a comfortable spot indoors or outdoors to enjoy your meal. Take this opportunity to network and engage with fellow attendees while savoring your lunch in this inspiring environment.

Wallace 3420

Tabletop Experiments for Teaching Dynamics in Large Classroom Formats

1:00 - 1:50 PM

Mario Gomes (KGCOE)

You will be participating in one or two activities that have been successfully used in a class of over 100 undergraduate students at RIT. First, rigid-body dynamics is, in short, the study of objects in motion. Wheels are everywhere, especially on things that move, and these things are often accelerating or braking. Engineers studying dynamics usually struggle when learning to analyze the motion of various points on a wheel rolling with and without slipping on the ground. In this activity, you'll be examining the kinematics of a wheel rolling without slip on level ground. You will explore the velocities of different points on a wheel that's rolling at different phases of its motion. This will line up with the standard vector analysis that will allow you to accurately determine the motion and later on the forces and torques required to generate that motion. If time, the second activity is related to impacts of bodies which collide with each other. These activities (and ones like them) can be seamlessly integrated into classroom environments as they require only a flat surface for students to work on.

Wallace 3430

Teaching a Gen-AI-Centered Course

1:00 - 1:50 PM

Matthew Wright (GCCIS), Chris Schwartz (GCCIS)

In Spring 2024, we taught a course on Generative AI in Cybersecurity, aimed at helping seniors and graduate students navigate how Gen AI is changing work in the cybersecurity field and how they can (and cannot) and should (and should not) use these technologies as they enter their careers. We are gathering information about the class and what students are learning, and we will present our preliminary findings. After this, we will engage in an exercise on what it might mean to develop and run a similar class in the disciplines of workshop participants, and discuss how to move towards greater use of Gen AI in the broader curriculum. **Note: This workshop includes active learning activities.**

PART 2: "Leveling the Playing Field": Cultivating Inclusive Learning Spaces

1:00 - 1:50 PM

David Yockel (University Studies), mari jaye blanchard (CAD)

This is the second part of this workshop. In today's increasingly diverse and globalized educational landscape, fostering inclusivity is a necessity for ensuring equitable learning experiences for all students. Therefore, utilizing a growth mindset, this professional development opportunity will empower educators in all disciplines working to design and implement inclusive classroom practices, policies, and pedagogies.

This event will provide a supportive space for faculty members to share insights, learn from each other, and develop action plans for integrating inclusive pedagogies into their teaching practice. Through a short presentation, discussion, and focused collaborative activities, faculty members will explore student-centered teaching strategies that engage the wealth of intersecting social identities and positionalities that all students bring to the classroom.

Topics covered will include culturally responsive teaching, accessible course design, identifying biases, and creating inclusive classroom   practices and assessment policies. By the end of the workshop, participants will be equipped with the knowledge, skills, and confidence to cultivate inclusive learning environments where all students can thrive. **Note: This is the second part of this workshop. Attendance at the first part (11am) is not required.**

Checking In---Getting to know your students

1:00 - 1:50 PM

Raymond Scattone (CLA)

In my large Intro Classes I have students engage in a process called "Checking in" for 5% of their overall grade, where all students must come to meet with me for 20 minutes in the first month of class so that we can get to know one another. The reasoning behind this engagement is to help facilitate student success. Many students feel that there is a wall between them and their teachers at the University level. As a result they are less likely to ask questions/come to us with concerns. "Checking in" is a big part of trying to break down those walls and create a better environment for student success.

In this workshop, we will discuss the benefits of this added engagement as a requirement of class, and the obstacles faculty encounter in trying to do this (lack of time). **Note: This workshop will be conducted as a group discussion.**

Reception & PLIG Poster Showcase

2:00 - 4:00 PM

See the full list of posters on page 16

Engage with other passionate educators, exchange ideas, and be inspired by the transformative potential of the various topics of the day. And explore a showcase of faculty projects funded by Provost's Learning Innovative Grants highlighting cutting-edge approaches to teaching and learning, as you enjoy a spread of cheese and crackers complemented by an open bar.

