



# **AI, LITERACY, AND HUMAN-CENTERED PRACTICE**

**13th Annual Teaching and Learning Institute  
May 12, 2026**

**LONGWOOD**  
UNIVERSITY

## KEYNOTE ADDRESS

### **Teaching and Learning in the Age of Generative AI: A Human-Guided Approach**

The rapid rise of generative AI has generated both enthusiasm and concern across higher education. This keynote situates generative AI within the broader academic landscape, drawing on current research to outline the present state of the field. It considers documented limitations, ethical risks, and instances of misuse, while underscoring the importance of human judgment and human-in-the-loop approaches. The session concludes with research-informed examples of how generative AI can be integrated to support teaching and learning in higher education.

### **All Institute Workshop: AI Literacy Frameworks**

This interactive session, facilitated by Dr. Crompton, will introduce faculty to emerging AI literacy frameworks and their relevance for teaching and learning. Participants will explore both critical and practical frameworks that help guide integrating AI literacy into course and assignment design.



Dr. Helen Crompton is the Executive Director of the Research Institute for Digital Innovation in Learning and Professor of Instructional Technology at Old Dominion University. Dr. Crompton earned her Ph.D. in educational technology and mathematics education from the University of North Carolina at Chapel Hill. Recognized for her outstanding contributions, Dr. Crompton is on Stanford's esteemed list of the Top 2% of Scientists in the World in artificial intelligence. She has published over 250 papers, and her work in technology integration has garnered her numerous accolades, including the SCHEV award for the Outstanding Professor of Virginia. Dr. Crompton's expertise extends beyond academia to practice, as she frequently serves as a consultant for various governments, bilateral and multilateral organizations such as the United Nations and the World Bank, leveraging her knowledge and experience to drive meaningful change in the field of educational technology globally.

# INSTITUTE SCHEDULE

- 8:30-9:00           **Check-in and Full Breakfast**  
Blackwell Ballroom
- 9:00                 **Institute Welcome**  
Blackwell Ballroom
- 9:15–11:15         **Keynote Address: *Teaching and Learning in the Age of Generative AI: A Human- Guided Approach***
- All Institute Workshop: *AI Literacy Frameworks***
- 11:15-11:30       **Break**
- 11:30-12:45       Concurrent Sessions I  
**AI Foundations**  
Blackwell Ballroom
- Balancing Academic Integrity, Equity, and Access in AI-Responsive Assessment**  
Virginia Room
- Designing with Intention: Integrating GenAI Using the GAPN and ESI Frameworks**  
Prince Edward Room
- 12:45-1:40         **Lunch & Learn: Our Microsoft 365 Ecosystem & CoPilot for Faculty**  
Blackwell Ballroom
- 1:45-3:00          Concurrent Sessions II  
**AI and Information Literacy: Navigating AI as a High-Stakes Information Landscape**  
Prince Edward Room
- Designing Assignments with AI in Mind**  
Blackwell Ballroom
- Designing Course-Specific Chatbots with Copilot**  
Virginia Room
- 3:00 – 3:15        **Break**
- 3:15-4:30          Concurrent Sessions III  
**Teaching Writing in the Age of GenAI**  
Prince Edward Room
- AI Foundations**  
Blackwell Ballroom
- Designing Course-Specific Chatbots with Copilot**  
Virginia Room
- 3:30-5:00         **Leading in a Time of Change: Facilitating Program-Level Dialogue on GenAI, Student Learning, and Faculty Work -- Special Session for Academic Department Chairs, Academic Program Coordinators and Academic Program Directors**  
101 Allen Hall

## SESSION DESCRIPTIONS

### **AI Foundations**

Sarah Reynolds, Research Services & Assessment Librarian; Brent Roberts, Assistant Provost for Academic Outreach and Dean of the Greenwood Library

Participants will examine how AI systems work, including core concepts and mental models relevant to teaching and learning, and clarify distinctions between generative AI and emerging agentic systems. The session will address capabilities and limitations such as hallucinations, reliability, and bias while building a shared instructional vocabulary. Key considerations related to privacy, FERPA, data security, intellectual property, authorship, and attribution will also be introduced to support informed and responsible academic practice.

