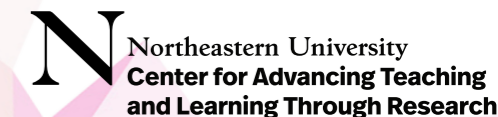# Conference for Advancing Evidence-Based Learning (CAEBL)
Wednesday, April 30, 2025 | Schedule-at-a-Glance

N Northeastern University
Center for Advancing Teaching and Learning Through Research

* Event times are shown in Eastern Time

Time				
10:15–10:30 a.m.	**WELCOME AND OPENING SESSION**			
10:30–11:45 a.m. KEYNOTE SPEAKER	MEGAN "MEG" MITTELSTADT — Assistant Vice President for Learning Initiatives, University of Georgia — **"Shaping the Future: Preparing Students for an AI-infused World"**			
12–12:30 p.m. RESULTS PRESENTATIONS	Honors Education as a Pathway for Global Learning and Mobility **SILVESTRI**	Teaching AI Literacy to Non-Computer Science Majors **RACHLIN**	Experiential Learning for Student Empowerment and Confidence **MOUCHREK**	Bridging Expertise: Faculty-Graduate Student Partnerships for AI-Enhanced Learning **HEDGE, SIKORA, SALMAN, THOMAS**
12:30–1:00 p.m.	**BREAK**			
1:00–1:30 p.m. WORK-IN-PROGRESS PRESENTATIONS	Enhancing Retention and Engagement Amongst Novice Programmers Through Problem-based Learning (PBL) Approach **SINGH** One Professor's Approach to Experiential Learning for Accounting Undergraduate Students **O'HAVER**	Using AI to Personalize Learning in Large Enrollment Classes **MATHERNE** Utilizing AI-Learning Technology in Undergraduate Mathematics to Explore Students' Competency in Calculus **MEANGRU**	Democratic Ungrading: Building Collaborative Graduate Education **SHERMAN** Interdisciplinary Teaching: Connecting Design and Healthcare in the Classroom **YU, MAGES**	Adapting AI Literacy Competencies for Disciplinary Contexts **A WORKSHOP WITH MEGAN "MEG" MITTELSTADT**
1:45–2:15 p.m. RESULTS PRESENTATIONS	Customized Chatbot as a Study Aid for Students **WILLIAMS**	Supporting Students' Experiential Learning Through Meaningful Reflection: A Data-Driven, Collaborative Approach **THIBAULT, WINN, VICEDOMINE**	Adjustment of Incoming Multilingual International Students: The Role of Peer Mentors **BUNNING, SMITH**	
2:30–3:15 p.m. PANEL PRESENTATIONS	AI in our Classrooms: Threat or Opportunity? A Student-Faculty Dialogue **GARDNER, IYER, SIMMONS, DATTILO**	Cultivating a Meaningful First-Year Experience: An Honors Impact Badge Case Study **BERKEY, TEMPESTA, SILVESTRI, DAIGLE-BRIGGS, HATTON**	Teaching Reimagined: Higher Education in the Age AI **SWEET, KIM, LARSON, RACHLIN**	Students' Sense of Fairness Through Anti-Racist Feedback and Grading **STEWART-TAYLOR, FINN, AKBARI**
3:30–4:00 p.m. RESULTS PRESENTATIONS	An Interactive Educational Game to Teach Algorithms to Computer Science Students **HAMANDI, HTOO, AMIN, TILAHUN**	Building Trust in AI-Powered Learning: Exploring EDGE's Framework for Ethical and Responsible AI Use **FRANKLIN, FREEDMAN, HOSTETTER, WARD**	Evolving Perspectives: Elementary Students' Critical Engagement with ChatGPT in Structured Academic Debates **SCHAEFFER, GALGUERA**	The (Im)Perfection of Learning Through GenAI, Simulation, and Real-World EMS Experience **COREY**

POSTERS

1. "It Erased My Voice": Requiring AI Use and Reflection in a Composition Course | LANTINGA
2. Implementation of MIRO Board in Nurse Practitioner Curriculum | RINKE, BRADLEY, ADAMS
3. Randomized Trial of Tailored Nudges to Increase Engagement in Public Health Education Coursework | GARBERS
4. Exploring Creativity, AI and Intergenerational Communication Through Experiential Partnership | AVERY-MILLER, GHOSH
5. Teaching AI Communication Literacy Through Intentional Design | LEOMI
6. Mentors, Guides, and Graders: Student Perceptions of Writing Program Feedback and Assessment | NOONAN, DECAMP, VIDRINE
7. Leveraging Generative AI for Teaching Legal Drafting | SHEK
8. Programmatic Self-Study: Goal Setting and Progress Monitoring in Experiential Education | PARENTI, CHILDERS-MCKEE, CRYSTAL, HOLLY
9. Action Research Driving Equity: Analyzing Social Justice Frameworks in EdD Dissertations | ALI, MCNABB, PARENTI, HOLLY