PROGRAM
DETAILS

Registration and Breakfast

Check-in, get your name badge, optional information packets enter the raffle, and partake in the continental breakfast before the opening address begins.

Keynote: The Future is Co-Created: Take Student Engagement to the Next Level

Opening remarks by President Munson and Prabu David, Provost and Senior Vice President for Academic Affairs
Keynote by Christina Katopodis, City University of New York (CUNY)

How do we make the transition from the hierarchical, inequitable, output-driven academy we inherited from the nineteenth century to a higher education that empowers all students to be their own best selves, modeling a more democratic, flourishing, and just society? How do we make this transition in our own classrooms? In this keynote, Dr. Christina Katopodis, presents what the latest science of learning tells us about inclusive, collaborative learning. She shares teaching strategies that anyone can adapt easily and effectively in every field and grab-and-go activities that educators around the world are successfully using every day to ensure their students' lifelong success--and to revitalize their own commitment to a better world. **Note: This workshop includes team-based activities.**

Making Active Learning Sweet and Simple!

Emily Coon (COS)

Active learning doesn't have to be complicated! In this session we will walk through an easy and engaging activity using candy to discover how our senses interact to create our perception and how genetics can alter our perception. This activity will utilize active learning kits that facilitate the distribution of supplies and makes life easier on both the instructor and the students.

Teaching Hip Hop in a College Classroom

Makini Beck (CLA & SOIS)

The growing body of literature on Hip Hop pedagogy speaks to the ways dialogue can be used to engage students of various educational levels in discussions related to voice, identity politics, power, inequality, and social justice (Uca et a 2022). Hip Hop is a topic that is not only culturally relevant to Gen Z students (Buffington & Day, 2018; Cherfas et. al, 2021) such as those who comprise our college classrooms, but it is also an avenue to discuss controversial topics in popular culture (Gordon 2020). In this session, the presenter will share two activities used to engage students in active learning, a Hip Hop systems map, and an in-class deliberation activity. Rubrics for measuring student learning for both activities will also be shared.

Explore Ethical Generative AI & Test Drive Your AI Prompt

Ihab Mardini (CAD)

The presentation will introduce the ethical processing of generative AI, showcasing how users can contribute to the database through the platform Vizcom.ai. Results will be presented and briefly explained. Following this introduction, attendees will have the opportunity to engage by submitting their own image prompts, facilitated through QR codes and Google documents. This interactive session will allow participants to see firsthand how well their prompts work, fostering a dynamic exchange between presenter and audience. Finally, a comparative analysis will be presented, contrasting the integration of generative AI in our creative processes with the notion of delegating our research and work entirely to AI systems.

Ideation and Collaboration between Humans, More Humans, and AI

10:00 - 10:50 AM

Alex Lobos (CAD)

This session explores digital tools commonly used in brainstorming, planning, and organizing information, especially in collaborative settings, where visual representation can aid in understanding and communication. First, we will explore whiteboarding applications such as Miro of Mural to help in-person or remote teams with sticky-note ideation, mind maps, and other brainstorming techniques. Second, we'll take ideas contained in simple words or doodles and use AI visualization tools such as Midjourney, DallE and Vizcom to translate them into compelling images. Collaboration and teamwork are essential for achieving success in the workplace, classroom, and personal projects. They play a crucial role in active learning by enabling deeper understanding and enhancing problem-solving skills. Teams work well together when they share knowledge, build trust, and achieve common goals that surpass individual capabilities. The addition of AI tools to this process accelerates communication, exploration, and creativity. Rather than a factory of final solutions, artificial intelligence becomes a collaborator that provides a fresh perspective and enhances productivity. The insights gained from this session will be applicable to a wide range of courses that use collaboration and teamwork between humans and humans, and between humans and AI to generate ideas, foster innovation, and achieve transformative learning. **Note: Participants are encouraged to bring a laptop or tablet to this workshop.**