### **Balancing Academic Integrity, Equity, and Access in AI-Responsive Assessment**

Madeline Schutt, Assistant Dean of Students & ADA Coordinator; Kermitra Tweedy, Director, Student Conduct and Integrity; Carl Harvey, Assistant Director, CAFE

As faculty respond to generative AI in their courses, assessment decisions increasingly sit at the intersection of academic integrity, equity, and accessibility. This session brings together leaders from Accessibility Resources and Student Conduct and Integrity to examine how AI-related policies and assessment practices can uphold academic standards while remaining inclusive. Facilitators will explore the implications of AI-restrictive approaches such as blue books, in-class only writing, oral presentations, or lockdown browsers alongside strategies that support access, transparency, and fair enforcement. The goal is to help faculty design assessments that reduce misconduct risk without creating unintended barriers or inequities for students.

### **Designing with Intention: Integrating Generative AI Using the GAPN and ESI Frameworks**

Alecia Blackwood, Assistant Professor, Education, Longwood University; Janice Mak, Assistant Director and Clinical Assistant Professor, Mary Lou Fulton College for Teaching and Learning Innovation, Arizona State University; and Christine Powell, Assistant Professor of Special Education, Radford University

In this session, we will explore course-level approaches to integrating generative AI using the GAPN model and the ESI framework, with intentionality and transparency as the starting point. Presenters will share practical examples of how these frameworks guide thoughtful GenAI integration into lessons, supporting meaningful learning while maintaining ethical and human-centered teaching practices.

### **Lunch & Learn: Our Microsoft 365 Ecosystem & CoPilot for Faculty**

Aneicia Stimpson, Associate Vice President, and Deputy CIO and Naomi Johnson, Assistant Director, CAFE

Enjoy lunch while learning practical ways to save time and reduce repetitive tasks in your everyday work. This introductory session highlights Microsoft tools available at no cost for real-time collaboration, meeting and student appointment scheduling, and secure document storage accessible from anywhere, amongst others. The session also provides an overview of Microsoft Copilot for those new to or less familiar with the tool, including key privacy considerations, how faculty and students log in, and examples of how Copilot can support your teaching. Participants will also receive guidance on common pitfalls to avoid.

### **Designing Course-Specific Chatbots with Copilot**

Jacob Dolence, Director, Educational Innovation and Entrepreneurial Ecosystems; David Zirkle, Executive Director CBE Student Success

This session introduces faculty to building course-specific chatbots using Copilot to support targeted learning outcomes. Participants will explore how to design custom agents—such as practice partners, feedback simulators, or concept coaches—that align with assignments and disciplinary goals. Emphasis will be placed on prompt design, guardrails, and integrating chatbots into coursework in ways that encourage critical thinking and academic integrity.

### **AI and Information Literacy: Navigating AI as a High-Stakes Information Landscape**

Jennifer Beach, Associate Dean of the Library; Tammy Hines, Head of Collections & Information Services; Jamie Krogh, Archives and Special Collections Librarian

This session will explore pedagogical intersections between artificial intelligence academic usage and information literacy skills. Attendees will explore how to teach students to interrogate AI outputs with the same rigor applied to any unverified source, emphasizing that human expertise is a critical evaluative tool when facing machine-generated misinformation.

### **Designing Assignments with AI in Mind**

Adam Franssen, Professor of Biology

In this session, we will explore how faculty can align GenAI use with course learning outcomes, design assignments that meaningfully integrate or limit AI tools, and develop transparent, assignment-level guidelines. Presenters will share practical examples that help students understand when, how, and why AI may be used in their work.

### **Teaching Writing in the Age of GenAI**

Elise Green, Assistant Professor, Rhetoric & Composition

In this session, we will explore how core pedagogical principles of writing instruction—such as process, revision, audience awareness, and critical thinking—intersect with the growing presence of generative AI tools. Dr. Green will share concrete examples and lessons learned from her teaching, highlighting what has worked well, what has been less effective, and how she is adapting assignments and expectations in response. This interactive session will engage participants in discussion and reflection on how to design writing experiences that remain meaningful, rigorous, and human-centered in an AI-mediated environment.

### **Leading in a Time of Change: Facilitating Program-Level Dialogue on GenAI, Student Learning, and Faculty Work -- Special Session for Academic Department Chairs, Academic Program Coordinators and Academic Program Directors**

Participants will explore strategies for guiding faculty conversations about where and how GenAI may be integrated across courses, as well as where its use may be limited or inappropriate, with attention to alignment with student learning outcomes and disciplinary expectations. The session also addresses ethical considerations, academic integrity, and professional relevance, equipping leaders to support thoughtful, context-sensitive decisions about the role of GenAI in the curriculum.

## EVALUATION AND REFLECTION

Please take a moment to reflect on your experience at this year's Teaching and Learning Institute and complete the brief evaluation using the QR code provided.