Novices as Experts: Active Learning in Linked Writing Courses

11:00 - 11:50 AM

Phil Shaw (SOIS), Ruth Book (SOIS)

In this interactive workshop, facilitators will discuss results from a collaborative project based on their linked writing courses in order to present a model for collaborative active learning. Through a series of assignments and near-peer collaborations, students interacted through primary research and conversation across four first-year and one upper-level writing courses. This interaction fostered peer-learning and created opportunities for connections among students that would otherwise not happen. In this workshop, participants will work in groups to evaluate effective strategies for survey analysis and compare their approaches to those of student writers in our linked courses. New possibilities for instructor collaboration and course-linked activities will be explored and discussed. Ultimately, participants will learn more about the uses and limitations of collaborative active learning strategies for students and the design process of linking courses within a program.

Collaboration and the Art of Compromise

11:00 - 11:50 AM

Rebecca Aloisio (CAD), Mitch Goldstein (CAD)

A large, interactive, community-based class holds immense importance in fostering community development, creating a conducive environment for creative learning, and elevating the standards for first-year CAD students. It not only helps in setting high expectations but also teaches self-advocacy and independence, while nurturing teacher-student rapport. Presentation on the course curriculum, comparing small and large formats, highlighting progress made since the course began in 2022, discussing developments and current outcomes. Topics: course evolution, discussions and critiques,

Creative practices and collaboration, sharing a dynamic space, supporting students from various disciplines and learning styles, engaging students in a large-scale creative environment, and raising the bar.

PROGRAM
DETAILS

Think Like AI

11:00 - 11:50 AM

Garret Arcoraci (GCCIS), Robert Kostin (GCCIS)

If you're interested in learning more about artificial intelligence and how it can help you work more efficiently, then "Think Like AI" is the perfect workshop for you. This workshop will teach you about the inner workings of AI and how you can use tools like ChatGPT to your advantage. The aim of the workshop is to help educators better understand AI and how it can be used to improve teaching and administrative tasks. You'll learn about natural language processing and how it can be used to automate and streamline your work. This is an excellent opportunity to learn how to use AI to your advantage and take your teaching skills to the next level.

Generative AI in Art and Design: Teaching Beyond Boundaries

11:00 - 11:50 AM

Juan Noguera (CAD)

Join Professor Juan Noguera for an insightful lecture on the integration and impact of Generative AI in art and design education. This session will unfold the myriad ways in which AI is transforming creative disciplines and pedagogical approaches. Through a blend of lecture, live demonstrations, and showcases of student projects, attendees will explore how AI tools are fostering innovation, enhancing creative workflows, and expanding the horizons of what's possible in art and design. We'll discuss the transformation of traditional practices, the role of AI in fostering new forms of creativity, and the ethical dimensions of integrating AI into educational settings. The session will highlight practical examples of AI in action, from concept development to final execution, providing faculty with insights into preparing students for a future where technology and creativity intersect. This event is designed for faculty across all art and design disciplines interested in exploring the potential of AI to revolutionize education and student creativity.

Lunch

12:00 - 12:50 PM

Pickup your boxed lunch and beverage from the designated area. Feel free to explore the beautiful surroundings of the new SHED building and find a comfortable spot indoors or outdoors to enjoy your meal. Take this opportunity to network and engage with fellow attendees while savoring your lunch in this inspiring environment.

Embracing Student Mistakes in Teaching

1:00 - 1:50 PM

Colin Mathers (CLA)

In traditional educational settings, mistakes are often seen as setbacks. However, research has shown that embracing and analyzing mistakes can lead to deeper learning and understanding. This workshop seeks to explore active-learning approaches in which student mistakes are treated as central to the learning process. Drawing from the principles of the Socratic method, we will delve into strategies for assessing understanding through the critique of peer ideas and fostering a supportive learning environment where mistakes are valued as opportunities for growth. After sharing personal experiences with such strategies, ample time for discussion will follow. Participants can expect to gain general insights into such strategies as well as initial thoughts about how to apply them to their courses in particular.

Note: This workshop includes team-based activities.

Transformative Ways to Motivate Students with Joy, Curiosity, and Agency in Learning

1:00 - 1:50 PM

Christina Katopodis (CUNY)

Instead of relying on external motivators (like grades) to spur students on, what we really need to do is help them connect with their internal motivators. This choose-your-own adventure workshop covers a variety of ways to light that spark. Each participant will be able to choose a station to work on developing a practical teaching tool, assessment strategy, or equitable structure to implement immediately into their course design.

Creative Overload: How AI is Supercharging Design Education

1:00 - 1:50 PM

Alejandro Perez Sanchez (CAD)

This dynamic and interactive workshop is designed to revolutionize the way educators approach design education. In this immersive session, participants will embark on a journey from concept to completion, utilizing cutting-edge AI tools to craft personalized classroom project templates. These templates are not just assignments; they are gateways to unleashing students' creative potential, enabling them to produce higher quality, more engaging work that will be a standout addition to their portfolios and demo reels. The workshop will kick off with an introduction to AI's transformative role in design education, followed by hands-on activities where participants will use ChatGPT to generate innovative ideas and design project templates. We will then explore Stable Diffusion with ControlNet to create captivating concept art and cover designs. Suno AI will add a musical twist, providing custom project music and fun theme songs for classes and assignments, while Elevenlabs will bring our creations to life with custom voiceovers and sound effects. Attendees will leave this workshop not only with a comprehensive understanding of how AI can be a game-changer in design education but also with practical experience in leveraging these tools to foster a creative and engaging learning environment. Prepare to be inspired, learn new skills, and transform your approach to teaching with "Creative Overload: How AI is Supercharging Design Education"

AI Accelerated Curriculum Development & Student Engagement

1:00 - 1:50 PM

Shaun Foster (CAD)

This workshop will focus on the use of AI for increasing student engagement, reducing faculty load and curriculum redesign. Imagine a world where every student receives personalized feedback, where grading is no longer a daunting task, and where the barriers to innovative research are significantly lowered. Welcome to the era of AI-enhanced education, where these possibilities are not just imaginations but realities. Let's embark on a journey to explore how AI tools can revolutionize the way we teach, learn, and innovate at the college level. **Note: Participants are encouraged to bring a laptop or tablet to this workshop.**

AI Task Force Panel Discussion

May 15, 2:00 - 2:50 PM

Moderator: Christopher Collison (COS)

Panelists: Cecilia Alm (CLA), Amanda Bao (CET), Sara Bayerl (Campus Life), Neil Hair (CTL & SCB), Clark Hochgraf (CET)

In this panel discussion, we will discuss the RIT AI Task Force report recently delivered to Provost Prabu David, on April 1, 2024, which made several recommendations regarding how RIT could embrace the use of AI on campus. We will ask the panel members to share their perspectives on the recommended next steps, the motivations behind them, and the expected benefits of their implementation.

The AI Task Force proposed the creation of a Centralized AI Hub, along with recommendations for the three main areas:

Area 1: Research, Scholarship, and Innovation

- Launch Cross-disciplinary Cluster Hires in AI
- Strengthen Research Computing for AI
- Amplify AI Marketing & Research Communication

Area 2: Experiential Aspects of AI on Campus

- "Ask Ritchie" AI-Chatbot for Student Success
- Virtual RIT Concierge Kiosks & Robots

Area 3: Teaching and Curriculum

- Establish governance & administrative structures to support AI in teaching and curriculum
- Emphasize ethics and critical thinking across RIT's AI curriculum
- Develop AI Curriculum Options across campus

Reception & Teaching with AI Demonstrations

May 15, 3:00 - 5:00 PM

Join us for our final day at the Student Hall for Exploration and Development (SHED), where you can meet Spot, RIT's Robotic Dog, and experience the future of education firsthand with our Teaching with AI demonstrations. Connect with fellow educators, share insights, and ignite inspiration while delving into the transformative potential of AI in the classroom. Relax, network, and unwind with a selection of cheese and crackers and an open bar as we conclude our event.

Open bar with cheese and crackers

TA TRAINING PROGRAM

This Fall, the **Academic Success Center** and the **Center for Teaching and Learning** will offer a series of practical workshops for undergraduate Teaching Assistants

Workshops will include:

- Orientation to being a TA
- Work expectations
- Communicating with Faculty
- Classroom Management
- Being a TA in Active Learning classrooms

If you know you will have TAs in your Fall courses, **contact ctl@rit.edu** to sign up for August mailing list to receive full details of the offerings.

PLIG Poster Showcase

Student Success and Retention (2022 PLIG)

Advancing Student Success in an Introductory Civil Engineering Technology Course (2022)
Yewande Abraham. Gina Ferrari

Leveraging Learning Assistants to Provide Personalized Feedback to Refocus Student Efforts Toward Learning Objectives (2022)
Dina Newman, Lea Michel

Teaching Precalculus in a "Just in Time" Format in Calculus A (2022)
Deana Olles, Carrie Lahnovych, Olga Tsukernik

Student Success and Retention (2023 PLIG)

Active Learning, Near-peer Teaching (NPT) and Conceptual Scaffolding between First-year Writing (UWRT 150) sections and a Writing-Intensive (WI) course section (UWRT 325) (2023)
Phil Shaw, Ruth Book

Computer Generated Artwork for Teaching Computer Science and Making (Supplies) (2023)
Thomas B. Kinsman

Emerging Technology Foundation (2023)
Ihab Mardini

Statistics Modules for Teaching Research Methods (2023)
A. Eleanor Chand-Matzke

Student Retention Predictive Model Using Advanced Learning Validation in Web and Mobile Computing (2023)
Alan Mutka

Active Learning (2022 PLIG)

Active Learning in Developmental Psychology (2022)
Jessamy Comer

Assessment and Improvement of Baseball Biometrics (2022)
William S. (Bill) Brewer, Rob Grow, Yong Tai Wang

Building Capacity for Teaching XR in Journalism (2022)
Thomas Dooley

Online Course - A Complete Guide on Character Setup and Automated Animations in AfterEffects (2022)
Meghdad Asadilari

Supplementing Theoretical Modeling with Empirical Data for Improved Design (2022)
Jennifer Bailey, Steven Day

TeachSHED: CAD (2022)
Rebecca Aloisio, Gina Ferrari

To TA? or Not To TA? – When desperation for classroom help demands a structured approach to TA's in large enrollment active learning classes (2022)
Sandi Connelly, Emily Coon-Frisch, Michelle Weatherell

Introducing Neuromarketing Techniques (2022)
Emi Moriuchi

Mythology through Experiential Learning
Jude Okpala **(2022)**

Creating an Open Environmental Humanities Activities Book and Resource Hub for Environmental Studies Courses (2022)
Kaitlin Stack Whitney

Active Learning (2023 PLIG)

CAD/CLA Introduction to Augmented Reality course (2023)
Susan Lakin, Thomas Dooley

Team Teaching Introduction to Biology: Fostering a Sense of Belonging in a Large Enrollment Classroom (2023)
Dawn Carter

Developing an Active Learning Abnormal Psychology Course (2023)
Jessamy Comer

Creating a Collaborative Workspace Using Extended Reality (2023)
Keli DiRisio

Character and Crowds Course Collaboration (2023)
Shaun Foster, Alejandro Perez Sanchez

Developing and Integrating Active Learning for Biopsychology (2023)
Rebecca J. Houston

Developing Josiah Wedgwood's Legacy into a Large-Format SHED Course (2023)
Peter Pincus

Industrial Design Product Archive (2023)
Marissa Tirone

Active Learning in Structural Engineering Courses Using Generative AI and 3D Printing (2023)
Amanda Bao